

B.Ed. 2nd Year

Paper - XII

Knowledge and Curriculum

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KNOWLEDGE AND CURRICULUM

CONTENTS

Unit	Title	Page No.
BLOCK 1	Knowledge and Education	CREDIT 1
Unit-1	Knowledge: Concept, Types and Sources of Knowledge. Distinction between Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief.	7-20
Unit-2	Bases of Modern Child-centred Education: Concept of Activity, Discovery and Dialogue with reference to Gandhi, Sri Aurobindo, Gijju Bhai and Paulo Freire.	21-32
Unit-3	Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to the Indian Constitution.	33-41
Unit-4	Concept of Nationalism, Universalization, Secularism and their relationship to Education.	42-50
BLOCK 2	Bases and Principles of Curriculum	CREDIT 1
Unit-5	Curriculum: Meaning, Nature, Need and Characteristics of a Curriculum.	51-58
Unit-6	Curriculum Development: Stages and Principles.	59-69
Unit-7	Bases of Curriculum: Philosophical, Psychological and Sociological.	70-79
Unit-8	Approaches to Curriculum Development: Subject-centred, Learner-centred and Problem Centred; Defects in Existing School Curriculum.	80-87

BLOCK 3	Model, Patterns and Approaches of Curriculum Designing	CREDIT 1
Unit-9	Models of Curriculum Designing: Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba).	88-92
Unit-10	Models of Curriculum Designing: Tyler's Model, Wheeler's Model and Kerr's Model.	93-99
Unit-11	Patterns of Curriculum Designing.	100-107
Unit-12	Approaches of Curriculum Development: Concept, Advantages and Limitations of Centralized and Decentralized Curriculum Designing.	108-117
BLOCK 4	Curriculum Evaluation	CREDIT 1
Unit-13	Evaluation of Curriculum: Need, Importance and Procedure of Curriculum Evaluation.	118-126
Unit-14	Recommendations of Various Commissions: University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986, 1992) with regard to curriculum development.	127-138
Unit-15	NCF (2005) and Its recommendations with regard to curriculum evaluation.	139-147
Unit-16	Continual Evaluation of Curriculum: Feedback from learners, teachers, community and Administrators.	148-156

Paper XII
KNOWLEDGE AND CURRICULUM

Marks : 100 (80 + 20)

Objectives:

At the end of this course, students will be able to;

- >understand the meaning and principles of the curriculum.
- >understand and appreciate the curriculum as a means of development of the Individual.
- > understand the foundations and evaluation of the curriculum.
- > comprehend the different models of curriculum.
- >compare the viewpoint given by different commissions.
- >develop an understanding of the concept, need, scope and functions of school management.
- >develop an understanding of different components of human and material resources of the school.
- >develop an understanding of the concept, need and importance, types and principles of timetable construction, school-records and co-curricular activities
- >develop an understanding of the concept and principles of classroom management.

Unit -1: Knowledge and Education

- >Knowledge: Concept, Types and Sources of Knowledge. Distinction between Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief.
- >Bases of Modern Child-centred Education: Concept of Activity, Discovery and Dialogue with reference to Gandhi, Sri Aurobindo, Gijju Bhai and Paulo Freire.
- >Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to the Indian Constitution.
- >Concept of Nationalism, Universalization, Secularism and their relationship to Education

Unit -II: Basis and Principles of Curriculum

- >Curriculum: Meaning, Nature, Need and Characteristics of a Curriculum.
- >Curriculum Development: Stages and Principles.
- >Bases of Curriculum: Philosophical, Psychological and Sociological.
- >Approaches to Curriculum Development: Subject-centred, Learner-centred and Problem Centred; Defects in Existing School Curriculum.

Unit –III: Model, Patterns and Approaches of Curriculum Designing

- >Models of Curriculum Designing: Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba).
- >Models of Curriculum Designing: Tyler’s Model, Wheeler’s Model and Kerr’s Model.
- >Patterns of Curriculum Designing.
- >Approaches of Curriculum Development: Concept, Advantages and Limitations of Centralized and Decentralized Curriculum Designing.

Unit – IV: Curriculum Evaluation

- >Evaluation of Curriculum: Need, Importance and Procedure of Curriculum Evaluation.
- >Recommendations of Various Commissions: University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986, 1992) with regard to curriculum development.
- >NCF (2005) and Its recommendations with regard to curriculum evaluation.
- >Continual Evaluation of Curriculum: Feedback from learners, teachers, community and Administrators.

Activities (Any one of the following):

- > Evaluation of textbooks of secondary level class and prepare a report.
- > Prepare a curriculum of any subject using Hilda Taba approach

SUGGESTED READINGS

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23. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York: Harcourt Brace, Jovanovich Inc.
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25. William, M. A. (1966). Planning Curriculum for Schools. New York: Rinchart and Winston

INSTRUCTIONS FOR THE PAPER -SETTERS AND CANDIDATES

The question paper will consist of five sections :A,B,C,D and E. Section A will consist of 8 short answer type questions with (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B,C,D,E and E will have two long answer type questions from respective Units 1,2,3 and 4 of the syllabus carry 16 March each.

Candidates are required to attempt one question each from section B C D and E of the question paper and the entire section Answer to short questions should be completed in around 100 words each.

Unit-1

Concept of Knowledge

STRUCTURE

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Concept, Type and Sources of Knowledge
 - 1.3.1 Characteristics of Knowledge
 - 1.3.2 Types of Knowledge
 - 1.3.3 Sources of Knowledge
- Self-Check Exercise-1
- 1.4 Distinction Between
 - 1.4.1 Knowledge and Skill
 - 1.4.2 Teaching and Training
 - 1.4.3 Knowledge and Information
 - 1.4.4 Reason and Belief
- Self-Check Exercise-2
- 1.5 Summary
- 1.6 Glossary
- 1.7 Answers to self check Exercises
- 1.8 References/ Suggestive Readings
- 1.9 Terminal Questions

1.1 Introduction

Education involves the guidance of a knowledgeable individual who assists others in acquiring knowledge and skills, not limited to academic sources but inclusive of all available information. It encompasses the development of mental, physical, and emotional capabilities to reach one's full potential. A key aspect of education is the selection and transmission of relevant knowledge, prompting questions about what content should be included in curricula and the criteria for such selection. Understanding the philosophical underpinnings of knowledge, recognizing various sources of knowledge, and assessing their validity are crucial in this context. Philosophy is viewed as a critical examination of different forms of intellectual activity, focusing on analysis, clarification, and critique of concepts. This perspective emphasizes the importance of publicly testable, reliable, and coherent knowledge. Knowledge is not merely a collection of

verified symbolic expressions but represents structured human experience. Acquiring knowledge entails grasping experience organized in a specific manner. This unit explores the nature, sources, and types of human knowledge, primarily through the lens of epistemology, a branch of philosophy. Additionally, it delves into the influence of culture on knowledge and examines methods for validating knowledge.

1.2 Learning Objectives

After going through the unit, you should be able to:

- Explain the concept of knowledge;
- Differentiate between A Priori and A Posteriori knowledge;
- Analyze the different sources of knowledge;

.

1.3 Concept of Knowledge

Knowledge is habitually defined as a belief that is true and justified. The philosopher Plato famously defined knowledge as "justified true belief". Knowledge is a familiarity, awareness of understanding of someone or something, such as facts, information, descriptions, or skills, which acquired through experience or education by perceiving, discovering or learning.

Knowledge is a highly organized intellectual product of humans that includes personal experience, skills, understanding of the different contexts in which we operate our activities, assimilation of all these and recording all this in a form that could be communicated to others. This communication of recorded experience, data, information, etc. makes for further of growth

Knowledge is a process of manifestation.

Knowledge helps to discover lasting values.

Knowledge modifies the behaviour.

Knowledge creates a sound mind.

Knowledge is an art and prepares a good citizen.

Theory of Knowledge" has been construed as a branch of philosophy known as Epistemology. 'Epistemology' comes from the Greek words 'episteme' meaning Knowledge and logos meaning discourse or science Knowledge is justified true belief.

Beliefs that merely happen to be true cannot be regarded as knowledge, because knowledge is justified belief. Knowledge is expressed in propositions.

A meaningful sentence that conveys truth or meaning is said to be a proposition.

Knowledge as Justified True Belief: This is a classic definition put forward by philosophers such as Plato and later refined by others like Edmund Gettier. According to this definition, for something to qualify as knowledge, it must meet three conditions: (a) It must be a belief, (b) It must be true, and (c) It must be justified.

Objective and Subjective Requirements for Knowledge: John Hospers suggests that there are two requirements for knowing: (a) The objective requirement, where the proposition must be true, and (b) The subjective requirement, where one must believe the proposition to be true.

1.3.1 Characteristics of Knowledge

Knowledge is characterized by some special features.

1. **Three Aspects of Knowledge:** Knowledge has three main aspects, the knowledge seeker (the consciousness of the participant), the known (the field of study) and the process of knowing which connects the knower and the known. An effective blend of all three aspects leads to knowledge. Very often, education focuses only on the field of study and neglects the position of the knowledge seeker and the process of knowing. This hampers the construction of knowledge.

2. **Social Character of Knowledge:** Knowledge is a shared product. Interaction of people in society generates knowledge. It cannot be attributed to a single individual; rather it develops due to the contribution of different people in the society. Even if certain knowledge comes from one person, this person's previous knowledge is a product of his/her experience with society. Knowledge cannot be generated in a vacuum. It is created, sustained and nourished by society. Consider this example. Karl Marx has contributed to Economics through his Theory of Surplus Value. Though this theory may be the contribution of Marx, yet it must be acknowledged that Marx proposed the theory due to what he observed and experienced in society. His previous understanding of wealth generation, production and the conditions of the working class resulted in this theory.

3. Cumulative and Non-depleting Character of Knowledge: The accumulation and enduring nature of knowledge are evident in its continual growth and evolution. Reality is constantly expanding as new discoveries are made, perspectives change, and our understanding of phenomena deepens. The human perception of the world is in a perpetual state of flux. An illustrative example is the historical belief that the Sun revolves around the Earth, which was later supplanted by the understanding that the Sun is at the centre of our solar system as scientific knowledge advanced.

Older knowledge is often augmented or replaced as our understanding progresses, ensuring that knowledge remains dynamic rather than stagnant. This dynamism has led to a surge in knowledge expansion in recent decades, yet knowledge itself remains inexhaustible. Unlike natural resources that can be depleted through use, knowledge is perpetually replenished through sharing and refinement. While significant strides have been made in fields such as neuroscience, particularly in understanding the human brain, the complexity of knowledge suggests that there is always room for further exploration and advancement.

4. Knowledge Develops Perspectives: Knowledge is not just explanatory; it is also interpretative in nature. Depending upon the kind of exposure the knowledge seeker has, knowledge tends to construct reality for the knowledge seeker. Knowledge is interpreted in the social context and hence is said to be perspective generating. For example, if a student gains knowledge about Mahatma Gandhi and his work, he is not just gathering facts about Gandhi's work; he is also forming some perspectives based on the knowledge.

5 Knowledge is Transferable: Knowledge can move from place to place; explicit knowledge (in form of documents, books etc) in particular, can easily be distributed via networks to many people. We accept that knowledge is transferred from teacher to student, from one generation to another or from author to reader.

6. Knowledge can be categorized: According to NCF 2005, knowledge can be categorized based on distinct kinds of concepts and meanings involved and processes of validation and justification. Thus, we have Social Sciences, Mathematics, Natural Sciences, Business Studies, Humanities and Arts as different areas of knowledge. Each involves its own kind of 'critical thinking', its own way of verifying and authenticating knowledge, and its own kind of creativity.

Each category provides a lens to view the world, understand the world and engage and act in the world. For example, our knowledge of Mathematics helps us to appreciate the aesthetics in architecture, it helps to understand money transactions and it helps us to carry out basic calculations. This is because Mathematics as a category of knowledge has its own concepts and meanings.

1.3.2 Types of Knowledge

Based on the way or manner in which it is obtained, knowledge can be classified under three heads

:

1. A priori Knowledge

The literal meaning of a *priori* is *from before* or *from earlier*. A priori is the knowledge that is attained independently of experience. It means there are certain assumptions that one can take for granted. This knowledge is non-empirical. (empirical means originating or based on observation or experience) Knowledge whose truth or falsity can be decided before or without recourse to experience. Knowledge that is a priori has universal validity and once recognized as true (through the use of pure reason) does not require any further evidence. Superior to all other knowledge. Known as analytical propositions

Ex: Logical and mathematical truths

Its truth can be determined solely by an analysis of the meaning of the words in the sentence expressing it and whose truth or falsity can be decided by pure reason without recourse to verification with experience.

2. A posteriori knowledge

A posteriori literally means from what comes later or from what comes after. It is the knowledge which is gained through experience and observation. This knowledge is empirical, arrived at afterword. Truths of physics, chemistry, and biology are instances of a posteriori knowledge. A posteriori judgment adds to the knowledge. But the knowledge yielded can sometimes be uncertain or problematic. This kind of knowledge is gained by first having experience and then using logic and reflection to derive understanding from it. In philosophy

terms, a posteriori is sometimes used interchangeably with empirical knowledge based on observation.

This is the knowledge of the scientific method stressing accurate observation and exact description.

For example: Ice melts. Snow is white.

These propositions give us factual information whose truth or falsity can be decided only through

Observation and verification. These are called synthetic propositions.

It is believed a priori knowledge is more reliable than a posteriori knowledge

It can be clearly demonstrated that mathematical knowledge is of the analytic- a priori type and scientific knowledge is of the synthetic- a posteriori type

Analytic proposition Synthetic proposition

(Snow is snow) (Snow is white)

Negative: self-contradictory Negative: False synthetic proposition.(snow is not snow) proposition.(snow is not white)

3. Experienced knowledge

Is always tentative and cannot exist prior to experience or be concluded from Observation. It must be experienced to have value.

1.3.3 SOURCES OF KNOWLEDGE

Sources of knowledge can be categorized into several main types, including sense experience, faith, authority, reason, intuition, and revelation. Each of these sources offers a unique perspective on acquiring knowledge.

Sense Experience: Sense experience serves as the foundational source of knowledge, involving the collection of information through our five senses: sight, hearing, touch, taste, and smell. This type of knowledge is derived from direct interaction and observation of the surrounding world. Examples include witnessing a rainbow, feeling the warmth of a fire, or tasting a ripe fruit.

Faith: Faith, as a source of knowledge, relies on belief and trust in something without relying on empirical evidence or logical proof. While often associated with religious or spiritual

convictions, faith can extend beyond these realms. It provides individuals with a framework for understanding existence, grappling with profound questions, and shaping moral principles and actions. Faith offers insights into the meaning of life, the existence of higher powers, and the nature of the divine.

Authority: Knowledge sourced from authority involves placing trust in the expertise and credibility of individuals possessing specialized knowledge or experience in a particular field. This could encompass experts, professionals, scholars, or those in authoritative positions. Authority contributes knowledge through consulting reliable sources such as academic research, expert opinions, or reputable publications. It is commonly relied upon when personal expertise is lacking or when information exceeds one's direct experience.

Reason: Reason entails employing logical and rational thinking to acquire knowledge. It encompasses critical thinking, deductive and inductive reasoning, and the assessment of evidence and arguments. Through reasoning, individuals analyze information, draw logical conclusions, and make informed judgments. It enables the identification of cause-and-effect relationships, recognition of patterns, and logical deductions. Reasoning plays a pivotal role in scientific inquiry, problem-solving, and decision-making processes.

Intuition: Intuition serves as a source of knowledge based on instinctive or "gut" feelings, operating without conscious reasoning or evidence. It involves a deep understanding or insight acquired without apparent logical processes. Intuition often taps into subconscious information processing and draws upon past experiences. It may manifest as a "hunch" or an immediate comprehension of a situation without clear articulation of its origins. While influential in decision-making, intuition is subjective and varies among individuals, occasionally leading to conflicting intuitions.

Revelation: Revelation pertains to knowledge believed to be disclosed by a divine or supernatural entity. It commonly arises from religious or spiritual encounters wherein individuals claim direct communication or insight from a higher power. Revelation offers profound insights into religious doctrines, moral principles, or metaphysical truths. However, it remains subjective and personal, relying on individual experiences or assertions of divine intervention. Similar to intuition, revelation is occasionally cited as the basis for knowledge claims, such as revelations received through dreams or visions.

Self Check Exercise: 1

Write your answers in the space given below.

Q.1.What is Knowledge?

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.....

2. Differentiate between A Priori and A Posteriori knowledge.

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.....

1.4.1 Knowledge and Skill.

Skill refers to the ability to apply knowledge in particular situations. Skills are abilities that help in good performance. Developing any skill or becoming excellent at it is a very difficult task. It requires a lot of practice. It is necessary to have proficiency in different skills in different fields. Such as: - teaching skills, organization skills, and performance skills Education is not required for skills.

Knowledge is acquired through education gained from experience	Whereas skill is acquired through practice.
Knowledge includes the theoretical.	Skills encompass practical abilities.
Knowledge is acquired. It is not inborn.	Whereas skills can be innate.
The field of knowledge is wide and vast.	The scope of skills is limited.

Man's all-round development takes place through knowledge	Whereas skill does not lead to all-round development of a person, rather it only makes him proficient in a particular field
Knowledge is a lifelong or continuing process and shows new forms.	Whereas a skill, once learned, does not need to be learned again and again.
Knowledge is the basis of skill	while skill is inherent in knowledge

1.4.2 Distinction between Teaching and Training

People sometimes use terms *teaching* and *training* interchangeably and they think them to be the same thing. However, both of them are different, and in fact, they have many differences. Training is a specific program of skill development. It is a planned and systematic sequence of instruction under a competent trainer. It is a time-bound process. It equips the trainee with a mindset and skill set.

Teaching, on the other hand, is not as specific as training. Its scope is broad and it often takes years to impart knowledge to learners through the teaching and learning process.

Points of difference between teaching and training

Teaching

- Teaching is mostly theoretically oriented
- Teaching fills the mind.
- Teaching provides new knowledge to the people
- Teaching continues for a long time.
- Teaching is a broader area.
- Teaching does not follow a very rigid approach
- Teaching usually refers to classroom learning
- The teacher provides information, knowledge, and experiences during the teaching and learning process.

- Teaching gives limited knowledge covering extensive domains or areas of knowledge.

Training

- Training is practical orient
- training shapes habits.
- Training helps already knowledgeable people to learn tools and techniques to apply them.
- Training is for a few days or a few months.
- Training is for specific areas.
- The training follows a rigid and systematic approach
- Training refers to workshops, seminars, role-plays, simulations, etc.
- Trainer facilitates learning during the training process.
- Training gives intensive information about a given domain.

1.4.3 Distinction Between Knowledge and Information

In today's digital age, we are constantly bombarded with information, yet many people fail to recognize the subtle differences between knowledge and information.

Understanding Information

Information refers to meaningful stimuli intended for the recipient, comprising processed, organized, or structured data that conveys knowledge, ideas, or instructions. It can be transmitted through various mediums such as text, images, audio, or video and is readily accessible and shareable through platforms like books, websites, and social media. Essentially, information serves as a representation of reality, providing insights into the world around us. It can range from factual to subjective or even fictitious, depending on its purpose and target audience. Across various fields including science, technology, business, and education, information plays a crucial role in decision-making, learning processes, and facilitating communication.

Here are some information examples.

- The temperature in Texas City is 70 degrees Fahrenheit.
- The population of India is 1.366 billion.
- The capital of Bangladesh is Dhaka.
- **What is Knowledge?**
- Knowledge is a fundamental aspect of human development and progress. It encompasses the information, insights and skills that individuals acquire through education and experience. It empowers individuals and organizations to make informed decisions, solve problems and navigate their respective fields.
- For instance, a doctor's knowledge of medicine and patient care is built upon years of rigorous study, practical training and professional experience. This knowledge includes understanding various diseases, their symptoms and effective treatment methods. With this knowledge, doctors can diagnose illnesses accurately and develop appropriate treatment plans, ultimately helping their patients recover.
- Similarly, an engineer's knowledge is derived from studying the principles and theories of engineering, along with practical experience gained from designing and constructing structures. Their expertise enables them to create safe and efficient buildings, bridges and infrastructure that meet specific requirements while considering factors such as structural integrity, environmental impact and cost-effectiveness.

1.4.4 Distinction between Reason and Belief

In every occurrence, there lays a reason, a principle acknowledged universally. The average individual typically seeks understanding solely in the "how" of an event—what circumstances led to its unfolding. The term "cause" is often employed with varying connotations, sometimes denoting a necessary precondition and at other times signifying adequacy in achieving an outcome. When the issue at hand concerns the prevention of an undesirable outcome, "cause" typically refers to a necessary condition. Identifying such a condition entails pinpointing a factor intrinsic to the situation and then addressing it accordingly. Conversely, the term "cause" takes on the role of a sufficient means when the aim is not to avert something unfavorable but rather to bring about something desirable.

Belief is a form of knowledge. The definite beliefs that a person forms on the basis of his experiences and thoughts are called knowledge. To convert belief into knowledge it is necessary

that there is evidence of its truth, the believer should be able to tell what is the basis of his belief and this basis should be objective, not just imaginary and subjective.

Difference between Reason and Belief

1. Reason is not a form of knowledge; rather belief is a form of knowledge.
2. Reasons arise due to some incident, but beliefs arise on the basis of a person's experiences and thoughts.
3. For a reason it is not necessary to have truth, but for a belief there must be proof of truth.
4. There may be many bases for reason, but the only basis for belief is objective reality.

Self Check Exercise: 2

Write your answers in the space given below.

1. What is the difference between knowledge and Information?

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.....
.....
.....

2. Differentiate between Reason and belief.

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.....
.....
.....

1.5 Summary

To acquire knowledge, one has to be an active learner, who has to continuously strive to get new knowledge. Thus, in the classroom, teachers have to provide such opportunities to the learners which help them to actively involve themselves in the process of learning.

1.6 Glossary

Knowledge: “Knowledge can be conceived as experience organized through language into patterns of thoughts (or structures of concepts), thus creating meaning, which in turn helps us to understand the world we live in.

Information: Information is an assemblage of data in a comprehensible form capable of communication and we use the essence of it is that a meaning has been attached to the raw facts.

Teaching: Teaching is the act of imparting instructions to the learners in the classroom situations.

Training: Training is a specific program of skill development. It is a planned and systematic sequence of instruction under a competent trainer. It is a time-bound process. It equips the trainee with a mindset and skill set.

1.6 Answers to self check Exercises

Self check Exercises 1

Ans 1. Knowledge is the awareness, understanding, or familiarity gained through experience, education, or learning. It encompasses facts, information, and skills acquired over time. Knowledge can be theoretical, such as principles and concepts, or practical, involving hands-on skills and expertise. It is essential for decision-making, problem-solving, and intellectual growth.

Ans 2. A priori knowledge is knowledge that is independent of experience, derived from reason and logical deduction (e.g., mathematical truths). A posteriori knowledge, on the other hand, is dependent on experience and empirical evidence (e.g., scientific observations). A priori knowledge is considered universally true, while a posteriori knowledge is contingent on specific experiences and observations.

Self check Exercises 2

Ans1. Information refers to raw data and facts that are collected, organized, and processed to be meaningful. Knowledge, on the other hand, is the comprehension and understanding derived from processing, interpreting, and applying information. While information is objective and can be easily transferred, knowledge involves personal insight and experience, making it more subjective and context-dependent.

Ans 2. Reason involves logical and rational thinking based on evidence, critical analysis, and deductive or inductive reasoning to arrive at conclusions. It is grounded in empirical observations and aims for consistency and coherence in arguments. Belief, however, is a conviction or acceptance of something as true, often based on faith, intuition, personal experience, or cultural influence rather than empirical evidence or logical reasoning. Beliefs can vary widely between individuals and cultures and may not necessarily be verifiable or rational.

1.7 References/ Suggestive Readings

Burgh, G., & Nichols, K. (2012). The parallels between philosophical inquiry and scientific inquiry: Implications for science education. *Educational Philosophy and Theory*, 44(10), 1045–1059.

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IGNOU (2005). *Education: Nature and Purposes (MES 012)*, Block 1& 2, Master of Education, IGNOU, New Delhi.

1.8 Terminal Questions

1. Explain the concept of knowledge and forms of knowledge with the examples.
2. Write difference between
 - a) Knowledge and Information
 - b) Reason and Belief

Unit-2

Bases of Modern Child-centred Education: Concept of Activity, Discovery and Dialogue with reference to Gandhi, Sri Aurobindo, Gijju Bhai and Paulo Freire.

Structure

- 2.1 Introduction
- 2.2 Learning Objectives
- 2.3 Bases of Modern Child-centred Education
- 2.4 Concept of activity, Discovery and Dialogue with reference to
 - 2.4.1 Gandhi Ji
 - 2.4.2 Sri Aurbindo Ghosh
 - 2.4.3 Gijju Bhai
 - 2.4.4 Paulo Freire
- Self-Check Exercise-1
- 2.5 Summary
- 2.6 Glossary
- 2.7 Answers to self check Exercise
- 2.8 References/Suggestive Readings
- 2.9 Terminal Questions

2.1Introduction

Modern child-centered education is rooted in the belief that education should revolve around the unique needs, interests, and developmental stages of each child. It contrasts with traditional teacher-centered approaches by emphasizing active participation, personalized learning experiences, and the holistic development of students. This approach acknowledges that children learn best when they are engaged in meaningful activities that resonate with their experiences and interests. By focusing on the child as an active participant in their own learning journey, child-centered education aims to cultivate independence, critical thinking skills, and a lifelong love for learning.

