TWO-YEAR
POST GRADUATE DEGREE PROGRAMME
IN

SEMESTER– III

COR-311

Curriculum Studies

Self Learning Material

DIRECTORATE OF OPEN AND DISTANCE LEARNING
UNIVERSITY OF KALYANI
KALYANI – 741 235, WEST BENGAL

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Director's Message

Satisfying the varied needs of distance learners, overcoming the obstacle of distance and reaching the unreached students are the threefold functions catered by Open and Distance Learning (ODL) systems. The onus lies on writers, editors, production professionals and other personnel involved in the process to overcome the challenges inherent to curriculum design and production of relevant Self Learning Materials (SLMs). At the University of Kalyani a dedicated team under the able guidance of the Hon'ble Vice-Chancellor has invested its best efforts, professionally and in keeping with the demands of Post Graduate CBCS Programmes in Distance Mode to devise a self-sufficient curriculum for each course offered by the Directoate of Open and Distance Learning (DODL), University of Kalyani.

Development of printed SLMs for students admitted to the DODL within a limited time to cater to the academic requirements of the Course as per standards set by Distance Education Bureau of the University Grants Commission, New Delhi, India under Open and Distance Mode UGC-DEB Regulations, 2020 had been our endeavour. We are happy to have achieved our goal.

Utmost care and precision have been ensured in the development of the SLMs, making them useful to the learners, besides avoiding errors as far as practicable. Further suggestions from the stakeholders in this would be welcome.

During the production-process of the SLMs, the team continuously received positive stimulations and feedback from Professor (Dr.) Amalendu Bhunia, Hon'ble Vice- Chancellor, University of Kalyani, who kindly accorded directions, encouragements and suggestions, offered constructive criticism to develop it within proper requirements. We gracefully, acknowledge his inspiration and guidance.

Sincere gratitude is due to the respective chairpersons as well as each and every member of PGBOS (DODL), University of Kalyani. Heartfelt thanks are also due to the Course Writers-faculty members at the DODL, subject-experts serving at University Post Graduate departments and also to the authors and academicians whose academic contributions have enriched the SLMs. We humbly acknowledge their valuable academic contributions. I would especially like to convey gratitude to all other University dignitaries and personnel involved either at the conceptual or operational level of the DODL of University of Kalyani.

Their persistent and co-ordinated efforts have resulted in the compilation of comprehensive, learner-friendly, flexible texts that meet the curriculum requirements of the Post Graduate Programme through Distance Mode.

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Director
Directorate of Open and Distance Learning
University of Kalyani

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Syllabus

Full marks - 100

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Block	Contents	Study hour
SEMESTER – III		
EDC – 8:CURRICULUM DEVELOPMENT		
Block-1 **Introduction of Curriculum**	**Unit - 1: Basic concepts of curriculum-I** 1.1.1 : Meaning, Nature, Principles and Functions 1.1.2 : Types and Components 1.1.3 : Curriculum as a process	1 Hour
	Unit - 2: Curriculum Planning, Design & Development 1.2.1: Curriculum Planning 1.2.2: Curriculum Design 1.2.3: Strategies of Curriculum Development 1.2.4: Stages in the Process of Curriculum Development	1 Hour
Block-2 **Foundations and National Bodies of Curriculum**	**Unit - 1:Foundations of Curriculum Planning** 2.1.1: Purpose of Curriculum 2.1.2: Foundation of Curriculum 2.1.3: Philosophical bases of Curriculum 2.1.4: Sociological bases of Curriculum 2.1.5: Psychological bases of Curriculum	1 Hour
	Unit – 2: Benchmarking and role of national level statutory bodies 2.2.1: National level statutory bodies 2.2.2: University Grants Commission (U.G.C.) 2.2.3: Role of U.G.C. in curriculum development 2.2.4: National Council for Teacher Education (N.C.T.E.) 2.2.5: Role of N.C.T.E. in curriculum development 2.2.6: Universities in India 2.2.7: Role of Universities in curriculum development	1 Hour
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CONTENTS

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CURRICULUM STUDIES
Block-1

Introduction of Curriculum

CONTENT STRUCTURE:

Introduction

Learning Objectives

1: Basic concepts of curriculum-I

2: Curriculum Planning, Design & Development

Let us sum up

Assignment

Suggested Readings

BLOCK-1

Unit-1

Basic concepts of curriculum-I

INTRODUCTION:

The organization of schooling and further education has long been associated with the idea of a curriculum. But what actually is curriculum, and how might it be conceptualized? This question is a matter of long - term research in the field of education. Commonly, we believe that the teaching-learning process is instrumental in the larger process of education. In order to carry it out, certain arrangements are created, providing a context within which teaching-learning can occur more meaningfully. School is such a context created wherein formal arrangements are made for the purpose. Within such context, each and every learner is exposed to a variety of experiences leading to some sort of learning – not only academic learning in the classroom but also that of outside classroom as well as socio cultural learning. All these learning experiences have crucial impact in a cumulative way on the development of a child. For a given stage of education and class, these learning experiences are consciously selected and organized. Further in a sequenced and scheduled programme of studies, these are provided to the students as a set of interconnected learning experiences. Technically, the sum total of 'learning experiences' for a given class thus provided in the system of formal education is called 'curriculum'. In other words, the term curriculum came to be used to denote all experiences provided with the intention of aiding student development within and beyond the instructional situations in any formal educational setup.

Curriculum can be conceptualized from different angles. Our present concern is to consider its developmental point of view. In this academic session you will learn the basic skills of curriculum construction through gaining knowledge and understanding of the nature of 'curriculum development' as the development process demands the ability to translate ideas into actual decisions. Side by side, decoding ideas into practice and decisiveness require proper 'planning' and 'designing' which are the two essential constituent in the process of curriculum development.

OBJECTIVES:

After going through this unit, you will be able-

- ❖ To define curriculum
- ❖ To understand the modern nature of curriculum
- ❖ To understand the functions of modern curriculum
- ❖ To plan any curriculum
- ❖ To develop proficiency in designing any curriculum.

1.1.1: MEANING, NATURE, PRINCIPLES AND FUNCTIONS

Meaning and Definitions-

The idea of curriculum is hardly new - but the way we understand and theorize it has altered over the years. It has its origins in the running/chariot tracks of Greece. In Latin, curriculum was a racing chariot; currere was to run. It was, literally, a course. As an idea, curriculum stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow and mature in becoming adults. In formal education, a curriculum is the set of courses, and their content, offered at a school or any educational organization. At this point curriculum should be differentiated from syllabus as it is a common mistake to presume both as synonyms. "Syllabus" refers to the content or subject matter of an individual subject, whereas "curriculum" refers to the totality of content to be taught and aims to be realized within one school or educational system". Thus, a curriculum subsumes a syllabus.

John Kerr (quoted in Kelly 1983, 1999) defines curriculum as, "All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school". The key feature in this definition that 'learning is planned and guided' is important here to consider because a curriculum developer has to specify in advance what he is seeking to achieve and how he is to go about it. These are the actual tasks of 'curriculum planning and designing'.

Educators define curriculum in different ways, in part because they bring to that task different perceptions of what curriculum should be. The following are some of the more well-known definitions which provide some clarity to its understanding that you might consider.

➢ Curriculum is all experiences children have under the guidance of teachers (Campbell, 1930).

➢ By "curriculum" we mean the planned experiences offered to the learner under the guidance of the school (D.K.Wheeler, 1967).

➢ Curriculum refers to the learning experiences of students, in so far as they are expressed or anticipated in educational goals and objectives, plans and designs for learning and the implementation of these plans and designs in school environments (Skibeck, 1984).

➢ Curriculum is a programme (the school) offers to its students. It consists of a 'pre-planned series of educational hurdles' and an entire range of experiences, a child has within the school (Eisner, 1985).

- The curriculum is the plans made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the implementation of those plans

- In the classrooms, as experienced by the learners and as recorded by an observer; those experiences that take place in a learning environment that also influences what is learned (Glatthorn, 1987).

- Curriculum can, however, be defined broadly - as dealing with the experiences of the learner. This view considers almost anything in the school, even outside school (as long as it is planned) as part of the curriculum (Ornstein and Hunkins, 1988).

- Curriculum can be viewed as the subject based experiences or the course of study (Ornstein and Hunkins, 1988).

- The curriculum is a goal or set of values, which are activated through a development process culminating in classroom experiences for students. The degree to which those experiences are a true representation of the envisioned goal or goals is a direct function of the effectiveness of the curriculum development efforts (J.Wiles&J.Bondi, 1989).

- ❖ In Indian context we should consider the following views :–

- "Curriculum may be regarded as the sum total of all the deliberately planned set of educational experiences provided to the child by the school" (NCERT, Curriculum for the ten year school, 1975).

- What our Secondary Education commission emphatically explained about school curriculum is worth mentioning.

- "It must be clearly understood that according to the best educational thought curriculum does mean only the academic subjects traditionally taught in schools, but it includes the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop, playground and in the numerous informal contracts between teachers and pupils. In this sense, the whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the evolution of balanced personality".

So far the expert views are concerned; curriculum is defined as all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented. This includes those activities that educators have devised for learners which are invariably represented in the form of a written document and the process whereby teachers make decisions to implement those activities given interaction with context variables such as learners, resources, teachers and the learning environment.

A curriculum consists of a) planned learning experiences; b) offered within an educational institution/programme; c) represented a document; and d) includes experiences resulting from implementing that document. This conceptualisation of the term goes beyond the notion of simply preparing a planned document to be adopted later. When a curriculum document is implemented in an institution with an educational programme, interaction takes place between the document, learners and instructors such that modification occurs and a 'curriculum' emerges.

Nature-

William Schubert (1986) refers to many different images or characterizations of curriculum. He prefers these terms to that of 'definition' because "—— they denote a broader conceptualization than the label for a thing". However, an image or characterization can also mean a way of perceiving or viewing the concept concerned and hence facilitating understanding. A selection of these characterizations includes:

➢ **Curriculum as subject matter:** this is the most traditional image of curriculum which depicts it as the combining of subject matter to form a body of content to be taught. Such content is the product of accumulated wisdom, particularly acquired through the traditional academic disciplines. As a result of this content, one can predetermine the curriculum for learners.

➢ **Curriculum as experience**: a more recent image sees curriculum as the set of experiences learners encounter in educational contexts. Most of these experiences have been purposively planned by means of the written curriculum but many more experiences are encountered by learners in educational contexts. Through experiencing the hidden curriculum learners acquire many forms of learning that were not planned yet which are usually highly significant.

Experience is also seen from the perspective argued by John Dewey (1916), namely that in experiencing a curriculum one also reflects upon that experience and one consequently strives to monitor one's thoughts and actions in that curriculum context. In this characterization of curriculum, the teacher acts more as a facilitator to enhance the learner's personal growth.

➢ **Curriculum as intention:** early efforts to address curriculum planning saw educators make use of intentional strategies through the vehicles of aims, goals and objectives. This characterization of curriculum argues that a comprehensive planning of learning experiences for students, predetermined before they commence the curriculum, is the best way to address the learner needs.

➤ **Curriculum as cultural reproduction:** some experts view that curriculum should reflect the culture of a society. The curriculum, particularly through the selection of learning experiences, provides a vehicle to pass on the salient knowledge and values used by one generation to the succeeding generation.

However, there is by no means consensus as to what knowledge and values are indeed worthwhile to be passed on from one generation to the next. Uncritical cultural reproduction has not occurred in our society and consequently this characterization remains contentious.

In the process of conceptualising curriculum these characterisations will help you to understand its nature.

Principles-

Curriculum organization is a scientific process which involves basic principles on which its credibility exists. It is not just collection of topics, because it reflects ethos (philosophy/culture)of the society: themes of the subject and learning variability. The success of curriculum depends on certain principles which need to be developed in mind, while framing a curriculum. These are as follows:

➤ **Principle of Child-Centeredness:** It means that what is to be given to children in the form of learning experiences at a particular age and grade should properly suit their age. Abilities, capacities, interests, mental development and previous experiences. Therefore, in all circumstances it should fulfill the needs and requirements of the developing children.

➤ **Principle of Comprehensivenes**s: Curriculum must have necessary details because merely a list of topics will not serve the purpose either of the teacher or the student Material aids, techniques, life situations, related activities possibilities of correlation, etc, should be listed in the curriculum, so, that these can serve as a guide to the teachers and authors of textbooks.

➤ **Principle of Correlation:** The curriculum should be such that all subjects are related to each other. Teaching all subjects separately would be unpsychological, so it must be kept in mind that the subject matter of various subjects has some affinity with each other so that they can help the child eventually.

➤ **Principle of Utility:** According to this principle, only those topics, subject materials and learning experiences should be included in the curriculum, which are found to possess any utility to the students.

➤ **Principle of Forward Looking:** The principle of forward looking, asks for an inclusion of those topics, contents and learning experiences that may prove helpful to the students in leading their future life in a proper way. Therefore attempts should

always be made to include the topics and learning experiences. Principle of Environmental Centeredness The curriculum is developed keeping in view the physical and social environment of the students. Therefore, the selection of subject material and learning experiences should be based on or link with events, the problems and situations prevalent in their physical and social environment.

➤ **Principle of Community-Centeredness**

The social needs and the local needs of the learner should be taken in to account while we construct the curriculum. It should be reflecting the values of democracy, ethos and main concerns of the country.

➤ **Principle of Balance / Integration (Child = Community)**

It is also called principle of Integration. The curriculum should integrate:

1. Cognitive, affective and psychomotor objectives and abilities

2. Knowledge and experience

3. Objectives and content

4. Child's activity and needs with the society needs and activity.

It should be related to the social environment of the students. Here the equal/ balance importance should be given to the need of the Child and need of the Community.

➤ **Principle of Need**

Curriculum helps in fulfilling the various needs of the learner. Each learner has his needs which are generally related to physical, emotional and social development. A well-planned curriculum provides all such opportunities through many fold activities which satisfies the need of the learner. It should not be merely the academic but it should include all other equally important activities too.

➤ **Principle of Creativity**

It should place the pupil in the place of the discoverer and provision should be made the creative type of activities.

➤ **Principle of Preservation/Conservation**

It should help in the preservation /conservation and transmitting the knowledge, traditions, standards of conduct on which the culture and civilization depend.

➤ **Principle of Variety**

In a classroom there are different types of the students on the basis of intelligence, ability, aptitude and attitude. The curriculum should satisfy the variety of knowledge, varying interest, needs of the students.

➤ **Principle of Elasticity / Flexibility**

Flexibility is an important parting curriculum development. It should give enough time and sufficient chance to the students, to search their own examples and experience from the surroundings.

- ➢ **Principle of Contemporary Knowledge**

  Curriculum should give the modern or current knowledge and theories to the students. That will give the knowledge of utilization of local resources (salt, plants, soil) to the students.

  While organizing the curriculum the following principles also should be followed-

- ➢ Principle of Sequencing
- ➢ Principle of Continuity
- ➢ Principle of Accuracy
- ➢ Principle of Adequacy
- ➢ Principle of Interest
- ➢ Principle of Readiness
- ➢ Principle of Meaningfulness
- ➢ Principle of Continuous Evaluation

Functions-

A school's / institution's curriculum consists of everything that promotes learners' intellectual, personal, social and physical development. As well as lessons and co-curricular activities, it includes approaches to teaching, learning and assessment, the quality of relationships within school /institution, and the values embodied in the way the school / institution operates.

A well-designed curriculum is built on a clear vision of what it is trying to achieve. It:

- ➢ has clear aims that reflect the national aims for education and learners' needs as individuals and citizens,
- ➢ promotes the intellectual, personal, social and physical development of all learners,
- ➢ establishes high expectations for all, extending horizons and raising aspirations,
- ➢ identifies outcomes relating to knowledge, skills, and personal attitudes and attributes,
- ➢ is underpinned by clear values.

At the same time a well-designed curriculum is organised to achieve its aims. Thus, functions of curriculum are nothing but helping to achieve its aims through providing a coherent and relevant set of learning experiences, and by meeting the statutory requirements which include the dynamic interplay between content, pedagogy and assessment.

Consequently, it performs the following in-built system functions. It:

- ➢ helps every learner to make progress, building on their experiences both within and outside of school

- ➢ provides for the full range of capabilities and aspirations
- ➢ provides opportunities for learners to experience the benefits of different learning approaches, including learning through subject disciplines, thematic approaches, areas of study of their own choice, and problem identification
- ➢ includes global, national, local and personal dimensions
- ➢ reflects and makes use of current technology
- ➢ provides proper feedback for evaluating the path of progress.

As a whole, a curriculum if systematically planned and well designed is capable to guide the future need of the society towards its fulfilment, and technically to direct what is to be taught and learned, and in what ways.

1.1.2: TYPES AND COMPONENTS

Types of curriculum:

Conceptualising the nature and meaning of curriculum will be incomplete if you do not get acquainted with a number of type so curriculum. Technically, curriculum is one but how it is implemented generates the concept of types. **Popularly,** curriculum types are as follows:

1. **Overt, explicit or written curriculum** is simply that which is written as part of formal instruction of the schooling experience. It may refer to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the intentional instructional agenda of a school. Thus, the overt curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively.

2. **Societal curriculum:** Cortes (1981) defines societal curricula as: ... [The] massive, ongoing, informal curriculum of family, peer groups, neighbourhoods, churches organizations, occupations, mass, media and other socializing forces that "educate" all of us throughout our lives.

3. **Hidden or covert curriculum:** That which is implied by the very structure and nature of schools, much of what revolves around daily or established routines. Longstreet and Shane (1993) offer a commonly accepted definition for this term....the "hidden curriculum," which refers to the kinds of learning children derive from the very nature and organizational design of the public school, as well as from the behaviours and attitudes of teachers and administrators....

4. **Null curriculum** : That which we do not teach, thus giving students the message that these elements are not important in their educational

experiences or in our society. Eisner offers some major points as he concludes his discussion of the null curriculum.

5. **Phantom curriculum:** The messages prevalent in and through exposure to media.

6. **Concomitant curriculum:** What is taught or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family?(This type of curriculum may be received at religious organisation, in the context of religious expression, lessons on values, ethics or morals, modelled behaviours, or social experiences based on family's preferences.)

7. **Rhetorical curriculum:** Elements from the rhetorical curriculum are comprised from ideas offered by policymakers, school officials, administrators, or politicians. This curriculum may also come from those professionals involved in concept formation and content changes; or from those educational initiatives resulting from decisions based on national and state reports, public speeches, or from texts critiquing outdated educational practices. The rhetorical curriculum may also come from the publicized works offering updates in pedagogical knowledge.

8. **Curriculum-in-use:** The formal curriculum (written or overt) comprises those things in textbooks, and content and concepts in the curriculum guides published by the authorized organisation. However, those "formal" elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher.

9. **Received curriculum:** Those things that students actually take out of classroom; those concepts and content that are truly learned and remembered.

The most common perceptions of curriculum, expanded substantially from the **types** suggested by **Glatthorn (1987),** may be described as:

- o **The ideal or recommended curriculum:** What is proposed by scholars as a solution to meet a need and consequently perceived as the most appropriate curriculum for learners.

- o **The entitlement curriculum:** What society believes learners should expect to be exposed to as part of their learning to become effective members of that society.

- o **The intended or written curriculum**: What organizations develop for their learners in their educational systems and what should be taught by the teachers in that system. This is often referred to as the syllabus by

such organizations and systems.

- o **The available or supported curriculum :**That curriculum which can be taught in schools through the provision of appropriate resources, both human and material.

- o **The implemented curriculum :**What is actually taught by teachers in their classrooms as they and their students interact with the intended and available curricula.

- o **The achieved curriculum:** What students actually learnt as a result of their interaction with the implemented curriculum?

- o **The attained curriculum**: The measurement of student learning (usually through a testing process) which reveals those learning are acquired by students. Measurement is usually based upon the intended curriculum, particularly at systematic levels, though it may be based on the implemented curriculum at classroom level.

Whatever may be the type, the **essential features** common to curricula, however, are that all forms of curricula incorporate the following:

1. A formalized course of study designed for learners.

2. Conscious planning that attempts to determine learning outcomes.

3. Some form of structure to facilitate that learning.

Components of curriculum:

Curriculum consists of the following **five** components:

1. A framework of assumptions about the learner and the society:

All curriculum organization begins with the assumptions concerning the learner and the society in which he or she lives. The first guiding construct to curriculum planner is the determination of the learner's ability, needs, interests, motivation and potential for learning certain academic as well as cultural content.

Society is the second guiding construct in selecting the options within curriculum components. The society in which the individual learner will be a functioning member points to 'what is worth learning'. In an effective curriculum, these two constructs, individual and society are reconciled to the end reflecting the aims and objectives of national education.

1. **Aims, goals and objectives :**

Curriculum starts functioning once the assumptions are clearly stated within the agenda of aims, goals, and objectives, i.e. 'what to be achieved'? Aims are

general statements that provide direction or intent to educational action. Goals are statements of educational intention which are more specific than aims. Objectives are usually specific statements of educational intention which delineate either general or specific outcome. However, there is no standardization among the statements of aims and goals though a variety of ways has been suggested for presenting objectives of curriculum. Aims, goals and objectives change as socio-cultural nature of the society and the nature of its members change.

2. **Selection of content with its scope and sequence :**

To fulfil the aims of curriculum, subject matter or content is selected and organized invites change as socio-cultural nature of the society and the nature of its members change. a scientific manner. Choice of subject matter is made in a planned way with a view to follow its justified scope in terms of range and orderly presentation. Selection and organization of content follows aims and goals of general education applicable to all students or those of specialized education for a selected group of students.

3. **Modes of transaction :**

This component concerns with the instructional methodology and learning environment to be created. Pre-planned curriculum transactional modes guide teachers' behaviour in the classroom and within the institution which in turn influences learners' learning outcomes. These transactional modes may be classified, direct or indirect. But what- ever may be their nature, they should be thought of very clearly because effectiveness of any curriculum depend significantly on these strategies.

4. **Evaluation :**

This component functions in a two-way process-obtaining information regarding how well the learning experiences have been transacted and giving feedback on what aims and goals have been achieved as well as where these achievements fail. In this regard, it is the process of delineating, obtaining and providing information useful for making decisions and judgments about curricula.

These components are often called the 'elements' of curriculum in different names like intent (aims, goals and objectives), content, learning activities and evaluation.

Though any curriculum consists of the above mentioned five components, curriculum has triangular relationship with educational objectives and evaluation. Every curriculum is intended to achieve certain educational objectives and these

educational objectives are in most of the cases transient in nature. Consequently, a curriculum cannot be static. A consideration of the relationship between curriculum and evaluation would confirm this. As we have seen, evaluation is an integral part of curriculum and it attempts to assess the effectiveness of a curriculum in terms of its achievement of educational objectives. If evaluation shows poor performance of the learners, other things being normal, the curriculum is defective; and it indicates the need for improvement or modification of the curriculum. Thus objectives and evaluation determine the curriculum. As and when objectives changes in the context of evolution of new values, emergence of a new social order, and better understanding of psychological characteristics and needs of individuals, as well as when evaluation indicates a positive need, the curriculum changes. But all this does not mean that the curriculum should behind maid of educational objectives and evaluation; on the other hand, it emphasises the possibilities for the curriculum to take the lead in the creation of new values of life, and new social order. Thus the curriculum is not only a servant, but also a master in a system of education.

1.1.3: CURRICULUM AS A PROCESS

Curriculum, as a process, refers to the dynamic and continuous development, implementation, and evaluation of educational plans, materials, and activities designed to achieve specific learning goals. It is a multifaceted and ongoing process that involves various stakeholders, including educators, administrators, policymakers, students, parents, and the broader community.

Let Us Check Our Progress

1. Show the difference between -

    (a) Intended and implemented curriculum.

    (b) Null and received curriculum.

2. What is hidden curriculum?

3. Name the components of curriculum.

4. Whatisthesignificantroleof'objectives'and'evaluation'incurriculum?

Block-1

Unit-2

Curriculum Planning, Design & Development

1.2.1: CURRICULUM PLANNING

In order to understand the concept and nature of curriculum planning it will be better to start with a distinction between "the curriculum" and "curriculum planning" as made by Lawtonin 1975.

According to him, curricula are made up of those particular aspects of life, knowledge, attitudes, and values selected from the total culture of a society for transmission to future generations within the structure of educational systems. The ways in which educators make these selections and put them into practice is curriculum planning? Thus, curriculum and curriculum planning are pervasively related.

Curriculum planning indicates that process whereby curriculum developers conceptualise the features of the curriculum they wish to construct. This involves a broad analysis of the curriculum intent and context (what they wish to achieve), conceptualising the curriculum's design (what it will look like), organising the sequencing of developmental tasks (how to construct the curriculum), and arranging for the process of implementation and evaluation. Thus curriculum planning is an integral part of the curriculum development process.

In some cases, perhaps where the curriculum task is small in scale, curriculum planning may be largely a mental activity. More commonly, the task of curriculum planning is extensively conceptualised, discussed and written. From the basis of this planning, the curriculum development process continues with the construction of the curriculum, usually in the form of a document. Many models of curriculum development process have been created over past fifty years as a means to assist those involved with planning curricula.

Participants in the process:

Curriculum development involves "a cast of thousands" as researchers perceive. This cast of thousands can be grouped into two major categories-participants in the planning process (e.g. clients, critics, professionals, legislative groups, courts) and resources for the planners (e.g. authors, publishers, testers, accreditors, media). Typically, "planners" make policy and determine the substantive details of curriculum designs while "resources" monitor the processes of planners, serve as quality controllers, and suggest alternative realities for consideration in curriculum planning.

In this respect, the major actors and influences shaping curriculum decisions are classified as internal and external forces. The internal and formal determinants of curricula are those forces that are legally responsible for curriculum policy making and planning, and whose involvement is channelled through some regularised, structured arrangements. The external and informal forces exist outside governmental structures and the administrative bureaucracy. They influence curriculum planning through irregular patterns of pressure politics and powers of persuasion. Invariably, though, in the actual operations of curriculum planning the two categories of participants and influences overlap significantly.

> *The dynamics of the curriculum development process are similar in most nations though there are variations in legal responsibilities of local, regional, or national governments regarding curriculum planning. Curriculum development is indeed a dynamic complex process. It must occur in a cooperative and collaborative context considering all the formal - informal, legal - extralegal, and internal - external determinants of curriculum policies and plans, if it is to be produced through viable and systematic planning.*

Steps to follow:

Curriculum planning can be divided into 6 steps:

1. **Identification of the institution's mission and the needs of its stakeholders:**
   This is the crucial first step as it is important to understand the mission of the institution for which the curriculum is designed. For example, the mission of a Faculty of Education is to train teachers to deliver effective teaching services to society. Consequently, curriculum developers must know and understand the needs of curriculum stakeholders (i.e. students, faculty members, university administrators, professional bodies, government, etc.) that will determine the type of graduate profile the faculty wants.

2. **Needs assessment of the learners:**
   This step is often neglected. Once the potential students are identified, their needs must be assessed, because curriculum developers must be aware of the learners' strengths and weaknesses. Therefore data on student characteristics are needed (e.g. entry level of competence, ability to meet the prerequisites of the programme, individual goals and priorities, personal background and reasons for enrolling, attitudes about discipline and assumptions about the programme).

3. **Establishment of the curriculum's goals and objectives:**

This is an important step as goals and objectives determine the instructional philosophy and thus guide the selection of the most effective learning methods. Moreover, the learning objectives will also determine the design and selection of assessment instruments and procedures. As clear and well-written objectives are absolutely necessary to define the focus of the curriculum, faculty members in charge of curriculum design must be formally trained in writing instructional objectives.

4. **Selection of educational strategies:**

The selection of educational strategies must be based on three main principles. First, the educational methods must be congruent with the learning objectives. Second, the use of multiple educational methods is preferable to as in regular method, as the curriculum should respond to the challenges of the multitude of students' learning styles and varied educational objectives. Finally, the curriculum designer and implementer must verify the curriculum's feasibility in terms of material and human resources.

5. **Implementation of the new curriculum:**

Designing the curriculum is the most exciting and creative part of curriculum development. However, the ultimate goal is not to design the best and ideal curriculum, but to put it into practice successfully. The many conditions and requirements for successful execution include the promotion of faculty members' ownership of the process of curriculum implementation and the allocation of adequate resources. Unequivocal support from the highest academic authority must be secured before starting to put a new curriculum into operation. Following the first phase of implementation of the new programme, a formal assessment must be carried out in order to adjust the process and to establish a link between institutional goals, courses and curriculum.

6. **Evaluation and feedback to improve the curriculum:**

Although evaluation of the curriculum is the last step in this practical approach, it is not necessarily the final action. The evaluation data collected must serve as criteria for adjusting the curriculum to the goals of the programme or the mission of the Faculty. The most important message here is that a curriculum must be evaluated, corrected and go through repeated levels of innovation because it is not a static system. Feedback from teachers, tutors and students must continuously be taken into serious consideration so as to enhance the learning outcomes for the students.

From the perspective of curriculum planning, a curriculum itself is an academic plan. It is a total blueprint for actions where:

- The objectives, aims and outcome of the curriculum are clarified;
- The processes to achieve these are identified;
- The ways to measure whether success has been achieved; and
  Systematic review and adjustment are also part of the plan.

1.2.2: CURRICULUM DESIGN

The concept of curriculum design is significant from the standpoint of a systematic development of curriculum. Curriculum development is the process, the syntactical structure, the interpersonal dynamics of decision making about instructional planning. By comparison, curriculum design is the product, the substantive entity, the end result of the decision-making processes. Curriculum development does not necessarily precede curriculum design or construction in a linear fashion. Instead, the two enterprises overlap and occur conjunctively.

Curriculum design is the organisational pattern or structure of a curriculum. It is determined by decisions made at two different levels of development; a broad level which involves basic value choices and a specific level which involves the technical planning and implementation of curricular elements.

At the broader level of decision making, curriculum design is influenced by the choice of the data source or sources which the curriculum developer chooses to emphasise. Three primary data sources historically have been used as bases for choices in making curricular decisions: organised subject matter, the students who are to experience the curriculum, and society. Although most scholars in curriculum advocate using a combination of all three data sources in order to insure a balanced curriculum, in practice one usually has dominance over the other two. Even more often in practice, one data source is used to the exclusion of the other two. Which data source is chosen to be the primary or exclusive basis for making curricular decisions depends largely upon the values of the curriculum developer about what the curriculum ought to do for or contribute to the growth of students.

The pattern or structure of curriculum is also influence data more specific technical level when decisions are made in relation to the curricular elements. The curricular elements usually referred to in a discussion of a design are objectives, content, learning activities, and evaluation procedures. Some researchers also include learning materials and resources, time, space and environment, grouping, and teaching strategies as curricular elements. These nine elements can be treated in different ways when developing curricula and through these different treatments; a variety of designs can be created. Thus, at this technical level of

development, a specific curriculum design is created by the ways in which the elements are treated and the interrelationships which occur among them.

A careful consideration of the elements of curriculum during decision making of curriculum development results in a high degree of internal consistency. If the decisions made about each of the data sources and curricular elements are compatible, the curriculum will have internal consistency. When the curriculum possesses high internal consistency, it will have a greater potential for having the desired impact upon the students. If the data sources and curricular elements are not treated in a consistent manner and have no clearly defined relationships to each other, the design of the curriculum will be confused and the potential impact upon students will be lessened.

Curriculum design may be defined as the arrangements of the elements of a curriculum. The different parts (intention, content, learning experiences, evaluation) of any curriculum are known as curriculum elements and they are essential building blocks of any curriculum which may be arranged in different ways to produce different designs. Curriculum design is an example of the application of curriculum presage in practice. In the curriculum presage phase, developers are influenced by various forces and conceptions which help account for the different curriculum designs that emerge.

Curriculum design usually takes place as part of the curriculum planning process. That is, early in the conceptualisation of the curriculum, decisions are made about the nature and arrangement of the various curriculum elements. Usually, this is a deliberative activity, though inexperienced curriculum developers may be unaware of the decisions they are making. In the development of substantial curricula, by experienced curriculum developers, the task of curriculum design is often demanding and time consuming as developers work their way through the curriculum planning phase.

Design forces:

The two principal forces employed in the organisation of curricula are the dimensions of *horizontal* and *vertical* integration. *Horizontal organisation,* often referred to as scope or horizontal integration, is concerned with the arrangement of curriculum components at any one point in time. It asks, for example, what is the relationship between chemistry, biology, physics and geology in a junior high school secondary curriculum? How much of each is required and how are they interrelated? etc.

The second dimension is known as *vertical organisation or* sometimes as sequence or vertical integration. Its concern lies with the relationship between curriculum components over the entire duration of the curriculum's application. In a primary school curriculum, for example, emphasis may be placed upon literacy, numeracy, personal development and social growth in the first three years, while the later years may see the emergence and increasing emphasis of mathematics, language, science, social studies, and similar subjects. Vertical organisation asks what learning's should be included, how much is required over time and what should be the balance between different learning's over the duration of a course.

Curriculum Designs:

Most popular and well practiced curriculum designs are as follows -

1. **Subject-centered Design**

   Organized subject matter is the most commonly use data source for decisions to be taken about the curriculum design. It is used because it reflects humankind's collective wisdom and represents the cultural heritage of people. A study of the disciplines as an organized body of knowledge is thought to be essential to the continued progress of civilization. Also, such a body of knowledge is considered to a significant characteristic of an educated person.

   In using subject matter as the major data source, a logical organisation of the content is emphasized. The selection and organisation of the content, however that may be defined, is a major task in developing the design. Curricula are planned in advance for the students so that a logically organized body of content can be taught to them efficiently and effectively. Learning, however, can become a mechanistic process which emphasises covering the desired content rather than developing understanding of it by the students. Unfortunately, this often happens in practice.

   Four variations in this subject-centered curriculum design have been developed. They are **separate subjects, multidisciplinary, interdisciplinary, and broad fields**. When the separate subjects are used, each one is treated as a discrete area of the curriculum. Thus, geography, history and economics become offerings in the social science curriculum; geology, biology, physics and chemistry are offered in the science curriculum and spelling, handwriting, and

reading are offered at different times in the elementary school curriculum. This variation of design emphasizes the logical organisation of each subject and no deliberate attempt is made to inter-relate them.

The multidisciplinary or correlated variations occur when several subject areas are coordinated for study, but are still taught as separate subjects. For example, in a multidisciplinary variation, the literature of a country would be taught in conjunction with its history and geography. Through this approach, it is hoped that students will experience a greater degree of unity in their knowledge.

A third variation is the interdisciplinary approach. In this approach, a topic or concept is selected to which several separate subjects are related. Each separate subject is brought to bear upon the concept as an aspect of study. For example, the concept of energy might be studied from a physical science, economic, and historical perspective. Each discipline is seen as contributing an important, separate, but discrete part of the student's learning. It is thought that the comprehensive understanding of the concept can be gained only by studying the contributions of any discipline which relates to it. In this design the student has the opportunity to experience ever greater integration of human kind's store of knowledge.

The fourth variation in the subject area is the broad fields. In this one, the distinctions among the separate subjects are more blurred than in the previous three. For example, history, geography, economics, and sociology are combined in a social studies programme to help students understand their social world. No attempt is made to emphasise the separate contributions of each subject in its special field. It is hoped that this broad field design assists the student in achieving a high degree of integration of the separate subjects and through integration, the content becomes more functional. A commonly recognized limitation of this approach, however, is a more superficial encounter with content.

2. **Learner-centered Design**

A different curriculum design is created when the dominant or exclusive data source for decision making is the student. In this approach, the needs, interests, abilities, and past experiences of the students are chosen as the basis for making decisions about the curricular elements. Students are

consulted, observed, and studied for cues to selecting and organizing the direction or purposes of learning as well as the content, material, and activities. The subject areas become a means by which students pursue problems or topics derived from their interests. Although the curriculum cannot be pre-planned in the logically organized way of the subject area design, there is advanced preparation by the teacher so that the necessary resources are available and the necessary arrangements are made to enable the students to become and remain actively involved in the learning process. The student is consulted whenever choices must be made. Problem solving and other processes are prime emphases, not a body of predetermined content. This design involves much cooperation among the students and the teacher and is a highly flexible, personalize done. It is valued because students learn to direct their own education, an essential ability for lifelong learning. Accordingly, it is often called the emerging, activity, or experience-based curriculum.

To achieve this design, a different way of utilizing the curricular elements must occur. The concept of predetermined objectives, either explicitly or implicitly stated, is rejected and the purposes of the student or group of students are used to direct the learning process. The purposes may develop out of a cooperative planning endeavour between the teacher and the student, however. There are no predetermined outcomes for the curriculum intended for all students.

Society is a third source which may be used as a dominant or exclusive basis for curriculum decision making. It produces a unique curriculum design which is valued as a way of understanding and improving society. Community schools often use this approach which rarely exists in Indian system of education. Social studies programme sometimes use society as a primary data source.

Although explicit objectives may be used, they do not play as major role in this design as when subject areas are used as a basis for decision making. There usually is a definite focus for the learning process for all students but definite outcomes are not prescribed in advance.

3. **Problem-centered Design**

    These curriculum designs direct learners to focus their attention on, and attempt to resolve, problems of living that are both individual and

social in nature. Generally a pre-planned approach, this curriculum design seeks t o provide learners with opportunities to resolve problems they are likely to encounter, or already are, in their life. Unlike the learner-centered designs, emphasis is placed on group welfare, group activities and the group resolution of problems. However, distinct emphasis is placed upon the concept of identifying, addressing and resolving multifarious problems. Through this process, it is argued; students will obtain meaningful learning and be able to play a more purposeful role in the society. This curriculum design appears to be most appropriate to the various life-skills curricula that are now emerging.

4. **Core learning Design**

It is often in the literature referred to the core curriculum. The most essential characteristics of this approach are the common learning's which all students are expected to achieve and the administrative arrangements for larger blocks of time than are customarily found. The key issues in any core design of curriculum are: what should be included in the core? How large should the core be, i.e. what percentage of the total content with in the written curriculum? What should be excluded from the core? Is a core required for all learners?

5. **Humanistic Design**

This type of design emerges out of appreciation of the humanistic view of the person. This is, in part, are action against schooling based on the industrial, technological model as represented best in the separate subjects design. It is a search for new ways to conceptualize curriculum. Those who pursue this approach referred to as the re-conceptualists.

It may be viewed as a type of learner-centered design. Similar to the experience-based curriculum, the humanistic design emphasises the meeting of individual needs in a conducive, supportive learning environment. This supportive environment is its additional factor besides all the features of the experience design. Alternatively, it may offer some subject structure as a guide to learners.

This design has come to light from the humanistic conception of curriculum which seeks to provide learners with intrinsically rewarding experiences for self-development, i.e. to enhance an individual's self-

concept through a supportive learning experience. Alternative schools, particularly of the open variety, provide examples of the humanistic curriculum design in operation.

The curriculum developer in the humanistic design has some preconceived views based on the intents of humanistic psychology, and these valued ideas are integrated into a curriculum based upon the learner's needs. The intent of this design then is to deliberately provide a curriculum which purposively reflects those supportive features from humanistic psychology such as caring, support, enhanced self-concept and the like.

6. **Essential characteristics of Curriculum Design:**

    Each and every design stated above has certain advantages as well as disadvantages from the perspective of curriculum development process. Therefore, the design selected must be the result of deliberate and enlightened decision making and should not occur as a result of omission and neglect. The design selected must match the intent or function of the curriculum. Once the decision has been decided upon, the curricular elements must be handled with considerable consistency.

    The designs available for use in curriculum development must evolve as new demands are placed upon. Older patterns must be improved and new ones must be developed as knowledge, societies, and students change. Curriculum design must not be perceived as, nor allowed to become, static and unchanging. Creativity and adaptability must be essential characteristics of existing and evolving patterns of curriculum design.

It is to be remembered that no single pattern of curriculum design is adequate fourteen tire curriculum of an educational organisation, especially school. Most institutions have goals toward which each of the designs could contribute in a unique way. It would be unnecessarily limiting to restrict the design of the total curriculum to only one. And yet, this is what actually occurs in practice. The challenge to curriculum developer is to be thoughtful and make deliberate decisions regarding how each curriculum design can be used to make the best contribution to the diverse aim of education.

1.2.3: STRATEGIES OF CURRICULUM DEVELOPMENT

Step 1. Problem Identification

Before planning the curriculum, diagnosis helps in general analysis of problems, conditions and difficulties. The purpose is to generate a new emphasis and new ideas about the curriculum, by knowing thoroughly from various sources such as student's cumulative records, teachers' recordings, parents, interviews, children's cases and their IQ achievements. This kind of analysis of various aspects would lead to come out with a new conception of curriculum. Diagnosis leads to understand the prime needs of different stages of curriculum. It helps to improvise the content formation and also highlights the issues relevance that needs modification for an effective curriculum.

Step 2. Targeted needs assessment

A needs assessment of one's:

1. Targeted learners.
2. Targeted learning environments.

- Identifies the specific needs and preferences of targeted learners and other stakeholders, which may be different from learners and stakeholder in general.
- Assess the environment (including the hidden and informal curriculum) which wills likely influence behavioural / performance outcome.
- Permits tailoring the educational intervention to specific needs.
- Increases efficiency, prevents duplication.
- Builds relationship with stakeholders.

Step 3. Goals and Objectives

Goals

Goals are broad educational objectives, the general ends towards which an effort is directed. They are usually not measurable as written.

Example: The goal of the communication skills curriculum is ensured that residents become proficient in gathering relevant information from, building effective relationship with, and effectively education and counselling others.

Objectives

Objectives are specific and measurable.

Examples: By the end of the curriculum, residents will have demonstrated their proficiency in the following patient education skills:

- Assessing patients' knowledge beliefs, needs;
- Tailoring education to needs;
- Giving information clearly and effectively;
- Checking patients' comprehension and agreement

Step 4. Educational Strategies

How will you determine the contents?

State the learning objectives.

Provide schedule of curriculum events and other practical information such as locations and directions.

Construct written curricular material.

Suggestions for additional reading.

How to choose appropriate educational strategy?

What is the most appropriate method that is congruent with the domain of its objectives?

What are the resources that you need to implement?

What is the new educational strategy that you have adopted to prevent decay (learner-centered approaches, educational strategies to promote newer competencies and professionalism)?

Step 5. Implementation

What should you do to implement the curriculum?

Identify resources.

Obtain support (institutional support, External)

Develop administrative mechanisms to support curriculum.

Plan to introduce the curriculum.

Step 6. Evaluation and feedback

Assessing the achievement of objectives stimulating continuous improvement.

- To determine if goals and objectives met.
- To provide information for improvement.
- To assess individual achievement.
- To document accomplishments of curriculum developers.
- To maintain and garner support.
- To serve as a basis for presentations / publications.

1.2.4: STAGES IN THE PROCESS OF CURRICULUM DEVELOPMENT

Curriculum development is a specialised task which requires systematic thinking about the objectives to be achieved, learning experiences to be provided, and evaluation of changes brought out by the curricular activities and so on. We need to follow the order in which decisions related to curriculum development are made and we have to make sure that all the relevant considerations are taken into account before taking any decision. To arrive at a thoughtfully planned and dynamically conceived curriculum we should follow the steps as follows:

> ➢ Assessment of educational needs
> ➢ Formulation of objectives
> ➢ Selection and organisation of content
> ➢ Selection and organisation of learning experiences
> ➢ Evaluation

Now we discuss each step in the following sub-sections.

Assessment of Educational Needs

Curricula are framed to enable students to learn socially desired behaviours. Because the background of students differs, it is essential to diagnose the gaps, deficiencies and variations in these backgrounds. Need assessment is an important first step in determining what the curriculum should be for a given population during a particular period of time. We should, therefore, identify the target students and prepare their profile.

There are two means of needs assessment. First, we assess educational n& through specially mounted surveys. We go to the field (the target group) and study the areas where educational inputs are required. Besides educational needs. We also collect background information about the target group. The needs assessed through field studies are known as felt needs. The second means of needs assessment is the analysis of existing data, such as education commissions 'reports, government policies (e.g., National Policy on Education, 1986), etc. The policy documents can provide useful guidelines for framing curriculum. Similarly, every institution has its objectives to be achieved. The priority areas can be identified from the secondary sources. The needs assessed through the secondary sources are known as observed needs. Considering the potential and limitations of the education system (i.e., what the education system can do to achievement the needs of the target group), you can prepare a list of priority areas, known as real needs, after thorough analysis of the felt and observed needs. (See Figure- 1)
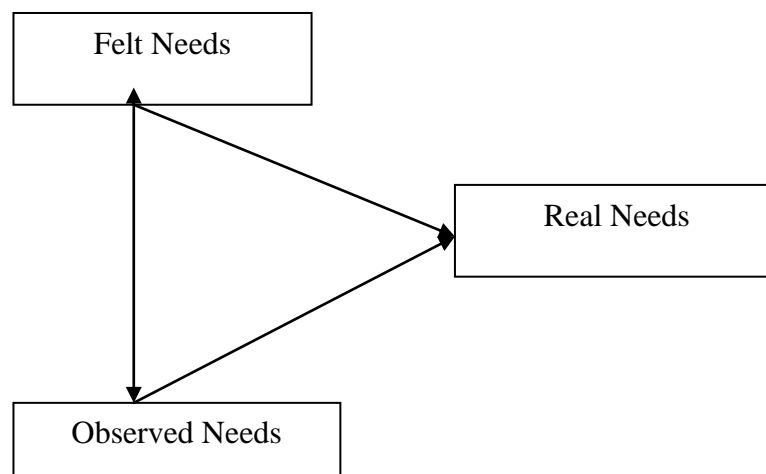

Fig.1: Needs Assessment

Formulating Educational Objectives

By now you have a comprehensive list of objectives, in the form of real educational needs, for developed the curriculum. Now you have to transform the needs into aims and objectives. You are familiar with the term's 'goal', 'aim' and 'objective'. The purpose of discussing objectives here is to highlight their role in curriculum development.

Since objectives specify expected outcomes, we need to give serious thought to the following points while formulating them:

a) **Matching:** The objectives should be related to the broad goals of education from which they are derived. For example, the objective of understanding of certain scientific facts should enable the student to apply the knowledge gained in practical problems. The point of emphasis here is that the attainment of the objectives should lead the students to attain the overall goal of education.

b) **Worth:** Worth relates to whether attaining an objective has value in the life of the student in the present or future. Since our knowledge base is continually changing, the objective needs to be updated modified or eliminated to improve the quality of education and of human life. The objectives should be useful, meaningful and relevant to the need of the students.

c) **Wording:** The statements of the objectives should be worded properly, so that students can easily understand the intended outcomes.

d) **Appropriateness:** All objectives should be derived from and cater to the needs and interests of the students. Any ambiguity in the statement of an objective may create education will lose direction.

e) **Logical grouping:** Sometimes the objectives lack proper organisational coherence, especially when the learning experiences and their evaluation procedures are decided. The objectives should be grouped according to some common idea or in terms of domains - cognitive, affective and psychomotor. Proper grouping of the objectives will help plan and develop a more meaningful curriculum in terms of its content and evaluation.

f) **Revision:** The objectives require periodic revision because students' needs, realm of knowledge, instructional strategies, etc. change at a very fast pace these days. Revision of objectives will have a recurring impact on the curriculum and make it an on-going process. The curriculum should have the flexibility to accommodate changes in the society.

Criteria for Content Selection

In the previous sub-section, we discussed that content and objectives are interdependent and constitute a major dimension of curriculum development. Generally, content refers to subject matter or the compendium of facts, concepts, generalisations, principles and theories. By

content we imply learning experiences, besides subject matter. The curriculum content should enable students to gain and apply knowledge in day-to-clay life. The content selected should contribute to the students' knowledge or understanding of the reality of human life. The following diagram makes this discussion clear.
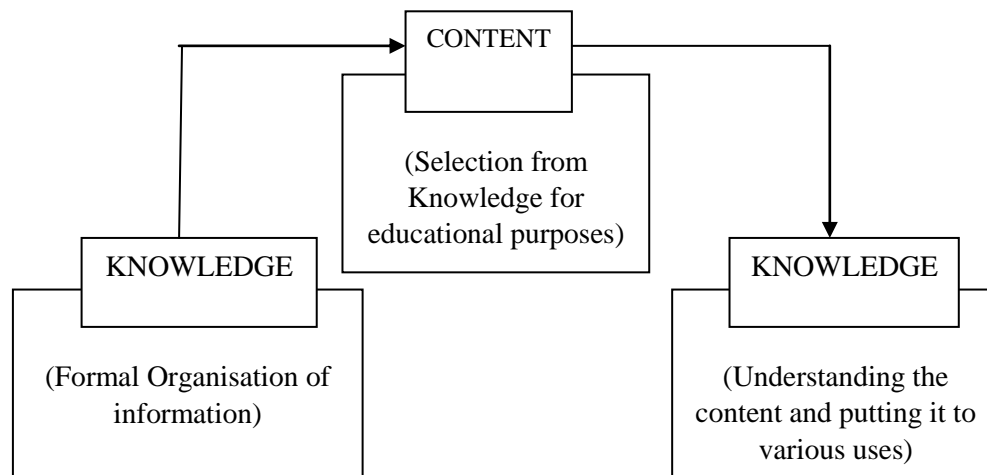
```
                         ┌──────────┐
          ┌─────────────▶│ CONTENT  │──────────────┐
          │        ┌─────┴──────────┴─────┐        │
          │        │   (Selection from    │        │
          │        │    Knowledge for     │        │
          │        │ educational purposes)│        │
          │        └──────────────────────┘        ▼
     ┌─────────┐                            ┌─────────────┐
     │KNOWLEDGE│                            │  KNOWLEDGE  │
  ┌──┴─────────┴──┐                    ┌────┴─────────────┴──┐
  │  (Formal      │                    │  (Understanding the │
  │ Organisation of│                    │ content and putting │
  │  information) │                    │  it to various uses)│
  └───────────────┘                    └─────────────────────┘
```

Fig. 2: Content Selection

Let us talk about the criteria of content selection in detail. At the macro level the criteria for the selection of content should be based on the socio-political and educational philosophy of the society or the nation. At the micro level the criteria should suit the specific objectives set for meeting the student's needs. Some of the criteria for content selection are discussed as follows:

i) Self-sufficiency: This criterion helps the students to attain maximum self-sufficiency and that too in the most economical manner i.e., economy of teaching efforts, students' efforts and extent of generalizability of subject matter. In other words, we can say that the content should help the student become self-reliant and self-sufficient.

ii) Significance: The content to be learned should be significant in terms of its contributions to the basic ideas, concepts, etc., in particular learning abilities.

iii) Validity: Validity relates to the authenticity of the content selected. The content selected should be valid to the extent that it flows from and supports the goals and objectives of the curriculum. The content should be usable in day-to-day life.

iv) Interest: Another deciding factor for content selection is that the content should suit the personality (e.g., attitude, interest, etc.) and intellectual capabilities (e.g., mental level, aptitude, etc.) of the students. It is likely that the students, interest are transitory. The criterion should be weighed and adjusted to provide for student's maturity, prior knowledge, experience, etc.

v) Utility: The utility criterion is concerned with the usefulness of the content. The usefulness can be interpreted in different ways. For example, the content learned by the student should be useful in higher job situations.

vi) Learnability: This criterion relates the optimal placement and appropriate organisation and sequencing of content. The selected content should not be out of the range of student's experiences, intellectual abilities, etc. In other words, the content should be such that it can be perceived, understood and assimilated by the learners for whom it is intended.

vii) Feasibility: Feasibility as a criterion of content selection compels curriculum planners to analyse and examine the content in the light of the time and resources available to the student, costs involved, contemporary socio-political climate, etc. Despite the fact that there are several options available, the students do have limitations as far as the pace of their learning is concerned.

Organising the Content

Once the content is identified it needs to be appropriately organised. If the curriculum is plan for learning as indeed it is, its content should be logically organised so that it facilitates the attainment of educational objectives. One of the most potent factors that determine the way learning takes place is the organisation of the curriculum. If a curriculum has not been systematically organised, it shall lack direction and it shall not help attain the objectives on which it was supposedly based.

Curriculum organisation is both a difficult and a complex task. It demands a thorough understanding of the teaching-learning process. The main problems of curriculum are lack of sequence, continuity and integration of the content included in curriculum.

Let us examine each of these above-mentioned aspects briefly.

i) Sequencing: Establishing a sequence in curriculum means putting the content and materials into some sort of order of succession. There are some general principles used in arranging the content in the most appropriate sequence. For this you have to follow certain teaching norms, such as moving from known to unknown, from simple to complex, from concrete to abstract, etc. The content can be arranged according to the period or historical development, such as the ancient period, the mediaeval period, the modem period (that too pre-independence and post-independence), etc. Besides these norms or principles, it is the resource fullness of the curriculum planners to arrange the content in such a way that it facilitates students' learning.

ii) Continuity: The curriculum should provide for a progressively more demanding performance. More complex materials to deal with, a greater depth and breadth of ideas to

understand, to relate, to apply and so on. Such cumulative learning can apply to thinking, attitudes and skills.

The students should be provided with experiences step by step, leading to the examination of more complex forms of criticism and analysis of ideas. For example, a student of grade II may learn the concept of interdependence among family members. He may encounter the same concept in a higher grade but with reference to interdependence of nations, political decisions, etc.

The content of curriculum should provide for continuity in learning and prevent loss through forgetting. You know that disjointed content does not lead the student to the destination i.e., the attainment of the objectives

iii) Integration: It is recognised that learning is more effective when facts and principles Curriculum Development from one field can be related to another, especially when applying knowledge. Curriculum planners should attempt to integrate the curriculum by simultaneously establishing relationships between various subjects taught to the target learners. One method can combine related areas into one broad field; for example, combining geography and history into social studies. Correlating two subjects such as Maths and Science is another attempt to integrate content.

It should be clear from the preceding discussion that curriculum organisation should protect and preserve both the logic of the subject matter and the psychological sequence of the learning experiences. In the logical organisation, the planners organise content according to certain rules, to make it more manageable.

In Economics, for example, the concepts of supply and demand are central to the content. Without these, the concepts of capital, labour and market cannot be grouped.

The psychological organisation of the content helps one understand how an individual might actually learn it (i.e., content). Content should be organised in such a way so that the concrete content is experienced before the abstract content.

Selecting Learning Experiences

We shall begin this sub-section by clarifying the tern learning experiences. However, this term has been used quite frequently in this and other units of this course. The term connotes learning activities which shape the learner's orientation to the content and ultimately their understanding of it. In essence, it refers to the teaching-learning process, the methods followed and the activities planned to facilitate the teaching-learning process. Various teaching methods are used by teachers such as, lecture, discussion. Project, demonstration, etc. Similarly, there are various learning activities, such as viewing films, conducting

experiments, undertaking fieldtrips, taking notes, working on assignments, participating in discussions, etc. The teaching methods generate learning activities. Teaching methods and learning activities are two sides of the same coin. Some curriculum planners differentiate content from experience. They should remember that content and experiences do not exist independent of one another. On the contrary, both the content and learning experiences comprise the overall curriculum.

There are a few questions which should be addressed before we select learning experiences. They are listed below:

> Do the learning experiences function the way we wish them to in the light of the overall aims and the specific objectives of the curriculum?

> Will the student be able to apply the knowledge gained to practical situations?

> 1% it feasible in terms of time, staff expertise, resources, etc., to learn the content of the curriculum in the specified time.

> Do the learning experiences enable students to develop thinking skills and rational powers?

> Do the learning experiences stimulate in students a greater understanding of their own existence as individuals and as members of a group/society?

> Do the learning experiences foster in students openness to new experiences and tolerance for diversity?

> Do the learning experiences allow students to address their needs and interests?

> Do the learning experiences cater to total development of students in cognitive, affective and psychomotor domains?

Those questions will help you select appropriate learning experiences for a given set of objectives. Besides, we should be able to create proper environment: physical and psychological, for optimal learning. The experiencing of content cannot be divorced from the environment in which the experiences occur. Students who work in a creative environment are more likely to be stimulated and excited about their learning.

The educational environment should address social needs as well as development of awareness, appreciation and empathy for others. It should stimulate purposeful student activity and allow for a range of activities that facilitate learning.