2.2 Learning Objectives

After going through the unit, you should be able to:

- Understand the bases of modern child centered education with concepts of education by educational thinkers
- Understand Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to the Indian Constitution.
- Understand the concepts of Nationalism, Universalization, Secularism and their relationship to Education

2.3 Bases of Child centred education

Modern child-centred education is rooted in several key principles and philosophies that priorities the holistic development and individual needs of each child. Here are some of the foundational bases:

1. **Child-Centred Approach:** This approach places the child at the centre of the learning process, recognizing their unique needs, interests, abilities, and learning styles. It emphasizes that education should be tailored to the individual child rather than adopting a one-size-fits-all approach.
2. **Constructivism:** Constructivist theories suggest that children actively construct their own understanding and knowledge of the world through experiences, interactions, and reflection. In child-centred education, learning is seen as a process of constructing meaning rather than passively receiving information.
3. **Experiential Learning:** Child-centred education often incorporates hands-on, experiential learning activities that allow children to explore, experiment, and discover concepts for themselves. This approach encourages active engagement and deeper understanding.
4. **Inquiry-Based Learning:** Inquiry-based learning encourages children to ask questions, investigate topics of interest, and seek answers through research, experimentation, and critical thinking. It fosters curiosity, independence, and a deeper understanding of concepts.
5. **Holistic Development:** Child-centred education recognizes the importance of nurturing all aspects of a child's development, including cognitive, social, emotional, physical, and creative dimensions. It aims to support the overall well-being and growth of each child.

These bases of modern child-centred education collectively promote an educational environment that respects and supports the unique qualities and potential of each child, fostering a love for learning and preparing students for success in an ever-changing world.

2.4. Concept of activity, Discovery and Dialogue with reference to

- **Mahatma Gandhi**
- **Sri Aurbindo Ghosh**
- **Gijju Bhai**
- **Paulo Freire**

Thinkers and educationists played a very important role to rationalize the real essence of learning with learners and their physical, social and economical conditions. Lets understand it one by one:

2.4.1 Mahatma Gandhi's concept of Basic Education

Gandhi Ji himself emphasized the significance of the self-sustaining aspect of Basic Education, aiming to address the challenge of implementing mandatory primary education for all school-aged children. Basic Education acknowledges the educational value of practical work, embodying a pragmatic and materialistic philosophy that figures prominently in the ideas of John Dewey, Marx, and Engels. Central to Basic Education is the integration of work, which is production-focused and contributes to national economic reconstruction efforts.

Furthermore, Basic Education embodies democratic and socialist principles, eradicating class and caste distinctions to promote social cohesion and national unity. It instills democratic values in children and paves the way for equalizing educational opportunities, breaking down barriers between different socio-economic groups, manual and intellectual labour, as well as rural and urban populations.

Basic Education operates on the principle of active learning, where children actively engage in the learning process rather than passively receiving information. It emphasizes hands-on learning and practical skills acquisition through productive crafts. The curriculum of Basic Education is tailored to understand the natural and social environment of the child, emphasizing activity-based learning.

By fostering a connection between the school and the community, Basic Education bridges the gap between formal education and the realities of everyday life, earning it the designation of community education.

2.4.2 Sri Aurobindo Concept of Child Centred Education

Sri Aurobindo Ghosh had great faith in the Gurukula system of education and created Ashram school in Pondicherry in the year 1943. Aurobindo's integral yoga and spiritual yoga are the sources of ideas for his scheme of education. He emphasizes that a man possesses physical and mental spirit and the spiritual soul has the capacity to recognize and realise God. According to Aurobindo, real education provides a free and creative environment to the child by developing the child's interests, creativity, mental, moral and aesthetic senses and finally leads to the development of the spiritual powers. The main aim of education is to bring out the real man. Sri Aurobindo saw education as a tool for the real working of the spirit of the mind, a body of the nation and individual. According to the Educational Philosophy of him, everyone has spiritual consciousness by some extent in the form of some special ability which should be recognized and allowed to progress by the teacher. He involved all to uplift man from the present state to a brighter future. He thought of such education that is for an individual that will make it's one central object the growth of the soul, its powers and possibilities.

Shri Aurobindo emphasized that education should be in accordance with the needs of our real modern life. In other words, education should create dynamic citizens so that they are able to meet the needs of modern complex life. According to Shri Aurobindo Ghosh, the following are the aims of education.

- **Physical development and purity-** It is the body which performs all religious obligations. Physical development and purification are the two important bases on which spiritual development are built. When the body is sound, the brain works well and the child can attain success.
- **Development of senses-** It trains the senses namely hearing, speaking, listening, touching, smelling and tasting. Through education purity of senses is to be achieved. According to Aurobindo, the first work of the teacher is to develop the method of proper use of the six senses.
- **Mental development-** It develops all mental faculties such as thinking, reasoning, imagination, memory, discrimination, decision making power etc. through education

fully and harmoniously. The interests and inner powers of the child can be developed on the basis of mental growth.

- **Growth of logical power-** Aurobindo believes that the logical power of the child must be necessarily developed after the development of the child's mental powers.
- **Development of morality-** The hearts of children are developed to show extreme love, sympathy and consideration for all living beings.
- **Development of conscience-** The four levels of conscience such as Chitta, Manas, Intelligence and Knowledge should be developed harmoniously. It develops remembrance, awakening and intelligence of the child, which develops all round development of the child.
- **Spiritual development-** Every human being has some divinity in her. Education finds it and develops it to the fullest extent. The chief aim of education is to help the growing soul to draw out that in itself which is best and make it perfect for a noble use. It builds the power of the human mind and spirit. Spiritual development grows the thinking and imaginative capacity of the person.

Aurobindo gives importance to the controlling of the mind to a state of silence and stillness, immune to distractions. He gives importance to spiritual education and universal humanity. Education unites these two for the betterment of hum

2.4.3 Gijubhai Badheka's Revolutionary approach in child centred Education

Imagine if classrooms were vibrant hubs of creativity, where learning flowed as freely as play. This vision became a reality thanks to Gijubhai Badheka, an influential educational thinker from early 20th-century India. His pioneering approach to education broke away from the confines of traditional rote learning and rigid classroom structures, offering a refreshing perspective that still holds relevance today.

In an era dominated by memorization and standardized exams, Badheka championed a child-centred philosophy that empowered learners to shape their own educational journeys. He advocated for interactive and experiential learning, encouraging children to explore concepts through activities like storytelling, singing, and hands-on exploration. This approach stood in stark contrast to the prevailing emphasis on exams and academic performance.

Badheka's legacy reminds us of the enduring importance of placing children at the heart of the educational process. His emphasis on play-based learning and student autonomy continues to inspire educators to rethink traditional teaching methods and prioritize the holistic development of every child. As we delve into Badheka's philosophy, we uncover valuable insights that can enrich contemporary educational practices and foster a more engaging and empowering learning environment for generations to come.

The importance of play in learning

Badheka saw play as an essential element of childhood that could be harnessed for education. He encouraged play in the classroom, not just as a break from learning but as a vehicle for it. He knew that through play, children develop social, cognitive, and physical skills—laying a foundation for complex learning and critical thinking later in life.

Embracing stories and songs as educational tools

The use of stories and songs was another cornerstone of Badheka's educational philosophy. He recognized the power of narrative and music to capture children's imaginations and convey complex concepts in an accessible way. Stories and songs provide context and emotional connection, making learning more memorable and enjoyable.

Creating a nurturing environment free from formal examinations

Badheka's classroom was a place where the pressures of formal exams were absent, allowing children to explore their interests and abilities without fear of judgment. This nurturing environment was designed to promote holistic development, ensuring that education served the emotional and psychological needs of children, as well as the intellectual ones.

Understanding children's emotions in education

Badheka placed a strong emphasis on understanding and respecting children's emotions. He believed that recognizing emotional cues and responding to them was key to creating a supportive learning environment. By acknowledging and addressing the emotional well-being of students, educators could foster a sense of security and confidence that would empower them to take risks and engage fully with the material.

Promoting holistic development

The holistic development of children was at the heart of Badheka's educational philosophy. This meant nurturing not only the mind but also the body and spirit. Physical education, creative arts, and moral development were all integral to his approach, ensuring that children grew into well-rounded individuals.

Education through self-directed play and exploration

Badheka championed the idea of self-directed play and exploration as a means of education. He believed that when children are given the freedom to investigate and learn about their world, they develop a sense of agency and become active participants in their own education. This autonomy fosters a lifelong love of learning and an inquisitive spirit that extends beyond the classroom walls.

The role of the educator in child-centred education

In Badheka's vision, the role of the educator was not to dictate information but to guide and facilitate the learning process. Teachers were to observe children's natural interests and provide opportunities for them to delve deeper into subjects they were passionate about. This required a shift from being the source of knowledge to being a supportive mentor.

Challenges and adaptations in modern education

While Badheka's approach was revolutionary, it also presented challenges in the context of modern education systems, which often prioritise standardised testing and measurable outcomes. However, his principles can still be adapted to today's classrooms by incorporating elements of play, storytelling, and emotional support into the curriculum.

Gijubhai Badheka's child-centred educational philosophy offers a timeless framework for nurturing curious, confident, and well-rounded learners. By prioritizing play, stories, and emotional understanding, educators can create learning experiences that are engaging, holistic, and deeply resonant with children. As we reflect on Badheka's contributions, we are reminded of the transformative power that education can hold when it is built around the needs and natural inclinations of students.

2.4.4 Paulo Freire's philosophy of education

Paulo Freire, a prominent realist and humanist philosopher, emerged as one of the most influential educational thinkers of the 20th century, leaving a profound impact on pedagogical

practices worldwide since the 1970s. His upbringing in the middle-class, experiences of poverty during the Great Depression, Marxist ideologies, and periods of imprisonment shaped his educational perspectives. In his seminal work, "Pedagogy of the Oppressed" (1970), Freire delved into the dynamics of oppression and underscored the transformative potential of education in fostering cultural and political liberation.

Freire's educational philosophy revolves around two key concepts: the 'banking' approach and 'problem-posing.' The 'banking' approach, as elucidated by Freire in 1968, likens teachers to bank clerks who deposit information into passive students, stifling creativity and critical thinking. In contrast, 'problem-posing' education empowers students to engage actively with knowledge, fostering dialogue, critical consciousness, and transformative action. Freire envisioned teachers as facilitators of dialogue, co-learners with their students, promoting mutual growth and understanding.

1. Banking approach

Freire (1968) introduced the 'Banking' concept of education whereby he equated teachers with bank clerks and saw them as 'depositing' information into students rather than drawing out knowledge from individual students or creating inquisitive beings with a thirst for knowledge.

Education... becomes an act of depositing, in which the students are depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorise and repeat. This is the 'banking' concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing and storing the deposits... in the last analysis, it is the people themselves who are filed away through the lack of creativity, transformation, and knowledge in this (at best) misguided system. For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient continuing, hopeful inquiry human beings pursue in the world, with the world and each other.

2. Problem-posing

Paulo Freire argued that teachers should be concerned to make students 'more fully human' by which he meant 'conscious beings', subjects and creators of knowledge. A subject is someone who has the capacity to adapt oneself to reality *plus* the critical capacity to make choices and transform that reality. To achieve this purpose, teachers should reject the 'banking' approach and

replace it with one of 'problem-posing' which enables students to recognise their relationship with the world and become conscious beings, i.e. as 'subjects' having a true understanding of the world.

According to Freire, 'problem-posing' helps to create dialogue between teachers and students, and students with teachers. In this changed relationship:

The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow

The global strength of Freire's influence is evidenced by his work being translated from Portuguese into more than 20 languages. As an African American, hooks (1994:53) suggests that Freire influenced her work because he demonstrated through his writings how 'a privileged critical thinker approaches sharing knowledge and resources with those who are in need' and took an ethical approach to sharing education:

Authentic help means that all who are involved help each other mutually, growing together in the common effort to understand the reality which they seek to transform. Only through such praxis – in which those who help and those who are being helped help each other simultaneously – can the act of helping become free from the distortion in which the helper dominates the helped' (Freire cited by hooks 1994: 54).

Clearly, drawing on the work of Freire, hooks entitled her own transformative text *Teaching to Transgress* (1994) (which is incidentally sub-titled 'Education as the Practice of Freedom and is visible on the front cover). In this she observes that:

To educate as the practice of freedom is a way of teaching that anyone can learn [and that] 'education as the practice of freedom' should enable students 'to move beyond boundaries, to transgress' (hooks 1994:207) and make a difference to those they educate.

It is very clear that Paulo Freire has contributed a lot to the education field. His work has earned a Universal recognition. Freire's work remains influential because despite his writings being informed by Brazilian educational contexts and economic circumstances in the early 20th century, his ideologies have proved to be globally transferable (in part informed by his time spent educating diverse ethnic groups outside of Brazil), and have the ability to be translated into

diverse contexts. His contribution to world literacy programmes has been a golden era in history. The biggest proof of his importance and contribution is that his famous book Pedagogy of the Oppressed is at the peak of fame in many countries.

Self Check Exercise: 1

Write your answers in the space given below.

1.What is called Sri Aurobindo's Educational Philosophy?

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2. Freire's educational philosophy revolves around two key concepts. what are those.

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2.5 Summary

In the present unit the educational ideas of four influential educational thinkers of modern times – Tagore, Gandhi, John Dewey and Paulo Freire were highlighted. If we scan through their ideas on education, it will be found that, in all four cases, it began with criticizing the prevailing education system and practices. As far as aims of education is concerned, all four thinkers go beyond the material self and uphold the primacy of development of psychological, moral and spiritual self. They emphasized the freedom of the child for self realization. They also believed that individual transformation is a basis of social transformation, thus they suggested synthesis of individual and social aims for holistic development. Though, the methods and practices suggested by them are quite different from each other. Tagore talks about active communion with nature, whereas Gandhiji propounded craft-centred education. Paulo Freire criticises banking education, which treats the human mind as an empty vessel. He advocated problem-posing education which treats man as a conscious being in constant dialogue with the world.

2.6 Glossary

Holistic Development: The overall growth of an individual in multiple dimensions as cognitive, emotional, physical, and social.

Transformative Power: Causing someone's life to be different or better in some important way.

Oppression: the exercise of authority or power in a burdensome, cruel, or unjust manner.

Praxis: reflection and action upon the world in order to transform it.

2.7 Answers to self check Exercises 1

Ans.1 Sri Aurobindo emphasized that education should be in accordance with the needs of our real modern life. In other words, education should create dynamic citizens so that they are able to meet the needs of modern complex life.

Ans 2. Paulo Freire's educational philosophy centers on two key concepts: "**problem-posing education**" and "**critical consciousness**". Problem-posing education challenges the traditional banking model of education where knowledge is deposited into passive students. Instead, it emphasizes dialogue, critical thinking, and collaboration between educators and learners to critically examine and transform societal realities. Critical consciousness refers to the ability to perceive social, political, and economic contradictions and to take action against oppressive systems through informed and reflective practice. Freire believed these concepts are essential for empowering individuals and fostering social change through education.

2.8 References/Suggestive Readings

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2.9 Terminal Questions

1. Discuss the concept of Sri Aurobindo on the basis of Child Centred Education.
- 2.Discuss the key concepts of Freire's educational philosophy.

Unit-3

Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to the Indian Constitution.

STRUCTURE

3.1 Introduction

3.2 Learning Objectives

3.3 Education in Relation to Modern Values:

3.3.1 Equity, Equality,

3.3.2 Individual Opportunity,

3.3.3 Social Justice and Dignity with reference to
the Indian Constitution.

Self-Check Exercise-1

3.4 Summary

3.5 Glossary

3.6 Answers to self check Exercises

3.7 References/ Suggestive Readings

3.8 Terminal Questions

3.1 Introduction

Education in India stands at a critical juncture where traditional values are increasingly intersecting with modern aspirations. As the world evolves rapidly, so too does the role of education in shaping individuals and society. In this context, India's educational landscape reflects a blend of timeless wisdom and contemporary knowledge. Traditionally, Indian education has emphasized reverence for knowledge, moral values, and holistic development. Ancient texts like the Vedas and Upanishads promoted a quest for knowledge that transcended mere academic pursuits, focusing also on character formation and ethical behavior. These values continue to resonate in modern education, albeit amidst a backdrop of globalization, technological advancement, and economic ambitions.

Today, India's educational institutions strive to balance traditional wisdom with the demands of a rapidly changing world. There is a growing emphasis on science, technology, engineering, and mathematics (STEM) education, driven by the need to compete in a globalised economy. At the same time, efforts are being made to integrate traditional knowledge systems such as Ayurveda, yoga, and Indian philosophy into the mainstream curriculum. Furthermore, education in India is increasingly seen as a means to foster critical thinking, creativity, and innovation—skills essential for navigating the complexities of the modern world. Schools and universities are encouraging interdisciplinary approaches and experiential learning to equip students with practical knowledge and problem-solving abilities. However, challenges persist, including disparities in access to quality education across socio-economic groups and regions. There is a pressing need for educational reforms that ensure equitable opportunities for all, regardless of background. In this chapter we will explore some more knowledge about the concept.

3.2 Learning Objectives

After going through the unit, you should be able to:

- Understand Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to the Indian Constitution.
- Understand the Concepts of Nationalism, Universalization, Secularism and their relationship to Education.

3.3 Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to the Indian Constitution.

Cultivation of value can be fostered in young children through education. Educated persons view human existence and the world from a rational and aesthetic point of view due to their value-consciousness.

3.3.1 CONCEPT OF EQUALITY AND EQUITY IN EDUCATION

Equality in education means ensuring that every qualified individual has access to educational opportunities, regardless of factors such as sex, caste, religion, language, race, color, political opinion, nationality, social origin, economic status, or birth. It acknowledges that while

individuals may not be equal in their innate capacities, they should be provided with opportunities commensurate with their abilities. Thus, no one should be hindered from progressing except when they lack the ability to do so.

Equity, on the other hand, refers to fairness or impartiality in the distribution of opportunities across society. It recognizes the need to address historical and systemic disparities by providing additional support or resources to marginalized groups to ensure that they have equal access to educational opportunities.

In the pursuit of social justice, policies such as reservations for scheduled castes, scheduled tribes, backward classes, women, rural populations, sportspeople, freedom fighters, ex-military personnel, and their dependents are deemed fair and necessary. Constitutional amendments have been implemented over time in India to uphold and reinforce these principles of equity and social fairness in education.

IMPORTANCE OF EQUALITY AND EQUITY IN EDUCATION

The following points highlight the necessity of equality and equity in education:

1. Right: Education has been thought of as a Universal Human Right. The idea of equality and adequate chance to any or all was highlighted within the Universal Declaration of Human Rights, adopted by the final Assembly of the global organization on December ten, 1948.

As a sequel to the present, the principles of 'non-discrimination' and 'right to education' were powerfully advocated.

These 2 principles familial the construct of equality of opportunity' in education.

Therefore, depriving a person of education, on the idea of faith, race or class, is deprivation of right.

2. Essential for Democracy: India may be a democratic country. Democracy is predicated on the principle of equal freedom and equal rights for all its members, notwithstanding race, religion, sex, occupation or economic standing. Democracy may be achieved through liberty, equality, fraternity and justice. During a democratic society, equal rights and equality of

opportunities are a unit provided. Hence, equality and equity in education area unit required as a result of it's through the education to any or all the folks during a democracy, that the success of democratic establishments is assured.

3. **Egalitarian Society:** Equality associate degreed equity in education area unit required for the institution of an egalitarian society, a society during which equality and social justice ought to be the norms.

4. **Economic Development:** Equality and equity in the education area unit required for the economic development of the state. the specified success in economic development can't be achieved while not providing equality and equity in education.

5. **Nations Advancement:** Equality and equity in education can guarantee a speedy advancement of a nation. Education is currently an associate degree investment. If the folks have equal opportunities to urge education, they're going to have an opportunity to develop their natural talent and so, enrich the society.

6. **Search for Talent:** Equality and equity in education can extend the search for talent among all the folks of the nation. There'll so be offered folks with specialized skills for specialized jobs during a sizable amount and also the society. are benefitted.

3.3.2 Education as a tool to ensure Individual Opportunity and Social Justice

Dr. B.R. Ambedkar advocated for an educational system that would be inclusive and accessible to all members of society. Rooted in socialist principles and influenced by Buddhist ideology, his educational model aimed to challenge the entrenched caste system and promote reason over traditional hierarchies. Ambedkar emphasised the critical importance of education for marginalised communities, particularly the backward classes. He recognized education as the greatest tool for empowerment, enabling individuals to understand their circumstances, aspire for betterment, and assert their rights in society. For him, education was not merely about academic knowledge but also about fostering critical thinking and empowering individuals to advocate for social justice.

Ambedkar's vision for the untouchables focused on elevating their educational standards to empower them politically and socially. He believed that education would equip them with the

awareness and skills necessary to challenge injustices and strive for equality. His mantra of "educate, agitate, and organize" underscored the importance of education as a catalyst for social transformation. Furthermore, Ambedkar saw education as the key to breaking the chains of social slavery and empowering the downtrodden masses to uplift themselves. He envisioned a society where Dalits would be accorded equal rights, respect, and opportunities, and he tirelessly worked to awaken them to the possibilities of such a future.

In essence, Ambedkar viewed education as a powerful tool for liberation, enabling individuals to transcend their circumstances, assert their rights, and strive for a society built on principles of equality and justice.

3.3.3 Causes of Inequalities in Respect of Educational Opportunities

The Indian society is highly stratified and hierarchical, based on caste, class, religion, language and other social stratifications. Naturally, there are many barriers in equalising educational opportunities in India. The Report of the Education Commission 1964 – 66 highlighted that inequalities of educational opportunities arise in various ways, like uneven existence of primary, secondary, or collegiate institutions, and glaring imbalances of educational development in different parts of the country. However, following are the main causes for inequalities in education:

Absence of a National System of Education: The absence of a national system of education poses an obstacle in the way of equality of educational opportunities in India. In the education sector both public and private agencies are at work. To ensure equality of educational opportunity, the State is essentially required to perform as only one agency in the field of education. Unfortunately, our education system has not yet been nationalized. Education under State control is yet to be achieved. Although the 42th Amendment to the Constitution of India placed education on the Concurrent List, yet education remains dominated by individual policies of the States.

Differences in the Home Environment: Differences in the home environment of children create inequality. A child belonging to a rural household or an urban slum having nonliterate parents does not have the same opportunity in respect of education which a child from an upper class home with highly educated parents has. Children whose parents are illiterate are first generation learners. These children are deprived of the academic support and supervision, encouragement, and help from their parents. On the contrary, children belonging to an educated

family enjoy all the support and guidance from their parents for their education. Thus, such type of inequality among children arises from the disparities in the home environment to which children belong.

Gender Disparity: In Indian context, educational inequity arises due to gender inequality or discrimination with reference to the education of boys and girls at all stages. In our society, due importance is not given to girl children as compared to boys due to social taboos, which prevent girls from receiving proper education. They are made passive members in the family. Even they hold inferior positions in their family. Parental expectation is generally reflected in children's performance. In many cases, the degree of their expectation also varies with gender. Parental dreams are almost son-centric. Usually parents value more and take care of the education of their sons. Curriculum is also not suited to the needs and problems of the girls. Consequently, education of girl children is neglected due to gender biases among the parents, guardians, elders and the curriculum framers.

Poverty of Parents: Another cause of inequality of educational opportunity is the poverty of a large section of the population and the relative affluence of a small minority. Even in the neighborhood of an educational institution, children from poor families do not have the same chance as those who come from richer ones.

Differential Standard of Educational Institutions: Differences in the standards of schools, colleges and universities also create educational inequality. At present there are glaring imbalances of educational development in terms of the number of institutions at all levels and educational facilities in different parts of our country. The schools and even colleges in rural and backward areas are grossly ill-equipped in terms of number of teachers, scope of multi subjects, well – equipped library, teaching aids and apparatus, application of ICT. Comparatively urban schools and colleges are of better standard than rural schools and colleges. Consequently there happens to be a larger incidence of failure than in urban schools and colleges. Students from ill-equipped schools or colleges can't get scope for admission to an institution such as college or university due to poor performances in terms of marks. The poor exposure of rural children may lead to poor performance. Differences in the standards of educational institutions ultimately cause inequality in the standard of students.

Disparity between the Advantaged and the Disadvantaged: The equally wide or sometimes wider disparity of educational development between the advantaged section and the

disadvantaged sections of people (the Scheduled Castes, Scheduled Tribes, rural people and womenfolk) causes inequality of educational opportunities. Differences can be found in educational and cognitive development of children belonging to the upper class, most backward classes and scheduled tribes. The disadvantaged groups are deprived of all developmental programmes due to a good number of reasons such as illiteracy, poverty, lack of awareness about their rights. Naturally the children belonging to the disadvantaged groups do not have the educational opportunities available within their reach. Regional Imbalance: There are regional imbalances in educational opportunities in different states, different districts and blocks within the territory of India. Even the availability of educational opportunities is different from place to place within the state and within the district. There are areas where facilities for higher education are not available. Due to the uneven development of educational institutes across India, children are being deprived of equal opportunity for education. Inequality of educational opportunities thus arises from the glaring imbalances of educational development in different parts of the country.