Let us now move on to another stage of curriculum development, i.e., evaluation

Evaluating the Curriculum

Evaluation is meant to gauge the extent to which the objectives of the curriculum are achieved through implementation of curriculum. We can see the relationship between evaluation and objectives in Fig. 3
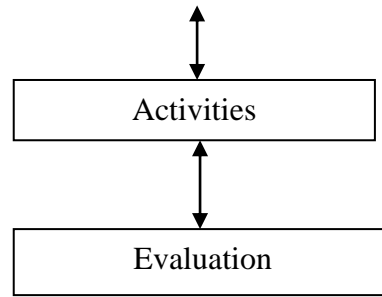
```
                    ↕
        ┌─────────────────────┐
        │      Activities     │
        └─────────────────────┘
                    ↕
        ┌─────────────────────┐
        │     Evaluation      │
        └─────────────────────┘
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Fig.3: Relationship of Objectives with Evaluation

Fig. suggests that as soon as the objectives of a curriculum are stated, the ways of evaluating the attainment of the objectives should be decided. The content and learning experiences are there in order to achieve the objectives and also with reference to the possible means of evaluation.

The effectiveness of any educational programme is judged by its potential to realise its goals and objectives. The extent to which the objectives are achieved can be assessed through appropriate evaluation procedures. The evaluation of any purposeful activity should have certain characteristics. The important characteristics are as follows:

➢ Consistency with the objectives of the curriculum
➢ Sufficient diagnostic value
➢ Comprehensiveness
➢ Validity
➢ Continuity

The aim of evaluation is to produce empirical evidence about the nature, direction and extent of behavioural changes which arise from educational endeavours. This evidence can then be used as a guide to modify any phase of the curriculum process. Evaluation is both qualitative and quantitative, i.e., it may be 'formative' (with the objective improving the process of development) and 'summative' (at the end of the total programme or each phase thereof to judge the effectiveness of the instructional design). Educational evaluation serves the dual function of guidance and assessment.

We need to employ a variety of appropriate techniques and tools to collect all kinds of evidence required at different stages of curriculum development and implementation. The techniques and tools to be used should be selected in relation to the nature of the objectives or the learning outcomes and the kinds of performance to be assessed or evidence to be collected. The evidence to ascertain the success or the failure of an educational programme can be collected through systematic feedback from the makers and users of curriculum.

From the discussion presented in this sub-section, you can infer that there are two types of evaluation; viz;

- Student evaluation, and
- Curriculum evaluation

i)   **Student evaluation:** Student evaluation aims at assessing the changes in the student's behaviour. These changes in behaviour can be assessed through:

- oral, written or practical tests.
- responses during interactive teaching-learning sessions, discussions in different kinds of situations, etc.
- Written products of different kinds, e.g., assignment responses, term papers, project report, etc.

Evaluation of the students requires sufficient experience and expertise to frame good Curriculum Development questions for higher level objectives.

We can prepare observation schedules to validate student performance. These can be applicable to many tasks of the same kind or in the same area. Qualitative criteria can be assigned, so that judgements in 'the form of rating points (5, 4,3,2,1 or corresponding A, B.C, D, E) can be made. The marks or grades awarded for total performance can be explained with a brief descriptive statement.

ii) Curriculum evaluation: Student performance is a part of curriculum evaluation. This, however, does not imply that evaluation in education should cover only evaluation of learning, development or achievement of students. In fact, evaluation comprises assessment of different aspects of the curriculum as planned, developed and implemented.

Curriculum evaluation refers to the evaluation of different components of curriculum: objectives, content, methods and evaluation procedures for student assessment to determine whether the curriculum caters to the needs and the educational purposes of the target group.

Curriculum components cannot be scrutinised in isolation, since each component affects and influences the rest. Since these components are interdependent, each has to be evaluated in conjunction with the others. The overall curriculum evaluation is shown in Figure. 4
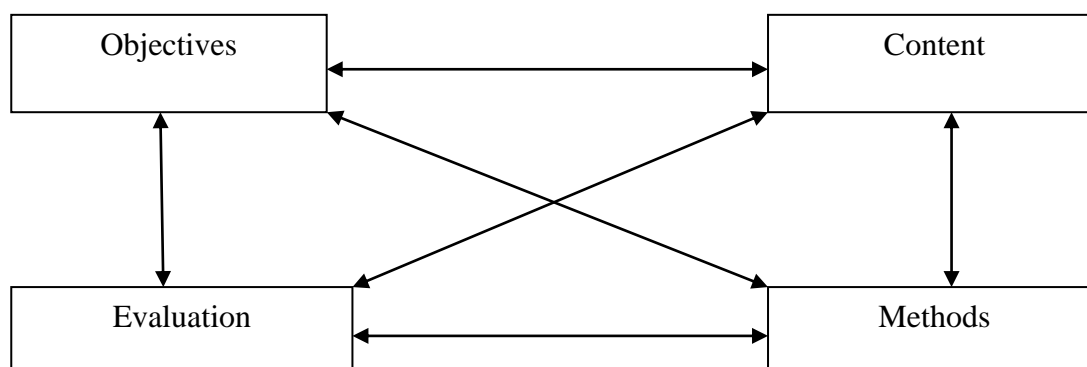
Fig.4: Interdependence of Curriculum Components

The purpose of curriculum evaluation is to collect and use feedback for improving the curriculum. None of us would dispute the importance of curriculum evaluation, yet we carry it out very rarely. There are two major reasons for this indifference:

- Evaluation results are frequently ignored, and
- Resistance to accept a new pattern despite its potential continues to exist.

Since evaluation data are crucial for the improvement of curriculum, it is essential that we should come to grips with the issues underlying it.

Development Try-out

We have mentioned in the preceding subsection that evaluation can be carried out during the process of curriculum development. This kind of evaluation is called 'formative' evaluation. Curriculum evaluation can be done at the end of development and implementation; this is called 'summative' evaluation.

Development try-out is a formative evaluation which is carried out at every stage of curriculum development. It aims at improving every component of the curriculum during its planning and development. Empirical data are collected so that decisions can be made to revise the curriculum while it is being developed. During the developmental stages of the curriculum, evaluation effort provides frequent, specific and detailed information to guide the persons who are working at the curriculum to take decisions at every stage. It can take place at a number of specified points during the curriculum development process. For example, during curriculum's creation, the curriculum planners can check whether a particular content is appropriate for the students to learn. Depending on the results, the content can either be modified, replaced or even dropped.

Formative evaluation uses the process of feedback and adjustments and thus keeps the curriculum development process on-going.

SUMMING UP

Curriculum is an area of vital importance in the field of education. A curriculum means the total situation (or all situations) selected and organized by the institution, and made available to the teacher to operate, and to translate the ultimate aims and goals of education into reality. Our secondary education commission points out that a curriculum does not mean only the academic subjects traditionally taught in the school, but it includes the totality of experiences that a learner receives through manifold activities that go on in the school, in the classroom, library, laboratory, workshop, playgrounds, and in the numerous informal contacts between teachers and pupils.

Ultimate function of curriculum is to fulfil the predestined needs of the society through organized teaching-learning experiences with appropriate evaluation providing feedback.

Technically, curriculum is one but how it is implemented generates the concept of types. All are important to curriculum planners and developers. But, to professional teachers, Glatthorn's classification is the most important.

The curriculum, essentially, is a set of documents for implementation. In this sense curriculum is not a physical thing, but rather the interaction of teachers, students and knowledge. In other words, curriculum is what actually happens in the classroom and what people do to prepare and evaluate. This curriculum consists of five essential components starting with the 'framework of assumptions' regarding the needs of the society as well as learners leading to 'aims, goals and objectives' and ending in 'evaluation' through selection, organisation and transaction of curricular contents and experiences.

Curriculum planning is the process whereby curriculum developers conceptualise and organize the features of the curriculum they wish to construct. This involves a broad analysis of the curriculum intent and context, conceptualising the curriculum's design, organizing the sequencing of developmental tasks (how to construct the curriculum) and arranging for the process of implementation and evaluation. But curriculum design, as a part of curriculum planning, is viewed as the process of conceptualising and arranging the elements of curriculum into a coherent pattern. Consequently, curriculum developer as a planner has to follow certain steps in order to construct a curriculum but what type of design, he would like to follow depends on the nature of educational objectives of the society what the curriculum ultimately intends to achieve. However, it is practically not possible to develop and construct an uncontaminated curriculum following the characteristic features of a particular design.

SUGGESTED READINGS

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ASSIGNMENTS

a.   Explain curriculum highlighting its modern nature.

b.   Make characterizations of curriculum following Schubert.

c.   Explain the ultimate and specific functions of curriculum.

d.   Give your acquaintances with the different types of curriculums.

e.   List and explain the components of curriculum.

f.   Establish curriculum as a 'process'.

g.   What is curriculum planning? State the role of different participants in the process of planning?

h.   Name and explain the different steps to be followed in the process of curriculum planning.

i.   What do you mean by 'curriculum design'? Explain, in this regard, the two principal forces of curriculum organisation.

j.   Write notes on -

(a)   Subject-centered design.

(b)   Learner-centered design and Humanistic design.

(c)   Curriculum design and its essential features.

k.   Make a comparative study among the different types of curriculum design.

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CURRICULUM STUDIES

Block-8

Theory and Models of Curriculum

CONTENT STRUCTURE:

Introduction

Learning Objectives

Unit –1: Introduction of Curriculum Theory

8.1.1: Meaning of Curriculum theory

8.1.2: Functions and Classification

8.1.3: Difference between Models and Theories

Unit –2: Models of Curriculum & System Approach

8.2.1: Importance of Models in Curriculum Development

8.2.2: Technical and Non-technical Models of Curriculum   Development

8.2.3: System approach in Curriculum Development

Let us sum up

Assignment

Suggested Readings

INTRODUCTION

While curriculum theory is usually esteemed by scholars in the field as an important component of curriculum studies, it seems to be held in low regard by most practitioners, who often dismiss it as completely unrelated to their day-to-day work. Melding theory and the reality of school curriculum together is an important step in the educational planning process. Not all curriculum theories translate smoothly into real-world practice. Educators have found it difficult to use theoretical approaches to make continual analyses, re-evaluations, and revisions of curriculum in light of such fields as informational technology and the sociology of knowledge. It is a daunting task to undertake the complexity of curriculum design given race, class, economic conditions, and cultural diversity— not to mention the continual changes evolving with technological advances in education. It is therefore essential to develop a fundamental understanding of curriculum theory by providing the tools necessary when analysing curriculum proposals, illuminating practice, and guiding reform with this end in view this Unit will provide you some tools, principles, ideas, and reflections about Curriculum Theories, Curriculum Models and importance of Systems Approach in curriculum work.

OBJECTIVES

After going through this Unit, you will be able to:

1.   get your acquaintance with the issues related to building up of a theory of curriculum;

2.   discuss various theories of curriculum;

3.   develop insights into the criteria and merits of curriculum theories;

4.   analyse the necessity of the systems approach in the field of curriculum design and its

        classroom implementation;

5.   understand meaning and nature of curriculum models;

6.   distinguish between technical/scientific and non-technical/non-scientific curriculum models;

7.   discuss critically various technical/scientific as well as non-technical/

        non-scientific curriculum models; and

8.Distinguish between curriculum theories and curriculum models;

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CURRICULUM STUDIES
Block-2

Foundation and National bodies of Curriculum

CONTENT STRUCTURE:

Introduction

Learning Objectives

1: Foundations of Curriculum Planning

2: Benchmarking and role of national level statutory bodies

Let us sum up

Assignment

Suggested Readings

INTRODUCTION:

In the previous chapter, we came to know the meaning, concept and definition of Curriculum. But the above definition does not cover all the meaning of Curriculum. It is changing according to the various contexts and situations where different goals and objectives need to be pursued. Many educators advocate the definition of Curriculum that supports a complex network of physical, social, intellectual conditions that shape and reinforce the behavior of individuals, and also emphasize on individuals perception and interpretations of the environment in order to reinforce the learning objectives and to facilitate the evaluation procedures. But this is not sufficient along with the knowledge of concepts and meaning of Curriculum, we should know who the stakeholders in the curriculum are, what are the purposes of Curriculum, how many bases of Curriculum development? So in this unit we are going to discuss the purpose and bases of Curriculum development.

There is detailed discussion about the meaning, bases, needs, purposes and the stakeholder of Curriculum. The curriculum is an important aspect for all who set goals in their life and want to achieve this goal. Curriculum helps them to achieve their goal. In fact curriculum is a medium through which everyone achieves their goal. After discussion all the aspect of Curriculum, we are going to discuss about the tools for evaluation of Curriculum, National statutory bodies who play a vital role for curriculum development like University Grant Commission (U.G.C), National Council for teacher education (N.C.T.E), Universities etc.

LEARNING OBJECTIVES:

After going through this unit you will be able to–
   ❖ Understand the purpose of Curriculum development.
   ❖ Know the foundations of Curriculum development.
   ❖ Identify the differences between various bases of Curriculum development.
   ❖ Know the need of Curriculum development.
   ❖ Understand the meaning and purpose of benchmarking.
   ❖ Can use the benchmarking in all sectors.
   ❖ Know the rule of U.G.C. And N.C.T.E. in curriculum development.
   ❖ Understand the importance of universities in curriculum development.

BLOCK-2
Unit-1

Foundations of Curriculum Planning

2.1.1: PURPOSE OF CURRICULUM

If we are going to discuss the purpose of Curriculum then the first question will arise: Whom does it concern? or who are the stakeholders in the curriculum? In this section we will identify groups of stakeholders and look to see what kinds of concerns motivate them to lay claim to the curriculum .These stakeholders are students, parents, teachers, administrators, school board members and outside interest groups.

Students want interesting classes; as they get older they want to deal with things they feel are relevant to their future, free of the major problems of life, e.g. poverty, ill-health, etc. This may mean studying things that get them into the university, if they see this as a stepping stone to future success. They may also want to learn about things and develop relationships with others that help address deeply felt concerns about their identity and the value of living. Some simply want any kind of curriculum that will allow them to pursue their own private agendas instead.

Parents want their children to be well-cared for and taught things they, the parents, esteem. They want the school to teach the students what they, the parents, believe prepares them for the future. Most prefer this to be done in an atmosphere of interest and congeniality. Parents also want to be esteemed for what their children do and become.

Teachers want to enjoy teaching and watching their students develop interests and skills in and esteem for what they, as teachers, esteem. Teachers also want to work at discovering and codifying the effective practices of their profession. They want to enjoy the esteem of their peers. Teachers often belong to subject- matter interest groups who pursue their own goals of securing and enhancing their particular disciplinary interests in the curriculum.

Administrators want to feel they have been instrumental in bringing about school outcomes they esteem. Their relationship to students is often indirect but the concern is there nonetheless. Administrators tend to have a bigger stake in public and peer esteem since, unlike parents, students, and teachers, their future prospects are more dependent upon such esteem. Administrators tend to be more career-oriented than teachers because they are generally not protected by tenure rules and are more removed from the substantial interpersonal rewards and pains that close interaction with students provides.

School board members, since they are not paid for their efforts, tend either to represent outside interest groups, or to pursue relatively indivisible benefits through their participation. There is often a sense of noblesse oblige in that board members come from more comfortable

backgrounds than other members of their districts and see their board membership as public service. There is also a great deal of personal satisfaction and community esteem to be gotten with board membership.

Outside interest groups may have concerns which vary in the pursuit from divisible to indivisible, from positional to absolute benefits. We will see that the most important of these, for understanding the curriculum of the public schools, are the colleges and universities and interest groups within them, the subject-matter interest groups, and certain political and moral movements in our society. In this aspect, Curriculum is considered as a compass of a ship which indicates the right direction to the passenger and helps to attain the ultimate goal.

2.1.2: FOUNDATION OF CURRICULUM

The foundations of curriculum mean the bases or the determinations of curriculum. It defines the valid source of information from which are accepted theories, principles and ideas relevant in the field of curriculum. The foundation of the curriculum is based on the perspective of Philosophical, Sociological and Psychological point of view.

2.1.3: PHILOSOPHICAL BASES OF CURRICULUM

The kinds of educational objectives which the learners are to achieve may depend much upon the Philosophy of education adhered to by the teachers. The involved learner's Philosophy adds Input into the curriculum. Pressures From the community at large also modify Philosophical thinking pertaining to teaching-learning situations.

There are several Philosophical aspects that influenced curriculum development. Some major aspects are discussed below:

i) <u>Existentialism and the Curriculum:</u>

Existentialists tend to emphasize rugged individualism in the curriculum. The involved person chooses and makes decisions in a free environment. Existentialists would say that complete freedom needs to exist for pupils in deciding what to learn (the objectives) and how to learn (activities and experiences). Young learners in general, no more assistance in learning as compared to older pupils. The existentialist teacher attempts to develop a learning environment where pupils increasingly make decisions to determine their destinies.

According to Existentialism, each human being is born and lives his life. He/she did not choose to come into this world. It follows that human beings individually, now, need to determine their own goals. These goals are not given to any one person nor do they come from God. Rather, the involved person by choosing and acting determines his/her own destiny. The consequences involved in the making of decisions can lead to perceived,

desirable results. The opposite may also occur-alienation, loneliness, and unhappiness. The natural, social environment does not present rational choices; rather, absurd, ridiculous situations may arise.

The objectives on which Existentialist teachers emphasize:

1) Pupils need to be guided to choose what to learn (objectives), as well as learning activities to achieve the desired ends.

2) There needs to be much pupil/teacher planning in the school/class setting. True input, not manipulation of the learner, needs to be in evidence.

3) Learners need to study and analyze the human dilemma and need to look at the outcomes of these solutions.

4) Pupils with teacher guidance need to notice absurd, ridiculous situations in life.

ii) **Idealism and the Curriculum:**

Idealists believe that one cannot know the real world as it is and as it exists. One can, however, seek and obtain ideas pertaining to reality. The perceiver of the use of the senses obtains ideas only about their phenomena.

To an idealist, ideas are more important than materialistic things. A good teacher can communicate ideas effectively to pupils. Mental and intellectual development of pupils is of utmost importance. Thus knowledge of worthwhile subject matter needs to be acquired by pupils. Each pupil should have access to good education in liberal arts and should acquire vital skills like reading, writing, listening, and speaking. A comprehensive study of history, geography, science, art, music, literature and mathematics must be suitably emphasized in the school curriculum..

Pupils may achieve universal ideas from a quality liberal. arts curriculum, ideas which are enduring and have stood the test of time.

Universal ideas in depth must be sought continuously by the learner. The mind must be creative and flexible to seek universal truths. That which exists in the natural or physical environment does not represent the ultimate reality.

What objectives then an idealist teacher emphasize?

1) Which assists pupils to think critically and creatively?

2) Which reflect vital subject-matter that has endured in space and time?

3) Which emphasizes learning acquired in liberal arts?

4) Which reflect universal content in relating one human being to another involving ethics?

5) That emphasizes individual pupils moving away from being finite to increasingly becoming infinite human beings.

iii) **Experimentalism and the Curriculum:**

Experimentalists believe in experience representing ultimate reality. One can only know that which is experienced in the here and now. What is true today may not be true tomorrow is a key generalization emphasized by experimentalists. Since changes exist in society, new problems arise. These problems need to be identified and solved. The solutions are tentative and subject to testing in actual life situations. What does not work in terms of solutions, needs modification.

Generally, groups of individuals select and attempt to solve identified problems in society. Individual endeavors are needed to implement school curriculum and the curriculum of life. With groups or individuals identifying and attempting to solve problems, interest and purpose are involved in ongoing learning endeavors. Effort put forth comes from inherent interests of problem solvers. Interest and effort are not separated from each other.

Experimentalist teachers might well emphasize objectives such as the following:

1) Problem solving objectives being highly significant;
2) Data gathering from a variety of resources to solve problems;
3) Developing hypotheses in answer to identified problems;
4) Testing and revising hypotheses, if evidence warrants.
5) Change should be continuously in evidence in the curriculum of life.

iv) **Realism and the Curriculum:**

Realist teachers believe that an individual may know reality as it truly is. One does not merely obtain ideas pertaining to the natural or social environment, but each person may actually see, feel, taste, touch, and smell that which is real. An objective reality then exists for each person. The natural or social environment, as it exists, imprints itself upon the mind of the observer. Science and mathematics are two vital curriculum areas for a teacher adhering to realism as a philosophy of education. The natural environment (botany, zoology, physics, chemistry, astronomy, and geology, among others) emphasizes the world of science. Accuracy and precision are vital in the arena of science; thus mathematics can provide numerical descriptions of reality. Other curriculum areas which contain objectified content may well include history, geography, economics, grammar, and even values which have stood the test of time. A realist teacher does not emphasize change in society as experimentalists do.

Realist teachers may then emphasize the following objectives:

1) Pupils should experience, in particular, a quality science and mathematics curriculum.

2) Other curriculum areas also need to receive adequate emphasis in the school or class setting.

3) Pupils should be guided to receive exact content as it truly is in the natural/social environment.

4) Learners need to realize that much of what occurs in the natural environment, in particular, is relatively stable and not subject to continuous change.

v) <u>**Pragmatism and the Curriculum:**</u>

The term pragmatism is derived from the Greek word 'Pragma', which means action from which words like practice and practical have been derived. If Idealism speaks of ideas and ideals, Pragmatism is concerned only with facts. It is also called Instrumental and Experimentalism. It is a practical, utilitarian and consequentialism philosophy.

According to a Pragmatist teacher the objectives of Curriculum are:

1) Education should enable the child to learn new techniques to cope up with new situations.

2) Values are created through experimentation.

3) Child learns by doing more than by reflecting.

4) Education is a continuous process. It is a constant, reorganizing or reconstructing of experience.

5) Educational practice has to be experimental.

6) Curriculum should be integrated and activity cantered.

vi) <u>**Naturalism and the Curriculum:**</u>

The naturalist conceives the curriculum under two stages- earlier stage and later stage. In the earlier stage they prefer to give sensory training as they believe that senses are the gateway of knowledge and the key to experiences. The Montessori schools through their didactic apparatus and the kindergarten schools through Froebel's provide for sensory training. At the later stage, naturalists would like to include in the curriculum such subjects as Physiology, Physical and Natural Sciences, Mathematics and Languages as is necessary to understand the above subjects, Psychology of Child Development, Social Studies, and Anatomy etc.

According to a Naturalist teacher the objectives of Curriculum are:

1) Inductive and observation methods should be introduced in the curriculum.

2) The teachers should tell the children as little as possible and allow them to discover as much as possible.

3) The play way method should be advocated in the curriculum by the teachers.

4) The old traditional and bookish methods should be removed from the curriculum.

2.1.4: SOCIOLOGICAL BASES OF CURRICULUM

Education, sociologically speaking, is a process of transmission of culture. To the sociologist, culture has a much wider meaning than its popular reference. It refers to the total way of life of a society, Its knowledge, beliefs, attitudes, values, skills and behavior patterns- and not just to what is best or most important in that way of life, or to art, music or literature. Culture, to the sociologist, is a natural term that includes everything that is learned and manmade. Schools are formal institutions specially set up for the preservation and transmission of culture by the society. Schools seek to discharge this function through the curriculum, which is nothing but the sum total of learning experiences provided under its auspices. However, it is neither possible nor desirable to transmit the whole of culture to the successive generations through educational institutions. It is not possible because the schools do not have the required resources and time to do that in view of the vast amount of knowledge, values and skills involved. It is not desirable because the society does not want everything preserved and transmitted, but only those aspects of its culture, which it considers valuable and important. Certain ways of life, certain kinds of knowledge, attitudes, values and beliefs are considered so important by society that their preservation and transmission cannot be left to change or to informal modes. On the contrary, it has to be done systematically through professional teachers and in specially set up institutions, the schools. Some kind of a selection and processing of culture, is thus necessary to determine what aspects of culture should (and what aspects should not) be transmitted and in what form. It is these selected segments of culture that constitute the school-curriculum. Curriculum-planning is about the way these elements are selected and structured. "On what criteria is one to decide what is valuable and worthy of transmission in culture?" "How is one to decide on the priorities?" "And how is one to put them into practice?" are questions that are central to curriculum-planning.

What makes curriculum-planning a very complicated task is the hard fact that no society in the modern world, with the exception of simple, pre-industrial societies, can lay claim to an all-pervading homogeneous culture. On the contrary, the culture of most societies can be described as an intermixing of several different regional or ethnic subcultures, which fuse to some extent but, at the same time, also retain their distinctiveness and individuality. India presents an excellent example of this social phenomenon. It is a vast country inhabited by people belonging to diverse social stocks, cultures, languages, religions and customs. The Indian society is stratified not only on the basis of caste but also on economic class, educational achievement, occupation and sex. The force with which these loyalties draw people to different sub-cultures is great. The problem before the country is how to forge a

genuine national sentiment among its entire people and bring about emotional and national integration through a national system of education without, in any way, diminishing its cultural variety and richness. In other words, the task before national education is to promote unity in diversity.

Equality of Cultures:

A different kind of criticism on the common curriculum takes the form that one subculture or culture is as good or as bad as any other. So, why try to force a common culture on all in a pluralistic society? This is an extreme form of cultural relativity whose educational consequences will be far-reaching. Certain schools have tried to transmit what they have assumed as "culture-free" knowledge, languages, sciences, mathematics, arts and crafts, physical education and so on-which is believed to be needed by one and all for the all round development of one's personality. It is also accepted that those who found it difficult to respond to such curricular treatment, either because of poor home-background or other socio-economic reasons, should be given compensatory education to make up for their cultural disadvantages and deprivations.

Social Class and Curriculum:

School curriculum represented a class-free, non-controversial fund of knowledge that was good for all children that came under the fold of the school had till recently been taken for granted. But early school-curriculum has become the target of severe criticism in the context of the ideals of social justice and equalization of opportunity, the charge against it being that it is invariably conceived in narrow middle class terms and therefore acts against the interests of the children coming from impoverished lower socio-economic classes.

Radical thinkers like Ivan Illich, Everett Reimer and Paulo Freire have taken up cudgels against schools for their bias in favor of middle class and white collar attitudes and their denigration of the attitudes and values associated with the poor. So Reimer, commenting about the Latin American dropout children, says that although they failed to learn to read "they did learn, however, how unsuited they were to school, how poor their clothing was, how bad their manners were, how stupid they were in comparison with those who went on to higher grades."

Social Learning:

How the social class factors affect the school achievement unfavourably of children, especially of the unskilled working classes-has been brought out by many studies. The most well known of these is Basil Bernstein's work in social learning. Bernstein's main finding was

that since a child learns his social structure through its language, spoken language powerfully conditions what is learned and how it is learned and so influences his future learning.

A middle class child, Bernstein points out, is capable of responding to, manipulating, and understanding a public language that is structured to mediate relatively explicitly individualized qualifications, as a result of his socio-cultural environment. Because of the different structuring of the lower working-class child's environment, he is limited to a public language only. This radically narrows the extent and type of his object relationships.

The Sociology of Knowledge:

Education is essentially concerned with the transmission of knowledge. It was taken for granted that knowledge forms which the school sought to transmit through its curriculum-the sciences, arts, history, mathematics and such other disciplines-derived their validity from purely epistemological considerations and had nothing whatsoever to do with social factors. However, during recent times, the whole question of knowledge and curriculum has received a thorough shake-up by a section of educational sociologists who have questioned the 'neutrality' of school-knowledge and called attention to its social dimensions.

2.1.5: PSYCHOLOGICAL BASES OF CURRICULUM

Curriculum, as we have already noted, is a set of learning activities and experiences designed to achieve specified educational objectives and curriculum planning, an exercise involving selection and organization of these activities in such a way that they are geared to the achievement of the objectives within the time and resources available in the school. Naturally, therefore, knowledge of the nature of the learner and of the learning process and the conditions facilitating optimum learning constitutes an important factor-in addition the philosophical and sociological already discussed before -for taking sound curriculum-decisions. For example, what the teacher gives cannot be answered without relevant knowledge about child-development.

The Process of Human Learning:

The problem of how human beings learn has been a favourite problem of the psychologists since the early days of psychology and has brought forth various kinds of answers. The theory of mental discipline or faculty-psychology, the earliest of the learning theories, was based on the postulate that the mind was composed of distinct faculties-of reasoning, remembering, imagining and so on-which could be trained separately and developed with constant exercise. Such a theory resulted in a view of curriculum, which justified the inclusion of certain hard subjects solely on the ground of their being the best trainers of mind. Later, various other learning theories emerged which can be broadly grouped into two: the

associationist or behaviorist theory and the organism, Gestalt or the field theory. The behaviorist theory was based on a view of man as a collection of responses to specific stimuli. Man learns either by association or connection between contiguous events or by trial and error and conditioning. This theory underplayed the higher mental functions like thinking and insight and concentrated only on lower levels of learning like skill-learning and memorizing. The organism theories assumed that cognitive processes-insight, intelligence and organization-are the fundamental characteristics of human response to any learning situation. Man learns in part by reacting to selectively organized stimuli and in part by creating new organized wholes. Man is not passive in the face of external stimuli but is an active agent, who learns by seeing relationships between the parts and organizing them into a whole. These theories also imply that in learning the emphasis must be on cognitive process rather than on specific product, on the understanding of principles rather than on meaningless practice.

Human Development and Curriculum:

The idea that growth and development are gradual and continuous and that development stages occur in a fairly orderly sequence is now universally accepted. Another important idea is the interrelationship among areas of development-physical, social emotional and mental. These inter- relationships are many and the pattern shifts during growth. No individual develops evenly. The unevenness becomes a source of additional difficulties when cultural expectations assume an even development. This is a fact which is of great significance in curriculum planning.

The idea of sequential development has also given the concepts of readiness and pacing. Certain minimum levels of maturity are necessary before certain subjects can be taught efficiently; effective teaching involves pacing teaching to child's maturity. It should not be too early, too much or too fast. This principle has greatly influenced the arrangement and presentation of curriculum content.

Cognitive Development:

 Development, as has been noted before, has several dimensions to it-physical, social, emotional, intellectual and so on. Of these, intellectual or mental development is of critical concern to the school, as development of knowledge and understanding constitutes the most important objective of school-curriculum.

The application of these findings is best seen in some of the modern-curriculum projects which have attempted to present the basic ideas of the different disciplines in the thought-forms of children and gradually deepen their understanding of them by enabling them to use them in progressively more complex forms. The spiral curriculum begins with the teaching of

the various disciplines but with an intuitive grasp of ideas and use of them and revisits these basic ideas repeatedly as it develops, building upon them until the student has grasped the full formal apparatus that goes with them. The important lesson for curriculum-planning is that curriculum should be built around the great issues, principles and values that a society deems worthy of the continual concern of its members. It should have continuity and development.

Transfer of learning:

Formal education is based on the premise that whatever is taught and learnt in the school gets transferred over to life-situations and proves to be of functional value to the student. School-curricula must, therefore, lay stress on such content as will promise maximum transfer and develop a knowledge and understanding of matters, which lie beyond what is taught directly.

All theories of learning make assumptions about transfer but different views are held as to how transfer takes place**. One view** holds that the study of certain subjects assures a general and automatic transfer. It was believed, for example, that the study of Latin improved intelligence, that of mathematics, logical reasoning and so on. This view influenced curriculum-selection a great deal in the past and is still an influential force as can be seen by the advocacy of inclusion of this or that subject on the ground that the subject under question trained this or that power of the mind. According to the **second view**, transfer is not automatic but is possible only if there are identical elements in the content involved or in the process of training. The emphasis in curriculum, therefore, should be on the teaching of specific knowledge and skills and not on abstract subject matter and general under- standing. **A third view** of transfer holds that transfer occurs not by means of specific identical elements but through generalization of the content or of the methods employed in the learning of that content. **The last mentioned view** of transfer is backed by the cognitive field theories of learning and constitutes a major influence on modern curriculum- practice. Modern curricula are organized on the principle that understanding of general principles is the key to transfer of learning and that positive transfer depends both on how and what an individual learns.

BLOCK-2

Unit-2

Benchmarking and role of national level statutory bodies

BENCHMARKING:

Benchmarking means evaluation or checking something by comparison with a standard. It derives from the term benchmark, which means the observed performance of a higher education system to which other higher education systems can compare themselves and a surveyor's mark used as a reference point in measuring attitudes. It is a tool for assessing and comparing performance in order to achieve continuous improvement. Benchmarking is the process of comparing higher education systems, including policies, practices and outcomes, to enable countries to identify strengths and weaknesses in their higher education systems; learn from each other; and improve the performance of their higher education systems.

Benchmarking and benchmark assessments help educators establish based practice for teaching and learning, compare students to one another in terms of achievement and rank schools in terms of achievements. Benchmarking allows educators to identify students' strengths and weaknesses, which can then inform their future instruction.

Benchmarking Enable comparisons across agreed dimensions of performance of higher education systems; Identify strengths and weaknesses of each country's higher education system; provide a basis for peer learning and provide a basis for developing strategies for improvements in the performance of higher education systems.

The benchmarking project will use quantitative data and qualitative information across a range of performance dimensions set within the overarching conceptual framework. Data and information will be used to capture: the economic, social and cultural context within which the higher education systems operate; their structure, organization and governance arrangements; their major higher education policies and implementation mechanisms; and system performance. Both quantitative and qualitative information will be collected from participating countries to provide a description of the contextual environment, the higher education systems and their performance.

Robert Camp (1989) wrote one of the earliest books named *"Benchmarking: The Search for Industry Best Practices that Lead to Superior Performance''* on benchmarking.

In today's highly competitive, rapidly changing global economy, organizations have been compelled to consider and implement a wider variety of innovative management philosophies and techniques. Benchmarking as a technique has been attracting considerable attention for

its effectiveness (Yasin, 2002; Sisson et al., 2003; Rohlfer, 2004; Anderson and McAdam, 2004; Huq et al., 2008; Likierman, 2009). Benchmarking is a tool commonly used while firms compete with each other. In our daily lives, we use benchmarking for various aspects like, which is the best cricket team, which is the best car? etc.

According to **Kempner,** "Benchmarking is an ongoing, systematic process for measuring and comparing the work process of an organisation to those of another, by bringing an external focus to internal activities, functions or operations".

According to **Leibfried and Mcnair,** "benchmarking is analogous to the human learning process and it has been described as a method of teaching an institution how to improve".

In higher education system generally three kinds of benchmarking are used:

1. Metric benchmarking: Metric benchmarking will be used to present performance information so that countries can identify the strengths and weaknesses within their own higher education systems and compare their performance against other countries. This approach contrasts with conventional metric benchmarking where an organization establishes how well it is performing relative to a benchmark 'target'.

2. **Practice benchmarking**: Information on higher education practices (or activities) will be presented to enable the comparison of higher education system performance and a better understanding of the reasons behind the performance. This approach will identify which practices produce better outcomes and help countries share new ideas and practices.

3. Policy benchmarking: Government policy is a key driver of the performance of higher education systems. The comparison of policies between different systems has the potential to lead to a better understanding of the linkages between policy and outcomes, generating learning and the development of new policies for improved performance.

Apart from all the above, there are several types of benchmarking i.e. internal, external, performance and practice.

1. **Performance benchmarking** involves gathering and comparing quantitative data (i.e., measures or key performance indicators). Performance benchmarking is usually the first step organizations take to identify performance gaps.

2. **Practice benchmarking** involves gathering and comparing qualitative information about how an activity is conducted through people, processes, and technology.

3. **Internal benchmarking** compares metrics (performance benchmarking) and/or practices (practice benchmarking) from different units, product lines, departments, programs,

geographies, etc., within the organization. Internal benchmarking is a good starting point to understand the current standard of business performance. Sustained internal benchmarking applies mainly to large organizations where certain areas of the business are more efficient than others.

4. **External benchmarking** compares metrics and/or practices of one organization to one or many others.

However, despite the prevalence of various benchmarking instruments in higher education at either institutional or system level, there are no standard definitions for many of the terms used in benchmarking and they can have different meanings and be used in different ways. More importantly, our approach is not to develop a ranking of higher education systems. Instead, the benchmarking higher education system performance project will present data and information that countries can use to identify the strengths and weaknesses of their higher education systems and compare their performance against other countries in order to learn from each other.

2.2.1: NATIONAL LEVEL STATUTORY BODIES

Statutory body means an organization with the authority to check that the activities of an organization are legal and follow official rules.

There are several National level statutory bodies in India for higher education. They are created by an act of parliament .They are called statutory since statutes are laws made by the Parliament or the Legislature. Since these bodies derive their power from statutes or laws made by the parliament they are known as statutory bodies these are as follows:

2.2.2: UNIVERSITY GRANTS COMMISSION (U.G.C.)

The UGC was first formed in 1945 to oversee the work of the three Central Universities of Aligarh, Banaras and Delhi. Its responsibility was extended in 1947 to cover all Indian universities. In August 1949 a recommendation was made to reconstitute the UGC along similar lines to the University Grants Committee of the United Kingdom. This recommendation was made by the University Education Commission of 1948–1949 which was set up under the chairmanship of S. Radhakrishnan "to report on Indian university education and suggest improvements and extensions". In 1952 the government decided that all grants to universities and higher learning institutions should be handled by the U.G.C. Subsequently, an inauguration was held on 28 December 1953 by Maulana Abul Kalam Azad, the Minister of Education, Natural Resources and Scientific Research. The University Grants Commission (U.G.C) came into existence on 28th December, 1953 and became a statutory Organization of the Government of India by an Act of Parliament in 1956, for the

coordination, determination and maintenance of standards of teaching, examination and research in university education. In November 1956 the U.G.C became a statutory body upon the passing of the "University Grants Commission Act, 1956" by the Indian Parliament. In 1994 and 1995 the UGC decentralized its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The head office of the U.G.C is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well.

In December 2015 the Indian government set a National Institutional of Ranking Framework under U.G.C which will rank all educational institutes by April 2016. In February 2022 M Jagadesh Kumar was appointed as the chairman of the U.G.C, a professor in the Department of Electrical Engineering at IIT Delhi and former VC of JNU.

2.2.3: ROLE OF U.G.C. IN CURRICULUM DEVELOPMENT

1) It gives the suggestion to integrate courses with undergraduate and Postgraduate courses in other disciplines.

2) It upgrade the curriculum in various subject at the undergraduate and postgraduate levels

3) It advises the central government and state governments on the measures for the improvement of University education

4) U.G.C. provides various fellowships and scholarships to the students.

5) It gives students the opportunity to choose optional subjects at both undergraduate and postgraduate levels by providing a C.B.C.S. system.

6) It works in coordination with N.C.T.E. towards curriculum development.

7) It introduces a Bachelor of Education (B.Ed.) programme for participation of effective secondary school teachers.

8) The postgraduate programme Master of Education (M.Ed.) must prepare specialists in all aspects of school education.

9) For the development of Curriculum the committees for each subject is constituted.

10) It organizes training programs, workshop seminars and conferences.

11) It monitors its 24 hours educational channel V.Y.A.S. through which it imparts education to students from various streams.

2.2.4: NATIONAL COUNCIL FOR TEACHER EDUCATION (N.C.T.E.)

National Council For Teacher Education (N.C.T.E) is a statutory body of Indian government set up under the National Council for Teacher Education Act, 1993 on 17th August 1995.But before came into existence as a statutory body N.C.T.E was an advisory

body for the central and state governments of India on all matters related to teacher education with the teacher education department of National Council Of Educational Research and Training (N.C.E.R.T.) since 1973.

There are several programme are running under N.C.T.E. These are:

- ❖ Diploma in early childhood education programme leading to Diploma in Pre-school Education (DPSE).

- ❖ Elementary teacher education programmes leading to Diploma in Elementary Education (D.EI.ED).

- ❖ Bachelor of elementary education programme leading to Bachelor of elementary education (B.EI.ED) degree.

- ❖ Bachelor of Education Programme leading to bachelore of education (B.Ed) degree.

- ❖ Master of Education Programme leading to Master of education (M.Ed) degree.

- ❖ Diploma in Physical Education Programmes leading to Diploma in Physical Education (D.P.Ed).

- ❖ Bachelor of Physical Education Programmes leading to Bachelor of Physical Education (B.P.Ed) Degree.

- ❖ Master of Physical Education Programmes leading to Master of Physical Education (M.P.Ed) Degree.

- ❖ Diploma in elementary education programmes through Open and Distance Learning System leading to Diploma in Elementary Education (D.EI.Ed).

- ❖ Bachelor of education programmes through Open and Distance Learning System leading to Bachelor of Education (B.Ed) Degree.

- ❖ Diploma in Arts Education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts).

- ❖ Diploma in Arts Education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts).

- ❖ 4-yr integrated programme leading to B.A.B.Ed/B.Sc.B.Ed Degree.

- ❖ Bachelor of Education Programme 3-yr (Part-Time) leading to Bachelor of Education (B.Ed) Degree.

❖ 3-yr integrated programme leading to B.Ed.M.Ed.(Integrated) Degree.

The headquarter of N.C.T.E. is situated at New Delhi and it has four regional committees:

i) **Eastern Regional Committee**

Arunachal, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Sikkim, Tripura, West Bengal.

ii) **Northern Regional Committee**

Chandigarh, Delhi, Haryana, Himachal Pradesh, Punjab, Uttar Pradesh, Uttrakhand, Jammu and Kashmir, and Ladakh

iii) **Southern Regional Committee**

Andhra Pradesh, Tamil Nadu, Telangana, Karnataka, Lakshadeep, Puducherry, Kerala, Andaman and Nicobar.

iv) **Western Regional Committee**

Gujarat, Chhattisgarh, Rajasthan, Goa, Dadra Nagar Haveli, Daman and Diu, Maharashtra, Madhya Pradesh.

2.2.5: ROLE OF N.C.T.E. IN CURRICULUM DEVELOPMENT

1) To achieve planned and coordinated development of the teacher education system throughout the country; regulate proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

2) To Undertake, promote and coordinate research in the area related to school education, prepare and publish model textbooks, supplementary material, newsletters, journals and develops educational kits, multimedia and digital materials.

3) Making recommendations to the central and state governments, universities, UGC and its recognized institutions in matters of preparing plans and programmers for teacher education.

4) It specifies course content and mode of Curriculum for any courses or training in teacher education.

5) It brings necessary changes in curriculum from time to time.

6) N.C.T.E monitors teacher education and reform guidelines about minimum qualifications for a teacher, examination rule, and compliance by recognized institutions for starting new courses or training.

7) It examines and reviews the implementation of the norms, guidelines and Standards lay down by the Council.

8) It lays downs guidelines for the provision of physical and infrastructural facilities, staffing pattern etc. for the compliance by recognized institutions.

9) It takes up necessary steps for the prevention of the commercialization of teacher education.

10) Undertake surveys and studies pertaining to all aspects of the teacher education and publish the corresponding results.

2.2.6: UNIVERSITIES IN INDIA

Universities play an important role as leaders in teaching and learning, in education, research and technology. Teaching activities provide the professional training for high level jobs as well as the education necessary for the development of the personality. Universities should equip students with knowledge and skill in order to transform them into professional who are capable of handling different responsibilities and challenges. Universities builds initiative and leadership skills that can be used to excel in life. Universities encourage creative and independent thoughts and expose them to other culture and background. University education should create prepared mind, contribute towards societal development through research and innovation, promote global development, enhance personal and economic growth, and promote responsible citizenship.

There are four types of universities regulated by the UGC:

Central universities, or Union universities, are established by an act of parliament and are under the purview of the Department of Higher Education in the Ministry of Education. As of 18 October 2022, the list of central universities published by the UGC includes 55 central universities.

State universities are run by the state government of each of the states and territories of India and are usually established by a local legislative assembly act. As of 23 August 2022, the UGC lists 456 state universities. The oldest establishment date listed by the UGC is 1857, shared by the University of Mumbai, the University of Madras and the University of Calcutta. Most State Universities are affiliating universities in that they administer many affiliated colleges (many located in very small towns) that typically offer a range of undergraduate courses, but may also offer post-graduate courses. More established colleges may even offer PhD programs in some departments with the approval of the affiliating university.

Deemed university, or "Deemed to be University", is a status of autonomy granted by the Department of Higher Education on the advice of the UGC, under Section 3 of the UGC Act. as of 24 August 2022, the UGC lists 50 Institutions as Deemed to be Universities included under Section 12(B) of the UGC Act, 1956.According to this list, the first institute to be

granted deemed university status was Indian Institute of Science, which was granted this status on 12 May 1958. In many cases, the same listing by the UGC covers several institutes. For example, the listing for Homi Bhabha National Institute covers the Institute of Mathematical Sciences, the Indira Gandhi Centre for Atomic Research and other institutes.

Private universities are approved by the UGC. They can grant degrees but they are not allowed to have off-campus affiliated colleges. As of 23 August 2022, the UGC list of private universities lists 421 universities.

2.2.7: ROLE OF UNIVERSITIES IN CURRICULUM DEVELOPMENT

Some major functions of universities in curriculum development are as follows:

1) Universities linked curriculum with life situations.
2) Curriculum should be changed every year if not possible every three years.
3) Universities help students for distance learning by giving accession to the study materials electronically.
4) Universities collaborate with community colleges and ensure that the study materials are suitable for students.
5) Universities collaborate with members of community colleges to maintain the equality of Study materials and remove discrimination.
6) Universities impart Choice Based Credit System in curriculum and accept semesterisation in curriculum.

LET US SUM UP:

Curriculum is a medium through which child gain learning experience in institution Curriculum is based on the needs of people. The foundation of Curriculum defines the valid source of information from theories, principles and ideas which are related to the field of Curriculum. The foundation of the curriculum is based on the perspective of Philosophical, Sociological and Psychological point of view. The Philosophy of education influences our educational decisions and has a great impact on curriculum formation. Education is the process that takes place in society. So society plays a vital role in curriculum formation. Selection of Curriculum content and its organization are based on various theories of psychology. It is agreed by all that the curriculum should be formulated on the basis of learning theories, motivation and ability of the learners.

Benchmarking is important both conceptually and practically. It is used for improving an administrative process as well as an instructional model of colleges and Universities by examining processes. Statutory body means and organization with the authority to check that the activities of organization are legal and follow official rules. There is several National

levels statutory bodies in India for higher education and these are U.G.C., N.C.T.E, N.C.E.R.T., N.C.F.T.E. etc. University Grant Commission plays vital role for curriculum development. It creates, collaborates and reframes curriculum at undergraduate or postgraduate level. National Council for Teacher Education (N.C.T.E.) established teacher education in composite institutions. Universities collaborate with the community colleges for the improvement of Curriculum development process.

ASSIGNMENT:

1. What is Curriculum? What are the purposes of Curriculum?
2. Discuss the Philosophical Bases of Curriculum.
3. Explain the Sociological Foundations of Curriculum with examples.
4. Discuss the Psychological Determinants of Curriculum.

5. Discuss the meaning, concept and types of benchmarking in detail.

6. In which year the University Grants Commission was established? What is the role of U.G.C. in curriculum development?
7. Explain the role of N.C.T.E. in curriculum development.
8. Discuss the role of Universities in curriculum development.

SUGGESTED READING:

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COR-311

CURRICULUM STUDIES
Block-3

Models of curriculum design

CONTENT STRUCTURE:

Introduction

Learning Objectives

3: Models of Curriculum Design-1

   3.1.1: Meaning of Models of Curriculum Design

   3.1.2: Traditional models of curriculum

   3.1.3: Contemporary models of curriculum

   3.1.4: Academic / Discipline Based Model

   3.1.5: Competency Based Model

3: Models of Curriculum Design-2

   3.2.1: Social Functions / Activities Model (social reconstruction)

   3.2.2.: Individual Needs & Interests Model

   3.2.3: Outcome Based Integrative Model

   3.2.4: Intervention Model

   3.2.5: C I P P Model (Context, Input, Process, Product Model)

Let us sum up

Assignment

Suggested Readings

INTRODUCTION:

These models provide a systematic and structured way of designing a curriculum that takes into account the needs and goals of learners, as well as the resources available to educators. There are several models of curriculum design, including the Tyler model, the Taba model, and the Wheeler model, among others. Each model has its unique characteristics and emphasizes different aspects of curriculum design, such as learner-centeredness, subject-centeredness, or process-oriented approaches. The choice of a particular model depends on the educational context, the needs of the learners, and the goals of the curriculum. In this unit has discussed Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model (social reconstruction), Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, C I P Model (Context, Input, Process, and Product Model)

OBJECTIVES:

After going through this unit, learners will be able to-

- ❖ Understand the concept of Curriculum;
- ❖ study the various design of Curriculum;
- ❖ 3 understand the Traditional Curriculum;
- ❖ analyze the different models of Curriculum;
- ❖ Conceptualize the CIPP model of Curriculum Evaluation (Context, Input, Process, Product Model);

BLOCK-3

Unit-1

Models of Curriculum Design-1

3.1.1: MEANING OF MODELS OF CURRICULUM DESIGN

Curriculum development is the methodical process used to create superior courses for a school, college, or university. As the world continues to evolve, it is essential to incorporate new discoveries into educational curricula. Also being created are innovative teaching techniques and initiatives to improve students' educational experiences.

Curriculum design is the deliberate, logical, and planned arrangement of a curriculum's instructional modules within a class or course. To put it another way, it's a system for teachers to set up their lesson plans. When teachers establish a curriculum, they determine what will be done, who will execute it, and what schedule to follow.

3.1.2: TRADITIONAL MODELS OF CURRICULUM

Ralph Tyler suggested a traditional curriculum in his book, "Basic Principles of Curriculum and Instruction," (1949) which adheres to pre-establish rules and procedures with the following four basic questions:

1. What educational purposes should the school seeks to attain?

2. How Can learning experiences be selected, which are likely to be useful in attaining these objectives?

3. How can learning experiences be organized, for effective instruction?

4. How can the effectiveness of learning experiences be evaluated?

This term can refer to a curriculum in the form of the material covered in a single class as well as a curriculum as a whole. It follows the linear approach. Many education experts have created alternative educational techniques or recommendations for how to teach a traditional curriculum in a more expansive fashion as a result of criticisms that the traditional curriculum is occasionally too restrictive.

This traditional curriculum is basically based on subject cantered approach as like a Spiral Approach, Skill based or competency based instruction etc.
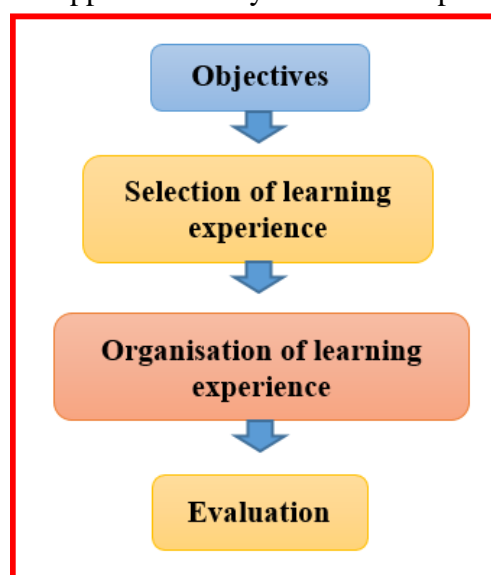
Some basic features of the model are listed below:

1. In the sense of an entire curriculum, a traditional curriculum includes core subjects and elective papers. Core subjects usually include topics like Math, Science, history, English. Students may also take courses in the social sciences, and can expand their curriculum with topics like art, foreign languages, music, acting, and so forth.

2. The curriculum is designed in a progressive way, with each level being slightly more challenging than the last, requiring students to build skills and use them as their work their way through the curriculum.

3. The traditional curriculum can also place a strong emphasis on standards, with assessments used to measure learning and development.

4. Educations have also questioned this method since standards-based curriculum might adopt a "teach to the test" format in which students are given information that would help them pass a test but may not necessarily be information that they can utilize in real-world situations.

5. For instance, math education may focus mostly on teaching students how to apply predetermined formulae and methods rather than helping them build practical math skills.

Some other points related to traditional approach listed below:

Based on Curriculum as a Process:

Traditional Curriculum based on subject Cantered approach. Traditional education based on Structuring of contents and its linear sequence to select and organize the content matter in a systematic way. It provides intrinsically more weight age on standards, curriculum, and test-taking than on student-focused learning.

Based on Educational Purpose:

Traditional education places a strong emphasis on students serving as information repositories and teachers as knowledge distributors. Students cannot achieve the deeper levels of knowledge needed for challenging subjects and lifetime learning using this kind of instruction.

Based on Educational Experiences:

It is based on educational experiences. It devalues the learning process and discourages pupils from gaining the strategies, know-how, and abilities needed to solve problems

Based on Easier Chalk and talk Process:

❖ Although it makes studying easier, it lacks of context might alienate students.

Students have little opportunities to practice collaboration and group dynamics in this training paradigm.

Conclusion:

Lacks of Students focused on Learning:

As it is subject cantered it overlooks the student's involvements which now are the essential condition for curriculum construction. The importance of the student is not emphasized in traditional learning. The foundation of conventional education is the memorization and repetition of facts, which students find boring and remember at lower rates following exams.

Less Emphasis on Critical Thinking:

Critical thinking abilities, or the capacity to actively apply knowledge learned through experience and reasoning, are not encouraged in traditional classroom instruction. Instead.

Lacks Process Oriented Learning:

Whether or not students understand the assessment subject is not giving priority but in traditional instruction it places a strong emphasis on passing exams.

Lacks Emphasis on Larger Concepts or Structures:

Traditional training concentrates on fundamental skills and builds progressively to a whole, as opposed to constructivist training, which places more emphasis on bigger concepts and takes into account the context of the student.

Lacks Interactivity:

The emphasis on individual student's work and projects in traditional education is looking indifferent for preparation of a student's future efforts.

3.1.3: CONTEMPORARY MODELS OF CURRICULUM

The traditional concept of the curriculum, which was constrained in breadth, was replaced by a vibrant and contemporary concept with the passage of time and mental development. As a result, it is currently seen as a broad, cumulative, and all-encompassing phrase that encompasses both curricular and extracurricular activities.

It is the sum of all the educational experiences to which we are exposed when we are studying, such as classroom interactions, laboratory experiences, library experiences, playground experiences, school buildings, study tours, affiliations with parents, and community involvement.

It is now more than just the textbooks and the subjects chosen for a certain class. The curriculum, in essence, is a collection of possible experiences that are organized in

educational institutions with the goal of disciplining the students in ways that would ultimately make them better citizens.

It is a route that we can take to get to a particular location. Additionally, it is regarded as a collection of educational possibilities that are organized and carried out by teachers and students working together.

- ❖ **Learner--Centric:** Because of its pragmatic approach, the modern curriculum places value on the student. As a result, it prioritizes the students in addition to the subject or material. All of the action revolves around the youngster.

- ❖ **Human Resource Development:** The development of competent human resources is one of the primary goals of the contemporary curriculum. The curriculum is crucial in determining how well-prepared students are for their future careers in education.

- ❖ **Self- Reliant and Self-Dependent:** The modern curriculum is designed to give students the most opportunities possible, releasing them from the constraints of the traditional learning environment. It places a strong emphasis on extracurricular activities that allow students to hone their talents. The goal of the modern curriculum is to transform students into active individuals rather than passive ones. Because of this, contemporary curricula are designed to help kids develop into sociable, independent individuals.

- ❖ **All round Development:** For the learners, harmonious development is absolutely crucial. Every facet of development, such as the physical, mental, moral, artistic, spiritual, and social components, is crucial. Therefore, the goal of contemporary education is for students to develop harmoniously.

- ❖ **Nurturing Creativity:** A favourable learning environment is emphasized in modern curricula because learning is a process. Modern curricula are created in a way that allows students to explore their creativity in their particular areas of interest. The professors developed and nurtured the students' potential. The pupils are given the opportunity to display their talents outside of the classroom.

- ❖ **Based on Individual Differences:** The fact that contemporary curricula is founded on the psychology of individual differences is one of its most significant and advantageous aspects. The psychology of individual differences is taken into consideration by the curriculum designers while developing the curriculum. It emphasizes meeting the needs and expectations of every type of learner and accords attention to all sorts of learners.

- ❖ **Life – Cantered Curriculum:** In addition to subject or content information, the modern curriculum emphasizes giving students real-world knowledge and experiences. According to the current curriculum, education should take into account the child's life-pattern. It has societal welfare as well as personal welfare as its goals.

3.1.4: ACADEMIC / DISCIPLINE BASED MODEL

A curriculum paradigm where subjects or disciplines, such as language, science, math, and social studies, are split into separate and distinct units of study. Discipline-based or "subject-based" refers to a wide range of diverse subjects or fields of study, including both more traditional fields of study like mathematics or physics and more contemporary ones like media education. In order for later courses to build on the work of earlier ones, learners must have regular and repeated opportunities to exercise their disciplinary abilities throughout their fields of study. Domain-based curricula frequently place a strong focus on teaching student's precise, up-to-date information and skills that come directly from discipline experts. Teaching practices within a subject are characterized by a discipline-based curricular approach.

➢ Language, science, social studies, and mathematics are only a few examples of the various and distinct disciplines or areas that make up the content.

➢ The emphasis is on precise, up-to-date, and factual knowledge and abilities as they are presented by subject-matter specialists.

➢ Its method defines instruction in a single subject and encourages teachers to specialize, have a thorough understanding of the subject, and uphold the traditions of their fields.

➢ This model's fundamental flaw is that it ignores the information and abilities that cross over and within different disciplines.

3.1.5: COMPETENCY BASED MODEL

Ansha According to ElzaMylona, "competency" refers to the integration and application of knowledge, abilities, and affective traits required to help the learners, the community, and the profession. Systems of instruction, assessment, grading, and academic reporting that are competency-based are those in which students must show they have acquired the knowledge and abilities they are expected to acquire as they go through their educational programme. According to the other description given, a competency-based approach places special emphasis on students' mastery of performance and learning outcomes through a list of pre-established learning goals. The characteristics of a competency-based curriculum are: explicit, sequential, and provable learning of the task, activity, or skill that makes up the act that students are expected to acquire and do. Competency-based curricula place more emphasis on the complex results of the learning process (i.e., the information, skills, and attitudes that students will apply) than they do on the traditional topic matter that students are required to master.

A curriculum like this is learner-centered and flexible enough to meet the changing requirements of society, educators, and students. It indicates that learning environments and activities are selected to allow students to learn and apply the knowledge, skills, and attitudes to real-world circumstances. Typically, competency-based curricula are built around a set of fundamental capabilities that might be subject- or cross-curricular. These definitions lead me to the conclusion that a competency-based curriculum is a set of teaching and learning activities that are centred on the competencies of the learners. The emphasis is clearly on student competence rather than academics or other factors.

That is how Competency-Based Curriculum differs from other terms used in curriculum. The following factors help to define the concept of competency: integration and application of learned facts and skills:

- ❖ Knowledge
- ❖ Understanding
- ❖ Skill
- ❖ Value
- ❖ Attitude
- ❖ Interest

Effective competency model development involves many steps, many of which will depend on the requirements of your particular firm. This trip can be made easier and the total advantages will improve as a result of having a well-defined plan for the growth of your model. Before starting, it's crucial to clarify the goal of your company's competency model by asking a number of questions. What will the model are used for, for instance, and by whom? What kinds of objectives do you have for this strategy? Do you require distinct models for managers, employees, or the entire company? The responses to these inquiries will serve as a roadmap for creating your competency model. Sastrawinata claims that competence is a term that represents the outward manifestation of a particular talent that is universally recognized as a combination of knowledge and skills that can be witnessed and quantified.

Steps of Competency based Curriculum model are given below:

1. Development or Identification of General Competencies.
2. Organizing competencies into specific themes
3. Establishing criteria for performance
4. Creating Learning Experiences
5. Assessing competency
6. Evaluating the effectiveness of Curriculum.

3.2.1: SOCIAL FUNCTIONS / ACTIVITIES MODEL (SOCIAL RE--CONSTRUCTION)

The term "societal curriculum" refers to an unofficial curriculum that is connected to a family, neighbourhood, peer groups, occupation, religious organizations, mass media, and other social organizations that education curriculum uses throughout our lives.

1. It places a strong emphasis on tackling social issues and working to improve both society and global democracy.

2. It focuses on a curriculum that makes social reform the primary objective of instruction. Students engage in real-world issues and social action through this programme. Incorporating the outside world into the classroom and community-based learning are further tactics.

3. The relationship between education and societal development—political, social, and economic—is of interest to Social Reconstruction. The social reconstruction movement is convinced that education may alter society. It highlights the value of collaborating as a community.

Students participate in worthwhile group projects, global significance, and good citizenship. Within a collaborative educational setting, teachers serve as facilitators. The school unit collaborates with the community to foster leadership, social development, and practical experience. This paradigm places a strong emphasis on practical knowledge, teamwork, and civic awareness. Students will have countless opportunities to use the abilities and information acquired in the classroom to solve challenges in real life. Students also examine the principles of compassion, citizenship, democracy, and teamwork.

According to research by Revees (2013), the teacher's role in the Social Re-constructivist classroom includes:

1. Creating a safe and democratic environment for their students so that lessons and topics may be discussed, debated, and all students' voices will be heard.

2. Presenting students with material that looks into social injustices so that their students know that these injustices exist.

3. Creating lessons to inform students but also evoke an emotional response from their students.

4. Being fearless in presenting material to students.

5. Setting up a democratic environment in the classroom.

6. Inspiring students to be the change they wish to see in the world.

7. Helping to shed light on social inequities.

Providing students with the knowledge they need and the critical thinking skills to process it in meaningful ways so they can make positive changes in society.

Stapes of the Social Functions curriculum development listed below:

1. Planning
2. Designing
3. Developing
4. Implementing
5. Evaluating
6. Revising
7. Improving

The Social Functions Curriculum or the Social Reconstruction Curriculum has significantly contributed to the introduction of knowledge about the social dimensions of education in our schools, assisting us in understanding that education is a social process, that the hidden curriculum also has a significant impact on students, and that all knowledge carries social values. It has made educators aware of the need to have personal viewpoints on issues and to pay attention to the social, political, and moral values of the students they educate. Schools have been significantly impacted by Social Re-constructionist's requirement that they take social issues and injustices against its members into account. This has added a significant dimension to their academic and career concerns.

3.2.2: INDIVIDUAL NEEDS & INTERESTS MODEL

The learner-based curriculum emphasizes topics related to the learners' interests and past experiences. According to the learner-based or interest-based paradigm, students are the subject matter experts who are best qualified to understand their needs.

1. In this model, the learner is viewed as a person who actively interacts with his or her surroundings. This school of thought places a strong emphasis on the learner's interests and motivations as a crucial component of curriculum development.

2. The idea behind interest-based learning is that when a student is interested in a subject, learning about it becomes simple and even pleasurable.

3When learners are interested and involved, they learn more effectively.

4. Understanding children's interests is crucial in order to create curriculum rather than simply following it. We should base a lot of what we do in the classroom on the interests of the students. This would make it easier for teachers and students to harness their shared interests and turn them into productive learning opportunities.

5. Making learning comprehensive requires incorporating current events or broadening an existing area of interest.

6. It is unrealistic to think that learners will develop a genuine interest automatically. It is crucial for educators to cultivate these passions for some of the most significant facets of human existence. The creation of interest in students must occur in a number of areas, including decency, hygiene, road safety, and nationalism.

7. There are numerous fundamentals that students should establish but which infrequently surface as hobbies.

8., It can be particularly difficult to balance the interests of the individual and the group. To create a relevant curriculum and still it is the responsibility of the system that give each learner the time necessary to meet their interest, it is necessary to blend a variety of students' interests

9. A crucial component that educators must be involved in is communicating with and training these stakeholders.

The creation of the proper evaluations is crucial to encouraging the growth of interests and improving the efficiency of the educational process. An important factor to take into account when establishing a curriculum is how educators will create assessments for learning for various interests. Students will engage with and learn more from assessments if they are designed with learning in mind. In the framework of curriculum and learning that is interest-based, the use of technology and gadgets cannot be overlooked. Today's millennials tend to be far more tech adept than their parents and grandparents. It's also true that these innovations and technology will shape our future. The important choices that educators must make in the modern world involve being judicious about the content that is made available to children and figuring out what interests may be developed via the use of technology. Learning is highly dependent on interests. It helps to guarantee that learning is not just engaging for children but also meaningful and relevant by basing curricular decisions on their interests. The creation of interest-based curricula and learning requires instructors to be empowered to tailor the material to the requirements of the students. This model provides design of the curriculum according to the needs and interest of individual related to the dynamic Process.

The essential components of this model include:

    i.   The learning objectives.

    ii.   Selection and organization of the content.

    iii.   The patterns of teaching and learning.

    iv.   Learning resource materials.

    v.   The programme evaluation.

Types of curriculum design:

    i.   Interest & needs based design.

    ii.   Experience cantered design.

Steps of Individual Needs & Interests Model:

    i.   Analysis of interests & needs

    ii.   Translating the needs into course/general/learning/terminal objectives

    iii.   Splitting the objectives into specific objectives

    iv.   Grouping the specific objectives into subjects

    v.   Deriving the subjects from the above classification

    vi.   Specifying enabling objectives

    vii.   Unitising each subject matter

    viii.   Specification of required time

    ix.   Implementation

    x.   Evaluation

In this curriculum design, each student's interests and needs influence the educational programme of activities that are designed collaboratively by the teacher and students.

3.2.3: OUTCOME BASED INTEGRATIVE MODEL

The fundamental tenet of the learning outcomes-based approach to curriculum planning and development is that higher education credentials, like Bachelor's Degree programmes, are awarded based on the demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes, and values) and academic standards expected of graduates of a programme of study. Learning outcomes outline the knowledge, skills, and abilities that graduates of a given programme of study should possess by the time they have finished. In order to create graduate attributes, qualification descriptors, programme learning outcomes, and course learning outcomes, which in turn will aid in curriculum planning and development, as well as the design, delivery, and evaluation of academic programmes, reference points for expected learning outcomes are used. They offer general guidelines for communicating the key lessons connected to study programmes and the courses within a programme. It should be noted that the learning outcomes-based curriculum framework is not meant to encourage the creation of a national common syllabus

for a programme of study or the learning contents of courses within each programme of study, nor is it meant to prescribe a specific set of methods for the teaching-learning process and the evaluation of student learning levels. Instead, they are intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The overall objectives of the learning outcomes-based curriculum framework are to:

➢ Contribute to the creation of the qualifications' expected graduate characteristics, qualification descriptors, programme learning objectives, and course learning objectives.

➢ Give prospective students, parents, employers, and others the information they need to understand the types and degrees of learning outcomes (knowledge, skills, attitudes, and values) or characteristics a programme graduate should be able to demonstrate upon successfully completing the course of study.

➢ Maintain national standards for academic performance and international comparability of learning results in order to promote student and graduate mobility and assure global competitiveness.

➢ Give institutions of higher learning a crucial point of reference for creating teaching-learning techniques, evaluating student learning levels, and conducting recurring reviews of programmes and academic standards.

In outcome-based education (OBE), the focus is on a clearly stated expectation of what students should know and be able to do, or what skills and knowledge they need to have, when they graduate from the educational system. It is an effort to gauge educational efficiency based on outcomes rather than inputs, including the amount of time pupils spend in class, and is frequently referred to as performance-based education. The criteria used to construct or reform the curriculum, choose instructional resources, choose teaching strategies, and carry out evaluations are the student learning outcomes.

3.2.4: INTERVENTION MODEL

This model is a specific course of action meant to assist a learner in developing in a certain area. All children can be taught effectively with the right curriculum design. To stop issues from spiralling out of control, early intervention is essential. It is essential to establish a multi-tiered service delivery approach. To choose between tiers, a problem-solving approach should be applied. To the greatest extent possible, research-based interventions should be used. Implementing progress monitoring will help inform instruction.

This Intervention Curriculum Model has three part or Tire, as those are:

Tier – 1

According to the first tier, all students receive basic classroom education that makes use of methods and materials that are based on scientific research.

Continuous assessment that clearly reveals each learner's strengths and limitations is essential in the classroom. Any required interventions at this level take place inside the confines of the general education classroom and may take the form of differentiated instruction, small group review, or concept remediation provided one-on-one.

In order to indicate individual student progression over time and analyse whether pupils are progressing as predicted, Tier 1 progress monitoring uses universal screening measures.

This procedure involves gathering data, identifying students based on benchmark scores, and setting measurable goals for the subsequent data collection point for those who show difficulty. When deciding on treatments for at-risk pupils that will fit within whole-class directives, the team then employs a problem-solving approach. The problem-solving team frequently assesses the progress of the kids, the classroom teacher applies the interventions, and observations are made to guarantee the consistency of the classroom instruction.

Tier -2

Additional interventions may take place in or outside of the general education classroom, and more frequent progress checks are made.

Although small groups of students with similar academic levels may work together with a teacher's instruction and/or supervision, the classroom instructor continues to provide the majority of the core curriculum.

Usually lasting 30 minutes each day, two to four days per week, for a minimum of nine weeks, this kind of specialized education. This specialised training may take place outside in a smaller group with a specialist teacher or in a general education classroom.

Tier -3

Students who need more intensive, explicit, and individualized education and who haven't responded sufficiently to Tier 1 or Tier 2 therapies are placed in Tier 3.

For nine to twelve weeks, this kind of focused teaching is given in a minimum of two sessions of 30 minutes each. The treatments in this tier might resemble those in Tier 2 with the exception of their increased intensity in terms of focus, frequency, and duration. Usually, Tier 3 training takes place outside of the general education classroom. Through the remediation of the pertinent area and the creation of compensating strategies, programmes, strategies, and procedures are created and used to enhance and support Tier 1 and Tier 2 instruction.

Three Tier Process:

Tier-1:   Good classroom instruction to support students.

Tier-II: "Add on" small-group instruction is one type of intervention for pupils who have been determined to have persistent learning issues.

Tier-III: Individualized assistance for students with learning challenges.

3.2.5: C I P P MODEL (CONTEXT, INPUT, PROCESS, PRODUCT MODEL)

Daniel Stufflebeam developed the CIPP model in the 1960s, and it is regarded as a decision-oriented model that methodically gathers data on a programme to identify its content's and delivery's strengths and weaknesses, improve its efficacy, and plan for the program's future. As this framework integrates four stages of evaluation, users of this model frequently concentrate on management-oriented evaluation. Focusing on these four elements of a programme allows for ongoing improvement:

1. Goals or Objectives of Curriculum: Context Evaluation;

2. The plans and resources: Input Evaluation:

3. Ongoing activities or components: Process Evaluation

4. Outcomes or objectives Product Evaluation.

Context, Input, Process, Product (CIPP) Evaluation Model
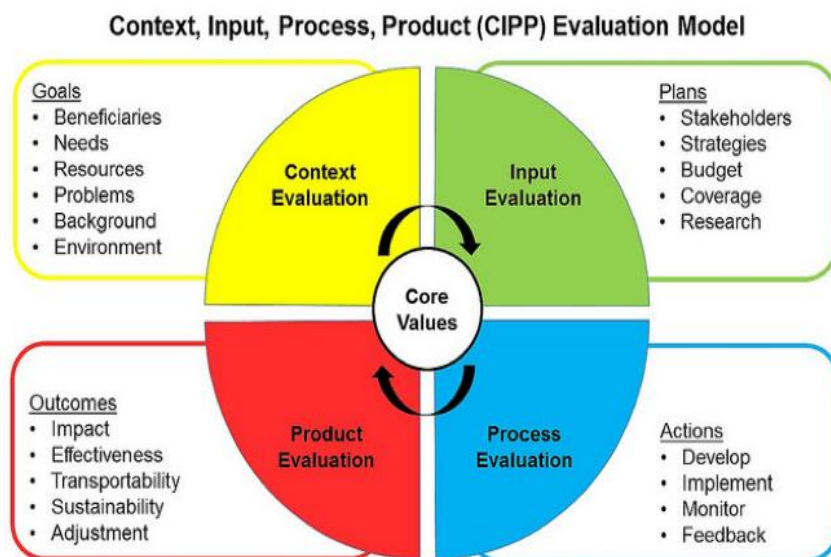
1. Programs can determine firstly contextual evaluation and determine the goal and objectives of the programme. Evaluators begin it by assessing the setting, then they look at the program's resources and history, including the scope of the assessment and the supports it has in place to fulfil the objectives of the curriculum.

2. This step includes looking at overarching objectives, investigating historical data, and examining cultural context. Evaluators might enter the input evaluation phase of the model once the goals have been evaluated. The review stage of input evaluation is where the important stakeholders are identified and the programme budget is examined.

3. Additionally, data on planning and implementation tactics, including human resources and a timeframe, are gathered at this stage. Third stage of process assessment: What is being done, is it being done well, and what needs to be addressed for change? The third stage of process evaluation evaluates the program's operations with a focus on continuous improvement. The effectiveness with which those outcomes are being handled is also measured by evaluators utilizing CIPP. They can inquire as to the program's sustainability and impact.

The mission or core values of the programme or the components of each system outlined below:

Context	Input	Process	Product
➢ Goals	➢ Material	➢ Educational and	➢ Global satisfaction
➢ Necessity or	resources	service process	➢ Students' and service
needs	➢ Facilities	➢ Program	achievement
➢ Infrastructure	➢ Human resource	evaluation	➢ Program performance
➢ Organization	➢ Contents	➢ Educational	➢ Efficiency of research

➢ Management ➢ Intention ➢ Duties ➢ Barriers to achieve goals	➢ Curriculum ➢ Funding ➢ Academic approach ➢ Admission process of students ➢ Interest and understanding of students ➢ Educational and strategy ➢ Implement plan	courses and programs ➢ Student progress evaluation ➢ Composition ➢ Facilitation ➢ Administration and financial ➢ Service satisfaction	and educational programs to increase knowledge and performance ➢ Barriers to achieve goals ➢ The process of teaching and learning

In contrast to quantitative evaluation, which focuses on obtaining precise data, facts, and statistics and is an objective technique, the CIIP model is a qualitative evaluation strategy.

SUMMING UP:

Models of curriculum design are frameworks and methodologies used to develop educational curricula in a systematic and structured way. They consider the needs, goals, and available resources to create effective and engaging learning experiences. Some popular models of curriculum design are Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model (social reconstruction), Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, C I P P Model (Context, Input, Process, and Product Model). The choice of model depends on the specific educational context and the intended outcomes of the curriculum. Ultimately, models of curriculum design are essential tools for educators to create engaging and effective learning experiences for their students.

ASSIGNMENTS:

1. Discuss the Meaning of Curriculum.

2. What do you mean by Traditional Curriculum and Contemporary Curriculum?

3. Explain the stages of curriculum development.

4. Discuss the Individual Need and Interests model of curriculum.

5. Elaborate the basic difference function of CIPP model of Curriculum.

SUGGESTED READING:

"Curriculum: From Theory to Practice" by Wesley Null and Gary Anderson.

"Curriculum Planning: A Handbook for Professionals" by Forrest W. Parkay and Glen Hass.

"Models of Teaching" by Bruce R. Joyce, Marsha Weil, and Emily Calhoun.

"The Curriculum Studies Reader" edited by David J. Flinders and Stephen J. Thornton.

"Curriculum Development: A Guide to Practice" by Jon W. Wiles and Joseph C. Bondi.

"Curriculum Design for the 21st Century: A Practical Guide to Designing Innovative Curriculum" by Evan H. Haney and Philip J. Haney.

"Understanding by Design" by Grant Wiggins and Jay McTighe.

"Designing and Developing Programs for Gifted Students" by Joan Franklin Smutny and Sally Yahnke Walker.

"The Taba Model: Curriculum Development in Language Teaching" by Juan de Dios Martinez Agudo.

"Curriculum Leadership: Strategies for Development and Implementation" by Allan A. Glatthorn and Floyd A. Boschee.

COR-311

CURRICULUM STUDIES

Block-4

Curriculum Instruction and modern trends

CONTENT STRUCTURE:

Introduction

Learning Objectives

1: Curriculum Instruction

    4.1.1: Curriculum Instruction and modern trends Curriculum

        planning -approaches & principle

    4.1.2: e-learning design

2: Modern Trends in Curriculum Instruction Design

    4.2.1: Instructional System Design

    4.2.2: Instructional Media

    4.2.3: Instructional Techniques and Material in enhancing curriculum Transaction

Let us sum up

Assignment

Suggested Readings

INTRODUCTION:

Educators and Scholars define curriculum in different ways, in part because they bring to that task different perceptions of what curriculum should be. Some educators see the curriculum as a list of subjects to be studied, while others see it as entire course content. Still others perceive curriculum as a set of planned learning experiences offered by teachers. Another group state that curriculum is a written plan of action. Therefore, there are different approaches and types of curriculum development procedures propagated by various Educators. In this second unit, we shall discuss the various approaches of curriculum, its scope, and characteristics.

These four basic principles of curriculum instruction. These include:

- Defining appropriate learning objectives.

- Establishing useful learning experiences.

- Organizing learning experiences to have a maximum cumulative effect.

- Evaluating the curriculum and revising those aspects that did not prove to be effective.

OBJECTIVES:

After reading this unit, the learners will be able to-

- ❖ Understand instruction and curriculum planning

- ❖ Get an exposition to various approaches of curriculum planning

- ❖ Conceptualize e-learning design

- ❖ Gain an understanding of ISD, Instructional media, techniques and materials in enriching curricular transactions