Self Check Exercise-1

Write your answers in the space given below.

1 Define Equality and Equity?

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2. What is Social Justice?

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3.4 Summary

Education in India is deeply intertwined with modern values such as equity, equality, individual opportunity, social justice, and dignity, as enshrined in the Indian Constitution. The Right to Education (Article 21A) guarantees free and compulsory education for children aged 6 to 14, reflecting a commitment to equity and equality. Educational policies aim to provide individual

opportunities regardless of socio-economic backgrounds, promoting social justice by striving to eliminate disparities. Furthermore, education is seen as a means to uphold the dignity of every individual by empowering them with knowledge and skills, thereby fostering an inclusive and just society.

3.5 Glossary

Equity: Equity refers to fairness and justice in the distribution of resources, opportunities and privileges taking into account the unique circumstances and needs of individuals or groups.

Equality: Equality refers to the principle of treating everyone the same or providing the exact same opportunities and resources to all individuals or groups regardless of need.

3.6 Answers to self check Exercises 1

Ans.1 Equality in education means ensuring that every qualified individual has access to educational opportunities, regardless of factors such as sex, caste, religion, language, race, colour, political opinion, nationality, social origin, economic status, or birth. Equity, on the other hand, refers to fairness or impartiality in the distribution of opportunities across society.

Ans.2 *Social justice* is fairness as it manifests in society. That includes fairness in healthcare, employment, housing, and more. In a socially-just society, human rights are respected and discrimination is not allowed to flourish.

3.7References/ Suggestive Readings

Burgh, G., & Nichols, K. (2012). The parallels between philosophical inquiry and scientific inquiry: Implications for science education. *Educational Philosophy and Theory*, 44(10), 1045–1059.

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3.8 Terminal Question

1. Define education in relation to following modern values:

- a) Equity
- b) Equality
- c) Individual Opportunity,
- d) Social Justice
- e) Dignity

with reference to the Indian Constitution.

Unit-4

Concept of Nationalism, Universalization, Secularism and relationship to Education

STRUCTURE

- 4.1 Introduction
- 4.2 Learning Objectives
- 4.3 Concept of Nationalism, Universalization, Secularism and relationship to Education

Self-Check Exercise-1

- 4.4 Summary
- 4.5 Glossary
- 4.6 Answers to self check Exercise
- 4.7 References/ Suggestive Readings
- 4.8 Terminal Questions

4.1Introduction

Nationalism, universalization, and secularism are significant concepts shaping modern education. Nationalism fosters a sense of identity and pride in one's country, influencing educational content to promote national history, culture, and values. Universalization aims to provide inclusive education for all, transcending socio-economic, geographic, and cultural barriers to ensure equitable access to learning opportunities. Secularism advocates for the separation of religion from public education, ensuring a neutral, unbiased educational environment that respects diverse beliefs. The interplay of these concepts in education creates a balanced approach that nurtures national identity, promotes inclusivity, and maintains religious neutrality, ultimately fostering well-rounded, globally aware citizens.

4.2 Learning Objectives

After going through the unit, you should be able to:

- Understand the concept of Nationalism and role of education in Nationalism and Nation-building in Post-Independence Era.
- Understand the concept of Universalization.
- Understand the concept of Secularism.

4.3 Concept of Nationalism, Universalization, Secularism and relationship to Education

Nationalism

Education has long been recognized as a cornerstone of societal development, facilitating desired social changes and fostering acceptance within communities. Over the years, education has played a crucial role in various aspects of society, including advancements in science and technology, economic growth, employment opportunities, moderation, equity, and social transparency.

Similarly, nationalism serves as a foundational element in industrial societies, promoting the harmonization of knowledge, skills, and discipline among citizens. Since gaining independence in 1947, nations have worked to overcome geographical barriers and foster closer connections among diverse communities. This vision, once considered a distant dream, has gradually become a reality, with subsequent generations striving to redefine the nation's trajectory.

The establishment of esteemed educational institutions has been pivotal in this process, aimed at providing quality education and shaping the collective vision of the nation. Education has played a significant role in nurturing a sense of national identity and fostering social cohesion. By instilling pride in one's heritage and fostering a shared understanding of national values, education has contributed to the strengthening of bonds within society.

In summary, the symbiotic relationship between education and nationalism underscores their collective impact on societal development, as both serve as catalysts for progress, unity, and the realization of collective aspirations.

Role of Education in Nationalism and Nation-building in Post-Independence Era

It's been 70 years of post-independence and education has undoubtedly contributed to nation-building since then. In the initial years of post-independence, every part of India exhibited different cultures wherein education contributed in uniting these cultures to hold the complete nation.

Considering all the changing scenarios of pre-independence the government with the help of the Planning Commission of India introduced the concept of Five-Year Plans that focused mainly on achieving universal elementary education with special focus in the area of science, environment, and morality and in every district of the state.

- Starting from the First Five Year plan (1951- 1956) that contributes 7.9% to education,
- Second Five Year plan (1956- 1961) that contributes 5.8% to education,
- Third Five Year plan (1961- 1966) that contributes 6.9% to education of the total layout plan and so on,
- The Eleventh Five Year plan (2007- 2012) was termed as 'India's Educational Plan' by Prime Minister Manmohan Singh.

Spreading Nationalism through Education

Nationalism is remarked upon as the feeling of freedom, patriotism, moral ideal and togetherness that accelerated among the Indians soon after the independence from British Raj, which has badly affected the culture, interest of local people and fundamental growth of the nation. Example: What compels the soldiers to give away their life for the sake of the nation? It is the patriotic and nationalistic feeling for the country.

Nationalism must be regarded as the ongoing process that will not only contribute to the education sector of the future but will also keep the young generation connected to its roots of culture and socialism. It is important to introduce the student with a cultural history of nationalism at the initial stage of education because at the primary stage of education a student is more likely to learn and attain the knowledge of different fields, hence is not concise in its limited zone. The government shall start with relevant programs considering moral education to develop among individuals of nation the feeling of patriotism, oneself and nationalism especially for those sectors of society those who are underprivileged.

Nationalism works as an interlink between territory and its individuals. Education on the other hand plays a major role in molding citizens according to the needs of the territory. Considering the role of Indian government in the post-independence period, it has already been coming up with various schemes in maintaining the ongoing scenario of nationalism and education from the past 70 years. On comparing the international efficiency of nationalism and education in other nations, it is concluded that education has always been an integral part in promoting nationalism in the post-independence period. Rather not only did nationalism play a vital role in India after independence but it is continuously enhancing the scope of the education system in the nation by cultivating the interests of individuals in that of the national interests.

UNIVERSALIZATION

India, as a democratic nation, upholds the principle of adult franchise, granting voting rights to every individual regardless of caste, creed, religion, or gender. However, the true realization of democratic ideals hinges upon the development of enlightened judgment and character among its people. Despite being a land revered for its pursuit of knowledge, educational opportunities have not always been universally accessible throughout history. Nevertheless, the value placed on learning has remained steadfast. The concept of Universalization of education encompasses five key dimensions: provision, enrollment, retention, participation, and achievement. Achieving universalization implies ensuring that education is universally available, that all individuals have access to enrollment opportunities, that students are retained in the educational system, that participation rates are maximized, and that educational achievements are attainable by all. By striving to fulfill these dimensions, India can work towards creating a society where democratic ideals are not just ideals but living realities, founded on a populace empowered by education and enlightened values.

1. Universalization of Provision:

This implies that adequate school facilities should be provided to all children between age group 6 to 14 in the country. It means that primary schools should be set up within 1 km from the habitation of the child. It needs to open a large number of schools throughout the country.

2. Universalization of Enrolment:

After making provision for children, the next thing is to see how to enroll all the students in primary schools who attain an educable age. The Government has decided to enroll all children of the age group 6-14 in primary schools. All adequate and fruitful steps are being launched to bring all children from every nook and corner of the country to the arena of school. The New Education Policy, 1986 assures to enroll all children up to age level 14 and achievement of VEE by 2015 AD through Education for All.

3. Universalization of Retention:

Simply enrolling children in school will not suffice in the way of Universalization. The success of it lies as then the enrolled 32% of Education and School Organization children remain in school till the completion of school study. But if the child leaves education before completion, the idea of Universalization of primary education cannot be successful.

4. Universalization of Participation:

For UEE (Universalization of Elementary Education) participation of the community is quite inevitable. The community is to be mobilized to take the responsibility for identifying its own needs and to take decisive role in ensuring the implementation programme of UEE. For better and effective participation of educational administrative personnel educational administration needs decentralization. As a result, the administrative people related to primary education will be accountable to the local community and in turn, the community will extend its helping hand for UEE through both formal and non-formal programmes.

5. Universalization of Achievement:

For the successful implementation of Universal Elementary Education (UEE), it is crucial to assess the achievement of learners. One strategy is to establish learning outcomes for students at the elementary level. These outcomes should be based on the minimum level of learning (MLL) that is common to both formal and non-formal education programs.

The provisions for universalizing elementary education are enshrined in the Indian Constitution. Article 45 mandates that the state shall strive to provide free and compulsory education to all children up to the age of fourteen within ten years of the commencement of the

Constitution. This constitutional provision was the result of careful deliberation, as evidenced by debates in the Constituent Assembly. Some members argued that the commitment to provide education should only extend to children up to the age of eleven, citing concerns about resource availability. However, the final provision in Article 45 ensures that education is accessible to all children up to the age of fourteen, reflecting a commitment to the holistic development of the nation's youth.

Secularism

Secularism holds a significant place in the realm of education in India, characterized by various traits that underscore its importance. These traits include secular aims, the democratic organization of educational institutions, a diverse curriculum, emphasis on science teaching, and the presence of enlightened teachers.

Following independence, Indian secularism aimed to establish a clear separation between religion and the State. However, the Indian variant of secularism maintains a nuanced and multi-valued character. This complexity is evident within the education system, influenced both by the State's stance on secularism and the practical demands of effective learning.

In the Indian context, secularism in education emphasizes the promotion of tolerance, inclusivity, and respect for diverse religious beliefs and practices. Educational institutions are expected to foster an environment where students from various backgrounds can coexist harmoniously and learn from one another. The curriculum is designed to provide a comprehensive understanding of different religions, cultures, and worldviews, promoting critical thinking and empathy among students.

Secularism and Indian Society: India is a multi-faith nation. It is impossible to achieve national growth unless all citizens are given equal chances. In India, the term 'secularism' was introduced in the year 1976 of the 42nd Amendment of the constitution. Secularism means separating government from religion which simply means that the government of India should not follow or favor any particular religion rather every religion should be favored equally. For a country like India secularism is extremely important as it has more than 5 religions as a safeguard. There are some basic rights provided by the preamble of the Indian Constitution based on secularism in India, these are – Right to profess, Freedom of conscience, and the Right to

practice. If these rights are hampered by someone, it will be granted as a criminal offence and the person can be punished by the law. But the government of India provides reservations for the religious minorities to make them feel that they are not discriminated against. Here a question arises about whether India is a truly secular country or not? The answer is absolutely yes, India is a secular country. But provides reservations to the religious minorities, and here the conflict arises. It is important to take care of religious minorities because it is generally seen that the majority tries to suppress the minorities. So, the government must stay neutral and to some extent help minorities so that they do not feel discriminated against.

Secularism in Education

Children should get an education which will enhance their character and moral behavior irrespective of their religion.

- It enables us to understand the point of view of people who are different from us.
- It trains the youth to be better citizens and develops the democratic values of equality, liberty, fraternity and co-operative living.
- It also enables the youth to develop the spirit of love, tolerance, co-operation, equality and empathy towards other citizens and helps us to understand their problems better.

Self-Check Exercise-1

Write your answers in the space given below.

1. What is Nationalism?

.....

2. What do you mean Universalization of Elementary Education.

.....

4.4 Summary

From the above discussion we can conclude that Secularism in the context of education in India is not just a constitutional principle but a cornerstone for fostering equality, equity, nationalism, and Universalization of education. It ensures that education transcends religious or cultural divides, providing a common platform where all individuals, regardless of their background, can access quality learning opportunities. By promoting a secular educational framework, India strives to uphold the principles of equality, ensuring that every child receives an education that respects their beliefs while instilling a sense of national identity and unity. Moreover, it paves the way for the Universalization of education, making it inclusive and accessible to all segments of society, thereby empowering individuals to contribute meaningfully to the nation's progress. Embracing secularism in education not only strengthens social cohesion but also reinforces the values of pluralism and tolerance, essential for building a harmonious and progressive society.

4.5 Glossary

Universalization: The process of spreading various products and /or services to people across all corners of the world.

Secularism: The believe that religion should not influence or be involved in the organization of society, education, government etc.

4.6 Answers to Self Check Exercise-1

Ans.1 Nationalism is remarked upon as the feeling of freedom, patriotism, moral ideal and togetherness that accelerate the nationality towards growth and development, security and souvernity.

Ans.2 Universalization of Elementary Education (UEE) is a constitutional provision and a national commitment in India. Universalization implies educating all children up to the age of 14 which is equivalent to completion of the upper primary level of education.

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4.8 Terminal Questions

1. Discuss in detail the concept of secularism and its relationship to education.
2. Differentiate between Teaching and Training. Discuss in detail the distinction between reason and Belief.

Unit-5

Basis and Principles of Curriculum

Structure

5.1 Introduction

5.2 Learning Objectives

5.3 Curriculum: Meaning, Nature, Need and Characteristics of a Curriculum.

Self-Check Exercise-1

5.4 Summary

5.5 Glossary

5.6 Answers to self check Exercise

5.7 References/Suggestive Readings

5.8 Terminal Questions

5.1 INTRODUCTION

This Unit explores the Meaning, Nature, Need, and Characteristics of Curriculum. The concept of curriculum is often described as fragmented, elusive, and confusing due to the various definitions it encompasses. These definitions are shaped by different ideologies, teaching methodologies, and cultural contexts. In the early 20th century, the traditional view considered curriculum as a body of subjects or subject matter designed by teachers for student learning, synonymous with the "course of study" or "syllabus." Robert M. Hutchins regarded curriculum as "permanent studies," focusing on grammar, reading, rhetoric, logic, and mathematics for foundational education, with an emphasis on the 3 Rs for basic education and grounding in liberal education for college.

Contrastingly, Arthur Bestor, an essentialist, advocated for intellectual training as the school's mission, suggesting a curriculum centred on grammar, literature, writing, mathematics, science, history, and foreign language. In contrast, a progressivist contends that a mere list of subjects, syllabi, or courses does not constitute a curriculum; true curriculum emerges when written materials are implemented by learners. Broadly defined, the curriculum encompasses the entirety of an individual's learning experiences. Caswell and Campbell saw it as "all experiences children undergo under teachers' guidance," a view shared by Smith, Stanley, and Shores, who defined it

as a "sequence of potential experiences established in schools to guide children and youth in collective ways of thinking and acting."

5.2 Learning Objectives

After going through this unit you will be able to:

- Understand the concept of curriculum.
- Explain nature of the curriculum.
- Explain the different characteristics of effective curriculum.

5.3 Meaning, Nature, Need and Characteristics of a Curriculum

5.3.1 CURRICULUM

Educationists offer diverse interpretations of curriculum, leading to a multitude of concepts. Let's explore three prominent perspectives from different thinkers, each contributing significantly to our understanding of curriculum.

Firstly, Albert Oliver views curriculum simply as the educational program comprising three key elements: studies, activities, and guidance.

Secondly, Philip Phenix presents a concept grounded in a meticulously devised set of values, which define the aims and objectives, or the overarching purposes, of education.

Lastly, Hilda Taba's perspective regards curriculum as fulfilling vital roles within the public school system. She delineates three primary functions: preserving and transmitting cultural heritage, serving as a tool for cultural transformation, and facilitating individual development.

Etymologically, the term curriculum is derived from the Latin word "currere" which means run or run-way or a running course. Thus curriculum means a course to be run for reaching a certain

goal. Arthur J. Lewis and Mid Alice (1972) defined curriculum as “a set of intentions about opportunities for engagement of persons to be educated with other persons and with things (all bearers of information process, techniques and values) in certain arrangements of time and space.” A curriculum means, the total situation (all situations) selected and organised by the institution and made available to the teacher to operate and to translate the ultimate aim of education into reality. In the words of Cunningham, curriculum is a tool in the hands of the artist (the teacher) to mould his material (the pupil) according to his ideal (objective) in his studio (the school).

It is the sum total of all the activities and experiences provided by the schools to the learners for achieving the desired objectives. The courses of studies are merely a suggestion for curriculum activities and procedures, a guide for teaching to follow. Curriculum is one of the most important items in the educational process. The curriculum, in fact, is the fundamental problem which determines the ‘warp’ and ‘woof’ of the process of education. What to do and how to do is the very essence of the curriculum.

5.3.2 Nature of Curriculum

Curriculum as a Plan: Oliva (1982) stated that “Curriculum is a plan or programme for all experiences which the learner encounters under the direction of the school.” Carter V. Good (1959) defined curriculum as “a general overall plan of the content of specific materials of instruction that the school should offer the student by way of qualifying him for gradation on certification for entrance into a professional or a vocational field.” Tyler and Hilda Taba (1962) define curriculum “as a plan for action, or a written document, which includes strategies for achieving desired goals or ends.”

Curriculum as an Experience: Tanner and Tanner (1980) stated that “Curriculum is the reconstruction of knowledge and experiences systematically developed under the auspices of the school (or university) to enable the learner to increase his or her control of knowledge and experience.” The Secondary Education Commission (1952-54) states that “curriculum includes totality of experiences pupil receives through the manifold activities that go on in the school, classroom, library, laboratory, workshop, play ground and in numerous informal contacts between teachers and pupils.”

Curriculum as a Subject: Matter Doll (1978) defined that Curriculum is both a subject to be taught at colleges and universities and a field in which practitioners work. Curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of that school”.

Curriculum as an Objective: B.F. Skinner views the curriculum as being formulated according to behaviouristic objectives. The curriculum is the series of experiences which children and youth must have by way of attaining activity-based objectives. W. W. Chatters (1923) viewed curriculum as a series of objectives that students must attain by way of a series of learning experiences.

Curriculum as a system: Curriculum can be considered as a system for dealing with people and the processes of organization of personnel and procedures for implementing the system (Babcock, McNeil, Untruth). Curriculum as a field of study Curriculum can also be viewed as a field of study, comprising its own foundations and domains of knowledge, as well as its own research, theory, and principles (Orlosky and Smith, Schubert and Tanners).

Curriculum as programme: Curriculum as programme refers to the course of study offered by a school or university. This is the most widely accepted definition of curriculum. Another aspect to define it is curriculum as intended learning outcomes. This definition of curriculum refers to the learning outcomes which are intended for the learners. Here the definition of curriculum is based on “what is to be learnt” and “how is to be learnt”. In this definition learning outcomes are directly linked to the objectives

5.3.3 Scope of curriculum

Curriculum is incredibly vast in its scope, touching upon every aspect of a student's life. It considers the needs and interests of pupils, the creation of an educationally conducive environment, strategies to engage and stimulate their interests, effective learning methods, social adaptability, and integration within the community. It's deeply intertwined with an individual's role in society, encapsulating educational philosophies, desired values, overarching goals, and specific objectives. The focus remains on the child, with all subjects like history, geography, science, and language serving as tools rather than ends in themselves. As such, children shouldn't

be forced to conform to particular subjects, but rather, the curriculum should adapt to their needs and interests.

Characteristics of Curriculum

A curriculum serves as the blueprint for what students will learn during their educational journey. It encompasses various characteristics that shape the educational experience and outcomes. Here are some key characteristics of a curriculum:

1. Purposeful: A curriculum should have clear goals and objectives that outline what students are expected to learn and achieve. It should serve the overarching purpose of education, whether it's to impart knowledge, develop skills, foster critical thinking, or promote values and attitudes.

2. Comprehensive: A good curriculum covers a wide range of subject areas, topics, and skills to provide students with a well-rounded education. It should address various aspects of intellectual, social, emotional, and physical development.

3. Sequential and Developmental: A curriculum is typically organised in a sequential manner, with learning activities and content progressing logically from simple to complex concepts. It should take into account students' developmental stages and build upon prior knowledge and skills.

4. Flexible and Adaptive: A curriculum should be flexible enough to accommodate the diverse needs, interests, and abilities of students. It should allow for adaptation and customization based on individual or group differences, as well as changes in educational trends and societal needs.

5. Aligned with Standards: A curriculum should be aligned with educational standards and guidelines established by relevant authorities, such as national or state education boards. It ensures that the curriculum meets certain quality benchmarks and prepares students for standardized assessments.

6. Relevant and Up-to-Date: A curriculum should be relevant to students' lives, interests, and future aspirations. It should reflect current knowledge, trends, and issues in the respective subject areas, as well as incorporate real-world applications to enhance learning experiences.

7. Engaging and Motivating: A curriculum should be designed to engage students actively in the learning process and motivate them to explore, inquire, and discover. It should incorporate diverse teaching strategies, instructional materials, and activities to cater to different learning styles and preferences.

8. Assessment and Feedback: A curriculum should include mechanisms for assessing student learning and providing feedback to guide their progress. It may include various forms of assessment, such as tests, projects, presentations, and portfolios, to measure understanding and skill mastery.

9. Culturally Responsive: A curriculum should be culturally responsive and inclusive, recognizing and valuing the diversity of students' backgrounds, experiences, and perspectives. It should incorporate multicultural content and perspectives to promote understanding and respect for different cultures and identities.

10. Continuous Improvement: A curriculum should undergo regular evaluation and revision to ensure its effectiveness and relevance. Feedback from students, teachers, parents, and other stakeholders should be used to inform ongoing improvements and enhancements.

These characteristics collectively contribute to the quality and effectiveness of a curriculum in providing meaningful learning experiences and preparing students for success in school and beyond.

Self Check Exercise-1

1. Define Curriculum.

.....
.....
.....

2. Give three Characteristics of Curriculum.

.....
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5.4 Summary

The basis and principles of curriculum design are rooted in the educational goals and societal needs it aims to address. A well-designed curriculum reflects core principles such as relevance, coherence, and progression, ensuring that content is meaningful, logically structured, and builds on prior knowledge. It incorporates a balance between theoretical knowledge and practical skills, fostering critical thinking and problem-solving abilities. The curriculum is also designed to be inclusive, catering to diverse learning needs and promoting equity. Furthermore, it is aligned with assessment strategies to evaluate learning outcomes effectively and ensure continuous improvement.

5.5 Glossary

Curriculum: “Curriculum embodies all the experiences, which are utilized by the school to attain the aims of education”

5.6 Answers to self check Exercise

1. A curriculum means, the total situation (all situations) selected and organized by the institution and made available to the teacher to operate and to translate the ultimate aim of education into reality.

2. Purposeful,

Sequential and Developmental

Flexible and Adaptive

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5.8 Terminal Questions

1. Explain in detail the Nature of a Curriculum.
2. Explain in detail the Characteristics of a Curriculum.

Unit-6

Curriculum Development: Stages and Principles

Structure

- 6.1 Introduction
- 6.2 Learning Objectives
- 6.3 Curriculum Development: Stages and Principles.
 - Self-Check Exercise-1
- 6.4 Summary
- 6.5 Glossary
- 6.6 Answers to self check Exercises-1
- 6.7 References/Suggestive Readings
- 6.8 Terminal Questions

6.1Introduction

Curriculum development is a systematic process involving several stages and guided by key principles to ensure effective educational outcomes. The stages typically include needs assessment, where educational gaps and learner requirements are identified; planning, which involves defining goals and objectives; designing, where the structure and content are outlined; implementation, where the curriculum is put into practice; and evaluation, assessing the curriculum's effectiveness and making necessary adjustments. Key principles guiding this process include relevance, ensuring the curriculum meets learners' needs and societal demands; coherence, maintaining a logical progression of content; flexibility, allowing adaptability to diverse learning contexts; and inclusivity, ensuring accessibility for all learners. These stages and principles collectively ensure that curriculum development leads to comprehensive, effective, and adaptable educational programs.

6.2 Learning Objectives

After going through this unit you will be able to:

- Understand the concept of curriculum development.
- Explain the phases and steps in the curriculum development.
- Discuss various basic principles of curriculum development.

6.3 Curriculum Development: Stages and Principles

The curriculum development process systematically organizes what will be taught, who will be taught and how it will be taught. Each component affects and interacts with other components. For example, what will be taught is affected by who is being taught (e.g., their stage of development in age, maturity, and education). Methods of how content is taught are affected by who is being taught, their characteristics, and the setting. In considering the above three essential components, the following are widely held to be essential considerations in experiential education in non-formal settings.

6.3.1 Phases and steps in Curriculum Development

The four essential phases of the curriculum development process: (I) Planning, (II) Content and Methods, (III) Implementation, and (IV) Evaluation and Reporting. It is important to acknowledge that things do not always work exactly as depicted in a model!

Each phase has several steps or tasks to complete in logical sequence. These steps are not always separate and distinct, but may overlap and occur concurrently. For example, the curriculum development team is involved in all of the steps. Evaluations should occur in most of the steps to assess progress. The team learns what works and what does not and determines the impact of the curriculum on learners after it is implemented. Each step logically follows the previous. It would make no sense to design learning activities before learner outcomes and content are described and identified. Similarly, content cannot be determined before learner outcomes are described.

PHASE 1 PLANNING

1) The need for curriculum development usually emerges from a concern about a major issue or problem of one or more target audience. This section explores some of the questions that need to be addressed to define the issue and to develop a statement that will guide the selection of the members of a curriculum development team. The issue statement also serves to broadly identify the scope (what will be included) of the curriculum content.

2) Form Curriculum Development Team

Once the nature and scope of the issue has been broadly defined, the members of the curriculum development team can be selected. Topics covered in this section include: (1) the roles and functions of team members, (2) a process for selecting members of the curriculum development team, and (3) principles of collaboration and teamwork. The goal is to obtain expertise for the areas included in the scope of the curriculum content among the team members and develop an effective team.

(3) Conduct Needs Assessment and Analysis

There are two phases in the needs assessment process. The first is procedures for conducting a needs assessment. A number of techniques are aimed toward learning what is needed and by whom relative to the identified issue.

Analysis, the second part of this needs assessment step, describes techniques on how to use the data and results of the information gathered. Included are: ways to identify gaps between knowledge and practice; trends emerging from data process to prioritize needs; and identification of the characteristics of the target audience.

PHASE- 2 CONTENT AND METHODS

(4) State Intended Outcomes

Once the issue is defined, the curriculum team is formed, the needs assessed, analyzed and prioritized, the next step is to refine and restate the issue, if needed, and develop the intended outcomes of educational objectives. An intended outcome states what the learner will be able to do as a result of participating in the curriculum activities. This section includes: (1) a definition

of intended outcomes, (2) the components of intended outcomes (condition, performance, and standards), (3) examples of intended outcomes, and (4) an overview of learning behaviours. A more complete explanation of the types and levels of learning behaviours are included in the Addendum as well as intended outcome examples from FAO population education materials.

(5) Select Content

The next challenge in the curriculum development process is selecting content that will make a real difference in the lives of the learner and ultimately society as a whole. At this point, the primary questions are: "If the intended outcome is to be attained, what will the learner need to know? What knowledge, skills, attitudes, and behaviours will need to be acquired and practiced?"

The scope (breadth of knowledge, skills, attitudes, and behaviors) and the sequence (order) of the content are also discussed. Intended outcomes of population education with content topics are provided in the Addendum section as an example and application of how intended outcomes are linked with content.

(6) Design Experiential Methods

After the content is selected, the next step is to design activities (learning experiences) to help the learner achieve appropriate intended outcomes. An experiential learning model and its components (i.e., experience, share, process, generalize, and apply) are discussed in this section.

PHASE- 3 IMPLEMENTATION

7) Produce Curriculum Product

Once the content and experiential methods have been agreed upon, the actual production of curriculum materials begins. This section includes: 1) suggestions for finding and evaluating existing materials; 2) evaluation criteria; and 3) suggestions for producing curriculum materials.

(8) Test and Revise Curriculum

This step includes suggestions to select test sites and conduct a formative evaluation of curriculum materials during the production phase. A sample evaluation form is provided.

9) Recruit and Train Facilitators

It is a waste of resources to develop curriculum materials if adequate training is not provided for facilitators to implement it. Suggestions for recruiting appropriate facilitators are provided with a sample three-day training program.

(10) Implement Curriculum

Effective implementation of newly developed curriculum products is unlikely to occur without planning. Strategies to promote and use the curriculum are discussed in this step.

PHASE-4 EVALUATION AND REPORTING

(11) Design Evaluation Strategies

Evaluation is a phase in the curriculum development model as well as a specific step. Two types of evaluation, formative and summative, are used during curriculum development. Formative evaluations are used during the needs assessment, product development, and testing steps. Summative evaluations are undertaken to measure and report on the outcomes of the curriculum. This step reviews evaluation strategies and suggests simple procedures to produce valid and reliable information. A series of questions are posed to guide the summative evaluation process and a sample evaluation format is suggested.

(12) Reporting and Securing Resources

The final element in an evaluation strategy is "delivering the pay off (i.e., getting the results into the hands of people who can use them). In this step, suggestions for what and how to report to key shareholders, especially funding and policy decision makers, are provided and a brief discussion on how to secure resources for additional programming.

6.3.2 CURRICULUM DEVELOPMENT

“Curriculum embodies all the experiences, which are utilized by the school to attain the aims of education” (Munroe). The curriculum development is to show how curriculum evolves or is planned, implemented, and evaluated, as well as what various people, processes, and procedures are involved in constructing the curriculum. Such development is usually examined in a logical step-by-step fashion based on behavioral and managerial approaches to curriculum and rooted in scientific principles of education.

Saylor et al, outline a concise four step planning model, which includes:

- i. Goals and Objectives,
- ii. Curriculum Design (or specifications),
- iii. Curriculum Implementation (or instruction) and
- iv. Curriculum Evaluation

Francis Hunkins has designed a seven step model: i. Curriculum conceptualization and legitimization ii. Curriculum Diagnosis iii. Content Selection iv. Experience Selection v. Curriculum Implementation vi. Curriculum Evaluation and vii. Curriculum Maintenance

Basic principles of Curriculum Development

Curriculum encompasses both the structured and informal aspects of school life. The concept of school life extends beyond the physical confines of the institution, encompassing various environments and experiences. The significance of curriculum in the educational process is undeniable. It serves as the conduit through which the broader aims of education are realized, translating ideas into tangible actions. Acting as a vital link between objectives and outcomes, curriculum shapes the educational journey. As expressed by King and Brownell, "Deliberately designed activity of life is education, deliberately designed portion of education is schooling, and the heart of schooling is curriculum." This encapsulates the pivotal role curriculum plays in shaping the educational landscape.

Principles of curriculum development encompass various guidelines and concepts that educators and curriculum designers follow to create effective educational programs. Here are some key principles:

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Principles of curriculum development encompass fundamental guidelines and concepts that educators and curriculum designers adhere to when creating educational programs. These principles include:

- 1. Alignment with Goals and Standards:** Ensure the curriculum aligns with established educational goals and standards to achieve intended learning outcomes.
- 2. Relevance:** Make sure the curriculum content is meaningful and relates to the needs, interests, and experiences of the learners.
- 3. Coherence:** Organize the curriculum logically, with clear connections between topics or subjects to facilitate progressive learning.
- 4. Flexibility:** Design the curriculum to accommodate diverse learning needs, including different styles, abilities, and backgrounds.
- 5. Integration of Skills:** Incorporate critical skills such as problem-solving and communication throughout the curriculum to prepare students for future challenges.
- 6. Assessment and Feedback:** Use effective assessment strategies aligned with learning objectives to monitor progress and provide constructive feedback.
- 7. Continuous Improvement:** View curriculum development as an ongoing process that involves regular evaluation and adaptation based on feedback and educational advancements.
- 8. Engagement and Motivation:** Design activities and content that engage students' actively in learning and motivate them to explore and discover knowledge independently.

9. Ethical and Inclusive Practices: Ensure the curriculum reflects ethical considerations and promotes inclusivity, diversity, and equity, fostering respect for various perspectives and cultures.

10. Collaboration and Communication: Foster collaboration among educators, stakeholders, and communities to develop and implement a curriculum that meets the needs of all learners effectively.

These principles guide educators in creating comprehensive and effective curriculum frameworks that enhance learning outcomes and prepare students for success in various aspects of their lives.

Self check exercise-1

1. Enlist essential phases of Curriculum Development.

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2. Give Five Principles of Curriculum Development

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6.4 Summary

Curriculum development involves a structured process comprising several key stages: needs assessment to identify educational gaps, planning to define goals and objectives, designing to outline content and structure, implementation to put the curriculum into practice, and evaluation to assess and refine the curriculum. This process is guided by principles such as relevance, ensuring the curriculum meets learners' and societal needs; coherence, maintaining a logical content progression; flexibility, allowing adaptability to diverse learning contexts; and

inclusivity, ensuring accessibility for all learners. These stages and principles work together to create comprehensive, effective, and adaptable educational programs.

6.5 Glossary

Implementation: The process of putting the designed curriculum into practice in educational settings, involving teachers, students, and instructional materials.

Evaluation: The ongoing assessment of the curriculum's effectiveness, involving feedback and data analysis to make necessary adjustments and improvements.

Relevance: A guiding principle ensuring that the curriculum meets the current and future needs of learners and society, making the content meaningful and applicable.

Coherence: A principle focusing on maintaining a logical and consistent progression of content and skills throughout the curriculum.

6.6 Answers to self check Exercise

1. The four essential phases of the curriculum development process: (I) Planning, (II) Content and Methods, (III) Implementation, and (IV) Evaluation and Reporting.

2.1. The curriculum should be Productivity Oriented.

2. The curriculum should be Activity Based.

3. The curriculum should be New Knowledge Oriented

4. The curriculum should be Child-Centred

5. The curriculum should be Human Development Oriented

6.7 References/Suggestive Readings

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6.8 Terminal Questions

1. Describe the stages of curriculum development.
2. Describe the Principles of curriculum development.

Unit-7

Bases of Curriculum: Philosophical, Psychological and Sociological

Structure

7.1 Introduction

7.2 Learning Objectives

7.3 Bases of Curriculum: Philosophical, Psychological and Sociological.

Self-Check Exercise-1

7.4 Summary

7.5 Glossary

7.6 Answers to self check Exercise

7.7 References/ Suggestive Readings

7.8 Terminal Questions

7.1Introduction

The development of a curriculum is grounded in three primary bases: philosophical, psychological, and sociological. The philosophical basis addresses the fundamental beliefs and values about education, shaping the overarching goals and purposes of the curriculum. It considers questions about what is worth knowing and the nature of learning. The psychological basis focuses on understanding how students learn and develop, drawing on theories of cognitive and developmental psychology to inform effective teaching strategies and learning experiences. The sociological basis examines the role of education in society, considering how social, cultural, and economic factors influence and are influenced by the curriculum. Together, these bases ensure a well-rounded, relevant, and effective curriculum that meets the needs of learners and society.

7.2 Learning Objectives

After going through this unit you will be able to:

- Understand the concept of bases of curriculum.
- Explain the philosophical basis of curriculum.
- Discuss psychological foundation of curriculum.
- Understand the sociological foundations of curriculum.

7.3 Bases of Curriculum- Philosophical, Sociological and Psychological

The foundations of curriculum establish the outer limits of curriculum knowledge and delineate what constitutes credible sources of information, from which accepted theories, principles, and ideas emerge relevant to the field. These foundations serve as the external boundaries of the discipline and are typically examined from philosophical, sociological, and psychological perspectives.

From a philosophical standpoint, education seeks to foster self-realization and instill values in individuals. Sociologically, education endeavors to preserve cultural heritage, maintain social order in alignment with cultural values, and address the needs and aspirations of society. Psychologically, education aims to cultivate cognitive, emotional, and affective attributes, nurturing physical, mental, and emotional development.

7.3.1 Philosophical basis of curriculum

Based upon fundamental beliefs that arise from one's philosophy of education curricular decisions involve consideration of several topics and issues. Precisely for this reason, we consider philosophy one of the major foundation areas in curriculum. In this section, we shall explore several different philosophies of education that influence curriculum decisions. Philosophy and curriculum. Studying philosophy helps us deal with our own personal systems of beliefs and values, i.e., the way we perceive the world around us and how we define what is important to us. As philosophical issues have always influenced society and institutions of learning, a study of the philosophy of education in terms of curriculum development is essential.

In essence, a philosophy of education influences, and to a large extent determines, our educational decisions and alternatives.

Here we shall look into the following four major philosophical positions that have, hitherto, influenced curriculum development. i) Idealism ii) Realism iii) Pragmatism iv) Existentialism.

I) Idealism The doctrine of idealism suggests that matter is an illusion and that reality is that which exists mentally. It emphasizes moral and spiritual reality as the chief explanation of the world and considers moral values absolute, timeless and universal. If we apply this view to education what would be the implications for the role of teachers and curriculum in education? Obviously, teachers would act as role models of enduring values. And the school must be highly structured and ought to advocate only those ideas that demonstrate enduring values. The materials used for instruction, therefore, would centre around broad ideas particularly those contained in great works of literature and/or scriptures. Since it is based on broad ideas and concepts, idealism is not in line with the beliefs of those who equate learning with acquisition of specific facts from various sources. **II) Realism:** Aims of education according to realism are to give the pupil a complete knowledge and understanding of human society, human nature, motives, and institutions. Subject matter consists of modern languages because they enable individuals to read, write and conduct all types of social interactions. Branches of natural sciences are suggested to be offered in realism to give the pupil requisite skills and knowledge to apply in real situations. Regarding teaching methods, Synthetic methods of teaching are applied in the classroom. **III) Pragmatism:** In contrast to the traditional philosophies, i.e., idealism and realism, pragmatism gives importance to change, processes and relativity, as it suggests that the value of an idea lies in its actual consequences. The actual consequences are related to those aims that focus on practical aspects in teaching and learning. According to pragmatists, learning occurs as the person engages in transacting with the environment. Basic to this interaction is the nature of change. In this sense, whatever values and ideas are upheld currently would be considered tentative since further social development must refine or change them. The role of a teacher is not simply to disseminate information but to construct situations that involve both direct experience with the world of the learner and opportunities to understand these experiences.

IV) Existentialism This doctrine emphasizes that there are no values outside human beings, and thus, suggests that human beings should have the freedom to make choices and then be responsible for the consequences of those choices. According to this philosophy, learners should

be put into a number of choice-making situations, i.e., learners should be given freedom to choose what to study. It emphasizes that education must centre on the perceptions and feelings of the individual in order to facilitate understanding of personal reactions or responses to life situations. Of primary concern in this process is the individual. Since life is based upon personal meanings, the nature of education, the existentialists would argue, should be largely determined by the learner. Individual learners should not be forced into predetermined programmes of study. Whatever the learner feels he or she must learn should be respected and facilitated by the system. An existentialist curriculum, therefore, would consist of experiences and subjects that lend themselves to philosophical dialogue and acts of making choices, stressing self-expressive activities that illustrate emotions and insights. The teacher, then, takes on a non-directive role. The teacher is viewed as a partner in the process of learning. As a professional, the teacher serves as a resource facilitating the individual's search for personal meaning rather than imposing some predetermined values or interests on learners.

Here, we shall be looking into the following four educational philosophies for their implications in the area of curriculum development. i) Perennialism ii) Progressivism iii) Essentialism iv) Reconstructionism.

Let us discuss each one of these

I) Perennialism it advocates the permanency of knowledge that has stood the test of time and values that have moral and spiritual bases. The underlying idea is that education is constant, absolute and universal. Obviously, "perennialism" in education is born of "idealism" in general philosophy. The curriculum of the perennialist is subject centred. It draws heavily on defined disciplines or logically organized bodies of content, but it emphasizes teaching learning of languages, literature, sciences and arts. The teacher is viewed as an authority in a particular discipline and teaching is considered an art of imparting information, knowledge and stimulating discussion. In such a scheme of things, students are regarded as immature as they lack the judgment required to determine what should be studied, and also that their interests demand little attention as far as curriculum development is concerned. There is usually only one common curriculum for all students with little room for elective subjects.

II) Progressivism: This emerged as a protest against perennialist thinking in education. It was considered a contemporary reformist movement in educational, social and political affairs during

the 1920's and 30's. According to progressivist thought, the skills and tools of learning include problem solving methods and scientific inquiry. In addition, learning experiences should include cooperative behavior and self-discipline, both of which are important for democratic living. The curriculum, thus, was interdisciplinary in nature and the teacher was seen as a guide for students in their problem-solving and scientific projects. Although the progressive movement in education encompassed many different theories and practices, it was united in its opposition to the following traditional attributes and practices: the authoritarian teacher; excessive dependence on textbook methods; memorization of factual data and learning by excessive drilling; static aims and materials that reject the notion of a changing world; and attempts to isolate education from individual experiences and social reality.

III) Essentialism This philosophy, rooted partly in idealism and partly in realism, evolved mainly as a critique of progressive thought in education. Yet, the proponents of essentialism do not totally reject progressive methods as they do believe that education should prepare the learner to adjust to a changing society. Thus, in essentialism learning should consist in mastering the subject matter that reflects currently available knowledge in various disciplines. Teachers play a highly directive role by disseminating information to students.

IV) Reconstructionism: It views education as a means of reconstructing society. The reconstructionists believe that as school/college is attended by virtually all youth, it must be used as a means to shape the attitudes and values of each generation. As a result, when the youth become adults they will share certain common values, and thus the society will have reshaped itself. As for the curriculum, it must promote new social, economic and political education. The subject matter is to be used as a vehicle for studying social problems which must serve as the focus of the curriculum.

- The following gives you a view of the reconstructionist programme of education: • critical examination of the cultural heritage of a society as well as the entire civilization; • scrutiny of controversial issues; • commitment to bring about social and constructive change; • cultivation of a planning-in-advance attitude that considers the
- Realities of the world we live in; and enhancement of cultural renewal and internationalism. Stemming from this view, reconstruction expands the field of curriculum to include intuitive, personal, mystical, linguistic, political and social systems of theorizing. In general, the curriculum advocated by restrictionists emphasizes

the social sciences history, political science, economics, sociology, psychology and philosophy- and not the pure sciences.

7.3.2 Psychological Foundation of Curriculum

Education has undergone a shift towards being child-centred, or psychologised, where psychological foundations play a crucial role. These foundations consist of accumulated knowledge that guides the learning process and enables teachers to make informed decisions regarding student behavior. The relationship between psychological foundations and curriculum is evident in various questions:

- Does the physiological development of the learner influence the curriculum?
- Does the age of the learner influence the curriculum?
- Does the mental development of the learner affect the curriculum?
- Do learners' problems influence the curriculum?
- Do the needs of the learner influence the curriculum?

The answer to all these questions is "yes." Psychology delves into fundamental questions about how people learn. Educational objectives are increasingly framed in terms of behavioral changes in learners, reflecting the influence of psychology on educational thought and practice.

Curriculum content selection and organization draw from various psychological theories, such as laws of learning (e.g., readiness, exercise, effect, remembering, and forgetting), theories of interest and attention, transfer of learning, growth and development, intelligence, creativity, and personality development. It's widely agreed that curriculum should be organized based on theories of learning and motivation, as well as the aptitudes and abilities of learners.

Curriculum developers should ensure that the curriculum is psychologically grounded by considering the following questions:

- Is the curriculum designed to meet the needs and interests of learners?
- Is it graded and sequenced according to learners' age and developmental stage?
- Is it flexible enough to accommodate individual differences among learners?
- Does it promote innovation and independent thinking while fostering acceptance of group norms?

- Does it cultivate realistic confidence and tolerance for others' views in the learning process?

7.3.3 Sociological foundations of Curriculum

The educational system of a country serves as a mirror reflecting the expectations and aspirations of its evolving society. John Dewey conceptualized "the school" as not merely a place of learning but as a miniature community and embryonic society for children. Education, therefore, is a societal process, occurring within society, for society, and by society.

As society undergoes transformation, driven by dynamic cultural shifts, education must adapt accordingly. Failure to do so would result in education becoming disconnected from reality, rendering it impractical, ineffective, and devoid of meaning. Society evolves continuously, necessitating that education not only reflects these changes but also actively influences them.

Cultural dynamics impact every facet of life, prompting adjustments in education to remain relevant and responsive. The curriculum, in particular, should be sensitive to these changes, extracting lessons from them and facilitating desirable transformations in learners. By doing so, education ensures its alignment with the evolving needs and realities of society, fostering meaningful growth and development in individuals.

Self Check exercise-1

1. Define Existentialism.

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2. Does the physiological development of the learner influence the curriculum? Give two reasons.

.....

7.4 Summary

From the above discussion we can summarize that Curriculum is the instructional and the educative programme by which the pupils achieve their goals, ideals and aspirations of life. Nature of curriculum should be the instructional programme as indicated by the course offerings to meet the requirements of a vast heterogeneous population; the courses of study, embodying outlines of knowledge to be taught; all the experiences provided under the guidance of the school. On the other hand, Nature of the curriculum is that which makes a difference between maturity and immaturity, between growth and stasis, between literacy and illiteracy, between sophistication (intellectual, moral, social and emotional) and simplicity. It is the accumulated heritage of man's knowledge filtered through the prisms of contemporary demands and pressures. It is that wisdom considered relevant to any age in any given location. It is that we choose from our vast amount of heritage of wisdom to make a difference in the life of man. Scope of curriculum relates to what should be taught or learned.

7.5 Glossary

Idealism: Idealism is the metaphysical view that associates reality to ideas in the mind rather than to material objects. It lays emphasis on the mental or spiritual components of experience, and renounces the notion of material existence.

Realism: Defined as "the faithful representation of reality", Realism as a literary movement is based on "objective reality." It focuses on showing everyday activities and life, primarily among the middle or lower class society, without romantic idealization or dramatization.

Progressivism: This emerged as a protest against perennialist thinking in education. According to progressivist thought, the skills and tools of learning include problem solving methods and scientific inquiry.

Reconstructionism: It views education as a means of reconstructing society. The Reconstructionists believe that as school/college is attended by virtually all youth, it must be used as a means to shape the attitudes and values of each generation.

7.6 Answers to self check Exercise

1. Essentialism This philosophy, rooted partly in idealism and partly in realism, evolved mainly as a critique of progressive thought in education. Yet, the proponents of essentialism do not

totally reject progressive methods as they do believe that education should prepare the learner to adjust to a changing society. Thus, in essentialism learning should consist in mastering the subject matter that reflects currently available knowledge in various disciplines. Teachers play a highly directive role by disseminating information to students.

2. Psychological Development of learner is

1. Age Specific
2. Mental Level Specific
3. Problem Specific

7.7 References/ Suggestive Readings

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7.8 Terminal Questions

1. Define philosophical basis of curriculum in detail.
2. Describe psychological Foundation of Curriculum.

3. Define Sociological foundations of Curriculum.

Unit-8

Approaches to Curriculum Development: Subject-centred, Learner-centred and Problem Centred; Defects in Existing School Curriculum.

Structure

8.1 Introduction

8.2 Learning Objectives

8.3 Approaches to Curriculum Development: Subject-centred, Learner-centred and Problem Centred; Defects in Existing School Curriculum.

Self-Check Exercise-1

8.4 Summary

8.5 Glossary

8.6 Answers to self check Exercise

8.7 References/ Suggestive Readings

8.8 Terminal Questions

8.1 Introduction

Curriculum development can be approached through various frameworks, including subject-centered, learner-centered, and problem-centered approaches. The subject-centered approach focuses on the mastery of specific subjects, emphasizing the systematic organization of content. The learner-centered approach prioritizes the needs, interests, and experiences of students, fostering personalized learning and active participation. The problem-centered approach encourages students to engage with real-world problems, promoting critical thinking and practical application of knowledge. Despite these approaches, existing school curricula often face defects such as rigidity, lack of relevance to students' lives, insufficient focus on critical thinking skills, and inadequate accommodation of diverse learning needs. Addressing these issues is crucial for developing more effective and inclusive educational programs.

8.2 Learning Objectives

After going through this unit you will be able to:

- Understand the approaches to curriculum development.

- Explain the defects in existing school curriculum in India.

8.3 Approaches to Curriculum Development

The Curriculum Approaches can be broadly presented as:

8.3.1 Subject-Centered Curriculum

This model primarily focuses on the content of the curriculum, emphasizing subject-centred design. This approach, largely aligned with textbooks tailored to specific subjects, has been championed by curricularists like Henry Morrison and William Harris. Under this design, schools allocate their hours to various subjects such as reading, grammar, literature, mathematics, science, history, and geography.

Subject Design: This design revolves around specific subjects, with both teachers and learners readily able to identify the subjects being taught or studied. It is the oldest and most familiar design, appreciated for its ease of delivery. However, its drawback lies in its compartmentalization of learning, sometimes neglecting students' natural inclinations, interests, and experiences, as it tends to prioritize content over these factors.

Discipline Design: Building on the subject-centred model, discipline design focuses not only on content clusters but also on academic disciplines themselves. It emphasizes how scholars in different fields study and convey knowledge, aiming to expose students to the methodologies specific to various disciplines.

Correlation Design: This design seeks to reduce fragmentation by linking separate subject designs while maintaining each subject's identity. Subjects are interrelated, with teachers collaboratively planning lessons to ensure cohesion. For instance, English literature and social studies may be correlated, enabling the study of literary works from historical periods.

Broad Field Design / Interdisciplinary: This variation aims to prevent subject compartmentalization by integrating related content areas. Subjects like geography, economics, political science, anthropology, sociology, and history may be merged into a single subject, such

as social studies. Similarly, language studies may encompass grammar, literature, linguistics, spelling, and composition.

8.3.2 Learner-Centered Curriculum

Progressive educational psychologists place the learner at the core of the educational process, with a strong emphasis on learner-centred designs. While this emphasis is particularly pronounced in elementary education, it remains relevant in secondary and tertiary levels. Here are examples of learner-centred designs:

Child-Centred Design: This design, influenced by educational philosophers like John Dewey, Rousseau, Pestalozzi, and Froebel, centers the curriculum around the needs and interests of the child. Learners actively engage with their environment, learning by doing and constructing meanings. In this design, there is collaboration between learners, teachers, and the environment in planning lessons, selecting content, and engaging in activities, with learning seen as a product of the child's interaction with the environment.

Experience-Centred Design: Similar to child-centred design, this approach believes that learners' interests and needs cannot be pre-planned. Instead, the curriculum starts from the experiences of learners, allowing for an open and free school environment. Learners are empowered to shape their own learning by choosing from various activities provided by the teacher. This design encourages the emergence of multiple intelligences and provides different learning opportunities, with activities focusing on various emphases such as touching, feeling, imagining, constructing, and relating.