BLOCK-4
Unit-1

Curriculum Instruction

4.1.1: CURRICULUM INSTRUCTION AND MODERN TRENDS CURRICULUM PLANNING -APPROACHES & PRINCIPLE

There are varied approaches to development of curriculum. Some are common in both general and special education while some are more suitable for children with special needs. It is the responsibility of the teacher to select a suitable approach or a combination of more than one approach with the aim to reach the student with the most suited curriculum and instructional process. Some of the commonly used approaches include.

1. Developmental Approach

2. Functional Approach

3. Eclectic Approach

4. Ecological Approach

1. Developmental Approach:

It pertains to integration of academic learning and developmental tasks aiming at accomplishing the goal of individual potentials, and the global needs and motives. The curriculum includes instructions for achieving maximum possible personal enhancement and social competence. Developmental Approach of the curriculum focuses on the learner's growth (Physical and mental) activities, aptitude, and interest. The programme should be related closely to each child as an individual, his/her development in term of capacities and limitations, keeping in mind, the developmental norms, and the tasks that he is expected to perform in that age. The aim is to help the individual to grow up and to lead a productive adult life. The teacher must diagnose the special needs, deficit skills and unique talents of each child and then develop a programme as a personal package with all the necessary content, materials and techniques of training and management. In the light of this, the Developmental Approach of curriculum is designed to be flexible and open-ended, rather than pre-determined, maximizing the potential for growth and development. Process or developmental curricula are based upon intrinsic principles and procedures rather than upon extrinsic objectives. Typically, they are predicated around a view of what an autonomous adult should become as a result of their education and a learning process (often dialogical, inquiry-based and experiential) that helps achieve this state.

According to Kelly (1999), a process curriculum is fundamentally a curriculum based upon democratic values, comprising a set of structured activities enabling students to practice citizenship, to develop the capacity to question critically. Typically, teachers using the process approach will discuss and make sense of the core concepts or big ideas of education (the broad goals or purposes) and develop fit-for-purpose practices (content and pedagogy) to realize them. However, Stenhouse acknowledged two important caveats in relation to the developmental model. First, much depends on the quality of the teacher: Any process model rests on teacher judgment rather than on teacher direction. It is far more demanding on teachers and thus far more difficult to implement in practice. (Stenhouse, 1975). Second, 'the process model of curriculum development raises problems for the assessment of student work' (Stenhouse, 1975). There is tension between the desire to assess objectively through formal, public examinations and the informal, critical, developmental learning that Stenhouse advocates.

2. Functional approach:

This curriculum approach means the programmes should be planned and implemented with view to improve functional competencies of children in activities of daily living (ADL) such as brushing, dressing, eating, drinking, toileting, communicating and so on. These activities make the child competent in performing day-to-day tasks and attain an independent level of functioning. Functional academics are incorporated when the children have required ability. The functional approach to educating students with or without disabilities is based on a distinctive philosophy of education that provides both the format and content of a curriculum and requires an instructional methodology that emphasizes the application of knowledge and skills contexts (Bender & Valletutti, 1996; Valletutti & Bender, 1996).

Some professionals view this approach as being different from the developmental approach in its emphasis on teaching age-appropriate skills that are immediately applicable to diverse life settings (Diamond, 1998; Gast & Schuster, 1993). Patton, Beirne-Smith, and Payne (1990), on the other hand, have posited: "The functional curriculum is a hybrid of the developmental and the behavioural curricula. It attempts to incorporate the best features of the two. Insofar as it emphasizes teaching interrelated classes of behaviour and generalization within task classes, it is developmental, but it is behavioural in its emphasis on teaching skills that the infant or child needs now or will need" (p. 298). According to Kirk and Gallagher (1989), "Over the years, from research, common sense, and experience, a philosophy of teaching students with multiple and severe handicaps has evolved. Today our objective is to teach functional age-appropriate skills within the integrated school and community setting and to base our teaching on the systematic evaluation of students' progress". Educators using the functional approach first identify life skills, which are articulated as instructional goals

and objectives, and then seek to facilitate a student's acquisition of these skills through real and simulated instructional experiences (Carr & Harris, 2001).

A functional curriculum, if it is to meet the needs of students with disabilities, should be formulated in terms of the social roles people are expected to play. Suggested instructional activities should be designed to assist students to fill these roles as successfully and productively as possible even when the curriculum is organized around traditional academic core subject areas, and even when it is arranged around special skill areas such as vocational, leisure, motor, communication, and interpersonal skills. Included among these roles are the individual as a-

Socially competent person who works cooperatively with others for mutually agreed upon goals.

Capable student, who learns from others, and, as a helper, assists others to learn.

- ❖ Contributing member of a family unit.
- ❖ Successful member of his or her own personal community (e.g., as a neighbour and friend).
- ❖ Responsible and responsive citizen of the general community.
- ❖ Skilled consumer of goods and services and participant in financial transactions.
- ❖ Productive worker.
- ❖ Skilful participant in diverse leisure-time activities.
- ❖ competent traveller who moves about the community while meeting all other social roles

3. Eclectic Approach:

Eclecticism has been derived from the verb root "elect". To elect means to choose and pick up. The good ideas, concept, and principles from various schools of thought have been chosen, picked up and blended together to make a complete philosophy. Thus, eclecticism is a philosophy of choice. Eclecticism is nothing but fusion of knowledge from all sources. It is a peculiar type of educational philosophy which combines all good ideas and principles from various philosophies. Eclecticism is a conceptual approach that does not hold rigidly to a single paradigm or set of assumptions, but instead draws upon multiple theories, styles, or ideas to gain complementary insights into a subject, or applies different theories in particular cases. It can sometimes seem inelegant or lacking in simplicity, and eclectics are sometimes criticized for lack of consistency in their thinking. It is, however, common in many fields of study. Eclectic or Integrated Knowledge curriculum presents knowledge in a more holistic manner. An integrated approach to knowledge was seen as a way of avoiding an

unreasonable multiplication of the subjects that students must study. Throughout the twentieth century there have been debates on:

• Whether curriculum should approach knowledge as an integrated whole and

• If integration is desirable, by what principles it should be achieved. Francis Parker believed that knowledge as naturally encountered by the child in daily life should serve as the basis for integration.

Two different designs of integrated knowledge curriculum are the correlation curriculum and the broad-fields curriculum. The correlated curriculum would leave the traditional subjects intact but would articulate their contents to emphasize a set of commonalities. The purpose of this approach is to decrease the fragmentation of learning that arises from compartmental subjects. Subjects are not modified in any way; they are simply arranged so that linkages become obvious. The broad-fields curriculum encompasses several related but specialised subjects. For example, a course in general science can draw content from physics, chemistry, botany, zoology and geology.

4. Ecological Approach:

Wallace and Larsen (1978) have pointed that if a child is to be assessed, it is essential that various environmental factors should be taken into consideration to determine their influence in either imitating a skill or behaviour. For instance, a child with mild mental retardation in an urban environment becomes a cause of concern to parents as early as at pre-school (LKG/UKG) level, when the parents find him to be subnormal in school. On the other hand, "in a rural area even with mild mental retardation might be well accepted without any problem. He might be performing the major work output expected of him in the rural area, which maybe agriculture, dairy or poultry farming which his fellow men do.

An ecological orientation to a curriculum means the programme should be planned and implemented, keeping in view the environment factors that influence a child life. Ecology includes all the factors affecting a child such as natural geographical, urban, rural, social, cultural, and vocational factors. The curriculum must help each child to be productive and effective members of community when grows up. It is more relevant if it includes all the environment factors or situations in which the child lives at present. In other words, the curriculum should incorporate instructions in those situations which are closely related to his natural environment viz, personal, social, school, recreational and vocational settings while planning the curriculum the teacher assesses the students present and future environment and then, compares the environmental details to the child's abilities. This generates a picture of discrepancy between the environmental demand on him and the child's current abilities. Then the teacher will follow the curriculum accordingly to fill the gap. An ecological curriculum is

designed by conducting ecological inventories in which team members identify important home and community environments, priority activities within these environments and the skills needed to participate in these activities. Four of five life domains make up the framework for the ecological curriculum. These include domestic, vocational, community, recreation/leisure, and school which, if preferred, may be included as a sub domain under community. An ecological curriculum is designed by conducting ecological inventories in which team members identify important home and community environments, priority activities within these environments and the skills needed to participate in these activities.

4.1.2: E-LEARNING DESIGN:

Educational materials that have been effectively designed will facilitate the achievement of desired learning outcomes for students. Effective design of electronic learning materials relies on instructional design processes that reflect the absence of or reduction in face-to-face instruction. This change in learning context is an important factor distinguishing online or e-learning from traditional instruction. The effects on student learning of changing from traditional to e-learning contexts have been widely researched, and a qualitative summary of these findings has been presented by Shakar and Neumann (2003), who conclude that e-learning programs can, but do not always, deliver improved learning outcomes. Young (2003) describes this emerging e-learning environment as one that is "adapted and developed for intellectual partnerships". 'e-learning' as teaching and learning that are delivered, supported, and enhanced using digital technologies and media. We consider that e-learning may encompass face-to-face, distance, and mixed mode or blended delivery models. The six design elements described below which designers of e-learning materials can create online resources, appropriate for higher education. we present six elements at the heart of effective e-learning design, to draw attention to the important considerations within a complex system. The design of e-learning resources requires understandings in education, multimedia content, resource publication, and electronic technologies. The sophistication of the task is highlighted by the fact that teams, rather than individuals, are often employed to undertake it.

The six areas – activity, scenario, feedback, delivery, context, and impact – cover issues across all disciplines involved in e-learning design, but particularly focus on learning as the driving motivation. In many business situations, the e-learning goal is to improve business outcomes. It may be assumed that this is achieved indirectly by the effectiveness of the e-learning training or education, and thus focus on improving that effectiveness.

Course designers must consider carefully the structure in designing e-learning and online learning courses (Ausburn, 2004, Bentley, Selassie, & Shegunshi, 2012; Callahan et al., 2013, Chen, 2007; Grant & Thornton, 2007, Kim et al., 2014, Lee, 2014, Swan et al., 2014, Teräs & Herrington, 2014). Ausburn (2004) found that learners ranked the most important features in

an online course to be course announcements and reminders from the instructor, course information including syllabi, schedules, outlines and grading procedures, and information about assignments and instructions for completing them. These features provide structure and help to keep learners "focused and on-task" (Ausburn, 2004, p. 332).

According to Grant and Thornton (2007), best practices for course design included providing clear guidelines and expectations for students. Callahan et al. (2013) found that because learners tended to explore the materials in a non-linear fashion, explicit instructions were needed to help ensure learners can use the materials effectively.

Six studies (Bentley, Selassie, & Shegunshi, 2012; Callahan et al., 2013; Chen, 2007; Gedik et al., 2013; Kim et al., 2014; Lee, 2014) reported that orientations conducted at the outset of a course were necessary to provide guidance and direction to help learners get started. This orientation should be designed to ensure that students are familiar with the available resources and tools in the learning environment (Chen, 2007). Kim et al. (2014) found that a "clear course structure with supporting tools such as guiding prompts and instructions must be designed to help students prepare for participation and then success in achieving learning goals" (p. 45).

Lee (2014) found that learners wanted clear rubrics and examples of completed assignments for guidance. Swan et al. (2014) found that the use of the Quality Matters standards in conjunction with the Community of Inquiry Model for course design, positively supported student learning. Quality Matters provide standards for the design of online and blended courses and assumes that effective learning "flows from well-specified outcomes, objectives and assessments" (Swan et al., 2014, p. 74).

Apart from these elements/aspects, collaboration, interaction and feedback are must for the successful outcomes of a e-learning design.

The Community of Inquiry (CoI) framework:

Garrison et al. (1999) proposed a CoI model for educational developers to assist in the organisation of online and blended educational experiences. The Community of Inquiry (CoI) is a theoretical framework for the optimal design of online learning environments to support critical thinking, critical inquiry and discourse among students and teachers (Garrison, Anderson & Archer 1999).

The Community of Inquiry (CoI) model describes how learning occurs for a group of individual learners through the educational experience that occurs at the intersection of social, cognitive and teaching presence. According to Garrison et al. (1999), it is through the skilful marshalling of these forms of presence that online academic staff and students, in

collaboration, develop a productive online learning environment through which knowledge is constructed.
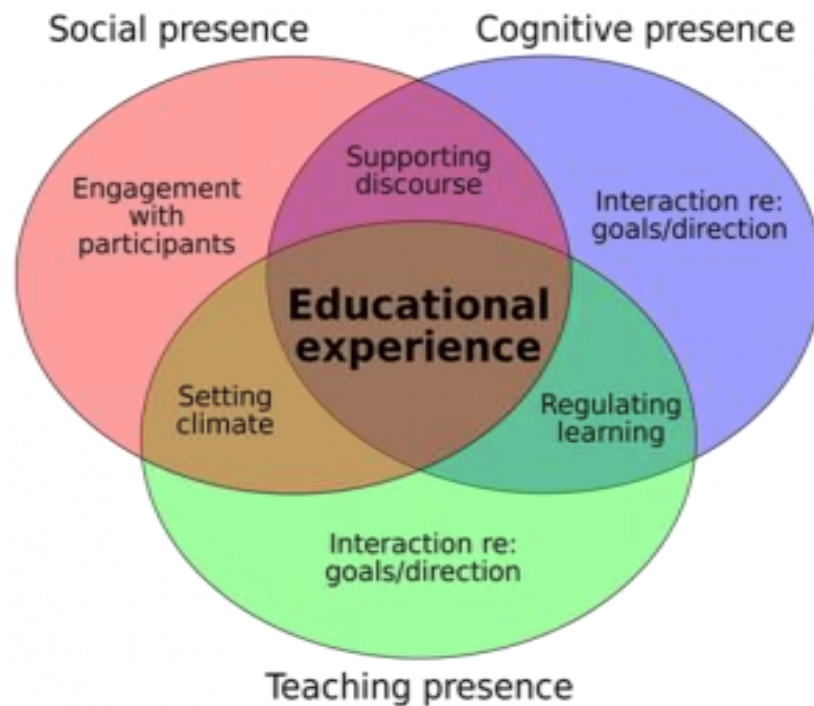
Elements of an educational experience (Garrison, Anderson & Archer, 2010)

- *Social Presence:*

  The ability of participants to identify with the community, communicates purposefully in a trusting environment, and develops interpersonal relationships by way of protecting their individual personalities (Garrison, Anderson & Archer, 1999).

- *Cognitive Presence:*

  The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical Community of Inquiry (Garrison, Anderson & Archer 1999).

- *Teaching Presence:*

  The design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Garrison, Anderson & Archer, 1999).

Each of these types of presence has categories and indicators –

Elements	Categories	Examples of indicators
Social Presence	Affective expression	Emoticons
	Open communication	Risk-free expression
	Group cohesion	Encouraging collaboration
Cognitive Presence	Triggering event	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Apply new ideas
Teaching Presence	Design and organization	Setting Curriculum and methods
	Facilitating discourse	Sharing meaning
	Direct instruction	Focusing discussion

The CoI framework provides a dynamic model for an institutional approach to move away from a passive lecture that fundamentally reshaped the educational experience based on thinking and learning collaboratively (Garrison, 2018). The evolution of technology and the use of it in online learning has transformed the education process. Technology can assist elements of the CoI framework for online learners. The Community of Inquiry (CoI) framework has been one of the most used and researched educational frameworks.

BLOCK-4

Unit-2

Modern Trends in Curriculum Instruction Design

4.2.1: INSTRUCTION SYSTEM DESIGN

Instructional design (ID), also known as instructional systems design (ISD), is the practice of systematically designing, developing and delivering instructional materials and experiences, both digital and physical, in a consistent and reliable fashion toward an efficient, effective, appealing, engaging and inspiring acquisition of knowledge. The process consists broadly of determining the state and needs of the learner, defining the end goal of instruction, and creating some "intervention" to assist in the transition. The outcome of this instruction may be directly observable and scientifically measured or completely hidden and assumed. The concept of instructional design has the following basic attributes and is considered to be the blueprints:

- **Assessing needs**

- **Designing a process**

- **Creating learning materials**

- **Evaluating their effectiveness**

Robert M. Gagné is considered as one of the founders of ISD due to the great influence his work, The Conditions of Learning, has had on the discipline.

The table below gives a clear idea on a timeline:

Era	Media	Characteristics	Outcome
1900s	Visual media	School museum as supplementary material (First school museum opened in St. Louis in 1905)	Materials are viewed as supplementary curriculum materials. District-wide media center is the modern equivalent.
1914-1923	Visual media films, Slides, Photographer	Visual Instruction Movement	The effect of visual instruction was limited because of teacher resistance to change, quality of the file and cost etc.
Mid 1920s to 1930s	Radio broadcasting, Sound recordings, Sound motion pictures	Radio Audiovisual Instruction movement	Education in large was not affected.
World War II	Training films, Overhead projector, Slide projector, Audio equipment, Simulators and training devices	Military and industry at this time had strong demand for training.	Growth of audio-visual instruction movement in school was slow, but audiovisual device were used extensively in military services and industry.
Post World War II	Communication medium	Suggested to consider all aspects of a communication process (influenced by communication theories).	This view point was first ignored, but eventually helped to expand the focus of the audiovisual movement.
1950s to mid-1960s	Television	Growth of Instructional television	Instructional television was not adopted to a greater extent.
1950s-1990s	Computer	Computer-assisted instruction (CAI) research started in the 1950s, became popular in the 1980s a few years after computers became available to general public.	The effect of CAI was rather small and the use of computer was far from innovative.
1990s-2000s	Internet, Simulation	The internet offered opportunities to train many people long distances. Desktop simulation gave advent to levels of Interactive Multimedia Instruction (IMI).	Online training increased rapidly to the point where entire curriculums were given through web-based training. Simulations are valuable but expensive, with the highest level being used primarily by the military and medical community.
2000s-2020s	Mobile Devices, Social Media	On-demand training moved to people's personal devices; social media allowed for collaborative learning. Smartphones allowed for real-time interactive feedback.	Personalized learning paths enhanced by artificial intelligence. Microlearning and gamification are widely adopted to deliver learning in the flow of work. Real-time data capture enables ongoing design and remediation.

Robert Gagné [edit]

Source:

The appended synoptic discourse may capture the attention on some pertinent models of instructional system design-

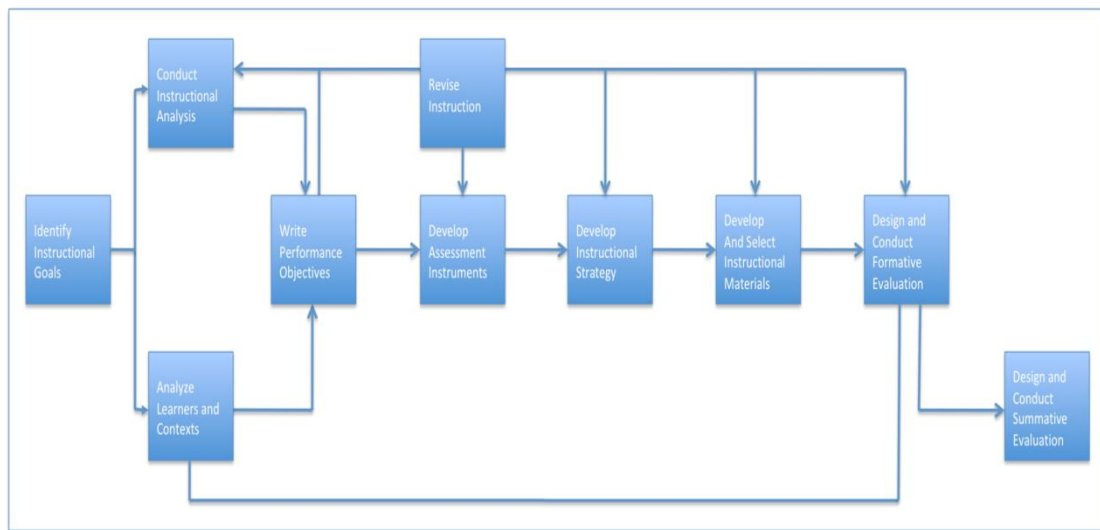1. **ADDIE Model:** Analyze, Design, Develop, Implement and Evaluate
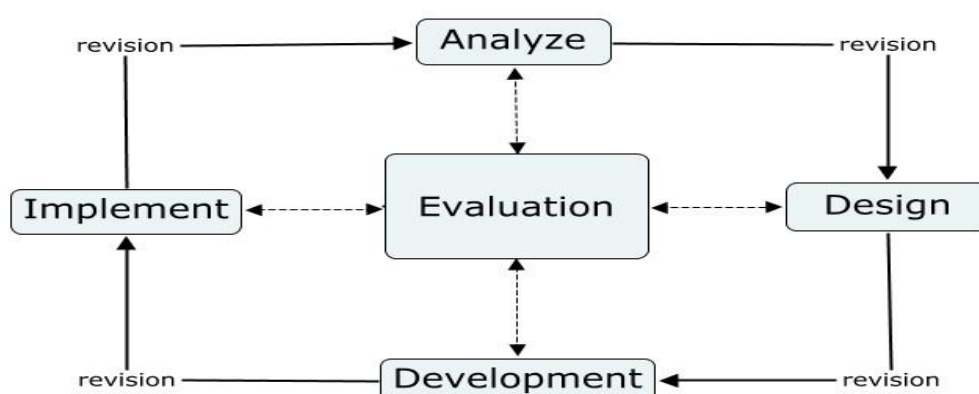
Source:

2. Dick and Carey Model:

The components of the Systems Approach Model, also known as the Dick and Carey Model, are as follows:

- Identify Instructional Goal(s): A goal statement describes a skill, knowledge, or attitude (SKA) that a learner will be expected to acquire
- Conduct Instructional Analysis: Identify what a learner must recall and identify what learner must be able to do to perform a particular task
- Analyse Learners and Contexts: Identify general characteristics of the target audience, including prior skills, prior experience, and basic demographics; identify characteristics directly related to the skill to be taught; and perform analysis of the performance and learning settings.
- Write Performance Objectives: Objectives consists of a description of the behaviour, the condition and criteria. The component of an objective that describes the criteria will be used to judge the learner's performance.
- Develop Assessment Instruments: Purpose of entry behaviour testing, purpose of pretesting, purpose of post-testing, purpose of practice items/practice problems
- Develop Instructional Strategy: Pre-instructional activities, content presentation, Learner participation, assessment
- Develop and Select Instructional Materials
- Design and Conduct Formative Evaluation of Instruction: Designers try to identify areas of the instructional materials that need improvement.
- Revise Instruction: To identify poor test items and to identify poor instruction

- Design and Conduct Summative Evaluation

With this model, components are executed iteratively and in parallel, rather than linearly.

3. Guaranteed Learning

The instructional design model, Guaranteed Learning, was formerly known as the Instructional Development Learning System (IDLS). The model was originally published in 1970 by Peter J. Esseff, PhD and Mary Sullivan Esseff, PhD in their book entitled *IDLS—Pro Trainer 1: How to Design, Develop, and Validate Instructional Materials*.

The components of the Guaranteed Learning Model are the following:

- Design a task analysis
- Develop criterion tests and performance measures
- Develop interactive instructional materials
- Validate the interactive instructional materials
- Create simulations or performance activities (Case Studies, Role Plays, and Demonstrations)

4. ARCS MODEL

The ARCS Model of Motivational Design was created by John Keller while he was researching ways to supplement the learning process with motivation. The model is based on Tolman's and Lewin's expectancy-value theory, which presumes that people are motivated to learn if there is value in the knowledge presented (i.e., it fulfils personal needs) and if there is an optimistic expectation for success. The model consists of four main areas: Attention, Relevance, Confidence, and Satisfaction.

Attention and relevance according to John Keller's ARCS motivational theory are essential to learning. The first 2 of 4 key components for motivating learners, attention, and relevance can be considered the backbone of the ARCS theory, the latter components relying upon the former.

Attention	Relevance	Confidence	Satisfaction
Perceptual arousal	**Goal orientation**	**Learning requirements**	**Intrinsic reinforcement**
Provide novelty and surprise	Present objectives and useful purpose of instruction and specific methods for successful achievement	Inform students about learning and performance requirements and assessment criteria	Encourage and support intrinsic enjoyment of the learning experience
Inquiry arousal	**Motive matching**	**Successful opportunities**	**Extrinsic rewards**
Stimulate curiosity by posing questions or problems to solve	Match objectives to student needs and motives	Provide challenging and meaningful opportunities for successful learning	Provide positive reinforcement and motivational feedback
Variability	**Familiarity**	**Personal responsibility**	**Equity**
Incorporate a range of methods and media to meet students' varying needs	Present content in ways that are understandable and that related to the learners' experiences and values	Link learning success to students' personal effort and ability	Maintain consistent standards and consequences for success

5. Bloom's Taxonomy of Instructional Objectives:
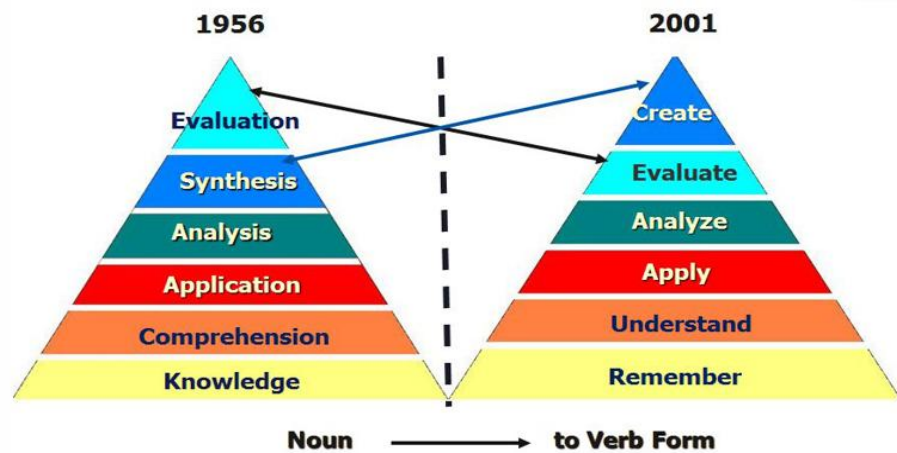
6. Gagne's Nine steps of Instructions:
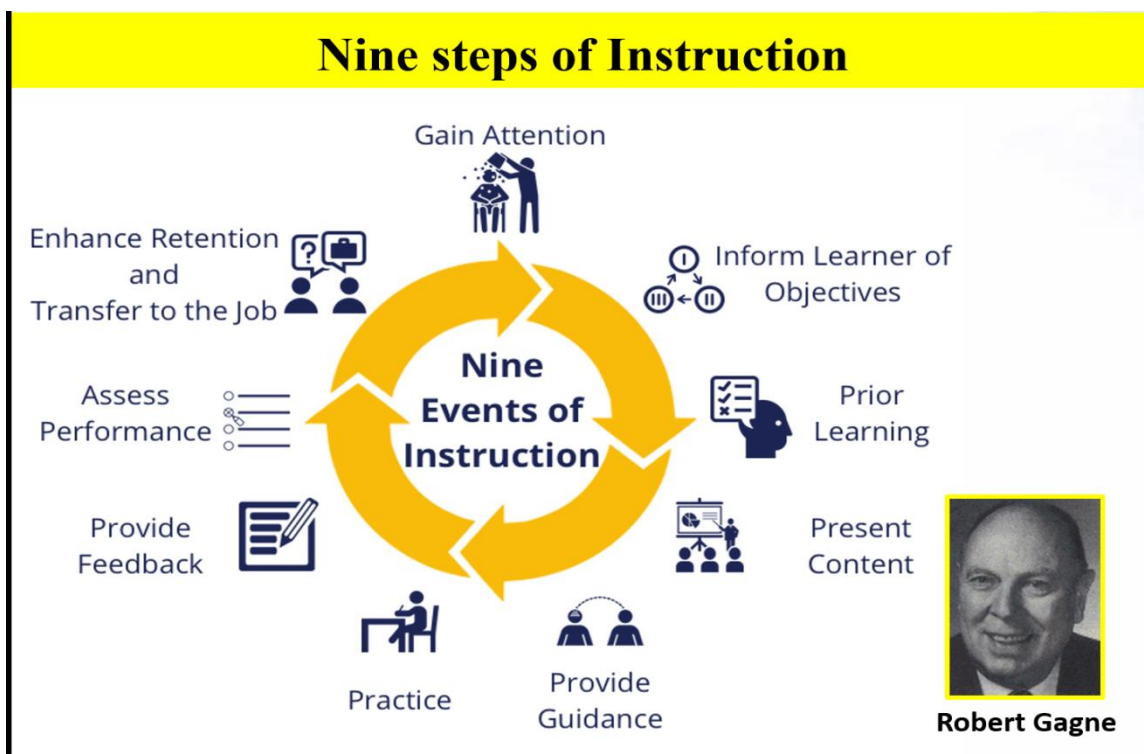
So, the above subunits introduced some of the ISD and described the respective elements and their significance in planning curriculum and instructions.

4.2.2: INSTRUCTIONAL MEDIA

Instructional media can be classified based on their characteristics. It is based on four characteristics: stimulation provided to sense organs, learner's control over media, type of experience they provide, and their reach.

These are categorised as-Audio, Visual (verbal) print or duplicated (e.g., Textbooks, supplementary books Reference books, encyclopaedia, etc. Magazines, newspapers, etc. Documents, clippings from published material Duplicated written material), Visual (non-projected, two-dimensional)-e.g., Messages, pictures on roll-up board Flat picture, cut-outs Posters, charts, graphs, etc. Cartoons, comics, etc. Visual (non-projected, three-dimensional)-e.g., Models, mock-ups, display materials Diagrams Globes or maps (three-dimensional) Specimens (animate or inanimate) Puppets. Visual (projected-still), Audio-visual (projected-motion), Multimedia packages (for more than one sense), New emerging media (all of these are multisensory)-e.g., Teleconferencing (Group discussion through telephones), Cable television (localised television where feedback is possible), communication satellites, Computer networking, Mini computers/micro-computers/word processors. online resources, social networking tools, etc.

https://egyankosh.ac.in/bitstream/123456789/46886/1/Unit-17.pdf

4.2.3: INSTRUCTIONAL TECHNIQUES AND MATERIAL IN ENHANCING CURRICULUM TRANSACTION

A. Instructional Design Should Proceed at An Efficient Pace: The following points are to be considered-

A. Consider Students' Backgrounds as You Design Material:

❖ Offer supplementary material for students whose backgrounds or abilities allow them to learn more quickly than the rest of the class

❖ As you design your course, include some extra material that can help bring struggling students up to speed. Step-by-step explanations in more simplified language, as well as lessons that involve multiple senses, can help guide these slower learners to true understanding.

❖ Use a Clear, Organized Format. Infographics and other visual and audio aids should be easy to see and easy to understand.

❖ Provide Structure

❖ Use Small Units to Speed Up Learning

B. Instructional Design Should Contextualise Information: Use Multiple Examples, varied formats, Use A Variety of Meaning Contexts, Vary the Types of Practical Applications, Link Theoretical Concepts To Practical Experiences, Build New Knowledge On The Foundations Of Existing Knowledge.

C. Design Your Course To Be Learner Community-Based: That is, teamwork, peer feedback, space for student-student connections

D. Include Opportunities for Students to Produce Original Content: This includes oral presentations, working outside the classroom-online/offline, Incorporate Critical Thinking Exercises In Course Material, looking at problems from multiple viewpoints, teaching them to make lifelong learners.

E. Create Fair, Well-Thought-Out Evaluation Tools Administered At The Proper Time

The above items are discussed taking cues and based on the source: https://elearningindustry.com/instructional-systems-design-5-basic-principles

LET US SUM UP:

This unit deeply delved into the various aspects of curriculum planning. It elaborated on the various approaches to curriculum instruction and planning. As precedence, the instructional system designs propounded by eminent psychologist are dealt in a nutshell. The unit also touched upon the several instructional materials and e learning designs and also instructional techniques (tricks and traits) in enhancing curricular transactions.

ASSIGNMENT:

1. What are the principles of curriculum planning?

2. Illustrate Gagne's 9 steps of instruction

3. Discuss instructional media

4. Explain instructional techniques in enhancing curricular transaction.

5. Enumerate the taxonomy of revised Bloom's taxonomy of instructional objectives

6. Elaborate ARCS

7. Describe any one approach of curricular planning

SUGGESTED READINGS:

[The above unit is developed taking reference and content from the OERs presented below. There are few suggested readings (NOT OERs) for the learners. All the below mentioned online sources are hyperlinked]

Curriculum planning -approaches & principle - MEd SLM 49-65 pp, 105-108 pp (OER)

Material in enhancing curriculum Transaction - MEd SLM 166-175 pp (OER)

https://www.researchgate.net/publication/292426546_Elements_of_Effective_e-Learning_Design/fulltext/640c0b8a66f8522c389716c8/Elements-of-Effective-e-Learning-Design.pdf?origin=publicationDetail&_sg%5B0%5D=Jo6zLk3r-pcT-RSl--rcfIyTZG333JM6VJKHa_BujMM42IAif___n58ZXul7rBrXFaSmhMbbjnfteBbjzrVWVQ.yviIGh3zu1SBIUANCDBse9BQSR09znZ6hFgkTCHqvhDcaienP5kLFuXSJV6_MxMOI739ZpVHZctAKSrlG_VoOg&_sg%5B1%5D=A6iAss547q1mq8ayzldtBzlzwZMUWa2RpM61Un_hmqOAMMFA0kcqcJ5wyK8JL5JzH7FZuVlD3iWiLtMQUtKRbJPh_opI-QQaZeoxnsvP7bH5.yviIGh3zu1SBIUANCDBse9BQSR09znZ6hFgkTCHqvhDcaienP5kLFuXSJV6_MxMOI739ZpVHZctAKSrlG_VoOg&_iepl=&_rtd=eyJjb250ZW50SW50ZW50IjoibWFpbkl0ZW0ifQ%3D%3D (OER)

https://jolt.merlot.org/vol10no4/Lister_1214.pdf (OER)

https://en.wikipedia.org/wiki/Instructional_design#:~:text=Instructional%20design%20(ID)%2C%20also,effective%2C%20appealing%2C%20engaging%20and%20inspiring (OER)

http://www.nwlink.com/~donclark/hrd/sat1.html (NOT OER)

https://www.lib.purdue.edu/sites/default/files/directory/butler38/ADDIE.pdf (NOT OER)

https://www.edubrite.com/instructional-systems-design (NOT OER)

https://elearningindustry.com/instructional-systems-design-5-basic-principles (NOT OER)

https://egyankosh.ac.in/bitstream/123456789/46886/1/Unit-17.pdf (NOT OER)

https://egyankosh.ac.in/bitstream/123456789/42032/1/Unit-2.pdf (NOT OER)

COR-311

CURRICULUM STUDIES

Block-5

Curriculum Evaluation

CONTENT STRUCTURE:

Introduction

Learning Objectives

1: Introduction of Curriculum Evaluation

5.1.1: Meaning, Concept and stages of Curriculum Evaluation

5.1.2: Approaches to Evaluation of Curriculum (Academic and

Competency Based Approaches)

2: Models of Curriculum Evaluation

5.2.1: Ralph Tyler's Model

5.2.2: Stake's Model

5.2.3: Scriven's Model

5.2.4: Kirkpatrick's Model

5.2.5: CIPP Model

Let us sum up

Assignment

Suggested Readings

INTRODUCTION:

Evaluation essentially is the provision of information for the sake of facilitating decision making at various stages of curriculum development. This information may pertain to the program as a complete entity or only to some of its components. Evaluation also implies the selection of criteria, collection and analysis of data. It includes obtaining information for use in judging the worth of a programme and procedure. It is a comprehensive term and transcends standardized tests covering all means of ascertaining the results of construction. Evaluation of curriculum is an integral and essential part of the whole process of curriculum development. It is a continuous activity and not a "tail-end-process". Evaluation and planning are complementary processes which occur almost simultaneously and continuously. Planning is made based on evaluation and vice versa. However, as a separate state evaluation has its own entity.

OBJECTIVES:

After reading this unit, the learners will be able to-

- ❖ Know the concept, features and significance of curriculum evaluation

- ❖ Gain an understanding on the stages/types of curriculum evaluation

- ❖ Explain the various approaches towards curriculum evaluation

- ❖ Know and reflect on the models of curriculum evaluation

BLOCK-5

Unit-1

Introduction of Curriculum Evaluation

5.1.1: MEANING, CONCEPT AND STAGES OF CURRICULUM EVALUATION

Curriculum evaluation is an essential component in the process of adopting and implementing any new curriculum in any educational setting. Its purpose is to decide whether the newly adopted curriculum is producing the intended results and meeting the objectives that it has set forth. Another purpose of curriculum evaluation is to gather data that will help in identifying areas in need of improvement or change. Curriculum evaluation is the assessment of programs, processes, and curricular products that are resources, not people (Oliva, 2009). There are two parts to the evaluation of the curriculum instruction process. The first is the evaluation of students (most often in meeting the standards) which takes place before, during, and after instruction. The question is, have the objectives been met? Teachers analyze student assessment data to see how many students have met or not met the objectives, and at what level of performance. The second is the evaluation of the effectiveness of the guides and resources, and the instructor or teacher. This is often done in groups, and over a period of time. (From Curriculum Studies, pp. 87- 93)

Evaluation helps to establish the worth of a program and make decisions on whether to continue, stop, or modify the project. The various tools for collecting data and the sources of the data are also discussed.

There are several parties, or stakeholders, interested in the process and results of curriculum evaluation.

❖ Parents are interested because they want to be assured that their children are being provided with a sound, effective education.

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

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

❖ Administrators are interested because they need feedback on the effectiveness of their

curricular decisions.

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

Purpose of curriculum evaluation-

Educational prepares future generation to take their due place in the society. It becomes essential that substandard educational goals, materials and methods of instruction are not retained but up-dated in consonance with the advances in social cultural & scientific field. It is also important to ascertain how different educational institutions and situations interpret a given or prescribed curriculum.

Hence, arises the need for curriculum evaluation.

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

❖ **Course Improvement**: deciding what instructional material and methods are satisfactory and where changes are needed.

❖ **Decisions about individuals**: Identifying the needs of the pupil for the sale of planning of instruction and grouping, acquainting the pupil with his own deficiencies.

❖ **Administrative regulations**: Judging how good the school system is, how good individual teachers are. The goal of evaluation must be to answer questions of selection, adoption, support and worth of educational materials and activities. It helps in identifying the necessary improvements to be made in content, teaching methods, learning experiences, educational facilities, staff-selection and development of educational objectives. It also serves the need of the policy makers, administrators and other members of the society for the information about the educational system.

Objectives of Curriculum Evaluation-

i. To determine the outcomes of a programme.

ii. To help in deciding whether to accept or reject a programme.

iii. To ascertain the need for the revision of the course content.

iv. To help in future development of the curriculum material for continuous improvement.

v. To improve methods of teaching and instructional techniques.

Stages or Types of curriculum evaluation:

According to Scriven, following are the 3 main types

Formative Evaluation:

It occurs during the course of curriculum development. Its purpose is to contribute to the improvement of the educational programme. The merits of a programme are evaluated during the process of its development. The evaluation results provide information to the programme developers and enable them to correct flaws detected in the programme.

Summative Evaluation:

In summative evaluation, the final effects of a curriculum are evaluated based on its stated objectives. It takes place after the curriculum has been fully developed and put into operations.

Diagnostic Evaluation:

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

The stages of curriculum evaluation are:

i.   Deciding on objectives.

ii. Selecting content.

iii. Organizing content.

iv. Selecting learning experiences and activities.

v.   Organizing learning experiences and activities.

vi. Deciding what and how to evaluate.

Importance of curriculum evaluation:

The importance of curriculum evaluation is to determine the value of the curriculum itself is the curriculum appropriate for the particular group of students with whom it is being used? Are the instructional methods selected, the best choices in the light of the objectives sought? Is the content the best that could be selected? Are the materials recommended for instructional purpose appropriate and the best available for the purpose envisaged?

The Role of Teachers in Curriculum Evaluation:

As pointed out earlier, curriculum evaluation refers to the process of collecting data systematically to assess the quality, effectiveness, and worthiness of a program. For evaluation to be carried out effectively, the teacher has to be involved in the process.

Teachers should provide data on the progress of students and materials. Teachers are best placed to judge the quality of materials, the depth to which the topics have been or will be dealt with, and the sequencing of the topics. They document their experiences and those of the learners. Teachers also need to have skills for observing and documenting their observations, constructing appropriate tests and examinations, and systematically reporting their findings.

Teachers' involvement with curriculum evaluation is of great importance because they are constantly interacting with the learners, so they know them well, and they have continuous opportunities to collect evaluation data through a variety of means including observation, tests, and measurements. They can also easily assess the relevance, quality, and adequacy of teaching and learning resources.

Educational administrators also have a key role to assist the teachers and to coordinate the teachers' contributions in the area of evaluation. The subject panels or focus groups that are organized at local levels in some countries can, if properly utilized, be a very effective system of initiating and sustaining teacher participation in this process. Through focus groups, many more teachers can be incorporated in curriculum development and evaluation than is possible through the national panels operated at curriculum development institutions in the various countries. A few questions can be discussed on the role of teachers in curriculum development and evaluation. These are:

- ❖ How effectively are the teachers involved in curriculum evaluation?

- ❖ To what extent are teachers providing feedback to the district curriculum coordinators?

- ❖ Are curriculum coordinators seeking information from the teachers?

- ❖ To what extent is the feedback from the teachers incorporated in the curriculum and curricular materials?

- ❖ Do teachers have adequate skills, time, and resources for observing, testing, measuring, gathering other relevant data, and documentation?

- ❖ How well are teachers prepared for developing curriculum and implementing new curricula?

- ❖ How coordinated is the flow of information between teachers, administrators, district coordinators, universities, and state agencies?

The involvement of teachers in curriculum development and evaluation could, in the long-run lead to relevant, cost-effective, and self-sustaining education programs.

In addition to the evaluation criteria mentioned, it is important to keep in mind that what is most important in the curriculum development process is the end product. Leslie Owen Wilson states, "Good curriculum development and instructional design should always start with key questions. Where do we begin when we start the curriculum development process?"

Finley (2013) adds that the public has no idea how much mental muscle curriculum planning requires, but corporations that sell education materials do know. Unfortunately, their support is often in the form of selling a "sure-fire" scripted curriculum that "guarantees" growth (if teachers will just follow directions). There are, however, several reasons why scripted curricula-in-a-box do not work:

❖ What works in one classroom often will not work the next period, so flexibility, intuition, and judgment calls by instructors are needed.

❖ Values and motivations vary by classroom.

❖ Pre-packaged curricula undermine teachers' professionalism and agency.

❖ Cultural sensitivity does not come in a package.

❖ All students are not at the same level of development.

❖ Scripted lessons interfere with the all-important teacher-student relationship.

Unfortunately, pre-packaged programs are often used with students from low socio-economic populations. For all these reasons, it is best when teachers develop their own lesson plans.

As an alternative to pre-packaged programs, teachers can become the centre of a curriculum evaluation or review process if they are supported using a collaborative model. Instructional technologists at an international school described in the following article were able to incorporate 21st-century skills instruction that was relevant to the schools. The process led to some innovations in classrooms as well as discussions that focused on a few standards and essential questions that allowed assessments to be uniform as well as options for differentiation of curriculum that were supported by technology.

5.1.2: APPROACHES TO EVALUATION OF CURRICULUM (ACADEMIC AND COMPETENCY BASED APPROACHES)

Academic or Subject-Centered Curriculum Design-

This curriculum design refers to the organization of curriculum in terms of separate subjects, e.g., geography, math, and history, etc. This has been the oldest school curriculum design and the most common in the world. It was even practiced by the ancient Greek educators. The subject-centered design was adapted by many European and African countries as well as

states and districts in the United States. An examination of the subject-centered curriculum design shows that it is used mainly in the upper elementary and secondary schools and colleges. Frequently, laypeople, educators, and other professionals who support this design received their schooling or professional training in this type of system. Teachers, for instance, are trained and specialized to teach one or two subjects at the secondary and sometimes the elementary school levels.

There are advantages and disadvantages of this approach to curriculum organization. There are reasons why some educators advocate for it while others criticize this approach.

Advantages of Subject-Centered Curriculum Design-

It is possible and desirable to determine in advance what all children will learn in various subjects and grade levels. For instance, curricula for schools in centralized systems of education are generally developed and approved centrally by a governing body in the education body for a given district or state. In the U.S., the state government often oversees this process which is guided by standards.

- ❖ It is usually required to set minimum standards of performance and achievement for the knowledge specified in the subject area.
- ❖ Almost all textbooks and support materials on the educational market are organized by subject, although the alignment of the text contents and the standards are often open for debate.
- ❖ Tradition seems to give this design greater support. People have become familiar and more comfortable with the subject-centered curriculum and view it as part of the system of the school and education as a whole.
- ❖ The subject-centered curriculum is better understood by teachers because their training was based on this method, i.e., specialization.
- ❖ Advocates of the subject-centered design have argued that the intellectual powers of individual learners can develop through this approach.

- ❖ Curriculum planning is easier and simpler in the subject-centered curriculum design.

Disadvantages of Subject-Centered Curriculum Design-

- ❖ Critics of subject-centered curriculum design have strongly advocated a shift from it. These criticisms are based on the following arguments:
- ❖ Subject-centered curriculum tends to bring about a high degree of fragmentation of knowledge.

- ❖ Subject-centered curriculum lacks integration of content. Learning in most cases tends to be compartmentalized. Subjects or knowledge are broken down into smaller seemingly unrelated bits of information to be learned.
- ❖ This design stresses content and tends to neglect the needs, interests, and experiences of the students.

- ❖ There has always been an assumption that information learned through the subject-matter curriculum will be transferred for use in everyday life situations. This claim has been questioned by many scholars who argue that the automatic transfer of the information already learned does not always occur.

Competency-based approach/design:

Competency-based learning begins by identifying specific competencies or skills, and enables learners to develop mastery of each competency or skill at their own pace, usually working with a mentor. Learners can develop just the competencies or skills they feel they need (for which increasingly they may receive a 'badge' or some form of validated recognition), or can combine a whole set of competencies into a full qualification, such as a certificate, diploma or increasingly a full degree.

Learners work individually, usually online, rather than in cohorts. If learners can demonstrate that they already have mastery of a particular competency or skill, through a test or some form of prior learning assessment, they may be allowed to move to the next level of competency without having to repeat a prescribed course of study for the prior competency. Competency-based learning attempts to break away from the regularly scheduled classroom model, where students study the same subject matter at the same speed in a cohort of fellow students.

The value of competency-based learning for developing practical or vocational skills or competencies is more obvious, but increasingly competency-based learning is being used for education requiring more abstract or academic skills development, sometimes combined with other cohort-based courses or programs.

Competency-based learning is particularly appropriate for adult learners with life experience who may have developed competencies or skills without formal education or training, for those who started school or college and dropped out and wish to return to formal study, but want their earlier learning to be recognized, or for those learners wanting to develop specific skills but not wanting a full program of studies. Competency-based learning can be delivered through a campus program, but it is increasingly delivered fully online, because many students taking such programs are already working or seeking work.