Humanistic Designs: Advocated by figures like Abraham Maslow and Carl Rogers, humanistic curriculum designs prioritize the development of the self. Maslow's theory of self-actualization highlights the importance of accepting oneself, others, and nature, while Rogers emphasizes self-directed learning through improved self-understanding and basic attitudes. Humanistic curriculum stresses the integration of thinking, feeling, and doing, addressing cognitive, affective, and psychomotor domains. It aims to develop positive self-concepts and interpersonal skills, with the ultimate objective of learning being the holistic development of the individual.

8.3.3 Problem-Centered Curriculum

Problem-centred design in curriculum draws upon social issues, needs, interests, and abilities of learners, with a focus on various problem areas. Content is not confined by subject boundaries but instead reflects the needs, concerns, and abilities of students. Two examples of problem-centred design are discussed below:

Life-Situations Design: This design organizes content to address problem areas that are relevant to students' lives. It utilizes learners' past and present experiences to analyze basic aspects of living. Drawing inspiration from Herbert Spencer's curriculum writing, it emphasizes activities that sustain life, enhance life, aid in child-rearing, maintain social and political relations, and enrich leisure. Connecting subject matter to real-life situations enhances the curriculum's relevance.

Core Design: This approach focuses on general education and centres around common human activities and problems. Faunce and Bossing popularized this design in 1959, outlining a process for curriculum development as follows:

1. Selection of a problem by either the teacher or students.
2. Group agreement on identifying important problems and interests.
3. Criteria-based selection of problems.
4. Clear statement and definition of the problem.
5. Determination of areas of study and class division.
6. Listing and discussion of needed information.
7. Identification and discussion of resources for obtaining information.
8. Organization of obtained information.
9. Analysis and interpretation of information.
10. Statement and testing of tentative conclusions.
11. Presentation of a report to the class by individuals or groups.
12. Evaluation of conclusions.
13. Examination of new avenues of exploration for further problem-solving.

This approach empowers students to engage in meaningful problem-solving and critical thinking, fostering a deeper understanding of subject matter and real-world issues.

Defects in existing school curriculum in India

In the existing school curriculum in India, several notable defects persist, hindering the holistic development of students.

Firstly, there's often an overemphasis on rote memorization and exam-oriented learning, discouraging critical thinking, creativity, and practical application of knowledge. This rigid structure can stifle innovation and problem-solving skills essential for the modern world. Additionally, the curriculum may lack relevance to real-life scenarios, failing to address contemporary issues, technological advancements, and practical skills required for future careers. Furthermore, there's often a disparity in educational quality between urban and rural areas, perpetuating inequality and limiting opportunities for many students. Addressing these defects requires a shift towards a more flexible, inclusive, and skill-oriented curriculum that fosters creativity, critical thinking, and lifelong learning.

The Indian school curriculum, while designed with the intent of providing a comprehensive education to students, has several inherent defects that hinder its effectiveness in nurturing well-rounded individuals. These defects encompass various aspects, including outdated content, rote learning methods, inadequate emphasis on critical thinking and practical skills, and disparities in educational quality across different regions. One of the most glaring issues in the Indian school curriculum is its emphasis on rote learning over understanding. Students are often required to memorize vast amounts of information without truly grasping the underlying concepts. This approach not only stifles creativity and critical thinking but also fails to prepare students for real-world challenges where problem-solving skills are crucial. Furthermore, the curriculum often lacks relevance to the rapidly changing global landscape. Outdated content and teaching methodologies fail to equip students with the skills necessary to thrive in the modern world. Subjects like information technology, financial literacy, and vocational training are often overlooked, leaving students ill-prepared for the demands of the 21st-century job market.

Another significant defect is the disparity in educational quality between urban and rural areas. While urban schools may have access to better infrastructure, resources, and qualified teachers, rural schools often struggle with inadequate facilities, staff shortages, and outdated teaching materials. This imbalance perpetuates social and economic inequalities, limiting opportunities for students from disadvantaged backgrounds. Moreover, the Indian school curriculum tends to prioritize academic achievement over holistic development. The pressure to excel in standardized exams like the board exams can lead to a narrow focus on memorization and

regurgitation of facts, neglecting the development of essential life skills such as communication, teamwork, and problem-solving. Additionally, there is often a lack of emphasis on cultural and moral education in the curriculum. While academic subjects are essential, education should also aim to instill values like empathy, tolerance, and ethical behavior in students. Without a strong moral foundation, education fails to fulfill its role in shaping responsible citizens capable of contributing positively to society.

Addressing these defects in the Indian school curriculum requires a comprehensive overhaul that prioritizes student-centred learning, critical thinking skills, and holistic development. Reforms should focus on updating content to reflect current realities, promoting innovative teaching methodologies, bridging the urban-rural divide in educational access, and integrating moral and cultural education into the curriculum. Only through such reforms can the Indian education system truly fulfill its potential in empowering future generations.

8.4 Summary

Designing a curriculum involves collaboration among various stakeholders, extending beyond the confines of academia to impact the wider community. An effective curriculum is essential for students to comprehend and address the challenges of society. It equips individuals with the knowledge and skills needed to become successful, confident, and responsible citizens. In developing a curriculum, there are multiple approaches aimed at achieving its objectives and desired outcomes. The effectiveness of curriculum development is measured by the extent to which learners achieve expected outcomes. Learners' achievement depends on various elements and factors, with teachers playing a crucial role through their effective teaching principles and the utilization of appropriate teaching-learning processes or models. In the modern context, the role of media is indispensable in facilitating curricular activities. Therefore, achieving the goals of education requires the construction of relevant and engaging curricula, the selection of appropriate media for curriculum delivery using various approaches, and the application of suitable teaching models tailored to the age and interests of learners. This techno-pedagogical approach ensures the realization of educational aims and objectives in a dynamic and engaging manner.

Self Check Exercise-1

1. What is Subject Design.

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2. What is Child Centered Design.

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8.5 Glossary

Rigidity: A defect in existing school curricula characterized by inflexible structures and content, limiting the adaptability of the curriculum to diverse student needs and evolving educational demands.

Lack of Relevance: A defect where the curriculum content does not connect with students' lives or future real-world applications, making learning less meaningful and engaging.

Insufficient Focus on Critical Thinking: A curriculum shortcoming where there is inadequate emphasis on developing students' critical thinking and problem-solving skills, essential for navigating complex real-world situations.

8.6 Answers to self check Exercises

Ans 1. Subject Design: This design revolves around specific subjects, with both teachers and learners readily able to identify the subjects being taught or studied. It is the oldest and most familiar design, appreciated for its ease of delivery. However, its drawback lies in its compartmentalization of learning, sometimes neglecting students' natural inclinations, interests, and experiences, as it tends to prioritize content over these factors.

Ans 2. Child-Centred Design: This design, influenced by educational philosophers like John Dewey, Rousseau, Pestalozzi, and Froebel, centres the curriculum around the needs and interests of the child. Learners actively engage with their environment, learning by doing and constructing meanings. In this design, there is collaboration between learners, teachers, and the environment in planning lessons, selecting content, and engaging in activities, with learning seen as a product of the child's interaction with the environment.

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8.8 Terminal Questions

1. Discuss how psychology and philosophy make a base for curriculum development.
2. Discuss the defects in the existing school curriculum in India.

UNIT-9

Models of Curriculum Designing-1

- 9.1 Introduction
- 9.2 Learning Objectives
- 9.3 Curriculum Designing
Self-Check Exercise-1
- 9.4 Administrative Line Staff
Self-Check Exercise-2
- 9.5 Grassroot Level Planning (Hilda Taba)
Self-Check Exercise-3
- 9.6 Summary
- 9.7 Glossary
- 9.8 Answers to Self-Check Exercises
- 9.9 References/Suggestive Readings
- 9.10 Terminal Questions

9.1 INTRODUCTION

Curriculum design means the way in which the curriculum is organized or structured. It follows a significant pattern like planning followed by implementation which in turn is followed by evaluation of curriculum. Curriculum models provide a way for guiding these processes. Curriculum design covers various issues such as what should be included in the curriculum and the ways in which we can present the curriculum so that it contributes towards success and understanding on the part of the students. We can say that curriculum design refers to the ways in which components of curriculum are arranged to foster learning among the students. Curriculum design involves issues like deciding what should be the basis and structure of curriculum framework. Curriculum design has a lot of definitions like other concepts related to curriculum.

9.2 LEARNING OBJECTIVES

After reading this unit, students will be able to:

- o Understand the concept of curriculum designing.
- o Explain the administrative line staff model of curriculum designing.
- o Explain the Hilda Taba model of curriculum designing.

9.3 CURRICULUM DESIGNING

Structuring the curriculum focusses to a greater or lesser degree on the relationship between the content and the needs of the student: Increasingly students are provided with opportunities to

choose what subject matter they would like to learn. Subject matter is largely determined by text books or chapters that need to be learned. Lecturers explain and clarify the content in lectures. Tutorials are used to deepen the knowledge acquired, clarify problems and provide feedback on assignments. An examination at the end of the semester assesses students understanding of the lecture material. Guided self-study through assignments.

Assignments are discussed in small groups. Students regulate their own learning to achieve pre-determined learning goals. Professional development planning. Students work in small groups to understand, explain and solve problems. A tutorial group analyses the problem and identifies learning objectives. A period of independent study after which students report their learning. Students are guided by a tutor who assist with group processes. Authentic, real-life tasks are derived from professional practice. Students work on the project in small groups or in parallel. Regular meetings with teacher. Outcomes of the process are reported back to the whole group of students. Students combine university learning with learning from practice students set their own topic areas and undertake a project with teacher supervision. School teachers who had mastery in a particular subject develop the potential of students which in turn develops the potential of school. However, many times it is found that the principal and teachers of the school had limited understanding of curriculum.

9.4 ADMINISTRATIVE LINE STAFF MODEL

This model is a top to down model where information is transmitted from top officials to the lower strata. This model works on the principle of bureaucracy where decisions are taken by the people holding topmost positions.

In this approach, the experts of field are concerned regarding the selection and organisation of content. The major focus of this model is to achieve the concerned objectives associated with the curriculum. All the decisions are taken by top officials or the administrative staff in this model. The other agencies like lower authorities, teachers are not concerned. Their main role is to fulfil the objectives and follow the instructions thereby accordingly.

In this model, there is a clear separation of roles and a hierarchy exists. Therefore, this model can also be called hierarchical model of curriculum designing. One important point to notice here is that the roles are strictly separated and one cannot interfere in the work of others. Here, the major decisions are taken at the administrative level like what should be the curriculum, how the transaction of curriculum should take place, etc. This shows that there is lesser flexibility for teacher in terms of teaching strategies and methods.

In this model, the administrative staff is responsible for taking decisions and make policies while the other staff is for the purpose of implementation. Thus, these two roles of policy making and implementation are separated but linked to each other.

9.5 GRASS ROOT LEVEL (HILDA TABA)

Hilda Taba was a famous educationalist who was born in Europe and migrated to U.S.A. which had greatly affected her education and her views on education. Initially, she was influenced by the progressivists like John Dewey, Ralph Tyler and many others, and her aim was to motivate and encourage the students to participate in the affairs of society which in turn can lead to the formation of democratic society. Taba's model was inductive in nature, and it is indeed a continuous process of development.

Taba's model focused on various things such as development of concept in elementary classes and it was employed in various workshops. Taba made connections between politics, culture and social change with respect to experience, cognition, and evaluation in curriculum development, merely in the field of civic education and teacher preparation. The work of Taba in different communities around the world, particularly in Europe and United States had provided a blueprint for the development of curriculum that is being employed by curriculum developers even today. Taba was also influenced by the works and by the philosophy of Ralph Tyler.

The model developed by Hilda Taba is known as the inductive model or upside- down model. It is known as the upside -down model because the curriculum development is not preceded by arrival of the new concepts deductively. In Hilda Taba model, before moving to the further steps, first of all data is collected by conducting various experiments is compiled. Five steps are followed in this model for the purpose of developing curriculum, which are listed below:

A. Make the unit-unit of experiment with teachers.

There are several steps in the development of curriculum:

1. Diagnosis Needs: In this step, needs of the students are determined by diagnosing differences and deficiencies in the background of children.
2. Formulation of objectives: In this particular stage goals are being set on the basis of various aspects like what type of contents, concepts, skills, and ideas will be taught to the students.
3. Selection of content: In this step, the curriculum is selected according to the previous step. Content is not only selected according to the goals or objectives but should also be valid and should benefit the students.
4. Organization of the content: After selecting the content, the next step involves organization of the content in a particular sequence.

5. Choosing the learning experiences: This stage focuses on the learning experiences of the students which helps in achieving the particular objectives predetermined for the curriculum.
6. Organizing learning experiences: The learning experiences in this step are determined by the teacher which are fixed on the basis of learning activities performed by the students.
7. Determining the evaluation tools: For the selection of evaluation tools, the teacher selects many techniques which can be employed to assess the achievements of students and to find out whether the student has achieved the particular goal or is still lagging behind
8. Testing the balance of curriculum content: In the last step, the content of the curriculum is tested in order to observe the correspondence between the content, experiences of students in terms of learning and various types of student learning.

B. Test the unit-unit of experiment

"In this particular step, the validity of curriculum is assessed by implementing the curriculum in different situations and on different types of learners..

C. Revise and Consolidation

In this particular step, the curriculum is revised on the basis of data collected in previous steps which helps in developing the curriculum perfectly.

D. Developing curriculum frame

In this step many questions are answered:

1. Is the curriculum content precise?
2. Is the content is arranged logically?
3. Does the learning process provides competencies and develop the cognitive abilities of the students?
4. Does the basic concepts have been accommodated?

E. Implementation and Dissimilation.

In this step the curriculum is implemented in many school which helps in finding the difficulties faced by every teacher in the process of teaching -learning.

9.6 SUMMARY

In this chapter, we have learnt about curriculum designing and some relevant models. For a better transaction of teaching-learning process, it is vital to design an appropriate curriculum. There are few models that are centred towards the concerned central theme like Administrative Staff model and Hilda Taba model. Administrative Staff model follows a top-down approach where decision making is done by top officials. In Hilda Taba model, most activities from policy making take place from bottom to top where needs of the primary stakeholders are concerned.

9.7 GLOSSARY

Curriculum: The subjects comprising a course of study in a school or college.

Curriculum Design: Strategic process of an informed and deliberate construction of learning opportunities to enable learners to achieve the desired level and scope of competencies, knowledge and understanding upon completion of a learning stage

Model : A standard or example for imitation or comparison.

9.8 ANSWERS TO SELF-CHECK EXERCISES

Self-Check Exercise-1

Answer1: Administrators and top officials.

Self-Check Exercise-2

Answer1: It is the process of designing a curriculum by including educational perspectives, needs of learners and by taking into consideration available resources.

Self-Check Exercise-3

Answer1: Bottom to up.

9.9 REFERENCES/SUGGESTIVE READINGS

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9.10 TERMINAL QUESTIONS

1. Explain Tyler's Model of Curriculum Designing.
2. Discuss the Grass root-level Planning model (Hilda Taba).

UNIT-10

MODELS OF CURRICULUM DESIGNING-2

- 10.1 Introduction
- 10.2 Learning Objectives
- 10.3 Tyler's Model
 - Self-Check Exercise-1
- 10.4 Wheeler's Model
 - Self-Check Exercise-2
- 10.5 Kerr's Model
 - Self-Check Exercise-3
- 10.6 Summary
- 10.7 Glossary
- 10.8 Answers to Self-Check Exercises
- 10.9 References/Suggestive Readings
- 10.10 Terminal Questions
- 10.1 INTRODUCTION

Models of curriculum designing is an important area to understand for an education student. As educationists, we get to work in different domains of education from being an administrator to a ground field person like teacher. Having a better understanding of curriculum designs and established models gives an edge over others in terms of better management of resources and people. In this unit, we shall discuss some important models of Tyler, Wheeler and Kerr. Various factors affect curriculum designs such as political factors, psychological factors, philosophical factors, societal factors, technological factors, philosophical factors, educational factors, economical factors etc.

10.2 LEARNING OBJECTIVES

After going through this unit, students will be able to:

- o Understand Tyler's model of curriculum designing.
- o Understand Wheeler's model of curriculum designing.
- o Understand Kerr's model of curriculum designing.

10.3 TYLER'S MODEL OF CURRICULUM DESIGNING

Tyler's model (1949) was based on the following four questions. These four types of questions are:

1. What are the educational objectives that the school wants to achieve?

2. What are the educational experiences that can be achieved in the school?
3. In what ways can we organize the educational experiences that are provided in the school?
4. How can we find out whether all the objectives are being achieved by the children or not?

Application of Ralph Tyler's Model in Curriculum Design:

Tyler's model is applied in a systematic way where curriculum objectives are formulated first. It focuses more on objectives and hence is called objective-based model. This process is based on many sources and we take data from these sources. Some of the sources from which we can take data are:

Contemporary life/ society:

- o For this data source, the focus is on issues that affect society and issues that we can solve through education.
- o Examples include socio-economic issues, cultural issues, and issues concerning health like HIV/AIDS among.
- " The needs and interests of the learners
- " Subject specialists/ subject experts or subject matter:

From these sources, the designer selects some targets or objectives to be achieved. After this, these objectives are subordinated to the process of screening, with the help of psychology or philosophy of learning which act as the major screens. Many times, social values are also used as a screen.

The objectives which are derived from general objectives are known as general objectives. For each objective, each child's learning experiences are designed. The learning experiences involved here include content or subject matter as well as learning activities.

The forthcoming step includes organising the learning experiences. It is followed to make sure that learning takes place in an effective manner. There are various principles of organization like sequence, scope, integration, as well as continuity. Here, the last step includes evaluation of the content, to find out whether the designed objectives have been met or not.

Feedback obtained from evaluation is then employed to improve the learning experiences of the students.

Learning Experiences

Learning experiences here means interaction between students and the external environment to which they are subjected. The students participate actively in the process of learning, which means that students actively involve themselves in those activities which they try to learn rather than on what the teacher taught to the students.

Principles For Choosing Learning Experiences:

- Provide those experiences to the students that provide them opportunities to modify their behaviour and to deal with the difficulties of the content.
- Provide those experiences to the students that provide them satisfaction in carrying behaviour that they had attained from the objectives.
- Provide those experiences that are related to student's attainments.
- To encourage the students to engage in the learning activities like problem solving, discussions, real life experiences.
- To make use of various methods of teaching such as simulations, lectures, visual aids, collaborative learning, visual aids, projects etc.
- To provide feedback to the students regarding their progress and to guide them further for their improvement.

Selection of Subject Matter/Content:

Subject matter or content includes the concepts, data, principles and generalizations of the subjects taught in school such as physics, mathematics, chemistry, etc which are further organised into various knowledge bodies known as disciplines. One of the most important step in designing the curriculum is selecting the content and selecting the experiences of learning. Content selection requires the knowledge that is essential to meet the requirements of the learners. While selecting the content, we focus our attention on the fact that how each resource contributes to the wellbeing of students.

Criteria for the Selection of Content:

We focus our attention on various criteria while selecting the content. Various key criteria in this process are: appropriateness, easily accessible, importance in context of subject matter, validity, accuracy, alignment with the goals of education etc.

Significance of the curriculum content:

Significance implies the sustainability of the chosen material. The content which is chosen should cover principles, theories and most importantly the key concepts in order to meet the requirements and needs of the learners.

Needs and Interests of the Learner

The needs and interests of the learners are very crucial while selecting the content because these help in generating relevant curriculum. This also makes sure that ensures that students engage with the curriculum to a great extent.

Utility

Utility implies the usefulness of the subject matter. In this context, only that subject matter is selected which is useful to the learners and guides them to solve their problems in an effective manner.

Learnability

The content of the curriculum should be adaptable and learnable to the students. Learnability here implies the easiness which help the learner to understand and to learn the information. The most important factor is adjustment of the content of curriculum and its focus on learning experiences of the students. The learnability of the curriculum can be improved by simulations, interactive learning experiences etc.

Consistency with Social Realities

A curriculum is considered to be effective when it tunes itself with the cultural and social realities of the society.

10.4 WHEELER'S MODEL OF CURRICULUM DESIGNING

D.K. Wheeler has incorporated a cyclic model which was formed due to his reaction for criticism at Ralph Tyler's model. This model was considered too simple and vertical. It is vertical because it did not focus on the relationship between various elements of the curriculum. This model aimed to promote regular improvement by continuously including new information. The last step in this model includes evaluation. This model is basically non-linear.

The five stages are:

1. Setting up of goals or objectives.
2. Selecting various experiences of learning
3. Selection of content.
4. Integrating and organising various experiences of learning.
5. Evaluation

This model ensures that the curriculum is framed according to the goals of education. It follows a systematic approach in designing the curriculum.

MERITS OF WHEELER'S MODEL:

1. It follows a structured approach.
2. It makes sure that the curriculum is comprehensive.
3. It is useful in finding out the effectiveness of a particular curriculum.
4. It finds out whether the curriculum is designed according to the goals of education.

DEMERITS OF WHEELER'S MODEL:

1. It may not be applicable in all the contexts of education.

2. It may be rigid.
3. It may be much prescriptive.
4. It may not be according to the needs of the learners.

10.5 KERR'S MODEL OF CURRICULUM DESIGNING

John Kerr, who was a specialist in designing the curriculum focused his attention on various issues like knowledge, objectives, learning experiences in school, and evaluation. He proposed this model back in 1960.

Kerr's model is very much similar to the models of Ralph Tyler and Wheeler.

Kerr divided the curriculum domains into four areas:

- 1.Objectives
2. Knowledge
- 3.Evaluation
- 4.School learning experiences.

Kerr's model mainly focused upon interrelatedness of these elements.

Kerr subdivided the objectives three parts:

- Affective
- Cognitive
- Psychomotor

He further focused on knowledge and stated that it should be:

- * Organised
- * Integrated,
- * Sequenced
- * Reinforced

Evaluation in Kerr's model implies collecting the information. Kerr's model is known for its adaptability and flexibility. The main focus of this model is to fulfil the different needs of students. Kerr's model is known for its ability to recognize the changing nature of education. This model follows a comprehensive and systematic approach in the development of curriculum. According to Kerr's model, the knowledge can be evaluated with the use of several instruments like essay- based tests, interviews, observation of groups, survey techniques, inventories, objective based tests, multiple assessments etc.

10.6 SUMMARY

The process of curriculum development follows a planned approach which directly affects the learning abilities of the students. Curriculum development is a systematic and progressive process which focuses on improving the curriculum. The aim of curriculum development is to deliver such lessons that help the students to attain various outcomes of learning. The elements of curriculum development include: objectives, content, teaching and learning methods, evaluation etc.

10.7 GLOSSARY

Pattern: A repeated decorative design.

Curriculum evaluation: Assessment of the value of the entire curriculum process by gathering evidence to judge the degree of achievement of aims, and also to enable decisions to be made on future progress

Curriculum structure: Array of relationships between curriculum elements. The structure of the curriculum can be organised around different principles: learning goals, subject knowledge, and pedagogy, among others.

10.8 ANSWERS TO SELF-CHECK EXERCISES

Self-Check Exercise-1

Answer1: (i) Relevant in present times (ii) Include all the stakeholders.

Self-Check Exercise-2

Answer1: (1) Aims (2) Learning Experiences (3) Selection of Content (4) Organisation and integration of learning experiences and content (5) Evaluate

Self-Check Exercise-3

Answer1: Objectives, knowledge, evaluation and school learning experiences.

10.9 REFERENCES/SUGGESTIVE READINGS

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10.10 TERMINAL QUESTIONS

1. Explain Tyler's model in detail.
2. Discuss Wheeler's model of curriculum designing.
3. Explain Kerr's model in relation to Tyler's model.

UNIT-11

PATTERNS OF CURRICULUM DESIGNING

- 11.1 Introduction
- 11.2 Learning Objectives
- 11.3 Patterns of Curriculum Design
 - Self-Check Exercise-1
- 11.4 Summary
- 11.5 Glossary
- 11.6 Answers to Self-Check Exercise
- 11.7 References/Suggestive readings
- 11.8 Terminal Questions

11.1 INTRODUCTION

Dear learners, in our previous discussions, we explored the concept of curriculum design. Understanding the various patterns of curriculum design is crucial for educators. As educationists, it is essential to be well-versed in these patterns to adopt a focused and effective approach. Additionally, subject experts must acquire a thorough understanding of the different curriculum design patterns to address the diverse needs of learners and other stakeholders effectively.

11.2 LEARNING OBJECTIVES

After going through this unit, students will be able to:

- Understand patterns of curriculum design.
- Discuss patterns of curriculum design.
- Explain patterns of curriculum design.

11.3 PATTERNS OF CURRICULUM DESIGNING

There are multiple approaches to designing a school curriculum, including subject-centered, learner-centered, and integrated or broad-field designs. The integrated approach combines two or more related subjects into a unified field of study. For instance, language arts encompass interconnected subjects like reading, writing, speaking, listening, comprehension, and spelling within a core curriculum. The key patterns of curriculum design are as follows:

Subject-Centered Curriculum Design

This curriculum design focuses on organizing the curriculum into distinct and separate subjects, such as geography, mathematics, and history, among others. It is among the oldest and most

widely implemented school curriculum designs worldwide, with origins dating back to ancient Greek educators. This subject-centered approach has been embraced by various European and African nations, as well as by numerous states and districts across the United States. An examination of the subject-centered curriculum design shows that it is primarily used in upper elementary, secondary schools, and colleges. Many supporters of this approach, including laypeople, educators, and professionals, have often received their education or training within this framework. For instance, teachers are usually trained to specialize in one or two subjects, especially at the secondary level and sometimes at the elementary level. This method of curriculum organization has its own benefits and drawbacks, leading some educators to support it while others criticize it.

Advantages of Subject-Centered Curriculum Design

Predetermining what all students will learn across different subjects and grade levels is both feasible and beneficial. In centralized education systems, curricula are typically developed and approved by a governing body responsible for education within a district or state. In the United States, this process is often overseen by the state government and guided by established standards.

- It typically requires setting minimum performance and achievement standards for the knowledge specified in each subject area.
- The majority of textbooks and educational support materials available in the market are structured around subjects, though the alignment between the content of these materials and the set standards is frequently debated.
- This design is widely supported due to its traditional foundation. Many people are familiar with and accustomed to the subject-centered curriculum, considering it a fundamental aspect of the school system and education as a whole.
- Teachers find the subject-centered curriculum easier to understand because their training is typically based on this approach, emphasizing specialization in specific subjects.
- Supporters of the subject-centered design argue that this approach helps in developing the intellectual abilities of individual learners.

- Curriculum planning becomes more straightforward and less complex with the subject-centered design.

Disadvantages of Subject-Centered Curriculum Design

Critics of the subject-centered curriculum design have actively called for a shift away from this approach. Their objections are based on the following key arguments:

- The subject-centered curriculum often results in fragmented knowledge, making it challenging for students to recognize connections between different subjects.
- It lacks content integration, leading to compartmentalized learning where information is divided into smaller, seemingly unrelated segments, potentially hindering a holistic understanding.
- This approach prioritizes content delivery while often neglecting students' needs, interests, and experiences, making learning less engaging and meaningful.
- There is an underlying assumption that knowledge acquired through the subject-centered curriculum will naturally transfer to real-life situations. However, many scholars challenge this claim, arguing that automatic transfer of learned information does not always happen in practical contexts.

Considering these arguments both for and against the subject-centered curriculum design, it is worth exploring alternative approaches, such as the learner-centered or personalized curriculum design.

Learner-Centered/Personalized Curriculum Design

Students with diverse needs, interests, and abilities often thrive with a personalized curriculum. The learner-centered curriculum design can take different forms, including individualized or personalized learning. This approach structures the curriculum based on students' needs, interests, abilities, and aspirations.

Advocates of this design emphasize its foundation in understanding human growth, development, and learning. Planning this type of curriculum requires collaboration with students, identifying their specific concerns, interests, and priorities, and then developing relevant topics based on the issues they raise. However, implementing this approach requires substantial resources and manpower to cater to diverse student needs. Consequently, it is more prevalent in

the U.S. and other Western countries, while its adoption in developing nations remains limited due to resource constraints.

In support of this approach, Hilda Taba (1962) stated “Children like best those things that are attached to solving actual problems that help them in meeting real needs or that connect with some active interest. Learning in its true sense is an active transaction.”

Advantages of the Learner-Centered Curriculum Design

- The selection and organization of content are guided by students' needs and interests.
- Integrating students' needs and interests into the curriculum makes learning more relevant and meaningful to their lives.
- This approach fosters active student participation, equipping them with skills and strategies that can be directly applied to real-world situations.

Challenges of the Learner-Centered Curriculum Design

- Students' needs and interests may be temporary and subject to change, making them unreliable foundations for curriculum design.
- Individual interests may not always align with essential knowledge areas necessary for functioning successfully in society, sometimes overshadowing broader societal priorities.
- Many education systems and societal structures may lack the necessary support for effectively implementing a learner-centered curriculum.
- This approach can be expensive, requiring substantial financial and human resources to accommodate the diverse needs and interests of students.
- Critics argue that prioritizing student interests may lead to superficial learning, limiting critical analysis and in-depth exploration of subject matter.

Broad Fields/Integrated Curriculum

In this approach, two or more subjects are combined into a single, comprehensive course of study. It involves merging and restructuring related subjects within the curriculum to create a unified framework. The primary objective is to promote integration across an entire discipline—or multiple disciplines—resulting in the development of new interdisciplinary fields.

Examples of Broad Fields:

Language Arts: Integrates reading, writing, grammar, literature, speech, drama, and foreign languages into a cohesive subject area.

General Science: Merges various natural and physical sciences, including physics, chemistry, geology, astronomy, physical geography, zoology, botany, biology, and physiology.

Other Examples: Encompass interdisciplinary fields such as environmental education and family-life education.

Supporters of the broad fields or integrated curriculum design argue that it enhances the unification and integration of knowledge. However, based on current curriculum practices in many states and countries, this objective has yet to be fully achieved. One significant challenge is that teachers are usually trained in only two subjects at the university level, making it difficult for them to effectively integrate a wider range of disciplines. For instance, while general science includes physics, chemistry, biology, and geology, science teachers often have specialized knowledge in only two of these areas, which limits their ability to deliver a fully integrated curriculum.

Advantages of Broad Field/Integrated Curriculum Design

- It is structured around specific subjects, providing a systematic and organized approach to introducing cultural heritage.
- Merging separate subjects into a unified course enables learners to identify connections between various aspects of the curriculum.
- It maximizes the use of school time, enhancing efficiency.

Disadvantages of Broad Field/Integrated Curriculum Design

- It may sacrifice depth, resulting in a superficial understanding.
- It presents fragmented information from multiple subjects rather than providing a cohesive understanding.
- It overlooks the psychological processes essential for effective learning.

Core Curriculum Design

Meaning of Core Curriculum

The core curriculum refers to the fundamental areas of study within a school curriculum or educational program that all students are required to complete. Its goal is to provide "common learning" or a broad-based education considered essential for everyone. This segment of the

curriculum is designed to equip individuals with the knowledge, skills, and attitudes necessary to navigate and contribute effectively to society.

Key Features of Core Curriculum Design:

- It consists of a required portion of the curriculum that all students must complete.
- It merges subject matter, particularly in disciplines like English and social studies.
- The content is centered on interdisciplinary issues, using problem-solving as the primary learning approach while incorporating relevant subject material.
- It is structured into extended time blocks, such as two or three periods led by a core teacher, with additional teachers involved when possible.

Types of Core Curriculum Designs

The following core curriculum designs are widely implemented in secondary schools and college programs:

Type One:

Subjects are taught separately with little to no attempt at integration. For example, mathematics, science, languages, and humanities may be presented as distinct, unrelated core subjects in high schools.

Type Two:

The integrated or fused core design combines two or more subjects into a single, cohesive course. Examples include:

- Teaching physics, chemistry, biology, and zoology under the umbrella of general science.
- Environmental education, which follows an interdisciplinary approach in curriculum planning.

Self-Check Exercise-1

Q.1 Which type of curriculum has highest flexibility to include multidisciplinary knowledge?

Q.2 Which type of curriculum focuses on the needs of learner?

- Merging history, economics, civics, and geography into a unified social studies course.

11.4 SUMMARY

In this unit, we dealt with the patterns of curriculum designing. Here, we learnt subject centered curriculum which focuses on the subject i.e. the disciplinary knowledge, methods and patterns. We also learnt about the learner centric model where major thrust is upon the needs of the learner. Then, there comes integrated model which is holistic regarding multidisciplinary. Applying these models in real life situations is the need which also depends upon the context.

11.5 GLOSSARY

Subject Centered Curriculum: The curriculum which is designed for a particular subject.

Learner Centered Curriculum: The curriculum which is designed keeping in mind the needs of learners.

Integrated Curriculum: The curriculum which is intended to include all the learning process and perspectives of different disciplines.

11.6 ANSWERS TO SELF-CHECK EXERCISES

Self-Check exercise-1

Answer1: Integrated Curriculum

Answer2: Learner Centred Curriculum

11.7 REFERENCES/SUGGESTIVE READINGS

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UNIT-12

APPROACHES OF CURRICULUM DEVELOPMENT

- 12.1 Introduction
- 12.2 Learning Objectives
- 12.3 Approaches of Curriculum Development
 - Self-Check Exercise-1
- 12.4 Centralised and Decentralised Approach
 - Self-Check Exercise-2
- 12.5 Summary
- 12.6 Glossary
- 12.7 Answers to Self-Check Exercises
- 12.8 References/Suggestive Readings
- 12.9 Terminal Questions

12.1 INTRODUCTION

Dear student,

In this context, curriculum denotes the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved. There are many approaches to curriculum development. They differ by the various perspectives curriculum developers construct regarding the key curricular elements- curriculum, teachers, students and the context: Some curriculum developers focus on students and their learning goals where others analyze the impact of the teacher's action upon learning (Due to technical issues, the search service is temporarily unavailable.) Curriculum Approaches Curriculum practitioners and implementers often employ one or more approaches when planning, implementing, and evaluating the curriculum. Similarly, textbook authors and instructional material creators adopt various curricular approaches based on their perspectives and goals. Behavioral Approach is grounded in behaviorist principles and operates like a blueprint. It begins with clearly defined goals and objectives, with content and activities carefully aligned to meet these learning outcomes. The success of this approach is assessed by determining whether the original goals and objectives have been met. Managerial Approach emerging as a dominant model in the 1950s and 1960s, this approach positions the principal as the curriculum leader, instructional leader, and general manager. In this role, the principal sets policies, determines priorities, guides innovation, and oversees the planning and organization of curriculum and instruction. Curriculum supervisors, as outlined by Ornstein and Hunkins (2004), play key roles such as preparing curriculum guides, assisting in textbook selection, and

establishing standards for evaluating curriculum and instruction. **Systems Approach** Influenced by systems theory, this approach examines the interconnectedness of all components within a school or district. It emphasizes the relationships between different parts of the system and how they work together. Organizational charts are often used to illustrate these relationships, showing how decisions are made and how personnel interact within the system. **Humanistic Approach** Rooted in progressive philosophy and the child-centered movement, this approach considers both the formal (planned) curriculum and the informal (hidden) curriculum. It focuses on the holistic development of learners, emphasizing personal growth, creativity, and individual needs.

12.2 LEARNING OBJECTIVES

After going through this unit, students will be able to:

- Understand the concept of approaches of curriculum development.
- Understand the concept of centralised and decentralised curriculum designing.
- Explain the concept of centralised and decentralised curriculum designing.

12.3 APPROACHES OF CURRICULUM DEVELOPMENT

A curriculum approach is shaped by an individual's worldview, including their perception of reality, the values they prioritize, and the depth of their knowledge. It represents a comprehensive perspective or meta-orientation that encompasses the foundational elements of curriculum—such as one's philosophical beliefs, historical outlook, psychological and learning theories, and views on social issues—as well as the core knowledge within the field and the theoretical and practical principles of curriculum design.

A curriculum approach also reflects one's perspective on the role of schools and their relationship to society. In some cases, it may evolve into an all-encompassing viewpoint, especially when one holds strong convictions about these matters. By understanding one's own curriculum approach and comparing it with the prevailing approach of the school or district they work in, it becomes possible to identify whether there is alignment or conflict between their professional perspective and the formal organizational stance.

Curriculum development is centered on enhancing and innovating education. This process, which can span many years—particularly in the case of generic curriculum development that extends beyond a specific local context—involves integrating aspirations and ideals into a cyclical process of design, implementation, and evaluation. The goal is to achieve tangible outcomes in practice. Various models for curriculum development are documented in literature,

each offering a unique way of addressing, executing, or conceptualizing the process (Merriam-Webster).

Curriculum practitioners and implementers often employ one or more approaches when planning, implementing, and evaluating curricula. Similarly, textbook authors and instructional material creators adopt diverse curricular approaches based on their perspectives. A person's approach to curriculum reflects their underlying philosophy or beliefs about how a curriculum should be designed. While there are numerous approaches to curriculum development, some approaches may be known by multiple names. Among the most widely recognized are the **behavioral approach** and the **academic approach**.

Three Approaches to Curriculum			
Issue	Traditional Approach	Learner-Driven Approach	Critical Approach
Who determines curriculum?	<ul style="list-style-type: none"> Curriculum developer (publisher, state, institution) sets goals and chooses learning experiences, evaluates, plans and proposes curriculum 	<ul style="list-style-type: none"> Students articulate learning goals that spring from their real-world roles Students help plan curriculum 	<ul style="list-style-type: none"> Teacher leads the class while following the lead of learners Students, rather than "outsiders," become experts

What does knowledge look like?	<ul style="list-style-type: none"> • Appears neutral and equitable in its availability • Exists "out there," can be organized and transmitted • Is observable and measurable 	<ul style="list-style-type: none"> • Created through the interaction of student and text • Builds on what learners already know • Relevant to students' real-life context 	<ul style="list-style-type: none"> • Not fixed - dependent upon interaction among students, text, and teacher • Autobiographic - depends on the politics of identity brought to learning • Complex interaction between text, the teacher, and what is taught • Knowledge is created, rather than taken in
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What are the underlying assumptions?	<ul style="list-style-type: none"> • Pre-determined goals • Learning happens in a linear, step-by-step fashion • Expert knowledge is important 	<ul style="list-style-type: none"> • Learning happens in social contexts • Instruction is transparent and based on purposes students determine • Learners actively build on knowledge and experience 	<ul style="list-style-type: none"> • Education is political • Language and power are connected
What might this look like in action?	<ul style="list-style-type: none"> • A classroom with lesson plans, homework, grades possibly • Skills-based/sequenced textbooks or workbook with pre-determined learning goals 	<ul style="list-style-type: none"> • Apolitical on the surface • Drawn from adults' lives in their everyday contexts 	<ul style="list-style-type: none"> • Abandons technician mentality • Addresses social and community issues of importance • Curriculum not set in advance; emerges from "action and interaction of the participants" (Doll, 1993)

How is learning assessed?	<ul style="list-style-type: none"> • Objective, observable "scientific" means • Can provide comparative scores 	<ul style="list-style-type: none"> • Performance of the student's contextualized goal • Continuing, involving metacognitive strategies 	<ul style="list-style-type: none"> • Portfolios, self-assessment instruments • Measures of social and personal change • Levels of critical consciousness reached • External performance levels do not apply
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Self-Check Exercise-1

Q.1 Which approach of curriculum designing gives ample room for real life content?

Source : *National Centre for the study of adult learning and Literacy(September 2003).*

12.4 CENTRALISED AND DECENTRALISED CURRICULUM DESIGNING

The concepts of centralization and decentralization are critical to examine, as they significantly influence the effectiveness of schools in educating a nation's children. Centralization occurs when the administrative authority for education lies with a central body rather than local communities. This central body holds full control over all resources, including finances, information, personnel, and technology. It determines curriculum content, manages budgets, oversees employment, constructs educational facilities, sets discipline policies, and more.

The debate between centralized and decentralized curriculum systems is a key issue in curriculum development. While this decision often lies beyond the control of individuals directly involved in course design, it profoundly impacts all aspects of curriculum development. As outlined in *Centralization and Decentralization in Education: National Policies and Practices* (UNESCO, 2005: 6), the principles of centralization and decentralization apply to all core functions of the education sector. These include planning, implementation, monitoring, budget and financial management, personnel management, academic oversight, and the provision of infrastructure, including procurement.

1. Planning and Plan Implementation and Monitoring

In all countries, central government retains the function of national policy setting and in most countries for national planning, including long-term and medium-term planning. Annual action plans sometimes referred to as annual planning and linked to annual budgeting which is undertaken at sub-national level. In some countries, strategic planning functions are also the responsibility of regional or provincial entities. For education levels considered strategic, such as secondary education in many countries, school mapping remains a centralized function while responsibilities have been devolved to lower tiers of government for primary education. As decentralization proceeds, increasingly information come from certain monitoring and evaluation systems grow in education sectors all across the globe sometimes reversing some of the potential benefits of decentralization through increased bureaucratization and control.

2. Budget and Financial Management

Budget preparation and allocation, expenditure management and monitoring are often a shared responsibility between central and decentralized levels of government. There are countries where the Ministry of Education is not part of the budget allocation process. In many countries by far the largest share (80 percent and more) of the total public recurrent budget for education is executed through the budgets of local level governments. This implies that, by nature, education financing is already more decentralized compared to other government functions. At the same time, providing local governments with autonomy over resource allocation and budget execution makes it challenging to achieve national education targets, thereby reducing the Ministry of Education's ability to enforce national sector policies.

In many countries the annual incremental increases in the education budgets have been shifted to local level authorities and private contributors, directly or through the tax system. This is the case in particular for secondary and higher education promoted by government policy in many countries.

3. Personnel Management

In many countries the decision power on key personnel management functions, in particular the distribution of posts, remains the central government's most decisive instrument to orient national plan implementation and influence local planning decisions.

4. Academic Management

In most countries, government retains central control over the contents of learning and standards through the curriculum. Decentralization of academic management functions is limited to extra-curricular activities with local contents, flexibility with timetables to implement a prescribed core curriculum, authorization to select reading materials. In countries with a tradition of decentralization in academic matters (especially in America) there are trends towards re-centralization in curriculum matters, associated with a concern about academic standards and levels of qualification under conditions of economic competitive pressures. Learning performance assessment policies, including national examination systems and standardized entry requirements into higher levels of education, act as strong centralizing elements even in systems with a high level of school autonomy.

5. Provision of Infrastructure

In many countries, responsibilities related to infrastructure planning, financing, and maintenance have been significantly decentralized to lower levels of government and local communities. These responsibilities primarily focus on capital expenditures. The organizational framework, including how key functions are implemented and monitored—such as through systems of vertical and horizontal relationships, as well as the structure and operations of the Ministry of Education—shapes the processes of education policy formulation, planning (including financial planning), resource allocation, and the utilization of resources.

Centralization can occur at both national and organizational levels. A centralized curriculum is typically more structured and systematic, making it easier to maintain uniformity and a standardized approach to teaching and learning. While a centralized system may provide access to a broader range of expertise, it may lack responsiveness to local needs. In contrast, decentralized curricula are often more tailored to the specific needs of students and communities, fostering greater ownership and engagement among teachers. Decentralization also allows for diverse approaches to curriculum design and delivery, enabling the evaluation and comparison the advantages and limitations of various approaches.

Self-Check Exercise-2

Q.1 State any two features of centralised approach of curriculum designing.

12.5 SUMMARY

In this unit, we have explored how our approach to curriculum development is grounded in contemporary knowledge, systemic thinking, and collaborative methods, while also emphasizing the importance of professional development as a critical element for successful curriculum reform. We firmly believe that the active involvement and ownership of key stakeholders are essential for effective curriculum development and implementation.

The curricular spider's web illustrates the interconnectedness of various curriculum components. At the heart of any curriculum are the aims and content of learning. Alterations to this core often necessitate changes to many other elements of the learning plan. The curricular spider's web offers a clear visual representation of the relationships between these different aspects. The rationale acts as the central link, tying all other components together. Ideally, these components are also interconnected, ensuring consistency and coherence across the curriculum.

12.6 GLOSSARY

Curriculum development: Professional activities which teachers, researchers, and other educationalists undertake to improve and support the curriculum, from the development of innovative teaching materials or methods, to the formulation of new learning outcomes or syllabuses.

Approach: A way of dealing with a situation or problem.

12.7 ANSWERS TO SELF-CHECK EXERCISES

Self-Check Exercise-1

Answer1: Learner driven approach.

Self-Check Exercise-2

Answer2: (1) Access to expertise (2) Smooth flow of information

12.8 REFERENCES/SUGGESTIVE READINGS

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12.9 TERMINAL QUESTIONS

1. Explain the concept of approaches of curriculum development.

2. What is an Approach?
3. Explain three approaches to curriculum.
4. Discuss centralised model of curriculum designing.
5. Explain decentralised model of curriculum designing.

UNIT-13

Evaluation of Curriculum

- 13.1 Introduction
- 13.2 Learning Objectives
- 13.3 Curriculum Evaluation: Needs and Importance
 - Self-Check Exercise-1
- 13.4. Procedure of Curriculum Evaluation
 - Self-Check Exercise-2
- 13.5 Summary
- 13.6 Glossary
- 13.7 Answers to Self-Check Exercise
- 13.8 References/Suggestive Readings
- 13.9 Terminal Questions

13.1 INTRODUCTION

We have learnt so far about curriculum and its principles, making and designing of a curriculum along with the structure. We have also discussed various models of curriculum designing and approaches of curriculum development. Till now, the process of drafting a curriculum is dealt in detail. Now, in this unit, we shall look for the evaluation of curriculum which is a very crucial step and decides which way we need to go i.e. to finalise the draft or make improvements by revising it again. In this unit, we shall discuss the concept of curriculum evaluation, its need and importance in context to education and educational processes, and the procedure for evaluating curriculum. Curriculum evaluation is very important as it tells us the strengths and weaknesses of designed curriculum .

13.2 OBJECTIVES

After completing the unit, students will be able to:

1. Understand the concept of Curriculum Evaluation.
2. Understand the needs and importance of Curriculum Evaluation.
3. Learn the procedure of Curriculum Evaluation.
4. Apply the concept of curriculum Evaluation.

13.3 CURRICULUM EVALUATION

In an educational institution, all the processes and the activities are important to decide the level of educational attainments in a student. Therefore, curriculum needs to be made with the utmost

priority and appropriate content, activities and curricular processes should be included in the curriculum to make it useful for the child and teacher.

Curriculum making has always remain an issue of debate since there are multiple perspectives and ideologies on the basis of which curriculum can be made and evaluated. For instance, a curriculum made with the naturalist perspective will try to include such activities where senses are involved to maximum with a concern for surrounding and nature. In such scenario, the evaluation will be done keeping in mind these indicators of naturalism. On the contrary, if a curriculum is designed from marxist perspective, it will try to include all sections particularly the lower ones. The content will be filled with the stories and discriminatory happenings with the lower sections of the society. The evaluation process of such curriculum will be dealt critically.

The curriculum should be designed keeping in mind needs of society, learner, teacher, management and all the stakeholders. The stakeholders' perspectives in designing curriculum are as follows:

Society: Society has certain needs as per the demand and changing time which is crucial for its growth and development. These aspirations and needs are to be fulfilled and thus should get a considerable space in the curriculum. The evaluation should also take place keeping in mind these aspirations and needs.

Learner: The learner has certain dispositions which needs to be oriented towards holistic development. The major areas to focus are cognitive development, physical and mental development, social and emotional development along with inculcation of values.

Teacher: In a curriculum, teachers needs are not to be ignored as a teacher is the one who actually transacts the teaching and learning. A curriculum should emphasize the flexibility of a teacher in terms of content, teaching methods and evaluation procedures.

Management: Management is responsible for policy making and should be vigilant about the activities taking place in the institute to achieve the curricular goals. The management is responsible for creating a suitable ecosystem of learning and teaching which supports the needs and requirements of all the other stakeholders.

Thus, the evaluation of curriculum should keep in mind the needs and aspirations of all stakeholders and evaluate the curriculum accordingly. On the basis of such evaluation, one can plan the further activities like modification or actual implementation.

In a country like India, there has been a long term demand to evaluate the curriculum so that it suits the needs of learners, teachers and society in large. The reason being is we are producing graduates every year without keeping a check on the needs and requirements in different industries. For instance, during 2000s there had been a trend of opting engineering and management courses. Following the trend, lot of youth channelised their potential and abilities in these areas. Due to a limited pool of resources and employment opportunities, we witnessed migration of students. Even the most brilliant minds went abroad to pursue their respective careers. Such kind of situation arises because of policy paralysis.

Curriculum evaluation is the process of measuring the outcomes that curriculum intends to do. Every curriculum has some definite goals and objectives which form its core. The evaluation process measures these goals and objectives in terms of effectiveness and fulfilment. This evaluation can take place during different phases like during the process or after the process which depends upon the context and type of evaluation.

NEEDS OF CURRICULUM EVALUATION

It is very much important to have a successful curriculum/programme which depends upon the active steps taken during the evaluation process. This is so because it gives feedback in the form of suggestions and improvements. We shall discuss the needs of curriculum evaluation as below:

- 5. To understand the current status:** Understanding current situation of the programme or curriculum is very important as it tells us where the programme stands. One cannot go beyond or make improvements if one does not know the real situation. For instance, to implement Mid-day meal scheme government collected data and considered other sources too to understand the ground reality, on the basis of which the scheme was launched to get the desired output. In a school setting, if a teacher wants to improve the learning output of students, he/she would; d have to understand the current level of knowledge of students, requirements and learning styles of students which calls to get the assessment of current situation.

- 6. To make improvements:** The sole purpose of evaluation is not just to understand the outcome but also to know about the strengths and weaknesses, and work according to the evaluation results. Improvements can happen at multiple levels i.e. teacher level, student level, school level, policy level etc. Thus evaluation should not be considered passive. It should be continuous and proper feedback should be there to understand the real situation.
- 7. To examine the effectiveness of curriculum:** An effective curriculum is the one which makes sound improvements over the existing situation. Thus curriculum evaluation is a must to examine the effectiveness. There are many ways of doing it some of which are interviews, observation, checklist, inventories etc.

Curriculum evaluation is something which should be there during/after designing a programme. It is done to know the existing situation which feels us about lot of related facts and information. Based on the information, we can make required changes and align our programme to get desired changes. The type of evaluation which is done during the process is called formative evaluation and the type of evaluation which is done at the end of the programme is called summative evaluation. There has always been a debate on the superiority of one type of evaluation over the other. However, we should refrain from doing such thing as both are equally important and have their own strengths and shortcomings depending upon the context.