Proponents have identified several strengths in the competency-based learning approach:

- it meets the immediate needs of businesses and professions; students are either already working, and receive advancement within the company, or if unemployed, are more likely to be employed once qualified;

- it enables learners with work or family commitments to study at their own pace;

- for some students, it speeds up time to completion of a qualification by enabling prior learning to be recognized;

- students get individual support and help from their mentors;

Its main weakness is that it works well with some learning environments and less well with others. In particular:

- it focuses on immediate employer needs and is less focused on preparing learners with the flexibility needed for a more uncertain future;

- it does not suit subject areas where it is difficult to prescribe specific competencies or where new skills and new knowledge need to be rapidly accommodated;

- it takes an objectivist approach to learning; constructivists would argue that skills are not either present or absent (pass or fail), but have a wide range of performance and continue to develop over time;

- it ignores the importance of social learning;

- it will not fit the preferred learning styles of many students.

Preparation of a curriculum-

The preparation of a curriculum to be evaluated undergoes through various processes. These processes include specifications, resource mobilization, and operationalization

Specifications –

The first preparation of a curriculum evaluation process is to clarify the aspect of the curriculum to be evaluated. It also entails the specification of whom the curriculum is targeting, who is going to carry out the evaluation and the main objectives of the curriculum to be evaluated. Once the specifications have been put in place then the curriculum has a certain base for it to be evaluated.

Resources –

During the preparation of a curriculum evaluation it is considerable to look at the resources that are available for the evaluation process. This entails how many and what kind of people

are available for the evaluation, when and for how long they will be available and whether there are enough financial resources to facilitate the expenditures to be incurred during the evaluation processes. It is also important to look at the curriculum to be evaluated in terms of if it fits to take place within the allocated resources. If it does not fit then the scope of the evaluation may be reduced so as to fit the allocated resources.

Operationalization –

It is during the preparation process that one gets to see how operational a curriculum is. This in terms of how the curriculum can be measured. This process of preparation helps in choosing the type of instrument to be used to measure curriculum evaluation process thus the process is vital in evaluation (Hawes, 1979). It is important because evaluation is based on measurements and not all things or phenomena are in a state in which they can be directly measured. Those that cannot be directly measured can therefore be operationalized in order to be measured and the outcome of the measurement used in evaluating the phenomenon.

Designing of Instruments-

Identify the information to be collected and the tools for collecting the data which may involve interviews, giving of questionnaires, tests, collection of documents and so forth. The evaluator also identifies the people from whom data is to be collected.

Conducting Analysis-

The data collected is analyzed and presented in the form of tables and graphs. Statistical tools are often used to compare significant differences and to establish correlation or relationship between variables.

Reporting and using Information-

Reports are written describing the findings and interpretation of the data. Based on the findings, conclusions are made on the effectiveness of curriculum implementation efforts. Recommendations are made to reconsider certain aspects of the curriculum.
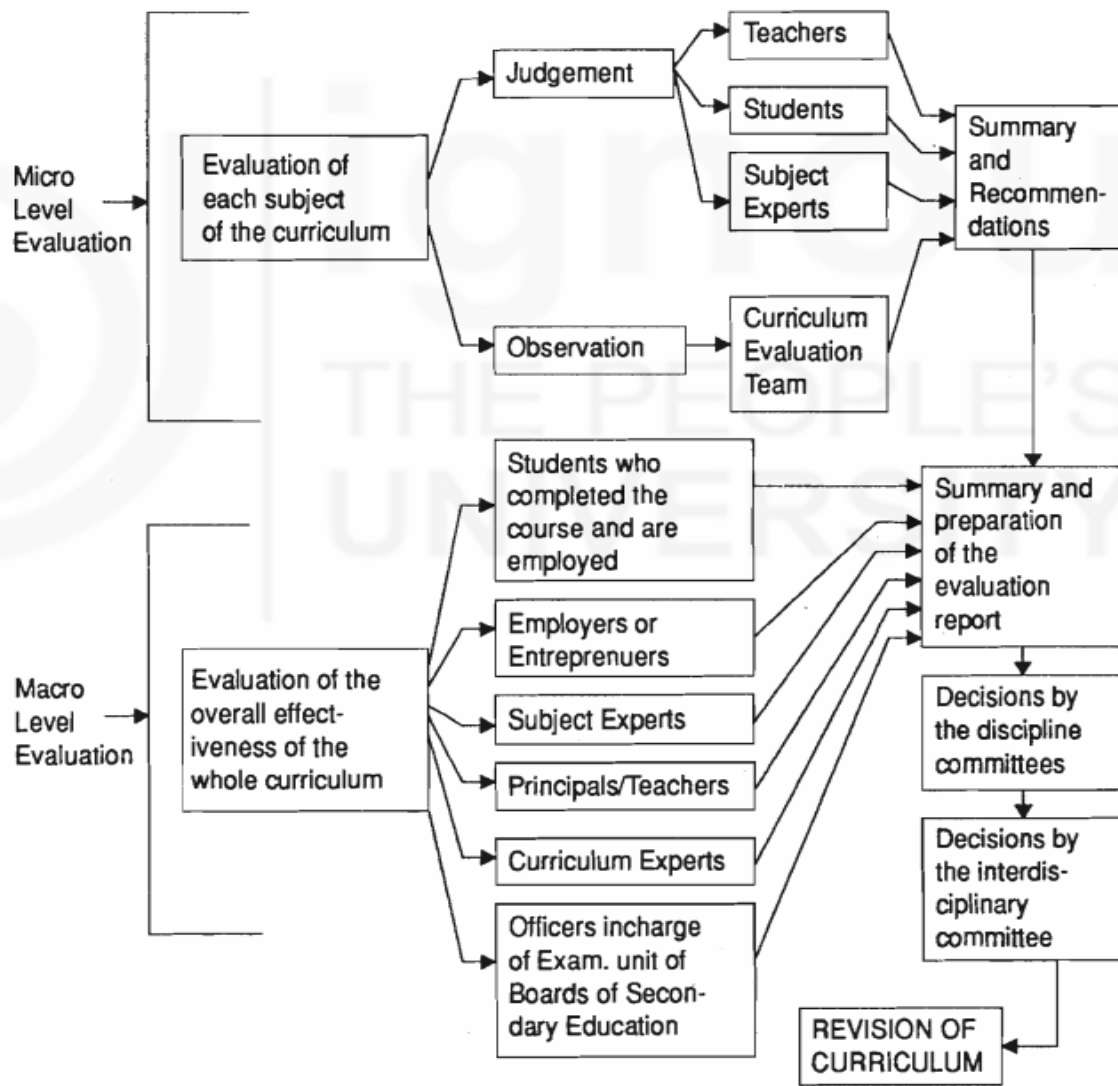
Fig: Curriculum Evaluation process (Source:

)

BLOCK-5

Unit-2

Models of Curriculum Evaluation

CURRICULUM DESIGN MODELS:

There are a variety of curriculum design models to guide the process. Most of the designs are based on Ralph Tyler's work which emphasizes the role and place of objectives in curriculum design.

5.2.1: RALPH TYLER'S MODEL

Tyler's Model (1949) is based on the following four (4) fundamental questions he posed for guiding the curriculum design process. They are as follows:

- ❖ What educational purposes is the school seeking to attain?

- ❖ What educational experiences are potentially provided that are likely to attain these purposes?

- ❖ How can these educational experiences be effectively organized?

- ❖ How can we determine whether these purposes are being attained?

Schematically, Tyler's model is presented as follows:
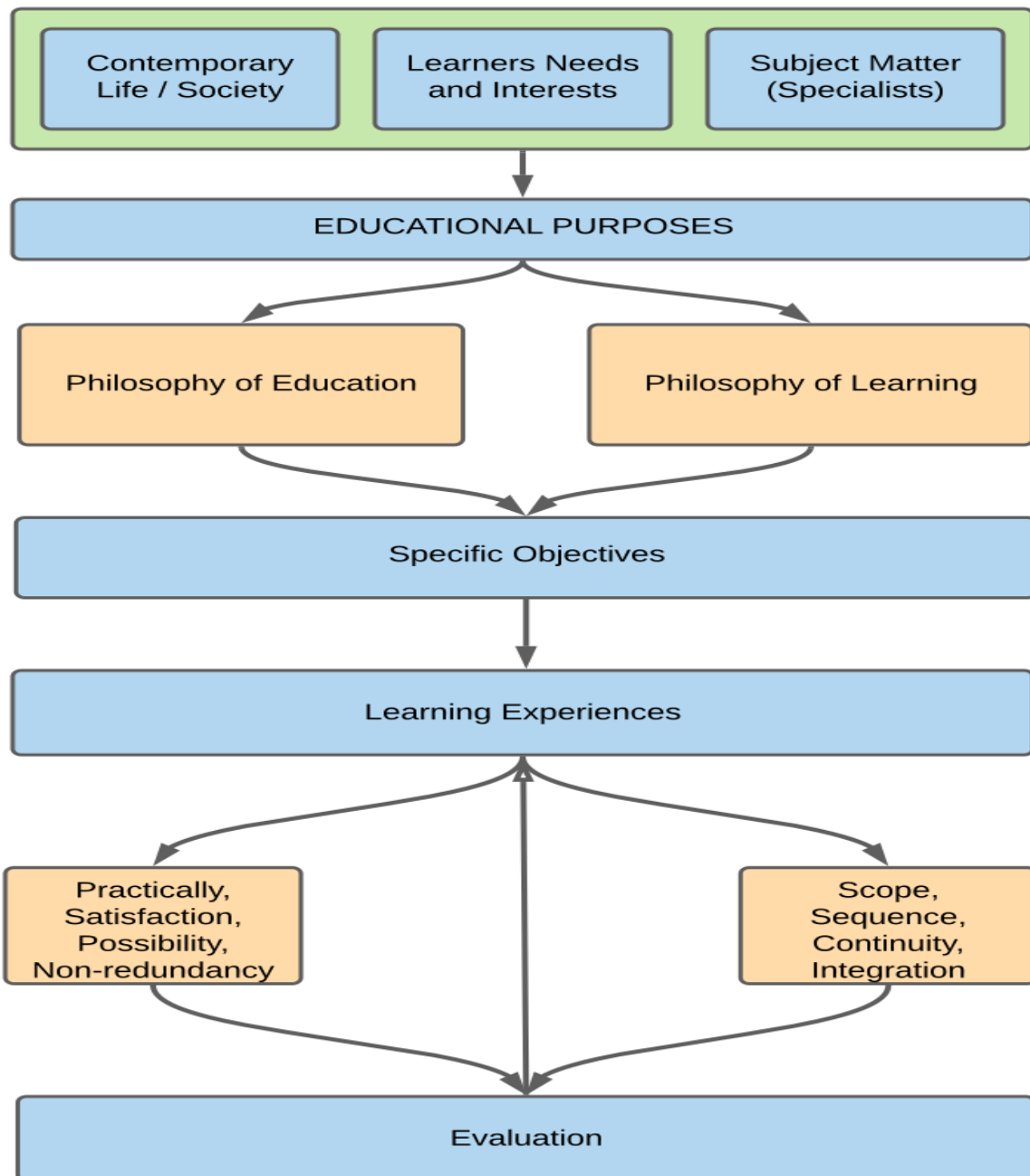
Fig: Tyler's model

Source: https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-curriculum-models-that-address-contemporary-circumstance-an/

5.2.2: STAKES' MODEL: ALSO KNOWN AS RESPONSIVE MODEL

Robert Stake (1975) made a major contribution to curriculum evaluation in his development of the responsive model, because the responsive model is based explicitly on the assumption that the concerns of the stakeholders—those for whom the evaluation is done—should be paramount in determining the evaluation issues. It is an approach that trades off some measurement precision in order to increase the usefulness of the findings to persons in

and around the program. An educational evaluation is a responsive evaluation if it orients more directly to program activities than to program intents; responds to audience requirements for information; and if the different value perspectives present are referred to in reporting the success and failure of the program.

Stake recommends an interactive and recursive evaluation process that embodies these steps:

- ❖ The evaluator meets with clients, staff, and audiences to gain a sense of their perspectives on and intentions regarding the evaluation.

- ❖ The evaluator draws on such discussions and the analysis of any documents to determine the scope of the evaluation project.

- ❖ The evaluator observes the program closely to get a sense of its operation and to note any unintended deviations from announced intents.

- ❖ The evaluator discovers the stated and real purposes of the project and the concerns that various audiences have about it and the evaluation.

- ❖ The evaluator identifies the issues and problems with which the evaluation should be concerned. For each issue and problem, the evaluator develops an evaluation design, specifying the kinds of data needed.

- ❖ The evaluator selects the means needed to acquire the data desired. Most often, the means will be human observers or judges.

- ❖ The evaluator implements the data-collection procedures.

- ❖ The evaluator organizes the information into themes and prepares "portrayals" that communicate in natural ways the thematic reports. The portrayals may involve videotapes, artifacts, case studies, or other "faithful representations."

- ❖ By again being sensitive to the concerns of the stakeholders, the evaluator decides which audiences require which reports and chooses formats most appropriate for given audiences. (as cited by Glatthorn, 1987, pp. 275–276)

The advantage of the responsive model is its sensitivity to clients. By identifying their concerns and being sensitive to their values, by involving them closely throughout the evaluation, and by adapting the form of reports to meet their needs, the model, if effectively used, should result in evaluations of high utility to clients. The responsive model also has the virtue of flexibility: The evaluator is able to choose from a variety of methodologies once client concerns have been identified. Its chief weakness would seem to be its susceptibility to manipulation by clients, who in expressing their concerns might attempt to draw attention away from weaknesses they did not want exposed.

5.2.3: SCRIVEN'S GOAL-FREE MODEL

Michael Scriven (1972) was the first to question the assumption that goals or objectives are crucial in the evaluation process. After his involvement in several evaluation projects where so-called side effects seemed more significant than the original objectives, he began to question the seemingly arbitrary distinction between intended and unintended effects. His goal-free model was the outcome of this dissatisfaction. In conducting a goal-free evaluation, the evaluator functions as an unbiased observer who begins by generating a profile of needs for the group served by a given program by using methods that are primarily qualitative in nature, the evaluator assesses the actual effects of the program. If a program has an effect that is responsive to one of the identified needs, then the program is perceived as useful. Scriven's main contribution, obviously, was to redirect the attention of evaluators and administrators to the importance of unintended effects—a redirection that seems especially useful in education. If a mathematics program achieves its objectives of improving computational skills but has the unintended effect of diminishing interest in mathematics, then it cannot be judged completely successful.

Scriven's emphasis on qualitative methods also seemed to come at an opportune moment, when there was increasing dissatisfaction in the research community with the dominance of quantitative methodologies. As Scriven himself notes, however, goal-free evaluation should be used to complement, not supplant, goal-based assessments. Used alone, it cannot provide sufficient information for the decision maker. Some critics have faulted Scriven for not providing more explicit directions for developing and implementing the goal-free model; as a consequence, it probably can be used only by experts who do not require explicit guidance in assessing needs and detecting effects.

5.2.4: KIRKPATRICK'S FOUR LEVELS OF EVALUATION

One of the models used when conducting a summative evaluation is Kirkpatrick's Four Levels of Evaluation. Donald Kirkpatrick created the model specifically for evaluating training programs. Today, it is considered a standard in the fields of education and training.

<u>Level One: Reaction</u>

Was the learner satisfied?

Reaction evaluations measure the learners' response to the training program. In other words, this level measures customer satisfaction. At this level, you find out whether trainees liked various aspects of the training, such as the content, the trainer, and the overall experience.

Example

Innovate Technologies wants to find out what new employees think about the orientation program offered to them. A level 1 evaluation can help determine the new employees' level of satisfaction with the program.

Methods/Tools used

Reaction sheets or feedback surveys

Verbal feedback

Level Two: Learning

What did the learner learn?

Learning evaluations measure the learners' knowledge gained from the training program. At this level, you find out whether trainees learned the knowledge, skills, and/or attitudes covered in the training program.

Example

Stratford Healthcare wants to find out whether their employees have benefited from the software training programs implemented there. A level 2 evaluation can help determine whether employees have increased their skill set after being trained.

Methods/Tools used

Pre-and post-training tests to measure increase in knowledge or skill

Use of a control group to compare trainees' performance

Level Three: Behaviour

How did the learner's behavior change?

Behavior evaluations measure the change in the learners' behavior or performance after completing the training. At this level, you find out whether the knowledge, skills, and/or attitudes learned are transferred to the job.

Example

One of the Airlines wants to find out whether their Customer Support teams are implementing the "How to handle customer complaints" training on the job. A level 3 evaluation can help determine whether Customer Support is now applying the training at work.

Methods/Tools used

Observation of learner behavior over time

Interviews with learners' immediate supervisors to evaluate change in performance/behavior

Level Four: Results

How did the learner impact the business?

Results evaluations measure the impact learners have on the business after completing the training. At this level, you find out whether the training improved the learners' productivity and/or quality of work.

Example

A Manufacturing company wants to find out whether the Quality Improvement training for their assembly line workers has improved the quality of their products. A level 4 evaluation can help determine whether the training has helped in doing so.

Methods/Tools used

Data collection over a period of time

Comparisons of Key Performance Indicators (KPI)

5.2.5: CIPP EVALUATION MODEL

CIPP Evaluation Model is a Programme evaluation model which was developed by Daniel Stufflebeam and colleagues in the 1960s.CIPP is an acronym for Context, Input, Process and Product. It is a curriculum evaluation model that requires the evaluation of context, input, process, and product in judging a programme's value. CIPP is a decision-focused approach to evaluation and emphasises the systematic provision of information for programme management and operation. Thus, the CIPP framework was developed as a means of linking evaluation with programme decision-making. It aims to provide an analytic and rational basis for programme decision-making, based on a cycle of planning, structuring, implementing and reviewing and revising decisions, each examined through a different aspect of evaluation –context, input, process and product evaluation.

The CIPP model is an attempt to make evaluation directly relevant to the needs of decision-makers during the phases and activities of a programme. Stufflebeam's context, input, process, and product (CIPP) evaluation model is recommended as a framework to systematically guide the conception, design, implementation, and assessment of service-learning projects, and provide feedback and judgment of the project's effectiveness for continuous improvement. Four aspects of CIPP evaluation These aspects are context, inputs, process, and product. These four aspects of CIPP evaluation assist a decision-maker to answer four basic questions:

What should we do? This involves collecting and analysing need assessment data to determine goals, priorities and objectives. For example, a context evaluation of a literacy programme might involve an analysis of the existing objectives of the literacy programme, literacy achievement test scores, staff concerns (general and particular), literacy policies and plans and community concerns, perceptions or attitudes and needs.

How should we do it? This involves the steps and resources needed to meet the new goals and objectives and might include identifying successful external programmes and materials as well as gathering information.

Are we doing it as planned? This provides decision-makers with information about how well the programme is being implemented. By continuously monitoring the programme, decision-makers learn such things as how well it is following the plans and guidelines, conflicts arising, staff support and morale, strengths and weaknesses of materials, delivery and budgeting problems.

Did the programme work? By measuring the actual outcomes and comparing them to the anticipated outcomes, decision-makers are better able to decide if the programme should be continued, modified, or dropped altogether. This is the essence of product evaluation.

Using CIPP in the different stages of the evaluation The CIPP model is unique as an evaluation guide as it allows evaluators to evaluate the programme at different stages, namely: before the programme commences by helping evaluators to assess the need and at the end of the programme to assess whether the programme had an effect. CIPP model allows you to ask formative questions at the beginning of the programme, then later gives you a guide of how to evaluate the programmes impact by allowing you to ask summative questions on all aspects of the programme.

- ❖ Context: What needs to be done? [Formative] Were the important needs addressed? [Summative]

- ❖ Input: How should it be done? [Formative] Was a defensible design employed? [Summative]

- ❖ Process: Is it being done? [Formative] Was the design well executed? [Summative]

- ❖ Product: Is it succeeding? [Formative] Did the effort succeed? [Summative]

LET US SUM UP:

Thus, curriculum evaluation refers to the process of collecting data systematically to assess the quality, effectiveness, and worthiness of a program. The process of curriculum development and implementation raises issues like:

- ❖ What are the objectives of the program?

- ❖ Are these objectives relevant to the needs of the individual and society?

- ❖ Can these objectives be achieved?

- ❖ What are the methods being used to achieve these objectives?

- ❖ Are the methods the best alternatives for achieving these objectives?

- ❖ Are there adequate resources for implementing a curriculum?

Evaluation of the curriculum is a critical phase in the curriculum-development process. Even if all the steps are followed in the development process, it is when the curriculum is implemented that it becomes clear whether or not the objectives have been met and to what degree the students have made progress academically. This is a meaningful, but complicated process. Publishers know this, and in response, they have developed pre-packaged curricula that have many drawbacks. Guarding against these "for-profit" entities is essential in developing a good curriculum that is designed for the success of the students. As an alternative to pre-packaged programs, teachers can be involved in the evaluation or review process if they are part of a collaborative process. Curriculum design is central to the development of curriculum, and it can be done in several ways. Each design has advantages and disadvantages for both learners and teachers.

This unit further embodied the various approaches and models of curriculum evaluation with a thrust on its principles and application in education.

ASSIGNMENT:

1. Explain the meaning of curriculum evaluation.

2. Why evaluation is significant?

3. What is a curricular design?

4. Mention the various types of curriculum evaluation with illustrations.

5. Delineate the stages of curricular evaluation.

6. Describe the CIPP model.

7. Explain the four levels of evaluation. Who proposed this model?

8. Elucidate the basic tenets of Scriven's model.

9. List some of the roles of teachers in curriculum evaluation.

10. Elaborate on the purpose of curriculum evaluation in education.

SUGGESTED READINGS:

[The above unit is developed taking reference and content from the OERs presented below. There are few suggested readings (NOT OERs) for the learners. All the below mentioned online sources are hyperlinked]

https://oer.pressbooks.pub/curriculumessentials/chapter/chapter-factors-that-influence-curriculum-and-curriculum-evaluation/ **(OER)**

The Instructional Design/Curriculum Development Process.

https://www.scribd.com/document/476406128/CurriculumEvaluation

http://www.kenpro.org/curriculum-evaluation-process/

https://opentextbc.ca/teachinginadigitalage/chapter/6-6-competency-based-learning/ **(OER)**

https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-curriculum-models-that-address-contemporary-circumstance-an/ (OER)

https://en.wikiversity.org/wiki/Instructional_design/Introduction_to_Kirkpatrick%E2%80%99s_four_levels_of_evaluation **(OER)**

NSOU MEd SLM - 181pp **(OER)**

https://egyankosh.ac.in/bitstream/123456789/8282/1/Unit-17.pdf

COR-311

CURRICULUM STUDIES

Block-6

Curriculum Changes and Research

CONTENT STRUCTURE:

INTRODUCTION:

In this unit the learners will be provided with the in-depth cognition of the different facets of curriculum change and curriculum research. The process of change is inherent in nature. Curriculum is the cornerstone of the entire education system. Any education system goes through modification with the passage of time. Such changes are materialized through the changes in the curriculum, as curriculum is the blueprint of the entire educational process. The political, social, economic, cultural, and technological change of a nation influence the need for change and innovation in the curriculum. To meet these new demands and needs, the educational system evolves. All the educational innovations and improvements are products of these elements.

The modifications of a school curriculum providing opportunities for progressive learning should be guided by reliable assessment data, customised to match the needs, goals, and personal development of learners, and offer a variety of possibilities for representation, action, and involvement. In order to support students to be the co-creators of their own learning and to make learning personally meaningful and relevant, curriculum design should take use of their positive attitudes, ideas, and creative abilities. In order to create a partnership where children and young people actively participate in their own learning and the tracking of progress, curriculum design should be reviewed, assessed, and updated through a collaborative reflection process. A successful curriculum should be created with clearly stated learning objectives, effective feedback and monitoring, and evaluation done in collaboration with students and practitioners.

OBJECTIVES:

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

- ❖ narrate the meaning of curriculum change
- ❖ discuss the types of curriculum change
- ❖ describe the factors affecting curriculum change
- ❖ analyse the approaches to curriculum change
- ❖ illustrate the role of students, teachers and educational administrators in curriculum change and improvement
- ❖ define curriculum research
- ❖ elaborate the scope of curriculum research
- ❖ discuss the types of research in curriculum studies

BLOCK-6

Unit-1

Introduction of Curriculum Evaluation

6.1.1: MEANING OF CURRICULUM CHANGE

Curriculum is a dynamic process; it is not a static concept. Evolution of curriculum is directly related to the socioeconomic changes that take place in a country. As the objectives of curriculum change in accordance with different changes taking place in a society, the shape of curriculum also changes.

Curriculum change is the process of curriculum modification, through which new innovations are incorporated into the existing curriculum to make it better. Curriculum change always aims to improve curriculum to make it better suited to the needs of the society. The pace and nature of change varies in different times. For instance, in modern times, the immense development in information and communication technology has forced the curriculum developers to incorporate new avenues of knowledge and practice into the curriculum. So the changing needs and aspirations of the society and the learner lead to modifications in the existing curricular practices.

Curriculum change, curriculum modification, curriculum improvement, curriculum innovation - these terms often used interchangeably to refer to the changes in the existing curriculum.

> ### *Curriculum Change*
>
> *Hoyle (1969) defines curriculum change as a **cumulative process** that embraces innovation, development, improvement and renewal of curriculum.*

Any modification of curriculum always indicated to progressive movement. According to **Ornstein (1993)** curriculum change involves two aspects: one is the minor change that is made during the implementation of the curriculum; the other is the rapid change that involves the incorporation of new knowledge and technical innovation into the curriculum. From this discussion, it is evident that **curriculum change is an ongoing and simultaneous process that runs parallel to the process of curriculum implementation.**

According to **G. Lachiver and J. Tardif (2002),** curriculum change is a systematic process which follows logical and scientific progression. It can be depicted in the following way:
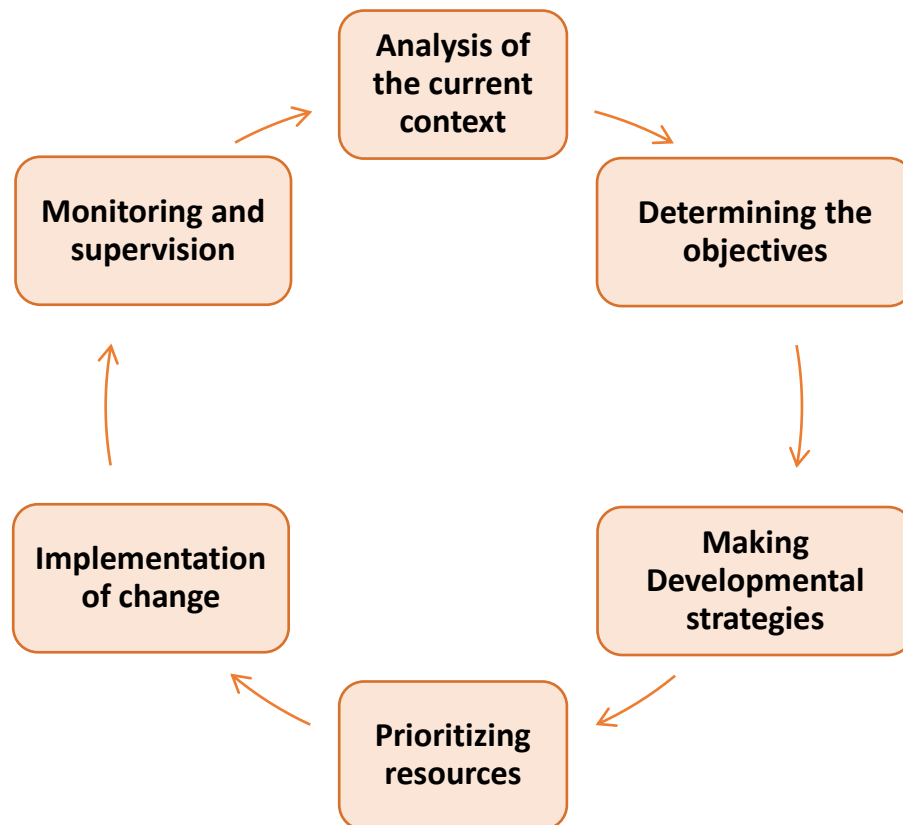
Fig: Diagrammatic Model of Curriculum Change

6.1.2: TYPES OF CURRICULUM CHANGE

There are different types of changes observed by the experts.

According to **Join McNeil** (1969) there are **five types of curriculum change**:

> ➢ **Substitution:**

Substitution means replacement. In this type, one element in the curriculum is replaced with another element. For instance, one unit of the curriculum is discarded in favour of another. This change is easy to implement.

> ➢ **Alteration:**

In this process, some contents, units, procedures are incorporated into the existing curricular practices. This type of change is called alteration.
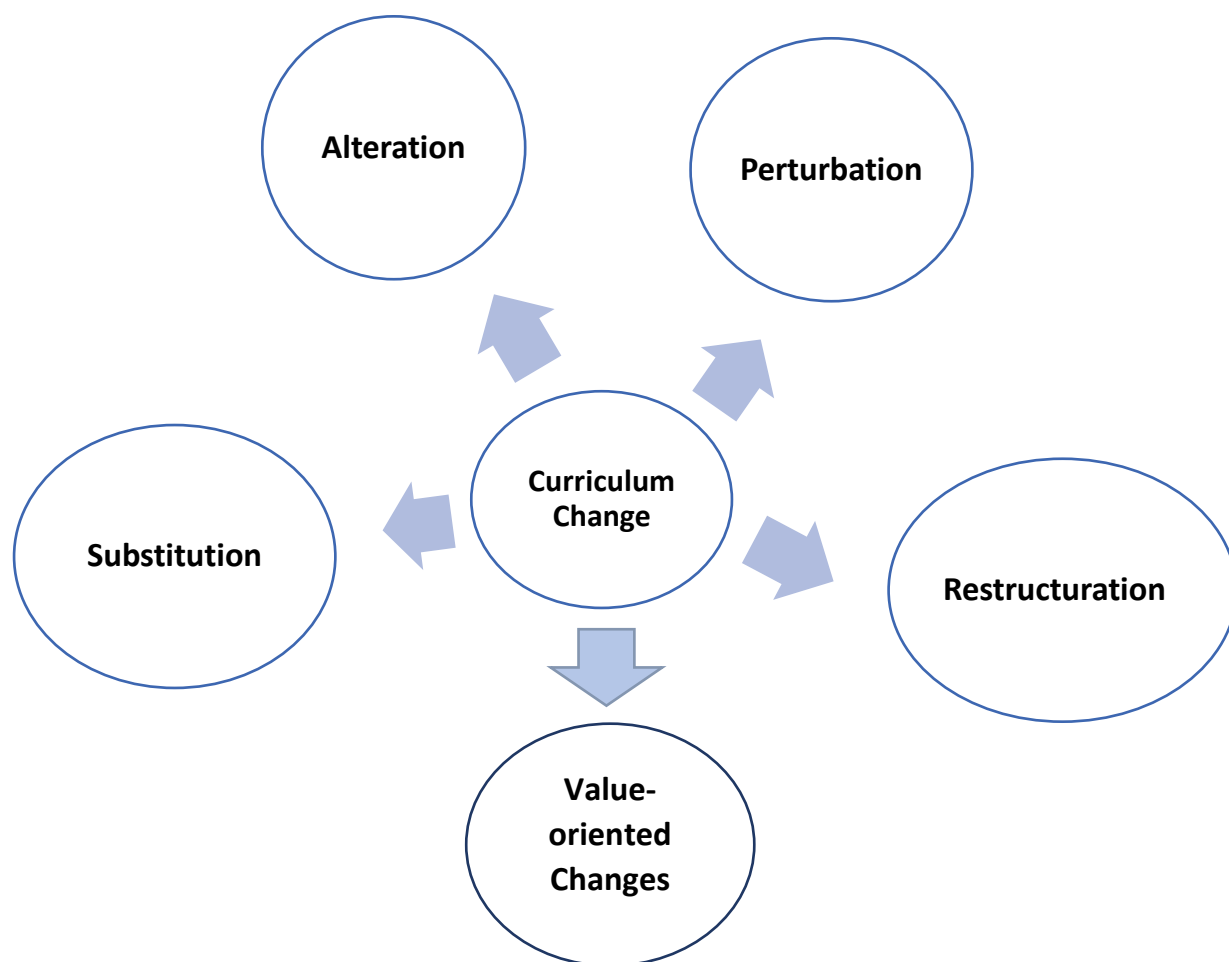
> **Perturbation:**

Every change incorporated in the curriculum, does not always get adjusted easily into the existing curriculum. It takes some time to be adopted in the regular classroom. This change is referred to as perturbation.

> **Restructuration:**

Restructuration is the process where the change takes place in the entire system. For instance, with the explosion of knowledge, the structure of entire curriculum goes through modification. New approaches to teaching based on modern psychological theories led foundations to such restructuration of the curriculum.

> **Value- oriented Changes:**

This change indicates the change in the value system and involves the change in ideology. Teachers have pre-existing value system. New modifications in the curriculum sometimes involve change in the existing value system. Teachers who resist such changes make obstruction in the introduction of new practices.

According to **Warder Bennie**, there are four types of curriculum change:

- **Planned Change**

When the changes are brought about by definite planning and followed by implementation, it is called planned change. This change can occur at the institutional level as well as individual level. Teachers can plan specific changes in the instructional design and can implement them in the classroom situation. In this change, all the people involved in the curricular process can participate in this process of change. This is more scientific and preferred style of change.

- **Coercion**

The process of coercion involves the domination of one group over the other in conceptualisation of changing processes. Here one group of people, who has the power, determine the goals, decide the strategies of change and intentionally exclude the other people from being involved in the decision making. As all concerned authorities are not involved in the process of change, this type of modification often fails to give correct results.

- **Interaction change**

Unlike the process of coercion, interaction stands for mutual understanding. In Interaction change, goals are set mutually. As this change emphasizes interaction among the agents of change, power is equally distributed. This process is effective as it involves the cooperation of all the stakeholders in the process of change.

- **Natural or random change**

As the name signifies, it is a natural process of change. It is not planned before. So this change has no such goals to achieve. There are some changes that are happened naturally.

Types of Curriculum Change

The type of change that occurs is related to the role played by the stakeholders. The degree of power held by the various participants has a significant impact on different types of changes.

According to **Robert Chin** there are three types of curriculum change:

- Empirical-rational strategies
- Normative-re educative strategies
- Power strategies

6.1.4 FACTORS AFFECTING CURRICULUM CHANGE

There are many factors that affect the process of change in curriculum. The factors are:

1. **Influential or outspoken individuals**
2. **Financial factors**
3. **Staff related factors**

4. **Employment related factors**

5. **Learner related factors**

6. **Knowledge explosion**

7. **Government regulations**

8. **Institutional factors**

Driving force	Process of Curriculum Change	Restraining force
• Influential or outspoken individuals • Learner related factors • Knowledge explosion • Government regulations		• Financial factors • Staff related factors • Limited resources • Resistance to change
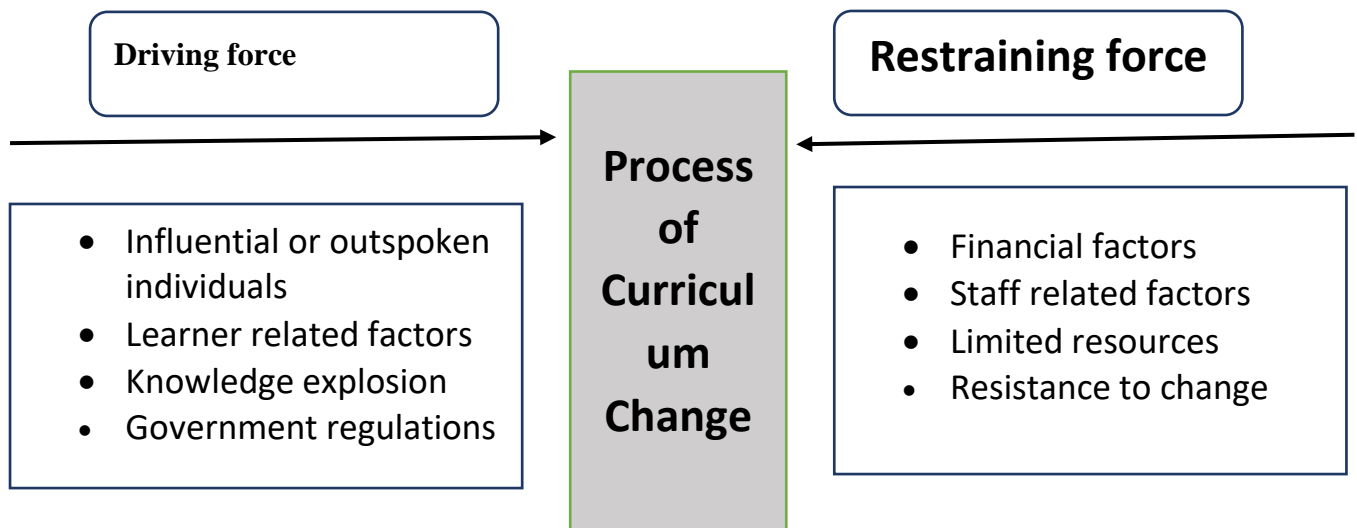
1. **Influential or Outspoken individuals-**

According to **G. Lachiver and J. Tardif**, influential individuals are the key factors in initiating changes in their respective domains. To introduce any change a strong leadership is necessary. A good leader can motivate all to strive for a common goal. So without a good leader, introducing and implementing changes in the curriculum is not possible. A strong leader is accepted by the staff. For curriculum change, the first responsibility of the leader is to realise the importance of change in the present process. Then the other staff members of the institution must be convinced about the need for change. Then the objectives should be determined and strategies to be prepared. In all these steps, a good leader is necessary to lead the team from the front.

2. **Financial factors-**

Financial pressure is an important factor in curriculum change. To introduce significant changes in the curriculum, financial support is needed. For instance, to introduce modern teaching methods it is necessary to remodel the classroom, make teaching learning materials, and recruit resource persons. These cannot be possible without financial support from the responsible authorities. So the availability of resources is a decisive factor.

3. Staff-related factors-

Shortage of teachers especially, trained teachers is a serious issue that hinders curriculum change. Nowadays there are many new subjects that are introduced in different levels of higher education. To continue teaching-learning in such subjects efficient teachers are needed. Without proper faculties, an institution cannot offer a variety of subjects. Though teachers are the implementing authorities, so without good teachers, change cannot be introduced.

4. Employment related factors-

There must be a positive relationship between curriculum and future employment. The course must be designed in such a way that the learners can get scope of employment. Students need to survive in the competitive market. In recent times, the employment market has gone through a huge transformation. Curriculum must be modified according to the requirements of the job market.

5. Learner related factors-

Learners are the recipients of the curriculum. One of the major driving forces of curriculum development is the need and aspirations of the learners. So in case of curriculum change, the changing needs of the learners must be taken into consideration.

Learners hold the key in the curricular practices, because learners determine what is actually transmitted through the implementation of curriculum. If the learners cannot accept the change, any modification cannot be fruitful.

6. Knowledge explosion-

Rapid augmentation of knowledge is occurring. Knowledge quickly gets outdated, particularly in the software industry. Rapid change is occurring in various domains of knowledge. In order to stay up with the world's rapid change, the curriculum must occasionally be updated with pertinent revisions.

7. Government regulations-

The educational policies and programmes that have been implemented are impacted by changes in state policy. The availability of both human and material resources is taken into consideration when making some modifications. Additionally, it considers the changing social trends, societal needs, and desires in relation to several other challenges and modern advances.

8. Institutional factors-

The process of change is greatly affected by the institutional factors. The changes that are planed must be executed properly; otherwise modifications will not take place. If the institution has limited resources, to implement change is not possible.

Check Your Progress 1

Note:

    (i)   **What do you mean by curriculum change?**

    (ii) **What are the types of curriculum change?**

    (iii) **Mention any two factors of curriculum change.**

6.1.4 APPROACHES TO CURRICULUM CHANGE

There are three major approaches that are used to change the curriculum:

1. **Administrative approach**
2. **Grass- root approach**
3. **Demonstration approach**

1. Administrative approach-

Administrative Approach views curriculum change from top to bottom. The decision makers are the highest authorities who make decisions about the goal and process of change. The higher authorities recognise the need to change and implement accordingly.

Main features

- It is a top down approach.
- The process is **not democratic** in nature.
- The goals are set by the higher authorities.

This strategy is started once when the need for revision is acknowledged. The superintendent sets up faculty meetings to discuss the need for adjustment after the requirement has been determined. Then administrative officials and teachers are selected to a steering group.

The committee executes the following tasks in coordination with the superintendent:

- creates general plans
- creates guiding principles
- creates a statement of general objectives encompassing the entire program/system
- develops ideas for teacher training in curricular work

- decides on the activities and consultants to be used to acquaint teachers with theory and practise
- creates an advisory council to develop strategy, guiding concepts, and goals.

The installation committee is in charge of installing the courses after they have been finally tested in the fields. The procedures and goals of the new curriculum are explained to teachers and principals through discussions, class visits, and other means. Once the curriculum has been rewritten and is ready for testing, it may be modified as necessary on their time in the classroom.

The 1920s saw the greatest popularity for this strategy, which is currently less popular.

2. Grass- root approach-

This approach was emerged as a criticism to the administrative model. The administrative model was not in favour of teachers' interests, and they were not directly involved in bringing about positive improvements from their job, which is why this approach came to light.

Main features

- It is a bottom up approach.
- The process is **democratic** in nature.
- The goals are set by the practitioners and teachers.

This method allows for face-to-face problem-solving amongst teachers, students, parents, and the community. The grass-root approach involves the teachers to become active members in curriculum building, from the conception to the culmination. Along with students, parents, and community members, it incorporates instructors as well.

The following tenets serve as the foundation for the grass-root approach:

1. The professional competence of teachers must be increased for curriculum development to be possible.

2. Teachers' competency will only increase if they take a proactive role in solving issues related to curriculum reform.

3. Teachers' full involvement is ensured if they participate in creating the objectives, choosing, resolving issues that arise, and judging and evaluating the outcomes.

4. Since the participants have face-to-face interaction, they will be able to communicate effectively and reach an understanding on the fundamental ideas, objectives, and strategies.

- ➢ Fundamentally, each neighbourhood's schools serve as the starting point for the grass-roots strategy. In this situation, teachers are particularly engaged in finding solutions to issues that pertain to their local schools and neighbourhoods. They are free to design the educational plans they want. They are not required to carry out a strategy created by someone else.

- ➢ The administrator's job in this situation is to offer effective, energising leadership, free time, resources, and everything else required. To persuade schools to enhance their programmes, they might employ a variety of strategies.

- ➢ Workshops are given to help teachers get ready for planning, and these programmes aid in implementing the necessary adjustments. For the instructors, a pre-academic conference is scheduled before to the start of the academic calendar, and after the conclusion of the academic schedule, a feedback session is scheduled to assess the work and make plans for the following year.

Benefits of a grassroots strategy:

1. By using this strategy, remote and impersonal issues with the curriculum design processes are eliminated.
2. Here, teachers do not have to adopt other people's ideas.
3. There is no need for training that they do not want/ need.
4. Teachers are directly involved in recognising issues, determining the need for change, and coming up with solutions.
5. The procedures are not longer or do not involve more workload.

3. Demonstration approach-

Due to faculty opposition, it is occasionally impossible to execute curriculum modifications across the entire institution. Here, the modifications are designed on an experimental basis at a small scale.

To prevent disruptions from the faculty and community, small-scale experiments are occasionally conducted in schools by a different team. The adjustments are made across the entire school, based on the outcomes.

There are two variations of this strategy:

1. The initiative is being run by an experimental unit housed within the institution with a separate faculty setup.
2. Neither an experimental faculty nor a distinct experimental set-up is established or separated from the school.

Here, teachers who are dissatisfied with the current curriculum are included, making them eager to introduce modifications and creativity. Each school or grade may have one or two

teachers. As a result, small-scale development of new programmes occurs. Teachers are provided sufficient freedom, time, and guidance to test out new concepts and enhance the current programme.

Even though the demonstration approach has limits, teachers who are not involved in the trial have a negative attitude toward it. The programme can be developed or presented to teachers, parents, and children to secure their cooperation and widespread participation in order to avoid such issues.

6.1.5: ROLE OF STUDENTS, TEACHERS AND EDUCATIONAL ADMINISTRATORS IN CURRICULUM CHANGE AND IMPROVEMENT

✓ **Role of Students**

The target group for whom curriculum is produced are students, who also stand to benefit the most from it. As a result, it is imperative to actively involve them in both the development and implementation. The role of students in curriculum change and improvement are the following:

- Students should accept the curricular adjustments.
- They must be ready to be innovative.
- They must dispel their doubts.
- They make use of the changes for their professional growth.
- They need to understand the invaluable perspective they provide to teachers and how this might help future pupils.

✓ **Role of Teachers**

The actual learning experiences that take place in the classroom and on the playground are mostly decided by the teacher, who is the heart of the curriculum. A teacher is the co-creator of curriculum. Through the lesson plan, unit plan, or yearly plan, he/she creates curriculum every day.

Teachers can participate by efficiently and cooperatively organising and composing lessons, textbooks, and content with curriculum development teams and specialists. To match curriculum content with students' needs in the classroom, teacher participation in the curriculum creation process is crucial.

The teachers perform significant role in curricular modification:

- By designing learning opportunities for the pupils, the teacher addresses the objectives, needs, and interests of the learner.

- The curriculum is created, enhanced, and modified by the teacher to fit the needs of the students.
- Teachers may serve on faculty selection committees, school evaluation committees, textbook committees, or even compose the textbooks themselves.
- Teachers design the academic programme.
- Teachers seek feedback on their performance and share their experiences with their peers.

✓ **Role of Educational Administrators**

Educational Administrators hold an important place in curriculum change. They take initiative to modify the existing curriculum and give directions to the teachers to implement the changes.

The educational administrators perform significant role in curricular modification:
- They have the authority to both lead and command the institution.
- They are responsible for the enhancement of school facilities.
- They evaluate the existing curriculum whether it accurately reflects the educational policies and goals.
- They depute committees to revise and modify curriculum.
- They choose and hire new teachers and admit students.
- They oversee the implementation of the curriculum and purchase the tools and resources necessary for productive learning.
- It is their responsibility to look after the correct order of importance for various programmes at various levels.
- They must take into consideration about the participants who actively contribute to curriculum creation, implementation guidelines, and curriculum evaluation

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Check Your Progress 2

   (i) Discuss any one approach of curriculum change.

   (ii) Mention the roles played by the students in curriculum change.

Curriculum Research

CURRICULUM RESEARCH:

The broad phrase "curricular research" refers to the use of research methodology to the critical understanding of the issues raised by curriculum plans, activities, or outcomes; both quantitative and qualitative methods to make significant contributions.

Research on curriculum views curriculum as a dynamic process of the behavioural changes that a course of study seeks to bring about with respect to a specific research topic related to different facets of curriculum by using scientific techniques used in research.

6.4.1 Scope of Curriculum Research

According to **Mrunalini (2012)** the systematic enquiry into the curriculum matters resulted from the impetus given to these activities by the 'curriculum reform movement', particularly in North America, Australia and Western Europe. As a result of the "curricular reform movement," a systematic investigation into curriculum concerns emerged.

The scope of curriculum research encompasses a variety of issues related to the different facets of curriculum. There are several major themes, each of which has raised issues with conceptual comprehension, what constitutes justified practise, and potential research goals. These topics have included efforts to update the knowledge component of instruction, re-evaluate the "knowledge maps" against which organising categories of the curriculum may be chosen, and comprehend planned change processes by which innovations might be encouraged to take root in classrooms.

> **Scope of Curriculum Research**
>
> The scope of curriculum research encompasses a variety of issues related to the different facets of curriculum.

The conflicts between a truth-oriented empiricism and a judgment-oriented ethnography in curriculum research are analogous to the larger conflict between positivistic and naturalistic paradigms in curriculum theory (Mrunalini, p 265).

The scope of curriculum research is broad, that includes the following areas of study:

- studies in curriculum design,
- studies in curriculum implementation,
- action research
- quasi-fundamental research
- policy-related descriptive study
- analysis of curriculum proposals
- curriculum evaluation, whether descriptive or critical.

6.2.2: TYPES OF RESEARCH IN CURRICULUM STUDIES

The major types of research in curriculum studies include:

1. **Quasi-fundamental research**
2. **Policy-related curriculum research**
3. **Curriculum analysis**
4. **Curriculum design, implementation and action research**
5. **Curriculum evaluation**
6. **Trends**

1. Quasi-fundamental research-

The relationship between overarching aims and specific teaching goals, the educational potential of various fields of study at various levels of instruction, and issues with subject matter sequencing – these are the different types of Quasi-fundamental research done in this domain.

Quasi-fundamental research covers the following areas:

- Instructional research and curricular research
- Eclectic Category-based systems
- Observational research in classrooms

In some cases strong inter-observer reliability are sought to quantify descriptions, whereas ethnographic techniques are used to analyse events and reveal meanings.

In the past, the majority of category-based interaction studies have sought to develop a descriptive rubric for depicting teaching styles, particularly within instructional modes, and simultaneously making a contribution to teacher effectiveness studies.

On the other hand, under the constraint of some questions, ethnographic or micro-ethnographic studies of classrooms will become identical to curriculum evaluation or naturalistic curriculum research.

2. Policy-related curriculum research-

Policy-related curriculum research focuses on the requirements of its specific audiences and the meta-theoretical presuppositions of its practitioners and sponsors.

Research on curriculum related to policy may be used to improve local adaptability. **Case studies** of specific schools have been presented to policy makers as legitimate curricular research since they are naturalistically conducted and frequently lack formal generalisation. Such study does not see the policy maker as a "rational agent," nor does it merely address a list of questions that may be presented quantitatively. Instead, it makes an effort to broaden the experienced basis so that the "reasonable predictions" that guide policy implementation and actual performance.

3. Curriculum analysis-

Studies on curriculum analysis cover the evaluation of proposed or current curricula is a significant area of curriculum study. Analytical curriculum research examines curriculum proposals logically or empirically. Fraser (1977) examined a variety of genres of research tackling fundamental issues with the intrinsic value of instructional objectives. He believes that empirical research can be useful in establishing if a programme can legitimately claim the endorsement of experts. For instance, the goal of Anderson's textual analysis approaches is to give the reader a foundation for evaluating written proposals in the field of education.

4. Curriculum design, Implementation and Action research-

The most overtly pursued research questions are related to the practitioner's perspective, issues related to curriculum design or development. Examples of this kind of planning process study include Walker's (1975) account of the specific manifestation of "deliberative theory," as well as **Taylor's (1970)**

work, **"How Teachers Plan Their Courses."** Regression analysis methods were utilised by Tisher and Power (1978) to map the impact of the learning environment on a curricular innovation in Australia.

The most antiquated of these positivist ideas led by **Tebbutt and Atherton (1979),** perhaps seduced by the metaphorical resonance of the term "catalyst," to suggest a "reaction kinetics" model based on the behaviour of catalyst molecules in chemistry for the expansion of curriculum initiatives.

Implementation studies have become more frequently case studies of specific schools, including very new tendency toward multisite ethnographic research with an interest in cross-site generalisations (Stake and Easley, 1978). Sometimes, research conducted under these circumstances resembles "the bureaucratization of fieldwork" more than conventional ethnography. Survey-based "impact and take up" studies and more comprehensive policy studies can be found in tandem with this trend.

5. Curriculum evaluation-

In this field, various studies are done on curriculum evaluation, present practice of curriculum assessment and improvement of evaluation process.

6. Trends-

Despite the great variety of methodological approaches used in curricular research, qualitative, ethnographic studies have recently become more prevalent. **Walker (1976)** has noted that part of the reason for this is that curriculum complexity does not easily produce "a rich stock of plausible and fascinating hypotheses to evaluate." As applied to the curriculum issues, the verification-and-proof research modelhas also come under indirect assault from **Glass (1972),** who stated that "the rules of the social and behavioural sciences as of highly limited generality," According to **Cronbach (1975)**, generalisations are fragile and liable to "decay."

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Check Your Progress 3

Note:

  (i)   What is the scope of curriculum research?

  (ii) Narrate the two recent trends of curriculum research.

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LET US SUM UP:

In this unit, the curriculum change is discussed from different perspectives. Curriculum change is a continuing process. It happens continuously with process of implementation. As the objectives of curriculum change in accordance with different changes taking place in a society, the shape of curriculum also changes. There are many types of change. The curriculum specialists have identified various changes. But curriculum change is not an easy process; several factors hinder the curriculum change, while some factors accelerate the process. Approaches to curriculum change also differ according to the distribution of power among the stakeholders of curriculum. Students, teachers and educational administrators play important roles in curriculum change and improvement.

In the second part of this unit the discussion is centred round curriculum research. Curriculum research is a scientific study on diverse issues related to curriculum studies.

The scope of curriculum research is broad enough to cover countless issues that arise in this domain. Different types of research are described in a nutshell to give you the basic idea on curriculum research.

ASSIGNMENTS:

What do you mean by curriculum change?

1. Discuss briefly the factors affecting curriculum change.
2. Enumerate various types of curriculum change.
3. Briefly discuss the approaches to curriculum change.
4. Explain the roles played by the students, teachers and educational administrators in curriculum change and improvement.
5. What is the scope of Curriculum Research?
6. Elucidate different types of research in curriculum studies.

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COR-311

CURRICULUM STUDIES

Block-7

Curriculum Framework

CONTENT STRUCTURE:

Introduction

Learning Objectives

1: Curriculum Framework &NEP-2020

    7.1.1: Meaning and Concept of Curriculum Framework

    7.1.2: UGC Curriculum Framework in the light of National Education Policy- 2020

2: NCTE Curriculum Framework & NCF-2005

    2.2.1: NCTE Curriculum Framework- 2014

    7.2.2: National Curriculum Framework- 2005

Let us sum up

Assignment

Suggested Readings

INTRODUCTION:

After studying the previous units of this chapter, we understand the different ways and models of curriculum evaluation that are playing an essential role in the development of the curriculum. In this chapter, we will discuss different curriculum frameworks. The curriculum framework plays a very important role in the proper implementation of the curriculum. Different governmental agencies or bodies are playing an important role in the preparation of the curriculum framework in our country. The primary goal of developing a curriculum is to ensure students' overall development by providing the highest quality education to all learners, regardless of gender, social, cultural, or economic background. The National Education Policy, 2020 (NEP 2020) also expressed the same in the draft, which was prepared by the committee appointed by MHRD under the chairmanship of Dr. **K. Kasturirangan.**

The National Education Policy 2020 (NEP 2020) proposed the following four National Curriculum Frameworks (NCFs) for the qualitative development of the present education system of the country. To achieve this goal, a comprehensive strategy has been worked out jointly by the Ministry of Education (MoE) and the National Council of Educational Research and Training (NCERT).

- National Curriculum Framework for Early Childhood Care and Education (NCFECCE)
- National Curriculum Framework for School Education (NCFSE)
- National Curriculum Framework for Teacher Education (NCFTE)
- National Curriculum Framework for Adult Education (NCFAE)

In addition to these national curriculum frameworks, the UGC and NCTE play a significant role in improving the quality of higher education and teacher education for the whole country through the implementation of their upgraded curriculum frameworks.

In the following section of this chapter, we discuss the meaning and concept of the curriculum framework, the UGC curriculum framework in the light of the 2020 National Education Policy, the NCTE curriculum framework (2014), and the National curriculum framework (2005).

LEARNING OBJECTIVES:

After going through this Unit you will able to -

- ❖ Understand the concept of the Curriculum Framework
- ❖ Understand the concept, principles and major initiatives of the UGC Curriculum Framework in the Light of National Education Policy, 2020.

- ❖ Conceptualise the norms, standards, regulations and different ways of implementation of NCTE Curriculum Framework 2014 and onwards
- ❖ Understand the objectives, Principles, components, curricular area and assessment system highlighted in the National Curriculum Framework, 2005

Block-7

Unit-1

Curriculum Framework & NEP-2020

7.1.1: MEANING OF CURRICULUM FRAMEWORK

The term "Curriculum Framework" comprises two term "Curriculum and "Framework" in which Curriculum means a document or a set of documents that sets standards for curriculum and provides the context in which subject specialists develop syllabuses, "Framework" means an essential supporting structure of a plan or concept. Hence, a curriculum framework is an organised and supportive plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

An ideal curriculum framework comprises a set of interlocking components, including essential learning experiences, generic skills, values, attitudes, and key-learning areas. It is one of the most important tools that ensure consistency and quality of a curriculum system. Curriculum framework is a document that sets standards for curriculum and provides the context (available resources) capabilities of teachers and system support in which subject specialists develop syllabuses and academicians plan academic activities. It is usually a single document which is supplemented by other materials to guide the implementation of specific parts of the framework. The documents may include syllabuses, programmes of study, year plan and lesson plans. A curriculum framework also describes the educational environment in which syllabus (or subject specific outlines of objectives, outcomes, content and appropriate assessment and teaching methodologies) can be developed. A curriculum framework is therefore a very useful mechanism for allowing flexibility and diversity in an educational system.

A curriculum framework is most commonly developed at a national level, but a form of curriculum framework could be developed at the international level by a group of countries with similar goals and educational environments.

Need for Curriculum Framework -

- ❖ To develop qualities that make a student socially effective and happy in various social settings such as friendliness, cooperativeness, self-disciplines, self-control, love for social justice etc.

- ❖ To develop vocational skills, willingness to work hard, dignity of manual work and job satisfaction.
- ❖ For understanding of the environment and its limited resources and the need for conservation of natural resources and energy.
- ❖ To develop the ability to appreciate and discover beauty in various life situations and integrate it into one's own personality.
- ❖ To develop knowledge of scientific methods of inquiry and its use in solving problems.
- ❖ To facilitate educational institutions and teachers to make decisions about choice of content, pedagogy, teaching, and learning material, evaluation etc, at school level.
- ❖ To give educational institutions and teachers flexibility and ownership to plan and develop alternative curriculum modes to meet their varied needs.
- ❖ To help to review school curriculum, learning and teaching strategies and to develop school assessment policy.
- ❖ To help the teacher in becoming a reflective practitioner who learns from their own experience.
- ❖ To emphasise learning with understanding and learning to learn, and helps learner develop their own understanding based on their life experiences.
- ❖ To set out what students should know, value, and be able to do at the various stages of schooling.

Functions of Curriculum Framework-

Few functions of curriculum frameworks are mentioned below—

- ❖ It defines a set of curriculum standards that enable a range of curricula to co-exist on the provision that each curriculum compiles with specific criteria.
- ❖ It functions as a tool that may assist teacher to put the national policy on education-educating our future into practice.
- ❖ It develops certain quality standards for curriculum, evaluation is also an important part of it.
- ❖ Gives guidance to syllabus and textbook writers.

In the curriculum framework, a strong relationship exists between curriculum and aims of education. An ideal curriculum framework demands workable principles and criteria such as selection and organisation of content, ways of interacting with children and classroom organisation, type of teaching learning material, etc. The fundamental assumptions a curriculum framework uses, needs to be internally consistent, as clearly articulated as possible, and acceptable to all stakeholders.

7.1.2: UGC CURRICULUM FRAMEWORK IN THE LIGHT OF NEP (2020)

The National Education Policy (NEP) is a comprehensive curriculum framework to guide the development of education in the country. As a policy of education, it not only guides the development of an ideal curriculum framework but also provides directions for regulating and promoting education. The education policy covers education at all the stages including early childhood care and education, school education, higher education, teacher education and vocational education. The first National Policy on Education was formulated in 1968, the second was in 1986 modified in 1992 and the latest National Education Policy in India is NEP, 2020 which was released on 29[th] July, 2020 in India.

The National Education Policy (NEP) 2020 recognises that higher education plays an extremely important role in promoting human as well as societal well- being and in developing the country as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. NEP 2020 also highlights few major areas as the need of the hour for development of an ideal curriculum framework for the higher education are: i) Ensure essential requirements for higher education in 21st century, ii) Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals" and iii) Enable an individual to study one or more specialised areas of interest at a deep level, and also iv) Develop capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The NEP 2020 envisages the revision of the Choice Based Credit System (CBCS) for instilling innovation and flexibility into the higher education curriculum framework. It also envisages to develop a higher education curriculum framework through setting up of facilitative norms for issues, such as credit transfer, equivalence, etc., and moving towards a criterion-based grading system that assesses student achievement based on the learning goals for each programme, and moving away from high-stakes examinations towards more continuous and comprehensive evaluation. The policy supports the establishment of an Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account the credits earned.

Principles and Major Initiatives of UGC Curriculum framework-

University Grants Commission (**UGC**) is a statutory body set up by the Department of Higher Education, Ministry of Education, Government of India in accordance with the UGC Act 1956. Since its inception UGC engaged in the maintenance of standards of higher education in India through formulating norms, standards and time to time upgradation of the curriculum frameworks.

The NEP 2020 states, "Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning"

In accordance with the NEP 2020, the UGC has formulated a new student-centric "Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)" incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options. This will facilitate students to pursue their career path by choosing the subject or field of their interest.

The NEP highlights certain fundamental principles for higher education curriculum framework that would guide both the education system at large, as well as the individual educational institutions. The principles that have a direct bearing on the curricula for different levels of higher education through UGC include:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitising teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- According to the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;
- Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- No hard separations between arts and sciences, between curricular and extracurricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams.;
- Creativity and critical thinking to encourage logical decision-making and innovation;
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- Promoting multilingualism and the power of language in teaching and learning;

- Life skills such as communication, cooperation, teamwork, and resilience;
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- Outstanding research as a corequisite for outstanding education and development;
- Continuous review of progress based on sustained research and regular assessment by educational experts;
- A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- Education is a public service; access to quality education must be considered a basic right of every individual;
- Substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation;

❖ **Transformative initiatives towards structure of Higher education**
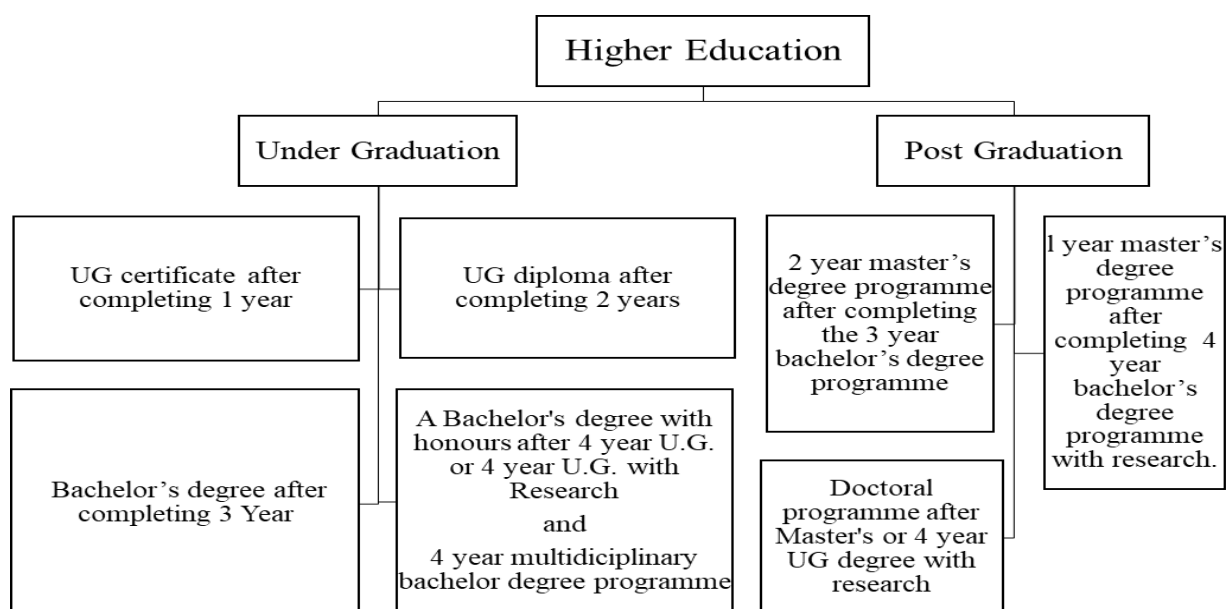
Source of information: Draft Curricular Framework of UGC, 2022

➢ **Major features of the New Curriculum Framework for Higher Education:**

The new curriculum framework will have the following features:

• Flexibility to move from one disciplinary area of study to another within the duration of study by securing the required credits in the chosen disciplinary/interdisciplinary area(s) of study;

• Opportunity for learners to choose the subject/learning area of interest;

• Facilitating multiple entry and exit options with certificate/ diploma/ or degree depending upon the number of credits secured;

• Flexibility for learners to move from one institution to another to enable them to have a multi and/or interdisciplinary learning;

• Facilitating switching to alternative modes of learning (face-to-face, ODL and On- line learning, and hybrid modes of learning).

Regulations for Academic Bank of Credit (ABC) and Multiple Entry and Exit are already in place to facilitate implementation of the credit system. The focus of the Credit System will be on introducing flexibility in choosing courses and programmes of study.

BLOCK-7

Unit-2

NCTE Curriculum Framework & NCF-2005

7.2.1: NCTE CURRICULUM FRAMEWORK 2014

A landmark was established in the annals of teacher education in India through the establishment of NCTE with the help of UGC, NCERT and MHRD. After that NCTE has been continuously involved in the formulation, revision and development of the teacher education curriculum from time to time. In November 1994 the role of NCTE was conferred as statutory status with autonomy and accreditation powers. NCTE considered and notified the revised regulations 2014, along with norms and standards for the following 15 teacher education programs.

☐ **NCTE develops norms and standard in the year 2014 for the following teacher education programs:**

1. Diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE).

2. Elementary teacher education programme leading to Diploma in Elementary Education (D.El.Ed.)

3. Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education (B.El.Ed.) degree.

4. Bachelor of education programme leading to Bachelor of Education (B.Ed. Degree)

5. Master of education programme leading to master of education (M.Ed.) degree.

6. Diploma in Physical education programme leading to Diploma in Physical Education (D.P.Ed.)

7. Bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) degree.

8. Master of physical education programme leading to Master of Physical Education (M.P.Ed.) degree.

9. Diploma in elementary education programme through Open and distance Learning System leading to Diploma in Elementary Education (D.El.Ed.)

10. Bachelor of education programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.

11. Diploma in arts education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts).

12. Diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts).

13. 4-year Integrated programme leading to B.A.B.Ed./B.Sc.B.Ed. (Integrated) degree.

14. Bachelor of education programme 3-year (Part Time) leading to Bachelor of Education (B.Ed.) degree.

15. 3-year Integrated programme leading to B.Ed. M.Ed. (Integrated) degree.

☐ **NCTE Regulations, 2014:**

According to the Honourable Justice Verma Commission (JVC) Report, on January 23, 2013 the New Teacher Education Policy was notified in the Gazette of India on November 28, 2014. NCTE completed and notified the revised regulations 2014, along with following norms and standards for 15 teacher education programs under Govt. of India Gazette Notification No. 346. The JVC had suggested wide range reforms in teacher education which the new regulations 2014 have addressed.

- Increase its investment for establishing teacher education institutions (TEIs) and increase the institutional capacity of teacher preparation through opening new institutions and affiliating new courses.

- Following three programmes have been introduced along with prescribed norms and standards :
    i)   4 year B.A/B.Sc.B.Ed.,
    ii)   3-year B.Ed. (part- time) and iii) 3 year B.Ed. and M.Ed. program.

- The duration of three programs B.Ed., B.P.Ed., and M.Ed. has been increased to two years from one year providing more professional rigorous training along with international standards.

- In place of stand-alone institutions, Teacher education shall be established into composite institutions (multidisciplinary or multi-teacher education programmes)

- Curriculum for each teacher education programme comprises three components – theory, practicum, internship; and at least 25% of the program is developed to school based activities and internship.

- ICT, Yoga Education, Gender and Disability/ Inclusive Education are integral parts of each program curriculum.

- More integrated teacher education programs are encouraged.

- M.Ed. Degree can be obtained with specialisation in either Elementary Education or in Secondary and Senior Secondary Education.

- Open and Distance learning has become more rigorous with built in quality assurance mechanisms.
- NOC from affiliating university/ body is mandatory while making an application.
- In-service teachers have more options to acquire higher Teacher Education qualifications Diploma in Elementary Education (D.EL.ED.) through ODL, Bachelor of Education (B.ED.) ODL, Bachelor of Education (Part Time).
- The accreditation of a teacher education institute by a NCTE recognised accreditation agency once in every 5 years has been made mandatory.(An MOU has been signed with NAAC in this regard).
- Provision of applying for a course, payment of fees, centralised computerised information about visiting teams for transparent use by both HQs and Regional Committees for inspection / monitoring visiting team reports is all available online. (For this, E-Governance is in the process of finalisation.

☐ **Implementation of NCTE Regulations, 2014:**

NCTE Regulations, 2014 came into force with immediate effect, after their notification viz. 01.12.2014. To implement the prescribed regulations properly several institutions and the affiliating bodies like universities, SCERTs/Boards took necessary preparations for implementing the programmers of enhanced duration with effect from July/August, 2015. Besides interacting with the universities and SCERTs through correspondence, meetings were also organised at several places. The queries of students, teacher educators, teacher education institutions, etc. were addressed by hosting answers to the frequently asked questions (FAQs) on the NCTE website. To facilitate implementation of the Regulations including the curriculum of various Teacher Education Programmes, Expert Committees were set up to develop Curriculum Frameworks of all the recognised teacher education programmes. To ensure awareness and understanding of the NCTE Regulations, 2014 and to build expertise for the development of new curricula for various teacher education programmes, the NCTE organised workshops and orientation programmes on these prescribed regulations in collaboration with different Universities across the country.

7.2.2: NATIONAL CURRICULUM FRAMEWORK 2005

NPE, 1986 and Programme of Action (PoA) 1992 proposed a national framework for curriculum as a means of evolving a national system of education capable of responding to India's diversity of geographical and cultural milieus while ensuring a common core of

values along with academic components. Both these documents envisioned the National Curriculum Framework as a means of modernising the system of education.

Formation of NCF, 2005 was initiated in Nov, 2004 through establishment of the National steering committee under the chairmanship of Prof. Yash Pal and 21 National focus groups on the themes of curricular areas, systemic reforms and national concerns. Finally this curriculum framework was passed in the Central Advisory Board of Education **(CABE)** on 7[th] Sept, 2005 in the name of National Curriculum Framework- NCF 2005. Earlier NCF 1975, 1988 and 2000 were based on behaviouristic approach whereas NCF 2005 was based on Constructivist approach. This curriculum framework provides outcome-based education or standards-based education reform design for the qualitative development of the school education. Main vision and perspectives of NCF were: i) To uphold values enriched in the constitution of India, ii) To reduce curriculum load, iii) To ensure quality education for all, iv) To initiate certain systemic changes such as evolving the common school system, encouraging community participation, flexible timings etc.

- **Objectives Of National Curriculum Framework - NCF 2005:**

  - Introducing the concept of learning without too much load by reducing the syllabus.

  - All children should have access to quality education without any discrimination.

  - Curricular practices should be in alignment with secularism, social justice, and equality.

  - Strengthening a national education system in the society.

- **Guiding principles for curricular development as suggested by NCF 2005:**

  - Connecting knowledge to life outside the school,
  - Ensuring constructivist learning method shifted from rote learning methods,
  - Enriching the curriculum to provide for overall development of children rather than remain textbook centric,
  - Making examinations more flexible and integrated into classroom life and,
  - Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

- **Major Components of National Curriculum Framework 2005:**

1. Social Context:

Thus the social context of education of India indicates many challenges such as gender biases running along with the families, high cost private school education mostly available for urban elites, girl child education etc. must be addressed and ways of remedies should be included in the framework. The National Curriculum Framework for Schools emphasises that schools must implement pedagogical practices, such as critical awareness and openness to engage with different communities to share ideas and exchange curricular decisions.

2. Learning and Knowledge:

Learning should be facilitated in such a way that it attracts the attention of the learner, rather than confining to the age-old traditional methods of education new approaches should be sought out. An educational Enterprise Resource Planning (ERP) software could be introduced for minimising the hassles in the teaching-learning journey.

3. The Primacy of the Active Learners:

The formal process of learning is significant because it helps to inculcate the knowledge of one's own society, culture and environment among the students, but the possibilities of understanding and relating to the world are stunted if the methodologies are outdated and uninspiring.

Child-centred pedagogy should be implemented because it will encourage the children to voice their opinions and experiences through active participation. The curriculum should be designed in such a way that it engages learners to find their voices and nurture their curiosity. A school ERP system could be useful to design an impactful curriculum.

4. Learners in Context:

Creating a learning environment based on fear, extreme discipline and stress can only lead to inadequate learning. At the same time curriculum, load, and examination-related stress can lead to further problems, all of these should be addressed properly.

Along with academics, physical development should also be a priority, and for that participation in formal, informal play, yoga and other sports-related activities should be encouraged for holistic development of the students.

5. Development and Learning:

Considering the period from infancy to adulthood as period of growth and change, the National Curriculum Framework for School Education takes into account the holistic development of the students. Learning needs to be paced which would allow the students to understand the core concepts as per their understanding. An important aspect to be noted is

that the educator should make sure that he or she provides a variety of challenges to make the learning active and productive.

6. Curriculum And Practice:

Classroom collaborative learning should be facilitated which will provide the opportunity for sharing or interchanging multiple views and opinions. Various pedagogical tools such as school ERP with online assessment system must be implemented for enriched learning experience such as:

- Conducting interactive discussions and quiz sessions where the children can ask questions and then answer those questions depending on what they learned at school and their personal experiences.
- Intelligent guessing should be encouraged as well wherein the student can have the liberty to share his perspective on a matter.
- Active engagement should be encouraged through various classroom activities such as inquiry, exploration, debates, application and reflection.

7. Critical Pedagogy

Active engagement between teacher and student is important within the classroom as it helps to improve participatory learning. The role of the teacher is to create a safe and inclusive environment for the students to express themselves freely without having to worry about being judged. It is noteworthy to mention that when teachers and students share and reflect on their individual experiences it helps them to learn about varied social realities and also they will togetherly ensure a better teaching learning environment through active engagement into the teaching learning process.

  □ **Curricular Area, School Stages, and Assessment:**

Language

- Language skills — speech and listening, reading and writing — cut across school subjects and disciplines. Their foundational role in children's construction of knowledge right from elementary classes through senior secondary classes needs to be recognised.
- A renewed effort should be made to implement the three-language formula, emphasising the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction. These include tribal languages.

- English needs to find its place along with other Indian languages.
- The multilingual character of Indian society should be seen as a resource for the enrichment of school life.

Mathematics

- Mathematisation (ability to think logically, formulate and handle abstractions) rather than 'knowledge' of mathematics (formal and mechanical procedures) is the main goal of teaching mathematics.
- The teaching of mathematics should enhance children's ability to think and reason, to visualise and handle abstractions, to formulate and solve problems. Access to quality mathematics education is the right of every child.

Science

- Content, process and language of science teaching must be commensurate with the learner's age-range and cognitive reach.
- Science teaching should engage the learners in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the environment.
- Science teaching should be placed in the wider context of children's environment to equip them with the requisite knowledge and skills to enter the world of work.
- Awareness of environmental concerns must permeate the entire school curriculum.

Social Sciences

- Social science content needs to focus on conceptual understanding rather than lining up facts to be memorised for examination, and should equip children with the ability to think independently and reflect critically on social issues.
- Interdisciplinary approaches, promoting key national concerns such as gender, justice, human rights, and sensitivity to marginalised groups and minorities.
- Civics should be recast as political science, and the significance of history as a shaping influence on the children's conception of the past and civic identity should be recognised.

Art Education

- Arts (folk and classical forms of music and dance, visual arts, puppetry, clay work, theatre, etc.) and heritage crafts should be recognised as integral components of the school curriculum.
- Awareness of their relevance to personal, social, economic and aesthetic needs should be built among parents, school authorities and administrators.
- The arts should comprise a subject at every stage of school education.

Health and Physical Education

- Health and physical education are necessary for the holistic development of learners. Through health and physical education programmes (including yoga), it may be possible to handle successfully the issues of enrolment, retention and completion of school.

Work and Education

- School curricula from the pre-primary stage to the senior secondary stage need to be reconstructed to realise the pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple-skill formation. A set of work-centred education or work-related generic competencies (basic, interpersonal and systemic) could be pursued at all stages of education. This includes critical thinking, transfer of learning, creativity, communication skills, aesthetics, work motivation, work ethic of collaborative functioning, and entrepreneurship-cum-social accountability.

Peace Education

- Peace-oriented values should be promoted in all subjects throughout the school years with the help of relevant activities.
- Peace education should form a component of teacher education.
- Teachers should reinforce and incorporate the importance of peace-related values with the textual material taught in school and the developmental stages of children.

Habitat and Learning

- 'Habitat and Learning' is equivalent to environmental education. Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels while ensuring that adequate time is earmarked for pertinent activities. This approach can be meaningfully employed in the treatment of content in Physics, Mathematics, chemistry, Biology, geography, History, political science, health and physical education, art, music etc.

Schemes of Study and Assessment

- There should be a need to ensure Good quality Early Childhood Care and Education (ECCE) programmes for children's all-round development.
- The first concern for the school should be to develop the child's language competence through putting special stress on maximising learning opportunities in mother tongue for elementary level students.

- School boards should need to make the secondary level curriculum productive; creating an awareness of the various disciplines and introduces students to the possibilities
- Introduce different vocational options and include into the courses at secondary level generally aim at creating an awareness of the various disciplines and introduces students to the possibilities and scope of study in them.

Assessment and Evaluation:

- A good evaluation and examination system can become an integral part of the learning process and benefit both the learners themselves and the educational system by giving credible feedback.
- Teachers require specific training for effective diagnostic testing that can be of assistance in remediation efforts.
- There is a need for a curriculum whose creativity, innovativeness, and development of the whole being, the hallmark of a good education makes uniform tests that assess memorised facts and textbook -based learning obsolete.
- Trying to devise a good and effective open-book examination at all levels of school through emphasising the interpretation and application of learning over the arguments and facts.
- The role of teaching is to provide an opportunity to each child to learn to the best of his or her ability and provide learning experiences that develop cognitive qualities, physical well-being and athletic qualities, as also affective and aesthetic qualities through self assessment and proper feedback.
- Assessment at different stages should start with qualitative based evaluation at class I to examination, project oriented marks or grade based quantitative evaluation to class VIII.

LET US SUM UP:

This framework for curriculum presents a clear vision of what is desirable for the holistic development of our children. This provides an understanding of issues relating to children's learning, the nature of knowledge, and the school as an institution. This approach to the curriculum draws attention to the importance of the school ethos and culture, the classroom practices of teachers, the teaching-learning environment, learning sites outside the school, and learning resources, as well as to the dimensions of the system that exert direct and indirect influence.

In the concluding part, it can undoubtedly be said that MHRD, UGC, NCTE, etc. played an effective role in the formulation and upgradation of different curriculum

frameworks to bring up the qualitative improvement of the present education system of our country. The development of school education was made possible through the implementation of the National Curriculum Framework in 2005, Revamping and reformation of higher education made possible through the UGC curriculum framework and also UGC tries to bring it up to the international standards through its updated curriculum and credit framework, 2022. The National Education Policy also plays an important role in this part. Qualitative development of teacher education system of the whole country is made possible through the NCTE curriculum framework, 2014.

ASSIGNMENTS:

1. Discuss the meaning and concept of the curriculum framework.
2. Why is a curriculum framework important for delivering quality education?
3. Briefly explain the UGC curriculum framework in the light of NEP 2020.
4. Explain the role of the NCTE Curriculum Framework 2014 in the development of teacher education.
5. Mention the objectives and principles of the NCF, 2005.
6. Briefly explain the major components of the NCF, 2005.

SUGGESTED READING:

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Block – 8

Unit – 1

Introduction of Curriculum Theory

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8.1.1: MEANING OF CURRICULUM THEORY

Curriculum may be conceived of a set of tools that is used by practitioners in different ways. A component of the foundational knowledge that is important in curriculum work involves understanding those tools and their use. The tools, as they are through of and employed, acquire more specialized meaning modified by the particular work of the discipline. . In curriculum work, it is important to remember that tool use occurs in a curriculum frame of reference, a curriculum perspective. The tool set in curriculum work includes theory, models, and critiques. In the next sections we shall learn more about some important aspects of curriculum theories.

Understanding Meaning of Curriculum Theory

Theory in curriculum work has a muddled history. Curriculum theory originated in the early 20th century primarily among progressive educational scholars as a formal way to present ideas and arguments to improve schools through curriculum. These presentations reflected some kind of systematic human thinking laden with some kinds of values and contexts of many educational practitioners and other individuals and, of course, they produced proposals in a written format that usually detailed the purposes for the curriculum and the contents to be included. From those early beginnings to the present, curriculum theory development has primarily been the province of university academics, particularly those who positioned in the USA. For instance, among many others George Beauchamp's Curriculum Theory (1961) and Mauritz Johnson's article "Definitions and Models in Curriculum Theory" (1967) are two examples of writings about curriculum theory that try to give it form by definition and substance by describing its features and use. Subsequently, Decker Walker has provided a useful definition which may be presented here.

 Magnet

A curriculum theory is a coherent and systematic body of ideas used to give meaning to curriculum phenomena and problems to guide people in deciding on appropriate, justifiable actions. (1990, p. 133) Besides, those important works and a definition, Hewitt (2006) maintains that "there appears to have been little consistent effort to gradually bridge between the curriculum theorizing of the early educational progressives and the contemporary context, the exception being William Pinar's book (2004) What is Curriculum Theory? Part of the

problem was finding other ways than definitions to describe curriculum theory that acknowledged the nature of its use as it developed." Decker Walker noted that Curriculum theory is descriptive in form and it presents us with, a basic set of carefully expressed ideas intended to illuminate phenomena and problems or guide practice and he contends that curriculum theory is a set of propositions, observations, facts, beliefs, policies, or procedures proposed or followed as a basis for curriculum action. He has also provided useful thinking about that by articulating a set of criteria for curriculum theory, which are Validity, Serviceability, Power and Morality. These criteria can be used by professionals to make judgments about theory and its use in practice. They bridge between the "form" of theory, its format for presentation, to matters about what constitutes theory, its "substance." Theory Form and Substance It is not so much difficult to you to believe that curriculum matters are often cast in theoretical terms, and curriculum theory has its own particular nature. Definitely, much of the theoretical conversation has been about improving schooling (to be understood as the process of learning) and education rather than about theory as a tool to understand curriculum, schooling, and other educational matters. Hence, theory making in curriculum is descriptive, involving a particular format, or form, that addresses the manner of presentation within which is a discussion of the theory itself. The form of presentation in curriculum evolved as a written set of ideas (grounded upon rationale and context) openly advocated and scientifically defensible. The term scientific in this discussion implies three different aspects: (a) a carefully constructed scholarly and philosophical discourse, (b) presentation of a thoroughly articulated set of logically consistent ideas or propositions, and (c) supporting arguments that were vigorous and pragmatic. Considering the appropriateness of theory, form was essentially a pro forma judgment similar to knowing the parts that constitute a book and looking to see if they are all there. Similarly, when considering a second aspect of theory, the matter of substance, the object and intent of theory, other characteristics of curriculum theory apply. In a curriculum theory, the articulation of purpose should address the links between knowledge and practice. These links are introduced through some connections what are called the commonplaces in education: the student, or learner; the content, or what is to be learned; the context in which curriculum is offered; and the enabling agents present, such as the teacher. As one prime purpose for curriculum theory is to guide practice, a theory must address those commonplaces, says. Hewitt (2006) Second aspect in curriculum theorizing is to present a plan of curriculum, what the curriculum should look like, a reference to the proposed scope and sequence. This plan, according to Vallance (1999, p.58), is termed as building of conceptual map, an important issue in the systems of curriculum. The use of theory among early pioneers in curriculum suggested scope and sequence of content but lacked details. For instance. Franklin Bobbitt's The Curriculum (1918) represents ways of doing things, methods, a process approach to purposes for schools rather than the

organization of a particular curriculum and its content. However, John Dewey, in his The Child and the Curriculum (1902), provided a vision of and details for determining and building a curriculum, something he later went on to implement in his famous Laboratory School at the University of Chicago. A third condition of theory is to have a logical explanation which involves a series of criteria to apply: (i). the theory must hold together; it must be logically consistent; (ii) the particulars must be factually correct in light of current knowledge' (iii) the theory must also be justified on the merits of the argument put forth for it; (iv) it should also back up or be linked to some aspect of actual practice; and (v) the theory should have a quality of probability; it appears to be practical and doable. A logical explanation plus the other qualities would suggest a rational fit of theory into practice, a hallmark of good theory in early curriculum thinking. However, Hewitt, comments, today, having logical fit does not by itself satisfy the claim for a theory of curriculum.

A fourth consideration in curriculum theory building what Decker Walker (1990, pp. 138–139) calls the power of a theory, indicating the prospect that a theory allows prediction and control, permitting efficient and effective action with curriculum in given situations. Hence, the theory should have strength as well as potential to identify indicators of and suggest possible effects the theory might produce, allowing the deduction of possible consequences from acting on or implementing the theory.

Magnet

Proposing and/or formulating "a curriculum theory is one thing; but substantiating it as theory is quite another. If it does not address the suggested framework elements—power, logical explanation, a plan, considering the commonplaces, and adherence to a formal style of presentation—then its acceptance as a theory is problematic. This is not to argue whether a proposed theory is good or bad but to establish some criteria for use in judging. Whether it should be considered as a curriculum theory in the first place. The difficulty is sorting out theory from proposals about making theory from those that are about theorizing itself, or from other tools like the critique. If a purported curriculum theory addresses most of or all the criteria, then it should be acceptable as a curriculum theory. Ultimately, the true test, the worth of a theory, will come in its use, whether it successfully guides practice, helps to solve problems, or leads to furthering new knowledge in curriculum work." (Hewitt, 2006, pp.135-6) Let Us Check Our Progress 1. Explain 'form' and 'substance' in context of curriculum theory. 2. What do you mean by 'conceptual map' in curriculum theory perspective?

8.1.2: FUNCTIONS OF CURRICULUM THEORY

Most philosophers of science argue that theory has only three legitimate purposes: to describe, to explain, and to predict. A review of curricular theory, however, suggests that many of those theories serve two additional functions. Some theorists, like Michael Apple, seem most concerned with providing educators with a critical perspective on the society and its schools. While Apple and others who share his viewpoint are concerned with describing and explaining curricular phenomena, their stance is an openly critical one. Some theorists, such as Ralph Tyler, seem most concerned with guiding practice. While Tyler and others whom he has influenced attempt to describe and explain, the primary intent of their work is to help educators make more reasoned choices. Educational experiences are selected based on their likelihood of attaining the educational goals. After educational experiences are selected, they are organized in a logical manner, hoping to obtain the maximum cumulative effect. The curriculum is then improved and refined by a process of evaluation. According to Tyler, curriculum development should be viewed as a cycle: The quality and impact of curricula functions are to be monitored by carefully observing the outcomes, and data from these observations are to be used to fine-tune the curricula (Burks, 1998).

The extent to which a particular theory is able to discharge its functions effectively seems to be influenced by the complexity and maturity of that theory. Here Faix's (1964) classification of the stages of theory development seems useful.

1.   Basic theory, Stage 1, is an early speculative stage, in which a theory has   not yet been correlated with empirical data. Basic theory sets up untested hypotheses, involves few variables, and employs concepts that are not systematically refined and classified. Basic theory provides only descriptive explanations and directions for more meaningful theory.

2.   Middle-range theory, Stage 2, includes hypotheses that have been empirically tested. An effort has been made to eliminate unlikely variables and relations   by the use of models and testing. Experimental laws and generalizations result, and theory can be used to illuminate, predict, and control events. Goodlad's (1979) delineation of what he calls a "conceptual system" for guiding inquiry and practice is a good example of a middle-range theory.

3.   General theory, Stage 3, is a general theoretical system or an inclusive conceptual scheme for explaining an entire universe of inquiry. General theory attempts to integrate the substantive knowledge produced from middle-range theories. Beauchamp's articulation of a comprehensive theory of curriculum might be seen as an attempt to present a general theory, although some would criticize the shallowness of its empirical foundation (Beauchamp, 1981).

In brief, we may encapsulate our ideas about curriculum theory and we may conclude that curriculum theory's functions may be classified as: knowledge making, policy making, planning, development, management, assessment, evaluation, research and school reform and implementation.

Let Us Check Our Progress

1.   List down main functions of curriculum theory.

2.   Explain variation in functions of curriculum theories in various stages of development of curriculum theories.

8.1.3: CLASSIFYING CURRICULUM THEORIES

Over the past one hundred years numerous attempts have been made to classify curriculum theories in terms of maturity and complexity as well as attempts at categorization.

For example, a tripartite classification has been proposed by Pinar: In his formulation, all curriculum theorists can be classified as traditionalists, conceptual empiricists, or re-conceptualists.

Traditionalists, according to Pinar, are those such as Ralph Tyler who are concerned with the most efficient means of transmitting a fixed body of knowledge in order to impart the cultural heritage and keep the existing society functioning (Pinar, 1978). For example, Hirsch (1995), in his What Your Fifth Grader Needs to Know: Fundamentals of Good Fifth-Grade Education, reveals his commitment to the concept of basic knowledge and cultural literacy in school curriculums and he founded the core knowledge series to promote excellence and fairness in early education.

Conceptual empiricists, most importantly Robert Gagne, are those who derive their research methodologies from the physical sciences in attempting to produce generalizations that will enable educators to control and predict what happens in schools.

The re-conceptualists (a label Gagne applies to his own work) emphasize subjectivity, existential experience, and the art of interpretation in order to reveal the class conflict and the unequal power relationships existing in the larger society.

Presently, Glatthorn (2005) divide curriculum theories into the following four categories, based upon their domains of inquiry. Structure-oriented theories are concerned primarily with analysing the components of the curriculum and their interrelationships. Structure-oriented theories tend to be descriptive and explanatory in intent. Value-oriented theories are concerned primarily with analysing the values and assumptions of curriculum makers and