IMPORTANCE OF CURRICULUM EVALUATION

So far, we have learnt about the concept of curriculum evaluation and its needs. In this section, we shall discuss about the importance of curriculum evaluation which is not very different than what we have discussed so far. Curriculum evaluation is an important process for the efficient working of the educational system and processes. Evaluation at every point tells us about the shortcomings and strengths which acts as a way forward.

Curriculum evaluation is important at every stage as it guides us where we are going and helps us to escape distortion. Every curriculum is designed to fulfil certain goals and objectives. Evaluation helps us to know about the level of attainment of these goals and objectives. Thus, it helps us to get the progress at every step of curriculum making.

Curriculum making is a tedious and long process. We cannot afford to have multiple modifications otherwise it will consume lot of time. Therefore, continuous evaluation saves our time as teachers and it benefits students too as they get timely feedback when the curriculum is

actually implemented. There are majorly two types of evaluation. One is formative evaluation which includes multiple ways like oral test, quizzes, debates, discussions, portfolio, checklist and others. Here the major focus is not on measuring the outcome rather it is done to support learning by having continuous assessment. Researches have proven that formative evaluation helps to supplement learning by providing a vibrant and competent environment. The major point here is that the learning must be free from burden and should move from the obsession of marks. The other type of evaluation is summative evaluation which takes place at the end of the process. The sole purpose of summative evaluation is measuring the outcome particularly in the form of marks and grades. This evaluation helps to know the actual level of attained learning. The major form of summative evaluation is achievement test.

One important aspect of evaluation is to know the present level and to adjust the future orientations of the programme. As per the feedback given during the evaluation process, concern stakeholders need to make adjustments in curriculum.

In a classroom setting, teacher has a crucial role to play. It is upto the teacher how the transaction of learning will take place. Therefore, a teacher should do continuous assessment of students to extract most from the students. There are many ways of assessments some of which are as follows:

1. Observation
2. Group discussion
3. Debate
4. Quiz
5. Experiments
6. Interview

Thus, curriculum evaluation is very important at every step specially in educational processes. The reason is that education is a dynamic field and involves human behaviour. There is no universal way or existing theories which can predict the human behaviour with full precision and accuracy. Thus, there is always an element of subjectivity. In such scenario, it is important and necessary to do evaluation wherever required.

Self-Check Exercise-1

Q.1 Formative evaluation takes place_____ the course and summative evaluation takes place_____ the course.

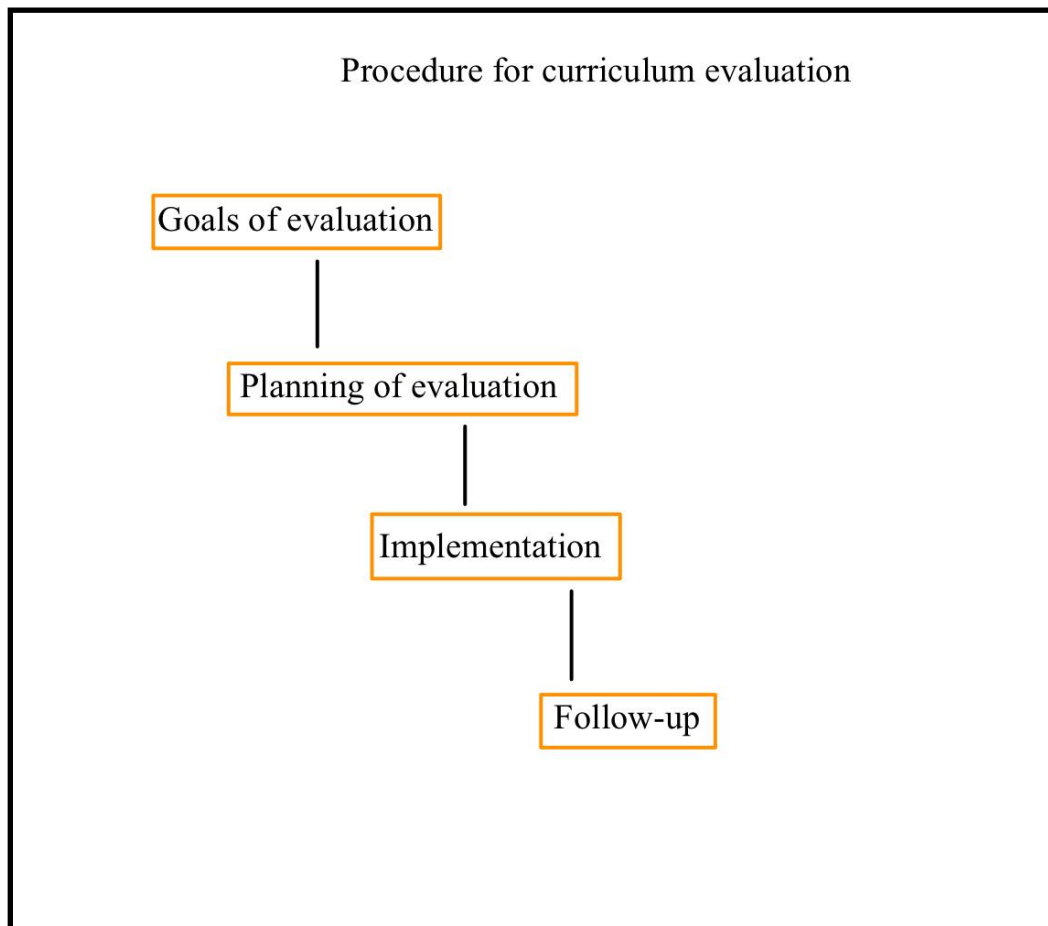
Q.2 Name any three methods of assessment during formative evaluation.

13.4 PROCEDURE FOR CURRICULUM EVALUATION

As we know the importance and need of curriculum evaluation, we should also strive to understand the procedure of curriculum evaluation. Curriculum is the sum total of all the learning experiences that the institute intends to offer to the student. Evaluation is the process of knowing the actual status of the system. Since, we have discussed these concepts in detail, the question arises here is the how to do curriculum evaluation. The process is not so easy as it appears. There are a lot of technicalities that are involved in this process of curriculum evaluation. In this section, we shall get to know about the procedure of curriculum evaluation in detail.

Curriculum evaluation is a systematic attempt to analyse and measure the appropriateness of the curriculum at that particular step. For instance, it may happen that the curriculum of a class was designed to cater 30 students and initially the evaluation gave favourable results about the curriculum. However, if due to certain reasons, the class size increases to 50 including few diverse learners, the curriculum will show its limitations. It could be anything like lack of resources, lesser number of teaching aids and no provisions for diverse learners. At this step, one needs to revisit the curriculum evaluation in order to accommodate the extra students including diverse learners. One needs to increase the budgetary provision and increase the teaching aids as well as appoint some special educator if possible.

There are so many reasons of why curriculum evaluation needs to be adopted at every step of designing and implementation too. This shows that evolution in education processes should not be limited to a particular stage and it goes forward even after implementation.



Now, there are different stages of curriculum evaluation which we are going to discuss. We should also know that the stages are not fixed. One can add or subtract any stage or method as per the availability of resources and context.

The first thing which we need to take care of is the goal of evaluation. One should be definite about the goal of the curriculum without which we cannot fix standards of evaluation. For instance, if we want to evaluate the learning of curriculum models that we did earlier in this course, we first have to look at the goals and objectives. When the goals are specified, we shall have a picture of what we want to measure. In the earlier example, we want to measure the learning of curriculum models in students. So we need to focus on the understanding and application of curriculum models amongst the students.

Next step is planning of the evaluation process. In the planning phase, we need to make sure that how the process of evaluation is going to be held. There are certain techniques and processes which are to be kept in mind. For instance, for the above example there are certain ways to test the understanding of curriculum models. One is that students should be given an

activity regarding a particular model. A debate or a quiz about the models are also good options to fulfil the goal. Therefore, the planning phase needs to have a greater concern as it involves the activities and various techniques of evaluation.

The next is to actually implement the planning that we have done previously. This is the actual phase of testing where we use all the techniques and tools of evaluation that we have planned. This phase is quite dynamic as it happens in real time. Therefore, the evaluator may face sudden unfamiliar situations which need to be dealt appropriately. So, the evaluator should be an expert in the field to tackle unfamiliar conditions.

The next stages are a kind of follow up because it involves the reaction of what we have got after the field testing. If the evaluation suggests to modify or change something then it should be done as a follow up. In case of no change, the evaluator needs to be vigilant about the process and should propose changes if he/she feels even after the testing.

This cycle of evaluation does not end here. Evaluation is a continuous process as changes are quite common in the educational processes.

Since, we have understood the process of curriculum evaluation, there should be a coherence with these terms like curriculum and evaluation. Curriculum evaluation is one of the significant steps that validates the curriculum model without which the model is of no use. Without evaluation, the curriculum is lame and impractical. Evaluation makes the curriculum suitable and appropriate for use in a particular situation.

Self-Check Exercise-2

Q.1 Which step of curriculum evaluation deals with the fixing of evaluation standards?

Q.2 What is the first step of curriculum evaluation?

13.5 SUMMARY

In this unit, we got to know about the curriculum evaluation. It is a process of evaluating a curriculum for the sake of usage in a particular situation. Evaluation is one of the key steps during and after designing a curriculum model. Curriculum evaluation involves few steps like

goal specification, planning, implementation and follow up. This unit gives a detailed description of needs and importance of curriculum evaluation in educational processes. As evaluators, one should be well versed with the process of curriculum evaluation.

13.6 GLOSSARY

Curriculum: It is the set of all activities, processes and learning experiences that a student tends to be involved in during teaching-learning.

Evaluation: It is the procedure of evaluating students and getting information about the concerned programme in terms of strengths, weaknesses and other aspects with a feedback for improvement and way forward.

13.7 ANSWERS TO SELF-CHECK EXERCISE

Self-Check Exercise-1

Answer1: During, after.

Answer2: Role-play, debate, activity.

Self-Check Exercise-2

Answer1: Planning.

Answer2: Determining the goals of curriculum.

13.8 REFERENCES/SUGGESTIVE READINGS

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13.9 TERMINAL QUESTIONS

Q.1 Explain curriculum evaluation.

Q.2 Differentiate between formative evaluation and summative evaluation.

Q.3 Explain the procedure of curriculum evaluation.

Q.4 Name any three stakeholders in educational process.

UNIT-14

RECOMMENDATIONS OF VARIOUS COMMISSIONS REGARDING CURRICULUM DEVELOPMENT

- 14.1 Introduction
- 14.2 Learning Objectives
- 14.3 University Education Commission (1948-49)
Self-Check Exercise-1
- 14.4 Secondary Education Commission (1952-53)
Self-Check Exercise-2
- 14.5 Education Commission (1964-66)
Self-Check Exercise-3
- 14.6 National Policy of Education (1986,1992)
Self-Check Exercise-4
- 14.7 Summary
- 14.8 Glossary
- 14.9 Answers to Self-Check Exercise
- 14.10 References/Suggestive Readings
- 14.11 Terminal Questions

14.1 INTRODUCTION

After independence, we have witnessed lot of policy changes from time to time in education sector. This comes because of changing dynamics of India as a country at local and global level too. The objective of any commission is making such policy which is beneficial for all the stakeholders where every section is consulted. In India, education is a concurrent subject which means that both centre and state can make laws regarding education. Education is something which has multiple benefits like literacy, health, economy, good civilisation, governance and much more. Keeping these points in minds, lets discuss the major educational policies in Indian education sector after Independence.

14.2 LEARNING OBJECTIVES

After reading this unit, students will be able to:

1. Understand the evolution of education policies in India.
2. Learn about the comprehensiveness of educational policies.
3. Analyse the policy level technicalities.

4. Develop a perspective on policy making.

14.3 UNIVERSITY EDUCATION COMMISSION (1948-49)

The University Education Commission was constituted in 1948 with Dr. Sarvapalli Radhakrishnan as the chairman. The commission was appointed in November 1948 and submitted its report in August 1949. It consisted of 10 members.

Major Highlights:

1. It says that the universities have to provide leadership in all the fields including administration, politics, industry and commerce.
2. The universities are intended to produce intellectuals which prove to be assets for the country.
3. Through education, the person should be able to discover the innate qualities and develop them through training.
4. Spiritual development of the students.
5. To develop moral values in students.
6. To preserve and develop culture.
7. To develop spirit of universal brotherhood and internationalism.
8. To provide opportunities to acquire all kinds of knowledge.
9. To make new discoveries and inventions.
10. To develop new ideas to make society strong.

Teachers:

1. Quality of education depends upon the teachers. Hence, this commission put emphasis on improving quality of teachers.
2. It emphasised to increase the salaries and improve the working conditions.
3. Promotions should be merit based.
4. Provision of leaves for higher studies.

Duration of courses:

1. Duration at degree colleges should be of 3 years.
2. Admission to universities should be after intermediate examinations.

Courses at Degree level:

Apart from general education, following courses are to be taken:

A modern Indian language:

English

For arts, students have to select at least 2 subjects from each group given below:

Humanities

Classical/ modern Indian language

English

Philosophy

History

Mathematics

Fine arts

Political science

Social Sciences:

Economics

Sociology

Psychology

Anthropology

Geography

Home Economic

For science students, 2 special subjects from the list:

Mathematics

Physics

Chemistry

Botany

Zoology

Geology

Exams:

1. Continuous evaluation.

2. Mix of both essay type and objective type questions.
3. Introduction of internal assessment.

Others:

1. Provision for establishment of rural universities.

Self-Check Exercise-1

Q.1 Who was chairing the University Education Commission?

Q.2 University Education Commission fixed the duration at degree colleges for _____ years.

2. University Grants Commission to allocate funding to all universities in India.

14.4 SECONDARY EDUCATION COMMISSION

This commission was chaired by Dr. A. Lakshmanswami Mudaliar. Therefore, it is also known as Mudaliar commission. The commission was appointed to make changes in the then existed education system. The major focus of this commission was on the secondary education i.e. it was not focusing on university education for which Radhakrishnan commission was appointed.

Major recommendations:

1. The commission recommended educational structure for secondary students after attaining 4 or 5 years of primary level education that is ; (1) A middle stage of 3 years duration : (2) A higher secondary stage of 4 years duration.
2. The commission called for curbing the intermediate classes.
3. It calls for establishing multi-purpose schools such as agricultural, technical and commercial schools to give education to students as per their interests.
4. To establish residential schools in rural areas.
5. The commission recommended home science for girls and guided the state governments to open schools for girls as per the requirement.

6. Three languages will be taught in school. The instruction medium at secondary level should be mother tongue/ regional language.
7. Hindi and English will become compulsory subjects.
8. It put greater emphasis on religious education and moral education for the developing character. The religious instruction should be given on voluntary basis.
9. The commission put emphasis on guidance and counselling. There is a need of trained guides and counsellors to help students. It says to setup a central research organisation for carrying out research in educational guidance.
10. There should be 2 types of teacher education institutions. One for the students after school whose training period will be 2 years and the other one catering to the graduates whose training period is 1 year but can be extended to 1 more year. There should be much emphasis on teaching practice.
11. The procedure for selecting students for teacher training should be standardised so that promising and capable students come in the profession.
12. The number of working days should not be less than 200, the working of teachers should not be less than 35 periods per week of about 45 minutes each.

The commission has followed some principles for construction of a curriculum:

Principle of totality of experience:

It says that curriculum should be comprehensive and include totality of experiences which needs to be given in the school. The experiences are related to classroom, library, laboratories, playground and many other activities.

Principle of variety and elasticity:

The curriculum should be flexible enough to include needs of diverse learners.

Principle of Community:

The curriculum should be community oriented so that the student feel safe and secure in the premises.

Principle of training for leisure:

The curriculum should be designed for leisure too. Here, students will learn to utilise their time effectively.

Principle of integration and correlation:

The curriculum should be integrated and correlated and should not exist in isolation. Lot of studies have proved that correlational curriculums are more effective than isolated curriculums.

Self-Check Exercise-2

Q.1 Which commission recommended to abolish the intermediate classes?

Q.2 What does the principle of leisure focus on?

14.5 EDUCATION COMMISSION (1964-66)

Government of India appointed the Kothari Commission for making important changes in the Indian Education sector.

Kothari Commission was formed on July 14, 1964 and dissolved on June 29, 1966. It was formed under the Chairmanship of Daulat Singh Kothari., it was the first commission in India after independence to comprehensively deal with the education.

The title of the report was “Education for National Development” and it said that the destiny of India is shaped in its classroom.

Objectives of the Commission are as follows:

1. Providing policies and guidelines for the development of education .
- 2.Evolving a general pattern of education in India.

3. To examine all aspects of the Indian education sector.
4. Although Kothari Commission was appointed to review the entire education sector, two important domains were left out - legal education and medical education.

Recommendations of Kothari Commission (1964-66):

1. Free and Compulsory Education for children in the age group of 6 to 14 years.
2. The Commission recommended a three-language formula at state levels to promote a language of the Southern States in Hindi speaking states and to promote Hindi, English and a regional language in non-Hindi speaking states.
3. Promotion of regional languages, Sanskrit and international languages, most preferably English.
4. Adequate service conditions for teachers.
5. For promotion of social justice, commission focused on girls education, education of backward classes, education of tribals, physically and mentally handicapped children and others.
6. Make Maths and Science an integral part of education.
7. Reforms to improve education at University level by paying special attention to PG level research, training, providing libraries, laboratories and funds.

Results of Kothari Commission's provisions:

1. The education system was structured in 10+2+3 pattern.
2. A bill was passed in the Parliament under the leadership of former Prime Minister of India, Indira Gandhi to pursue the National Education Policy.
3. The National Policy on Education in 1986 was a result of Kothari Commission.
4. The education sector in India got stratified into national bodies, state bodies and Central Board.

Self-Check Exercise-3

Q.1 The report of which commission carries the sub-title "Education for National Development"?

Q.2 Which domains of education were not included in Kothari Commission?

14.6 NATIONAL POLICY OF EDUCATION (1986,1992)

National Policy of Education, 1986:

In 1986, the government introduced a new “National Policy on Education” which called for "special emphasis on the removal of disparities and to equalise educational opportunities”.

For achieving this goal, the policy called for increasing scholarships, adult education, recruitment of more teachers, incentives for poor parents to send their children to school, development of new institutions etc. The policy called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve the outcome in primary schools.

The policy called for expansion of the open university system with the “Indira Gandhi National Open University” which was created in 1985. The policy also stressed upon the creation of the "rural university” for promoting economic and social development in rural India. The policy emphasized to spend around 6% of GDP on education.

The concept of a 'National System of Education' says, “Up to a given level, all students, will have access to education of a comparable quality”.

Salient Features of NPE 1986:

1. Common Educational structure:

It called for a common educational structure i.e. 10 + 2 + 3, first 10 years are broken as 5 years of primary education and 3 years of upper primary followed by 2 years of High school stage.

2. National Curricular Framework with a Common Core:

The common core will consist of the history of India's freedom struggle, the constitutional rights and duties, and other essential things required to preserve national identity.

3. The common scheme of studies suggested in the national curriculum framework are:

One language at primary education level and three languages at the upper primary and secondary education level

(ii) Mathematics

iii) Environmental studies

(iv) Work-experience/S.U.P.W., pre-vocational courses

(v) Art education

(vi) Health and physical education

4. Minimum Levels of Learning:

Provision of least levels of learning at each stage.

5. Understanding of Cultural and Social Systems:

The NPE 1986 states, “steps will be taken to foster among students an understanding of diverse cultural and social system of the people living in different parts of the country. To promote this objective, the link language has to be developed and programmes of translating books from one language to another and publishing multi-lingual dictionaries and glossaries should be implemented”.

6. International Understanding:

The policy calls for global cooperation and fraternity. It calls for collaborations and understandings at all levels.

7. Inter-Regional Mobility:

In higher education, steps will be taken for promotion of inter-regional mobility thereby promoting a sense of national identity.

8. Pooling of Resources:

Special measures will be taken to create networks between different stakeholders to pool their monetary and other resources.

9. Priorities of Educational Reforms:

The nation will take the responsibility of providing research and other kind of support for implementing the programmes of educational importance, reducing inequalities, universalisation of elementary education, adult literacy etc.

10. Life-long Education:

It is an important and vital part of educational processes. It says that all will get the opportunities to continue the education of their choice. The focus in coming times will be on the open and distance learning.

11. Strengthening of National Institutions:

The institutions of national importance like UGC, NCERT, NIEPA, AICTE and others will be strengthened to shape the national system of education and to deal with the raising demands and challenges for the nation.

A well coordinated planning will be done among all the top level institutions to establish linkages and make the execution easy and effective.

National Policy of Education, 1992:

The policy of 1986 was modified which came out as “National Policy of Education 1992” or “Programme of Action”. This was the time of decentralisation policies in India.

Salient features of NPE 1992:

1. To fulfil the objective of universal student enrolment and child retention and completion of education upto 14 years of age.
2. It suggested decentralised ways of planning strategies to achieve the goals.
3. It emphasised on research in higher education.
4. It give due importance to value education and country's traditions and cultures.
5. It stressed on the education of handicapped, SC, ST, OBC and other minorities.
6. To roll out the latest educational technologies.
7. Vocational education is emphasised to enhance skills and creating job opportunities.
8. It talks about the environment protection too.
9. It gives a special emphasis to women education and equality.
10. It called to improve teacher service conditions along with providing teacher training facilities.

Self-Check Exercise-4

Q.1 Which policy talks about the decentralised planning in educational policies?

Q.2 Operation Blackboard was launched under which policy of education?

14.7 SUMMARY

The education policies in India have changed periodically due to changing demands and context. The education policy have to look at all aspects like constitutional philosophy, socio-economic setup of a country, demographic factors and others. Thats why we have evolved from the first education policy after independence which was focussing on literacy and access to National Education Policy 2020 which is talking about the integration of “Indian Knowledge System” with the existing knowledge.

14.8 GLOSSARY

Policy: A policy is plan of what to do in certain field taking into consideration other factors too.

Decentralisation: it is an approach of doing things by distributing the workload at the grassroots level and making sure the participation of all stakeholders.

Inclusion: Inclusion isn the process of including all the people from each section.

14.9 ANSWERS TO SELF-CHECK EXERCISE

Self-Check Exercise-1

Answer1:Dr. S. Radhakrishnan

Answer2: 3

Self-Check Exercise-2

Answer1: Mudaliar Commission

Answer2: Utilising the time effectively.

Self-Check Exercise-3

Answer1:Kothari Commission

Answer2: Legal & Medicine.

Self-Check Exercise-4

Answer1:National Policy of Education 1992

Answer2:National Policy of Education 1986

14.10 REFERENCES/SUGGESTIVE READINGS

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14.11 TERMINAL QUESTIONS

Q.1 Explain the role of Kothari Commission in shaping the present day education system in India.

Q.2 Discuss National Policy of Education 1986 in context to school education.

Q.3 What is the role of education policy in shaping the education sector in a country?

UNIT- 15

NCF (2005) and Curriculum Evaluation

- 15.1 Introduction
- 15.2 Learning Objectives
- 15.3 NCF 2005
 - Self-Check Exercise-1
- 15.4 NCF 2005 recommendations with regard to curriculum Evaluation
 - Self-Check Exercise-2
- 15.5 Summary
- 15.6 Glossary
- 15.7 Answer to Self-Check Exercise
- 15.8 References/Suggestive Readings
- 15.9 Terminal Questions

15.1 INTRODUCTION

The National Curriculum Framework is an important document which guides us on how a curriculum should be. National Curriculum Framework 2005 is not a sudden published document rather it is a consequence of previous reports which told about the shortcomings in the curriculum. For instance, the Yash Pal committee report titled “Learning without Burden” finds out that the learning has become burden for students and acts as a stress. Therefore, the findings of this committee were considered and included on the NCF 2005. The war for NCF started in July, 2002 with appointment of various committees focusing on curricular areas, approaches and systematic reforms. The NCF was finally approved on September, 2005 by “Central Advisory Board of Education”.

15.2 LEARNING OBJECTIVES

After reading this unit, students will be able to:

1. Understand NCF and its provisions.
2. Explain the features of NCF.
3. Understand the recommendations of NCF 2005 with respect to curriculum evaluation
4. Analyse the policy framework of curriculum evaluation.

15.3 NCF 2005

It is a document to provide a framework within which teachers and schools have to choose and plan the experiences that they think children should get.

Areas of concern-

- Educational purpose
- Educational experience
- Organisation of experience
 - Assessing learner

Earlier NCFs came in 1975, 1988, 2000 and 2005. The recent NCF has come in 2023.

Earlier the framework used to be based on Behavioural psychology but NCF 2005 is based on Constructivist psychology. Earlier, the focus of curriculum frameworks was on the behaviour of the learner. They intended to modify or condition the behaviour as per the demands or provisions of curriculum frameworks. However, the NCF 2005 took into consideration the earlier wrongdoings of solely focus on conditioning which was outdated and somehow appeared to be a forceful measure. Now the focus is on child by providing different learning experiences to become constructive and creative. The focus shifted from teacher centric learning to learning by doing.

Needs:

- To remove ills of present school education as it is suffering from many bad practices like burdensome work in the form of writing repeatedly, focus on marks/grades less focus on extra-curricular activities and rote learning.
- There is inflexibility in school practices. The school curriculums are quite rigid in the form of attendance, syllabus and daily activities. The emphasis is on syllabus completion and the revision of important topics from exam point of view. The biggest con of these types of practices is that it makes student rigid in terms of leaning and does not give rise to creativity and self creation.
- Learning has become an isolated activity in life. Learning has not been linked to daily life and become difficult and boring.
- Schools are unknowingly discouraging creative thinking by solely focusing on syllabus and book content. There is less creativity from teacher and student's side. The teaching learning process is mainly dependent upon lecture method.

- There is negligence of whole personality of child as there is focus on increasing cognitive abilities only and that too on rote learning. The other aspects of personality like social interaction, values, emotions, beliefs, communication etc are untouched.
- Neglecting present of child for future has become a common phenomena in our education system.

Contents of NCF 2005:

- Perspective: guiding principles
- Learning and Knowledge
- Curricular area
- School and classroom
 - Systemic reform

Perspectives:

- Strengthening “national system of education” to prepare the students for new and emerging challenges.
- Curriculum will be made as per constitutional values so that there will be inculcation of the same in children and fulfilment of national goals take place.
- Quality education for all by reducing curriculum load and making it more engaging and constructive.

Guiding Principles:

- To Connect knowledge to life outside the school to get the real life experiences.
- No to rote learning methods of teaching and learning.
- No to textbook centric learning as it makes one limited to books only and there occurs no creativity and critical thinking.
- More flexible approach to exam system with integration of classroom life as it creates more joyous space for learners.

- Nurturing the democratic values of the country to install the same in the students.

Learning and Knowledge:

- Reorientation of perception to learner and learning.
- Child centred approach in pedagogy to help children and make them active for their own learning.
- Holistic approach to the learners' overall personality development.
- Providing adequate room to children's thought, curiosity and inquiries in teaching learning transaction.
- Connecting knowledge across boundaries to get multiple perspectives and a better field of knowledge.
- Inclusive environment in class for all to encourage collaboration, fraternity and sense of brotherhood amongst all.
- Promoting learner's engagement and teaching for the knowledge construction which is a very important indicator of the quality of education.
- Role of teacher is to facilitate, provide material and activities and coordinate. The main doer is the student.
- Allowing students to ask questions and encourage them to answer in own words with promoting intelligent guessing and common sense.

Curricular Areas:

- Implementation of three language formula to promote multilingual education to make the curriculum more engaging.
- Maths teaching that helps to develop thinking and reasoning abilities and problem solving.
- Teaching of science to enable learners for acquiring methods and processes that helps to nurture the thinking process with curiosity and creativity.

- Social sciences to be included from disciplinary perspective. To teach about art, heritage crafts, health and physical education to form critical components of school curriculum.
- Education for peace.
- Assessment must be continuous and internal/school based and that might help both teachers and learners. Assessment need not to be fearsome.
- The main purpose is to improve the quality of teaching and learning by taking into consideration demands and needs of stakeholders.

School and Classroom environment:

- School must provide lots of open spaces with colourful and friendly vibes by planting trees, flowers and toys.
- Class size must not be higher than 1:30.
- Democratic classroom practices.
- Encouraging the participation of all students in classwork.
- Policy of inclusion needs to be followed.
- Textbooks must be carefully written and designed after professional editing offering interactive space for children and not merely filled with factual information.

Systematic Reforms:

- Evolving common school system.
- Reflective practice should be included to improve teaching as a professional activity.
- Teachers should be equipped with minimum infrastructural facilities.
- Encouraging community participation for enhancement of quality and accountability in teacher.

- A Principal's leadership in academic sense is directly related to school's performance. Therefore, the principal must be capable enough to run the institution effectively.
- In service teacher education is not an event but a process. It must include knowledge development and change in attitudes, skills and practice through interaction both in workshop setting and in the school.
- There must be a shift from the content based learning to problem solving and competency based testing.
- Open ended questions must be asked to test creativity and critical thinking skills.
- Guidance and counselling must be part of school.

Guidelines for Syllabus Development

- For child development, the content must be appropriate and stage specific.
- Continuity from one level to the other.
- The syllabus and the content must show inclination towards the constitutional values and dispositions.
- There must be linkages between different subjects to get an interdisciplinary perspective that will help in development of child.
- Linkage between school knowledge and real-life situations.
- There must be sensitivity to all kinds of discriminatory practices in society and a child should develop an attitude free from all kinds of biases.
- There must be sense of appreciation of aesthetics and values.
- Linkage between school and college syllabi to connect the stages.
- Usage of technologies in all subjects.

Development of Support Material

- Audio/video programmes on NCF-2005 and textbooks.
- Source-book on learning assessment.
- Exemplar problems in Science and Mathematics.
- Science and Mathematics kits.
- Teachers' handbooks and manuals.
- Teacher Training Packages.
- Syllabus and textbooks must be developed in areas such as Heritage Craft, Media Studies, Art Education, Health and Physical Education, etc.
- ECCE (Early Childhood Care Education), Gender, Inclusive Education, Peace, Vocational Education, Guidance and Counselling, ICT, etc.
- Encouraging flexibility and creativity and there must be knowledge construction by children

Self-Check Exercise-1

Q.1 Which approach is adopted in NCF 2005?

Q.2 In NCF 2005, learning is based on _____.

themselves.

15.4 NCF RECOMMENDATIONS WITH REGARD TO CURRICULUM EVALUATION

NCF says that the aim of evaluation should be to motivate children to study by enjoying the process which means that there should be no feeling of threat and fear in the whole teaching learning process. There should be no labelling of students as slow learners or bright students. Such kind of labelling leads to bias and creates a feeling of superiority/inferiority. It could be humiliating to the students if they are labeled. We have learnt that there is individual difference existing amongst the students. Therefore, every student learns at his/her own pace.

According to NCF 2005, the purpose of evaluation is to see the progress of both teacher and learner in achieving the aims that have been made for the curriculum. Teachers evaluate at their

own level the kind of teaching they need to deliver to get the maximum output from the students. On the contrary, the students' output also needs to be measured in the form of assessment and continuous support from teacher as well. Teacher needs to help student to develop better understanding of concepts.

Teacher also helps student to track his/her progress, strengths and shortcomings and the feedback to work upon further. The examination system in present day is full of burden, fear and memorisation of facts. There is less emphasis on concept application which needs to be there as it reflects the actual learning. In assessment, there should be focus on all aspects like learning, application of concepts, communication, attitude, values and belief.

Teacher should use different methods of assessment like debates & discussions, quizzes, portfolio assessment, checklist, rubrics etc. to get a clear and comprehensive picture of the progress made by the student.

The aim of testing should not just be limited to know what children have memorised, but also to check the level of practice and understanding in actual sense. The testing should not only focus on what the children have attained but also on how the attainment has happened.

The curriculum has also focussed on stage specific assessment strategies. NCF says that in the primary stage , there should be no formal tests, no marks/grade discrimination. Assessment at this stage need to be based on judgement. With the increase on level and upper stages, the formal tests and assessments need to be introduced. There should be a gradual inculcation of formal

Self-Check Exercise-2

Q.1 Name any two points listed in NCF to curb discriminatory practices in assessment.

Q.2 Suggest any two measures to make the process of assessment engaging, joyous and vibrant.

tests. There should be periodic tests aimed at testing the learning level of students.

15.5 SUMMARY

The National Curriculum Framework 2005 has shifted the paradigm from behaviourist psychology to constructivist psychology. It made an attempt to shift the focus from rote learning to creative learning. However, as of today a new National Curriculum Framework 2023 has come which talks about the learning free from fear & discrimination which provides a safe environment where every student feels valued. This NCF 2023 has changed the structure of stages in the form of 5+3+3+4. NCF has suggested stage specific provisions. It is of high importance to get such type of frameworks that guide the education stage wise. The framework and its provisions must be modified accordingly with time.

15.6 GLOSSARY

Curriculum Framework: It is a blueprint that guides the functioning of educational programs and policies. It usually includes aims & objectives, subject matter, assessment methods & strategies.

15.7 ANSWERS TO SELF-CHECK EXERCISE

Self-Check Exercise-1

Answer1: Behaviourist.

Answer2: Constructivist.

Self-Check Exercise-2

Answer1: No use of grades, no labelling of students.

Answer2: Connect the learning to real-life experiences, use of technology to make the content enriching and pleasurable.

15.8 REFERENCES/SUGGESTIVE READINGS

National Council of Educational Research and Training. *National Curriculum Framework 2005*

National Steering Committee for National Curriculum Framework. (2023). *National curriculum framework for school education 2023*

15.9 TERMINAL QUESTIONS

Q1. Explain the features of National Curriculum Framework 2005.

Q.2 Discuss the recommendations of NCF 2005 with respect to Curriculum Evaluation.

UNIT-16

CONTINUAL EVALUATION OF CURRICULUM

16.1 Introduction

16.2 Learning Objectives

16.3 Continual Evaluation of Curriculum: Feedback from learners, teachers, community and administrators

Self-Check Exercise-1

16.4 Summary

16.5 Glossary

16.6 Answers to Self-Check Exercise

16.7 References/Suggestive readings

16.8 Terminal Questions

16.1 INTRODUCTION

Curriculum is something which gives the blueprint of all the activities taking place in an educational setup. Since the educational setup is not then same for everyone and it needs to be changed with time and changing demands. Therefore, curriculum evaluation should be a continuous process and needs to be done periodically. Continuous curriculum evaluation is necessary to modify the approach or policy that is being made to run the educational processes effectively. A measure of the success of curriculum strategies can be done by looking at the learning outcome of students. Therefore, a continuous evaluation of curriculum is much needed to adapt the curriculum as per the emerging needs.

16.2 OBJECTIVES

After reading this unit, students will be able to:

1. Understand the process of Continual Evaluation of Curriculum.
2. Understand the nature of curriculum outcomes.
3. Know about the feedback from learners, teachers, community and administrators.

16.3 CONTINUAL EVALUATION OF CURRICULUM

Evaluation is the procedure of knowing to what extent the desired goal or objective has been achieved. Evaluation is important to understand the present status and the future. Therefore, there is a need of continuous evaluation of curriculum to add something or modify the existing curriculum. Evaluate needs to consider the set objectives and see if these are being fulfilled in the present curriculum.

Another major concern about the curriculum evaluation is to see if the needs of all stakeholders are being fulfilled. For instance, there is need to fulfil the constitutional values through curriculum. Thus, the curriculum must take into consideration the constitutional values.

The curriculum must also include the cognitive and other requirements of a learner that. Therefore, sequences of content must also be taken care of while evaluating curriculum.

In the continual evaluation of curriculum, we are evaluating the learning outcomes of students and the systems associated with or made to support the learning. In the evaluation of learning outcomes of students, the evaluation is done to know if the actual goals and objectives are being fulfilled and to what extent these have been fulfilled. There is a defined set of steps that one can use to do such evaluation. The other purpose is to evaluate the learning systems associated with the learning processes. It needs to be done by keeping in mind the objectives and then check or evaluate the systems accordingly.

The process of continual evaluation should be continuous and comprehensive. By continuous, it means that the evaluation should take place time and again periodically. By comprehensive, it means that all the processes, activities and learning experiences should be involved. The activities could be scholastic as well as non scholastic. There must be academic evaluation which tests the knowledge, content, memory and other study related skills. The other type of evaluation is related to co-curricular activities which includes quizzes, debates, discussions, dance, singing, sports, cultural activities and others. Teaching of values should also become a part as values create a base of our life. There must be inculcation of social skills as we live in society and deals with various societal phenomena.

The evaluation of curriculum must look into the procedure which should be systematic. In the evaluation of a curriculum, first we have to see the goals and objectives that we intend to achieve.

The goals act as parameters to be kept in mind while evaluating the curriculum. For instance, goal of teaching mathematics is to raise creativity and logical thinking along with the calculations.

After the goals are decided, planning of the evaluation process is required. It is technical aspect of curriculum evaluation where we need to go deep. The evaluator must have the subject knowledge in depth. Only then, one can plan the procedure of curriculum evaluation.

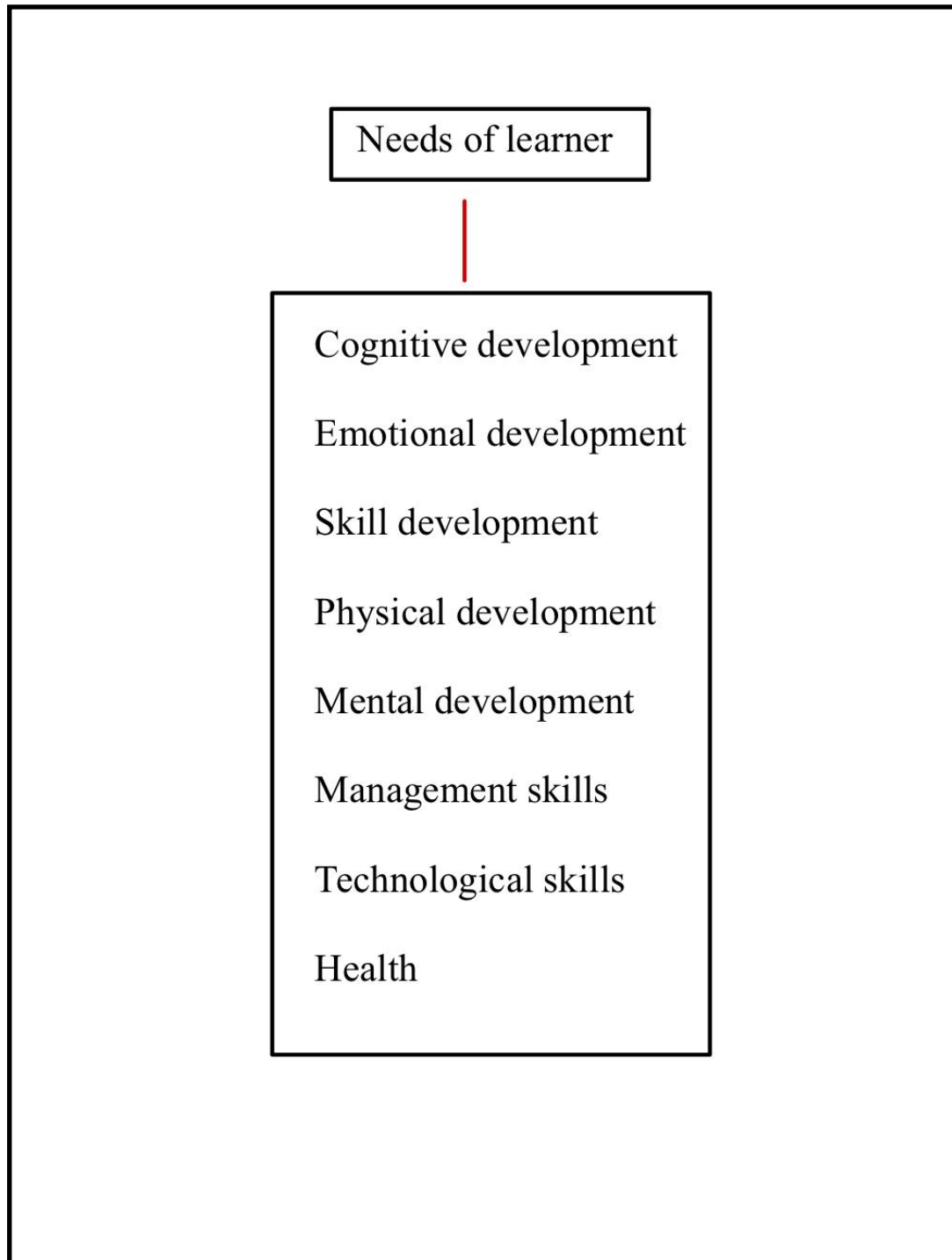
After planning, there happens actual implementation. The process is actually comprehensive and cumbersome.

Then comes the follow-up programme. It usually includes the steps or points missing which are to be included. It intends to fulfil any shortcoming left knowingly or unknowingly.

FEEDBACK FROM LEARNERS, TEACHERS, COMMUNITY AND ADMINISTRATORS

The continual evaluation of curriculum requires every stakeholder to participate in the evaluation process making it effective and sound. Some of the stakeholders are learners, teachers, community and administrators. In the curriculum evaluation, the stakeholders should give their opinion and tell about the needs and requirements.

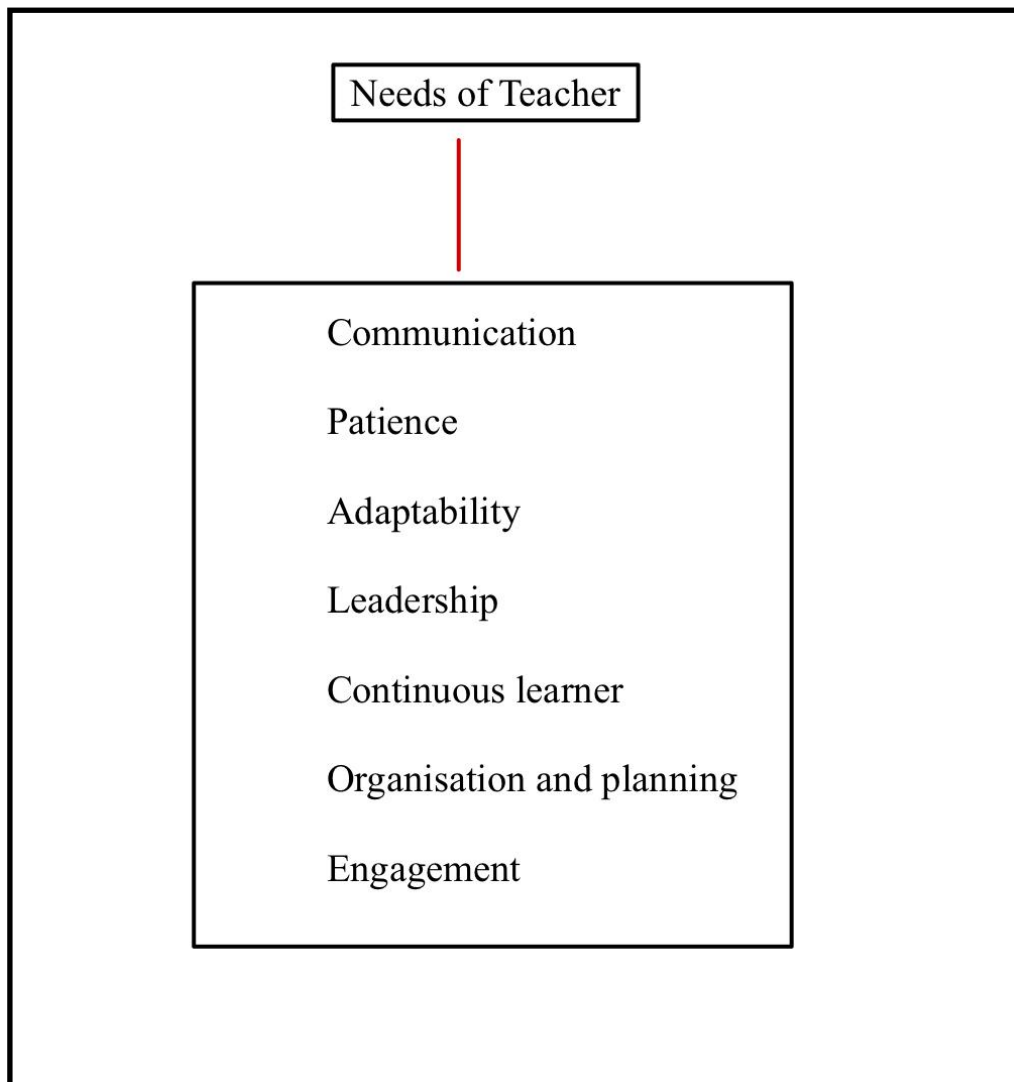
Learners: The learners are the students who are getting affected by the curriculum directly. A curriculum is designed by keeping in mind the needs of the learners and also to teach certain things which they don't intend but is important. For instance, the constitutional values are the ones which are not necessary for any cognitive development but since the constitutional values



are important for the society, they should be taught to the children to make them good citizen.

Certain needs of a learner are listed as follow:

- Cognitive development of learner so that they can attain knowledge as per stage and level of development.
- Emotional development to understand the values, beliefs, morality, ethics and others.
- Skill development to get sharpen in certain skills that are valuable and important for the learner.
- Physical development of a learner which helps to do daily tasks effectively and easily.
- Mental development to maintain a connection with the inner self that helps to tackle complexities effectively.
- Management skills in today's time has become must since the world is moving towards multitasking. Therefore management should be taught to learners from a very young age I theory and practically as well. It could be taught through activities, games, responsibilities and tasks.
- Technological skills are becoming very important these days as new technologies are emerging. Therefore, the curriculum should keep in mind various technology related needs of a learner and design activities which deals with it.



- Health should become priority of learner. It is possible only if the learner will get to know about this. Healthy habits need to be taught in the curriculum to learners. Thus, they can implement the same and get benefitted.

The learners are the centre of any curriculum. Therefore, it is important to include all of their needs in the curriculum.

Teachers: A teacher is the one who has the leading role to play in the transaction of teaching-learning process. A teacher too has various needs in the classroom which helps him/her to conduct the class and deliver lecture. Various needs of a teacher are listed as below:

- Communication is one such need which helps both way i.e. a student and teacher is helped out. A teacher should be very well versed in this skill of communication because a teacher is

good only if the students are good. If the students are open with the teacher in terms of communication and tells him/her their problems and ask questions, then teacher is considered effective.

- Patience is something which a teacher should possess in classroom with the students. A lot of times it happens that the students don't learn immediately or learn at their pace. This is where the patience of a teacher is being tested. Teacher has to see if all the students have learnt or not. Therefore, a teacher should have patience.
- Adaptability is another thing which should be there in the classroom. A teacher deals with new problems everyday. Therefore, he/she should be capable enough to adapt to these changes.
- A teacher is the leader of a classroom as he/she is the one who acts as a role model of the class and the class follows the teacher. Apart from this, the teacher has the control of activities/processes that should take place in the classroom.
- A teacher is a continuous learner in the as well along with students. Learning is important to understand the present situation and the changing dynamics of the classroom. Learning is related to the students' level, needs and future orientations. Therefore, a teacher should always be a continuous learner to deal with the dynamicity of the process.
- One of the important needs of a teacher is the organisation and planning of class. This organisation needs to be done very well and in advance to tackle the emerging situations very well.
- Another thing that needs to be kept in mind is engagement with the students. Teacher can prepare the best content but it will not be effective if the engagement of teacher with the students is not appropriate. Teacher's engagement with the students is very important to justify the content.

Thus, the teacher has a very important role to play and curriculum should include the needs of teacher as well.

Community: Community includes those in the surrounding who are getting affected with the process of learning. A learner after spending considerable time goes to society or community and lives accordingly. Therefore, needs of community or society should also be catered to in the

curriculum. A special focus should be given towards what society intends to get from the process of learning.

- The major aim of a community is to strive towards development. Therefore, the educational goal of regarding community should be to prepare a class of people in the society who works for the growth and development of society.
- Another major concern of a community is harmony and peace. Therefore, the educational process should teach harmony and peace education.
- In a community, inequality and discrimination creates distortion. Therefore, the education must be inclusive and there must be a sense of respect amongst all the members.
- The community is the result of old age culture and traditions. Therefore, education should continue to preserve the culture and traditional practices though stereotypes should be done away.

Administrators: The administrators are the ones who have the responsibility of making policies to transact the process of teaching-learning. Administrators are the one who keeps on running the process. This process is quite cumbersome as it involves lot of policy making, action taking and revising the same.

- Administrators need to understand the needs and requirements of all i.e. learners, teachers, and others.
- The other important aspect to understand is budget and resources which should be

Self-Check Exercise-1

Q.1 Suggest any two qualities a teacher needs to have during teaching learning process.

Q.2 Who makes policy at the school level?

considered. Budget and resources are important to determine the policies and actions.

16.4 SUMMARY

In this unit, we got to learn about the continuous evaluation of curriculum which is a regular process and needs to be followed as it helps the curriculum to get modify and adapt as per the needs of different stakeholders. A curriculum is responsible to provide all kinds of experiences, activities, content and learning processes to make sure that the learning occurs effectively. Curriculum evaluation is a necessary part of educational processes as education is a dynamic process and needs to deal with many emergent situations. Therefore, evaluation should be studied well and needs to be done comprehensively.

16.5 GLOSSARY

Evaluation: It is the process of knowing to what extent the objective has been achieved and what has remained to achieve. It also requires deep analysis of the situation along with the judgement.

16.6 ANSWERS TO SELF-CHECK EXERCISE

Self-Check Exercise-1

Answer1: Class engagement, Adaptability.

Answer2: Administrators.

16.7 REFERENCES/SUGGESTED READINGS

[1]. [http://wikieducator.org/CONTINUOUS AND COMPREHENSIVE EVALUATION](http://wikieducator.org/CONTINUOUS_AND_COMPREHENSIVE_EVALUATION)

[2]. Kathryn A. Kurtz (1975). Guidelines for Facilitating Continuous Curriculum Renewal.

16.7 TERMINAL QUESTIONS

Q.1 What do you understand by continuous and comprehensive evaluation?

Q.2 Explain learner's needs to be kept in mind while doing curriculum evaluation.

Q.3 Explain teacher's needs to be kept in mind while doing curriculum evaluation.