their products. Value-oriented theories tend to be critical in nature. Content-oriented theories are concerned primarily with determining the content of the curriculum. Content-oriented theories tend to be prescriptive in nature. Process-oriented theories are concerned primarily with describing how curricula are developed or recommending how they should be developed. Some process-oriented theories are descriptive in nature; others are more prescriptive.

We shall study all the four theory systems in the following sub-sections of this Unit of the Module.

Let Us Check Our Progress

1. Explain the terms 'traditionalists, conceptual empiricists, and reconeptualists, in classification scheme of curriculum theories.

Let us now make some specific views on curriculum theories. It is held that disciplinary knowledge is a major reference resource for theoretical enquiry into curriculum.

Beauchamp (1968) considered a curriculum first as a document describing content, aims and learning situation: second as a curriculum system which deals with the context of human action and curriculum decisions, and third, as an area of activity.

A curriculum theory, as defined by Beauchawp is a set of related statements that gives meaning to a school's curriculum by pointing out the relationships among its elements and by directing its development, its use and its evaluation.

Other authors have conceived curriculum theory as a set of norms and rules. The theory provides a rationale for reasoning about curricular decisions and learning (Frey, 1971, 1980, Künzh, 1975, 1983, Reid, 1978, Robinson 1971). These rules of interactions are to be elaborated at various levels and stages of the curriculum process. Patterns of interaction constitute a core element of curriculum theory. Lundgren (1972) defined curriculum theory in terms of a systematic link between curriculum and instruction, relevance of content in connection with methods of learning. Instructional process research is taken as an important resource for curriculum theory.

John Dewey in his study The Child and the Curriculum (1902) formulated basic fundamental ideas for curriculum theory and fundamental resources like learner, society, organised subject matter.

Tyler (1971) referred to the importance of the following elements in building up a curriculum theory—educational purposes, learning experiences selection procedure, organisation of learning experiences, evaluation of learning experiences.

Schwab (1978) criticized exaggerated hopes invested in theory in general and differentiated between arts of the practical, arts of the quasi practical and the arts of the eclectic. Results of practical operations are decisions or proposals for actions. They do not meet the criteria of truth or validity whereas theory peruses validity beyond a practical situation or application context.

Another approach to curriculum theory is a consideration of Process and Product (Hameyer, 1978) A 'Process' refers to a series of interactions during instruction or curriculum process whereas 'product' refers to a document or medium. According to Frey (Hameyer et al. 1983), curriculum theory addresses issues related to product and process, including evaluation and legitimation.

Let us now understand classification scheme of curriculum theories one by one.

Let Us Check Our Progress

1. Give your own comments on the basic nature of curriculum theories.

PROCESS ORIENTED THEORIES OF CURRICULUM

This conceptualises the curriculum as a process of reflective interaction and development. A curriculum process, in its broadest sense, is considered to be a multi-level cycle of mutual learning and sustained improvement which occurs stepwise and cooperatively. Process theories therefore accentuate the role of interaction as a constituent of curriculum design. A curriculum document is one particular but important aspect of the curriculum process which encompasses adaptive changes on individual, social and institutional levels. Adaptation in this context.

Another expert Rassekh (1987) mentioned that the process theory involves comprehending innovation. Communicating it, valuing its pedagogical quality and relevance along with adaptability to local conditions.

Hameyer (1978) explored the factors of social innovation development on the basis of 42 school experiments in Austria, Switzerland and the Federal Republic of Germany focussing on interviews from 42 school improvement projects. A follow up study investigated the process of lasting curriculum renewal in elementary science teaching. This comparative study was called IMPACT ''Implementing Activity based learning in Elementary Science teaching.''

Some of the core questions in this domain of curriculum theorizing are as follows: How can conditions for creating and improving learning situations be identified?

Which configuration of context characteristics can be used or restructured so that curriculum improvements will be more likely to occur?

Under what circumstances are adaptation and communicative requirements favoured?

By what patterns of action do people interact, communicate, comprehend, learn, come to an understanding and decide within a curriculum system?

Which standard of deliberative understanding and interaction are appropriate in new of a theory social action and change?

All these questions that have been mentioned here amply testify the relevance and significance of the factors contributing to the changes in processes and assumptions in respect of building satisfactory theory of curriculum. However, we will have to consider other theories that have been referred to by other curriculum experts.

Let Us Check Our Progress

1. **What are the main issues of process-oriented curriculum theories?**

2. **What do you mean by 'curriculum process'?**

STRUCTURE ORIENTED CURRICULUM THEORIES

Such curriculum theories deal with two basic issues:

(a)   How to select and justify worthwhile educational knowledge and

(b)   How to organise educational knowledge within the framework of a curriculum.

A core task of a structural curriculum theory is to identify and transform knowledge that is considered educationally meaningful into a subject matter proposal or into learning activities apart of the curriculum. One group of such theorists draws upon principles of education from the field of educational philosophy, anthropological sciences, sociology and history of education. The majority of such approaches differentiate among three levels of competency to be acquired—

(a)   Subject and interdisciplinary knowledge

(b)   Human /social learning demands

(c)   Development of personality.

Such principles serve as a guide for selection of educational aims, contents and learning activities to be perused.

Some educational philosophers structure the body of educational knowledge in accordance with the functions of the school (viz economic technical functions, religious functions and socio-political functions)

Another group of structural theorists conceptualises life situations, areas of human activities and a praxeology of human actions. This group is very optimistic in meeting the challenges of life and living in the modern world through a rational curriculum building theory. Their ideas have influenced the later concepts of life - long education or recurrent education.

Robinsonha's situational theory has also influenced the building kindergarten and pre-school education curriculum in Germany. This situation-oriented approach was tried out in case of Mathematics teaching, Geography teaching etc. having the influences on the ability to perform real life tasks.

Probably the best-known sub-group of curriculum theory deals with an idea called the ''structures of disciplines''. ''Some of them represent scientific knowledge as realms of meaning.'' Bruner (1960) restructured scientific knowledge for educational purposes by means of unifying ideas and basic concept. Conceptual, logical and methodological features of knowledge are taken as being the core of curriculum theory.

Epistemological curriculum theory differentiates four kinds of knowledge use: replicative, associative, applicative and interpretative. Broudy (1976) specified that associative use of knowledge refers to retrieval of images, concepts, and words that for some reason or cause seem from experience to be relevant to the issue at hand. The phenomenon known as richness of experience is largely a function of the scope of the conceptual store within the imagination and its availability.

Let Us Check Our Progress

1. **What is structure of discipline?**

2. **What is the main focus of structure-oriented curriculum theories?**

VALUE-ORIENTED THEORIES

Value-oriented curriculum theorists seem to be primarily engaged in what might be termed "educational consciousness-raising," attempting to sensitize educators to the values issues that lie at the hearts of both the hidden and the stated curricula. Their intent is primarily a critical one; thus, they sometimes have been identified as "critical theorists." Since many have argued the need for reconceptualizing the field of curriculum, they often are labelled as reconceptualists.

The value-oriented theorists tend to examine the following issues:

1.   In what ways do the schools replicate the power differentials in the larger society?

2.   What is the nature of a truly liberated individual, and how does schooling inhibit such liberation?

3.   How do schools consciously or unwittingly Mold children and youth to fit into societal roles predetermined by race and class?

4.   As curriculum leaders determine what constitutes legitimate knowledge, how do such decisions reflect their class biases and serve to inhibit the full development of children and youth?

5.   In what ways does the schools' treatment of controversial issues tend to minimize and conceal the conflicts endemic to the society?

In examining these issues, most value-oriented theorists draw eclectically from several inquiry methodologies, such as psychoanalysis, philosophical inquiry, historical analysis, and political theory.

The Major Value-Oriented Theorists:

Since many critical theorists seem to focus on the person, and many others on the socio-political milieu, it seems appropriate to select for examination one person-oriented theorist (James Macdonald) and one milieu-oriented theorist (Michael Apple).

James Macdonald

Basic to all his work is his view of the human condition. Central to that human condition is a search for transcendence, the struggle of the individual to actualize the whole self. Much influenced by the writings of Carl Jung, Macdonald (1974) used almost mystical metaphors in "A Transcendental Developmental Ideology of Education" to set this journey toward transcendence as the primary concern of all humans. Although Macdonald has been criticized for being too mystical and vague, the cumulative effect of his work has been to challenge curriculum leaders to rethink their basic assumptions and to reconceptualize their field.

Michael Apple

Michael Apple is a critical theorist who seems to be concerned primarily with the relationship between the society and the school. Central to Apple's critique of the society and its schools is his use of the concept of hegemony.

One crucial way in which this cultural hegemony influences educators is in their perception of science. In this telling critique of what might be termed "educational pseudoscientism," Apple (1975) notes that almost all educators rely upon a narrow and strict view of science, one that values only rationality and empirical data in the service of predictability and control and that ignores the close relationship between science and art, science and myth.

CONTENT-ORIENTED THEORIES OF CURRICULUM

Content-oriented theorists are concerned primarily with specifying the major sources that should influence the selection and organization of the curriculum content. For the most part, these theories can be classified in terms of the theorists' views as to which source should predominate: child-centered theories, knowledge-centered theories, or society-centered theories.

Child-Centered Curricula:

Those who espouse child-centered curricula assert that the child is the beginning point, the determiner, and the shaper of the curriculum. Although the developing child will at some point acquire knowledge of subject matter, the disciplines are seen as only one type of learning. While the child develops in and is influenced by a social environment, the needs of the society are not considered paramount; that society will best be served by the kind of mature and autonomous individual that child-centered curricula attempt to develop. Truly, Francis Parker expressed it in 1894, "The centre of all movement in education is the child."

During the past three decades, three major child-centered curriculum movements have occurred which are termed as: affective education, open education, and developmental education.

Knowledge-Centered Curricula:

Those curriculum theorists who advocate a knowledge-centered approach argue that the disciplines or bodies of knowledge should be the primary determiners of what is taught. While they acknowledge that child-development research should affect decisions about placement, they give greater attention to the structure of the disciplines or the nature of knowledge, even in matters of sequence. While they admit that the child lives and grows in a social world, they see the society as playing only a very minor role in developing curricula. In

general, curricula based upon a knowledge-centered approach might be divided into two groups:

   (a) "Structures of- the-disciplines" curricula and

   (b) "Ways-of-knowing" curricula.

(a) Structures of the Disciplines

Two major attempts have been made to reform the curriculum so that it places greater emphasis upon the subjects. During the period from 1890 to 1910, the concern of curriculum leaders was to standardize the school curriculum and to bring it into closer alignment with college requirements. During the period from 1958 to 1970, the curriculum-reform movement emphasized the updating of curriculum content by emphasizing the structures of the disciplines.

(b) Ways of Knowing

This approach to the curriculum is of rather recent origin It. as Eisner (1985) notes, grows out of several emerging research lines: cognitive science, human creativity, brain functioning, and conceptions of intelligence and knowledge. In fact, it is a mixed approach. Vallance (1985) sees this interest in ways of knowing as producing a radically different "curriculum map" is a quite distinct from the traditional disciplines. This approach gives emphasis upon knowledge and knowing which seem to warrant placing it in the broader category of knowledge-centered approaches. Briefly, this view argues that there are multiple ways of knowing, not just one or two. Further, these multiple ways of knowing should be given greater attention in the school's curriculum.

Society-Centered Curricula:

Several curriculum theorists agree that the social order should be the starting point and the primary determiner of the curriculum. They differ sharply among themselves, however, about the stance the schools should take toward the existing social order; accordingly, they can best be understood by categorizing them on the basis of this factor: (a) the conformists, (b) the reformers, (c) the futurists, and (d) the radicals.

(a) The Conformists

The conformists assume that the existing order is a good one—the best of all possible worlds. They believe that while problems obviously exist in that social order, those problems are of lesser consequence and can be handled by mature adults. Accordingly, the essential task of the curriculum is to indoctrinate the young: help them understand the history of this society, teach them to value it, and educate them to function successfully in it. Curriculum workers with a conformist intent begin curriculum development by identifying the needs of the

existing society and its institutions; curriculum objectives are derived from those needs. The teacher is usually expected to serve as an advocate for the free-enterprise system, helping students understands why it is so much better than competing systems. Curricula with a conformist thrust have been advocated in almost every period of curriculum history.

(b) The Reformers

The reformers see the society as essentially sound in its democratic structure, but want to affect major reforms in the social order. The major vehicle is the curriculum. Therefore, courses should be developed that will sensitize students to emerging social issues and give students the intellectual tools they need to solve social problems. Thus, curriculum theorists should begin the task of curriculum development by identifying social problems like racism, sexism, and environmental pollution and these contents become the centre of classroom activity. The teacher is expected to play an active role in identifying the problems, in "raising the consciousness" of the young, and in helping students take actions to bring about the needed reforms.

The reformers seem most vocal during times of social unrest. During the 1930s, for example, Counts (1932) challenged the schools to take a more active role in achieving his vision of a more liberal society.

(c) The Futurists

Rather than being attuned to the present problems of the society, futurists look to the coming age. They analyse present developments, extrapolate from available data, and posit alternative scenarios. They highlight the choices people have in shaping this coming age and encourage the schools to give students the tools to create a better future for them. Putting in other words, they might be described as reformers intent on solving the problems of the year, say .2020 or 2030. In their view, the school curricula should have such a futurist orientation, focusing on the developments likely to occur and involving students in thinking about the choices they have and the consequences of the choices they make. Many factors will promote this change. The most important are:

- New management models from business will be applied to the educational system.

- Parents and students will promote change in the system.

- Private companies will play a larger role in the education process.

- Technology will influence the education landscape.

(d) The Radicals

Those who regard the society as critically flawed advocate curricula that would expose those flaws and empower the young to effect radical changes. Typically, reasoning from a neo-Marxist perspective, they believe the problems of the age are only symptoms of the pervasive structural inequities inherent in a technological capitalistic system. As a consequence, they want to reach the masses by revolutionizing education by "de-schooling" the educational process.

One of the leading exponents of such an approach is Paul Freire (1970), the Brazilian educator whose Pedagogy of the Oppressed made a significant impact on radical educators in this country. Freire views, the goal of education is conscientization, a process of enlightening the masses about the inequities inherent in their socio-cultural reality and giving them the tools to make radical changes in that social order that restricts their freedom. He makes they learn to read in order to become aware of the dehumanizing aspects of their lives, but they are helped to understand that learning to read will not guarantee them the jobs they need.

> *Let Us Check Our Progress*
>
> 1. State basic issues in content oriented curriculum theories.
> 2. Distinguish between child-centered and knowledge centered curriculum theories.

8.1.4: DIFFERENCE BETWEEN MODELS AND THEORIES

The terms "curriculum model" and "curriculum theory" are related concepts in the field of education, but they refer to different aspects of the curriculum development and implementation process. Here's an explanation of each term:

Curriculum Model:

A curriculum model is a structured framework or blueprint that outlines the design and organization of the educational program. It provides a systematic plan for what content will be taught, how it will be taught, and how student learning will be assessed. Curriculum models serve as guides for educators, helping them make decisions about instructional strategies, learning materials, assessment methods, and overall learning experiences for students.

Different curriculum models may emphasize various approaches to teaching and learning. Some common curriculum models include:

Subject-Centered: Focuses on organizing the curriculum around specific subjects or disciplines, such as mathematics, science, language arts, etc.

Learner-Centered: Puts the individual needs, interests, and abilities of students at the centre of curriculum design.

Problem-Based: Structures learning around real-world problems or scenarios those students must solve, encouraging critical thinking and problem-solving skills.

Project-Based: Emphasizes learning through the completion of extended projects or tasks that require research, collaboration, and creativity.

Spiral Curriculum: Introduces key concepts at a basic level and revisits them repeatedly over time, gradually increasing the complexity and depth of understanding.

Curriculum Theory:

Curriculum theory, on the other hand, is a broader and more abstract concept that deals with the underlying principles, beliefs, and philosophical perspectives that inform curriculum development and implementation. It seeks to understand the fundamental questions related to what should be taught, why it should be taught, and how it should be taught.

Curriculum theory is concerned with the following key aspects:

Aims and Objectives: What are the goals and purposes of education? What knowledge, skills, and values should the curriculum promote?

Knowledge and Truth: How is knowledge constructed and acquired? What is the nature of truth, and how should it be presented in the curriculum?

Society and Culture: How does the curriculum reflect the values and beliefs of society and its culture? How does it prepare students for their roles as citizens?

Power and Authority: What role do educational institutions and policymakers play in shaping the curriculum? How are decisions about curriculum content made?

Curriculum theories can be influenced by various educational philosophies, ideologies, and research findings. Some prominent curriculum theories include:

Essentialism: Focuses on transmitting essential knowledge and values to students to ensure cultural continuity and societal stability.

Progressivism: Emphasizes student-centered, experiential learning, and problem-solving, promoting active engagement in the learning process.

Social Reconstructionism: Advocates for using education to address social inequalities and injustices, fostering critical thinking and social change.

In summary, a curriculum model is a practical framework that guides curriculum development and instructional practices, while curriculum theory explores the underlying principles and philosophical perspectives that shape educational content and practices. Both are essential components of effective curriculum planning and implementation in the field of education.

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Block – 8

Unit –2

Models of Curriculum & System Approach

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8.2.1: IMPORTANCE OF MODELS IN CURRICULUM DEVELOPMENT

<u>Curriculum Model</u>

The term 'Model' in general refers to representations of objects, settings, or processes. Model building is an important mind (intellectual) works in disciplines because models function as forms of knowledge that represent what something should be like. When individuals are confronted into a complex relation (both structural and /or functional) they subsume the characteristics of something into a pattern and attempt to build a model. Models can take many forms: a physical object, a generic formula for application, or a set of criteria for prediction. Model airplanes, cars, etc and such come to mind in referring to simple physical objects. Besides the physical objects, we can also build models of some conceptual entities. You have already been acquainted with and also understood model of intellect (J.P.Guilford) in comprehending nature of intelligence Similarly, models in "curriculum'' may be there in understanding curriculum and they vary from detail about the scope and sequence of what is to be taught to those that lead you through a process for thinking about a curriculum" (Hewitt, 2006, p.135).. Curriculum models have particular sets of general features. In fact, curriculum models may be several kinds.

Curriculum models are usually descriptive, explaining a process, or prescriptive, a set of procedures or a sequence of steps about how to do something. Secondly, models in curriculum are also practical; they represent specifics of practice and arise from and are proved by use. For instance, the Tyler Rationale is an example.

Thirdly, curriculum models can be replicated; they can be transported to and used in different settings or under different circumstances.

Fourthly, curriculum models can also serve constructive rather than predictive uses because the curriculum is a construction resulting from development activities based on a particular model, but its use or impact can't be predicted based on that model.

A fifth quality, the model's utility, represents a confluence of a model's practicality, replication, and constructive and descriptive character. Models in curriculum work serve a certain purpose; they are useful in creating curriculum.

Finally, and sixthly, curriculum models are not exclusive in their use. Although each separate model may describe a process or procedure, they are often interchangeable, depending on how they relate to or fit the qualities of the contemplated curriculum action. The models of Walker and Freire, for examples, describe the elements of a deliberation process, i.e., they do not follow a road map or set of steps (algorithm) rather, the models of Ralph Tyler and Hilda Taba present a set of procedures, a series of steps for doing curriculum work. Within Walker's or Freire's processes, it would seem feasible to insert or use a set of procedures, Tyler's or Taba's, for instance, without compromising the intent of the model as long as the decision to use the set of procedures emerged within the deliberative process. Hence, curriculum models are not exclusive.

If we were to survey the curriculum literature, we would find that curriculum models accommodate different purposes and uses. There are some models for thinking about curriculum matters in a preliminary way, conceptualizing something, like "getting the picture" before formulating plans for action. Some others are guides us for doing particular types of curriculum work, such as reaching a consensus on the goals or purposes a curriculum should serve. There are also curriculum models for solving particular curriculum tasks, like curriculum development. A few serve as a specific plan of curriculum, for example, a model K–12 science curriculum. Further, some others combine aspects of several models and serve multiple curriculum purposes.

> **Magnet**
>
> > In general, we note that **curriculum models** have the following **common characteristics** : they are descriptive, they apply to specific aspects of curricular practice, they are utilitarian, they address most of the commonplaces, they arise from practice, and they are proven in use.

Importance

The model plays a crucial role in curriculum development as it serves as a blueprint and guide for designing an effective educational program. The curriculum model provides a structured framework that outlines the content, objectives, learning experiences, and assessments that students will encounter throughout their educational journey. Here are some key reasons why a well-designed model is essential in curriculum development:

Clarity of Goals and Objectives:

A curriculum model helps educators and stakeholders clarify the goals and objectives of the educational program. It identifies what students should know, understand, and be able to do at the end of each level or grade. Clear objectives help align the teaching and learning process, ensuring that all efforts are directed towards achieving specific outcomes.

Systematic Planning and Sequencing:

A good curriculum model ensures that the curriculum is organized and sequenced in a logical manner. It helps determine the appropriate sequence of topics, concepts, and skills to be taught, allowing for a progressive and coherent learning experience for students.

Consistency and Standardization:

A model provides consistency and standardization across different classrooms and educational institutions. It ensures that students receive a similar quality of education regardless of where they study, which is particularly important in large-scale educational systems.

Alignment with Educational Philosophy and Values:

The choice of a curriculum model reflects the underlying educational philosophy and values of the institution or educational system. It ensures that the curriculum design aligns with the beliefs and principles that the stakeholders wish to impart to their students.

Efficient Resource Allocation:

A well-structured curriculum model helps in efficient resource allocation, including time, teaching materials, and instructional support. By knowing what needs to be covered and how it will be taught, educators can plan better and utilize resources effectively.

Guidance for Instructional Strategies:

The model provides guidance on the most suitable instructional strategies and methodologies to achieve the desired learning outcomes. It helps teachers select appropriate teaching methods, learning activities, and assessments that align with the curriculum's goals.

Continuous Improvement and Evaluation:

With a clear curriculum model in place, it becomes easier to evaluate the effectiveness of the educational program regularly. Educators can assess whether the students are meeting the intended learning outcomes and make necessary adjustments for continuous improvement.

Adaptability and Flexibility:

While providing structure, a good curriculum model also allows for adaptability and flexibility. It should be able to accommodate changes in educational needs, advancements in knowledge, and evolving societal demands.

Communication and Collaboration: A well-defined curriculum model facilitates communication and collaboration among teachers, administrators, parents, and other stakeholders. It creates a common language and understanding of the educational goals, making it easier for everyone to work together towards the students' success.

In conclusion, a well-designed curriculum model is fundamental to providing students with a meaningful and coherent educational experience. It serves as the foundation upon which the entire teaching and learning process is built, helping educators to deliver quality education and achieve desired learning outcomes.

8.2.2: TECHNICAL AND NON-TECHNICAL MODELS OF CURRICULUM DEVELOPMENT

Most models can be classified as either Technical/Scientific or non-Technical/Non-Scientific models. The educators who believe in the subject matter design usually advocate for the technical/ scientific approach to curriculum design. Those who favour a learner- centred design frequently advocate for the non-technical/non-scientific approach.

The technical/scientific model enables us to understand curriculum from macro or broad view and to see it as a complex unity of parts organised to serve a common function viz the education of individuals. Advocates of Technical/scientific models believe that it is possible to systematically outline the procedures that will facilitate the creation of curricula. According to Posner (1995) curriculum decisions are considered technical if they appear to be value-free, appropriate for an expert with specialised knowledge to make an objective manner. He adds ''in reality no curriculum design can be completely technical, completely value-free, since it inevitably concerns an intervention in people's lives.''

Some of the popular technical/scientific curriculum models are:

1.   The Tyler Model

2.   The Taba Model

3.   The Saylor and Alexander Model

4.   The Miller and Seller Model.

**Technical/Scientific Models of Curriculum**

Taba Model:

Hida Taba, a devoted worker in the field of curriculum studies, maintains that the users of the curriculum should design the curriculum for its effective implementation. She opined that the teachers should create teaching learning materials for their learners by adopting an inductive approach starting with specifics and building up general design as opposed to the traditional

deductive approach. She suggested the following seven steps in her grass-root model of curriculum development.

The steps are—

(i)   Diagnosis of needs

(ii)   Formulation of objectives

(iii)   Selection of contents

(iv)   Organisation of content

(v)   Selection of learning experiences

(vi)   Organisation of learning experiences

(vii)   Evaluation.
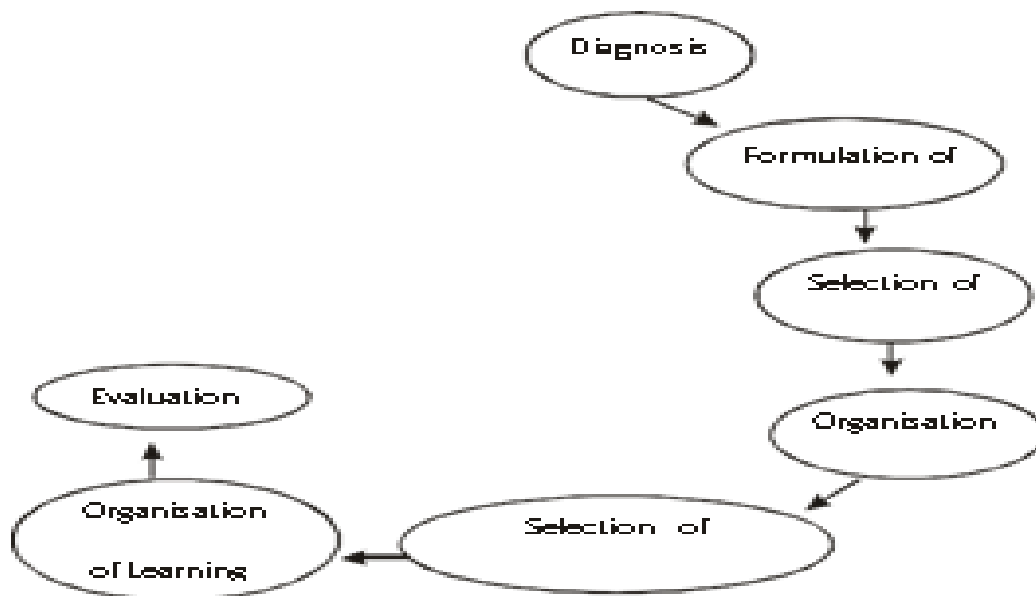
Tyler's Model:

This model has many merits. It has also been criticized by many curriculum experts for its concept of participatory democracy and of highly technical nature. It gives too much emphasis on teacher expertise and whole hearted devotion to the activities to make the curriculum an effective one.
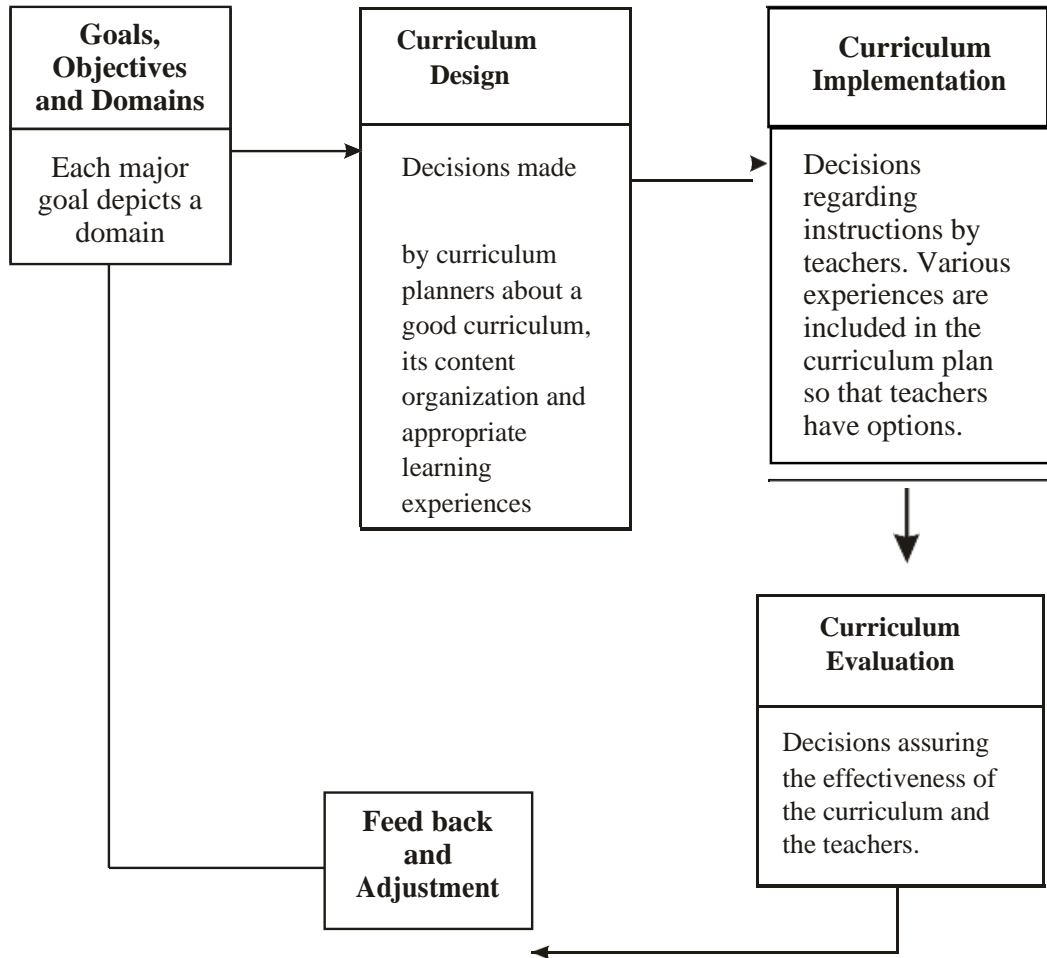
Tyler's Curriculum Development Model
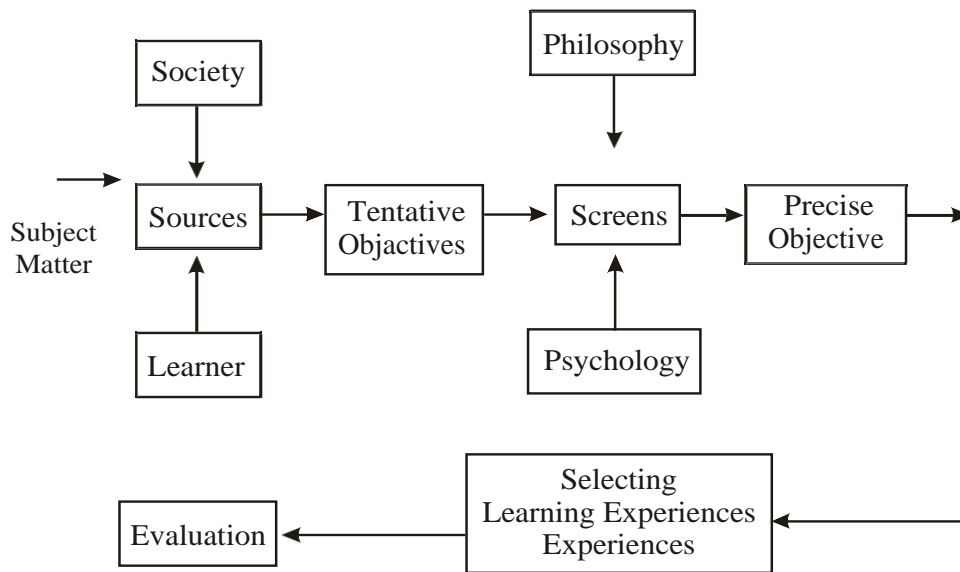
In Tyler's model, emphasis is given on gathering information from the different sources—Society, Learners and Subject matter. Tentative objectives are identified and then objectives are stated in precise forms. Learning experiences are to be selected to achieve these objectives. Evaluation helps to provide feedback to measure the extent to which the objectives have been attained.

Tyler has four basic components of curriculum. A reference to these principles is furnished here. He mentioned that those involved in curriculum inquiry must try to define the:

(a)   Purposes of the school

(b)   Educational experiences related to these purposes

(c)   Organisation of these experiences

(d)   Evaluation in terms of attainment of these purposes.

Saylor and Alexander's Model

Saylor and Alexander's Model

Goals, Objectives and Domains	Curriculum Design	Curriculum Implementation
Each major goal depicts a domain	Decisions made by curriculum planners about a good curriculum, its content organization and appropriate learning experiences	Decisions regarding instructions by teachers. Various experiences are included in the curriculum plan so that teachers have options.

Curriculum Evaluation

Decisions assuring the effectiveness of the curriculum and the teachers.

Feed back and Adjustment

In Saylor and Alexander's model, each major goal and objective is stated in such a manner as that each depicts a domain. The curriculum planner takes decisions about the content organisation and tentative learning experiences in designing the curriculum. Then curriculum is implemented. Teachers take decisions with a view to achieving the objectives. Then evaluation of curriculum is done in respect of the effectiveness of curriculum and that of teachers. Finally, feedback is provided for adjustment.

Miller and Seller's Model:

Orientation

Evaluation

Aims

Implementation Plans

Teaching Models
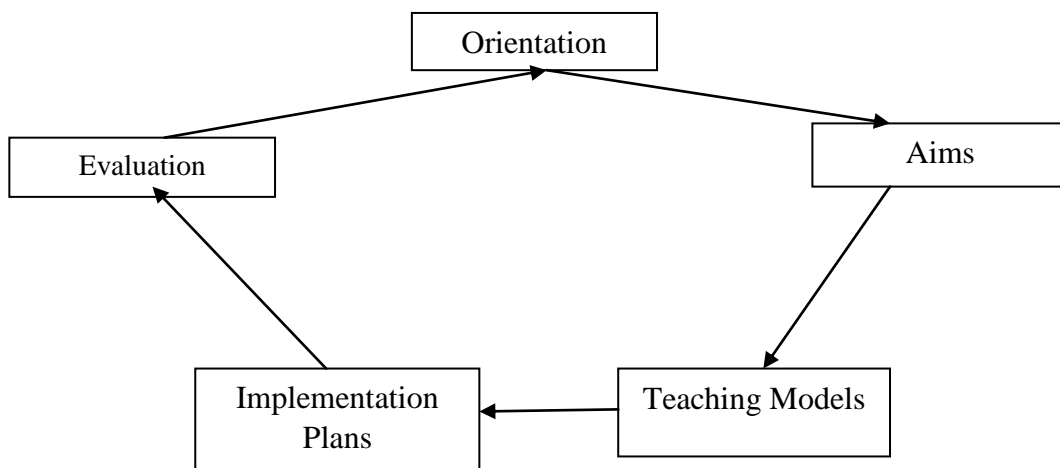
This model is a generalised one. Three important positions have been suggested here which may serve as the basic orientation of the development of a curriculum. They are —

Transmission Position Transaction Position Transformation Position

Let us explain one by one.

A curriculum should transmit skills, facts values to the learners. So, the transmission position is to be considered first. Then comes the question of actual transaction process which can be treated as dialogic process (which may also be termed as pedagogic interaction process) between the learners and the teachers. Personal changes and the social attitudes can be influenced through curriculum. It is fostered through transformation position.

Goodlad's Model

In this model the educational aims are drawn from the analysis of the values of the existing culture. The educational aims are then translated into educational objectives stated in behaviour terms. These objectives suggest the learning of opportunities, which could involve study of particular courses or readings. From these general objectives and learning opportunities educational planners deduce specific educational objectives, which in turn help in organising specific learning opportunities for identifiable students or for a student.

Hunkins' Model

The Hunkins' model allows those working with the model to continually adjust their decision- making about curricular actions, depending on the situation. The model ensures that one's philosophical orientation should guide one's curriculum planning activities. The curriculum maintenance stage includes various means of managing curriculum systems that are necessary for the continuation of the programme.

Let Us Check Our Progress

1.   **State in what ways Tyler's model and Taba's model do differ.**

2.   **Indicate in what ways Saylor and Alexander's and Miller and Seller's model differ.**

<u>Non-Technical/Non-Scientific Model</u>

The proponents of this model of curriculum development stress on the students' perceptions of their needs and preferences. This is in contrast to the technical approach which relies more heavily on the view of experts and demands of subject matter for determining student's needs.

There are three important models in this category. They are—

(a)The open classroom model: It is based on the Activity Curriculum in which the activities are often treated as ends in themselves. This model suggests that the students learn by doing and by actively participating in learning activities and not by passively listening to the teachers. This model places great faith in students and encourages students' autonomy. In this model, the students take up the major responsibility for their learning. The curriculum according to this model should be based on the students' interests, needs and aptitudes. The learning experiences should facilitate student autonomy and freedom.

(b)Wienstien and Fantini's Model: According to this model, the teachers can generate new content and techniques to assess the relevance of the existing curriculum, content and techniques. Thus, the teachers can give new shape to the curriculum. The existing curriculum is reviewed to suit the requirements of the students. Thus, the student is at the centre of the process of curriculum development.

The first step in the curriculum development activity is to identify the target group. The student concerns determine the contents, its organisation and teaching procedures to be employed.

Contents could be gathered from various sources:

● Experiences of growing persons

● Student's feelings about his or her own experiences—one's feelings about one's friends, sports and games etc.

● Students' knowledge of his/her own social environment.

The contents determine the skills to be developed in the students. After the content has been selected the teaching procedures are identified. The teaching procedures should essentially be related to the learning styles of the students.

Roger's Model:

Though not a curriculum specialist, he has developed a model for changing behaviour which can be used for curriculum development. Rogers emphasizes human experiences rather than content or learning activities.

Roger's model in used for exposing group experiences, whereby people examine themselves and others in a group. The participants of the group communicate honestly with each other and explore each other's feelings. Hence this model is called the interpersonal relations model.

8.2.3: SYSTEM APPROACH IN CURRICULUM DEVELOPMENT

A system is an entity which consists of interrelated and interdependent components and works towards the attainment of certain functions.

If we analyse the definition given here, we get certain characteristics of a system. These are—

1. A system has certain functions to perform.

2. A system has many parts/components each of these may have a different function to perform but all of these together contribute to the function or functions of the system.

3. The component parts of a system are interrelated and interdependent.

We all know that there are various systems working in our human body like– Digestive system, Circulatory system, Respiratory system, Excretory system, etc, etc.

These systems have various subsystems too. Various organs of our body make the whole system work through such sub-systems. Likewise, in our society there are various sub-systems which help the social system work efficiently.

So, a system does not work in vacuum or in isolation.

We, in our field, are more concerned with the Education system (though it is a sub-system of the social system). This system has various aspects and components viz students, teachers, curriculum/syllabus, teaching methods, media, school environment, classroom conditions, evaluation techniques and procedures.

In the present-day education, this approach i.e., systems approach has become somewhat very popular.

Every system has to perform certain specific functions aiming at achieving specified goals/ objectives. The systems approach helps both the teacher and the students to achieve terminal objectives in the most effective way. There is a flow of information from the environment to the system. It is up to the system to accept or reject this information and to make appropriate changes in itself if necessary.

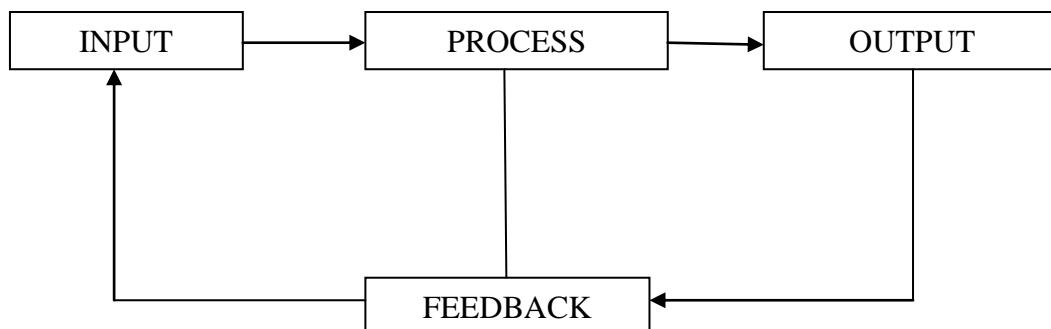There are three main characteristics of a system. They are:

a) A system has certain functions to perform.

b) A system has many components each of these may have a different function to perform but all of these together contribute to the functions of the system.

c) The components of a system are interrelated and interdependent.

We have already referred to the Human body with various systems and the coordinating activities of each subsystem to make the original system work effectively and without any difficulty.

Input-Process-Output Model of A System

The system that we are concerned with includes various aspects and parts of the educational process viz students, teachers, curriculum, syllabus, teaching methods and media, classroom environment or school environment and finally evaluation procedures. The systems approach helps both the teacher and the students to achieve terminal objectives in the most effective manner.

When a system works with specific functions it goes towards the achievement of a goal. When the task is successfully done to get the desired results, this is termed as output. To get the expected output, input has to put in adequately and then the process has to be implemented adequately, satisfactorily and fruitfully to get the expected output.

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┌─────────┐      ┌─────────┐      ┌─────────┐
│  INPUT  │ ───> │ PROCESS │ ───> │ OUTPUT  │
└─────────┘      └─────────┘      └─────────┘
     ↑                │                │
     │          ┌───────────┐          │
     └──────────│ FEEDBACK  │<─────────┘
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FEEDBACK BASED MODEL OF A SYSTEM

In case of the achievement of the terminal objective (output) if there lies any gap that has to be identified readily and must be made known to the concerned people to give a renewed thought over the entire cycle.

In educational system, the planned input (learning material) and process (learning strategies) are organised to cater to the needs of the students. The learning material is sequenced in such a way that it leads the students to achieve the desired standard of output is the terminal performance. Monitoring the system through feedback help improve, revise and evaluate each component of the system.

The input - Process - output model of a system also opens up another dimension of the systems approach. It is a way of looking at things, processes or problems. The systems approach helps solve the problems methodically, and systematically. So, it is now considered that in case of solving the educational problems with more effectiveness and efficiency systems approach can be used with benefit. Systems approach can also be looked upon as a mode of thinking that emphasizes problem identification and resolution of the problems arising. It makes the individual ready to determine the nature of the problem precisely, consider the available alternatives and to decide upon the most effective alternative (keeping in view the performance criteria) to solve the problem quite squarely and finally achieve the goal.

Systems approach can be basically considered as a process of problem solving; so, it can be applied to many areas in the field of education e.g., instruction, management of educational institutions curriculum transaction, research and the like. We now take the opportunity of examining the efficacy of this particular approach in the field of instruction.

Systems approach is an approach of solving many obnoxious problems that creep up in the field of education very often, in an efficient and scientific manner. The systems approach has another advantage of employing cost-effective methods as a whenever needed very badly. This approach again provides a framework of all the factors that influence the solution of educational problem or the achievement of educational objectives. In the teaching-learning process, this approach takes into consideration all available learning resources content, learning experience, methods and media to realise the set of learning objectives formulated. Thus, the systems approach focuses on the student's performances.

Certain stages are followed for using this approach in the instruction system.

(a)   Specifying the output

(b)   Preparation of the evaluation procedures

(c)   Identifying input specification

(d)   Designing the process alternatives

(e)   Selection of the best alternatives

(f)   Planning the learning experiences

(g)   Try-out

(h)   Revision and implementation of the system.

In the process of specifying the output, we can take the implementation of the new Curriculum of Grade XI the broad and specific objectives of the curriculum become the

stated expected output. These may have been expressed in terms of Domain wise development like Cognitive Affective and Psycho-motor

After the fixation of the domain wise objectives, the entry behavioural components of the learners will have to be taken into account. The specific instructional objectives are to be stated in terms of observable and measurable terminal behaviours. Actually, speaking these terminal behaviours are considered to be the specified output after going through the whole instructional system. These output specifications help design the instructional system of course implementation of Grade XI.

Then the whole process of system development is geared up to achieve these objectives. In fact, specification of output literary means Specification of the expected terminal behaviours.

If all the steps mentioned earlier, can be followed with meticulous care, the systems approach would prove to be a very useful approach of doing good to the learners and it would also bring an overall improvement in the system of instruction.

Apart from this, the entry behaviour of the learners will also to be specified in clear terms. That is the pre-requisite knowledge has to be specified along with the necessary skills and attitudes.

After this the process designers (obviously here the teachers, instructor and other personnel) will have to be very particular in respect of choosing the variety of teaching-learning methods. All their effects should be directed towards the achievement of the expected outcome. The basic design if you keep in mind, it would not be very difficult for the readers to get them acquainted with the application of the systems approach in the field of curriculum development.

In case of its application to the field of curriculum, some more time would have to be allowed for testing the efficacy of this design or this approach since the results of the implementation of the curriculum is a long-drawn process.
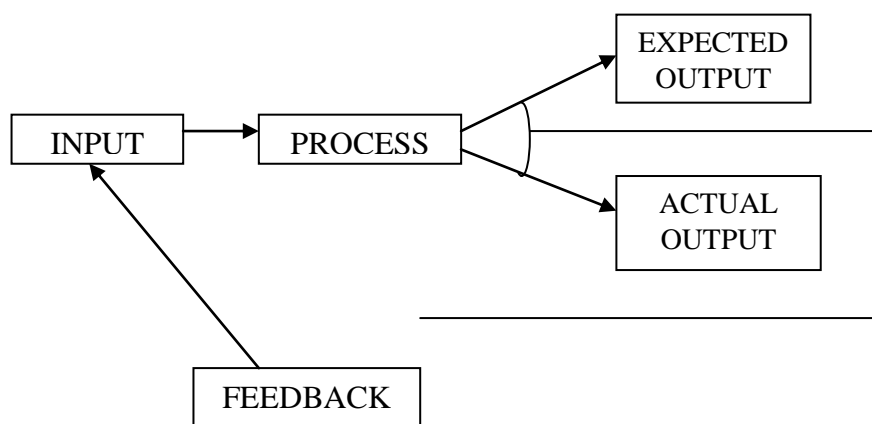
In regard to the judgement of the effectiveness of the systems approach several other procedures are to be followed keeping in view the determinants of the curriculum.

The planning and organisation of learning experiences with reference to instructional objectives should be considered as essential in the curriculum process. These learning experiences for the Grade XI as mentioned should also be in relation to the principles of validity, comprehensiveness, continuity, multiple learning, relevance and learners' participation. The learning experiences should be interesting so that they may arouse curiosity and create interest in the learners. Appropriateness of media, keeping in view the suitability of age level, grade level, maturity level and to the unit taught.

The process designers should also be very careful in matters of selecting the best alternative for the efficient deployment of their efforts. The following criteria may be considered:

(a)   Nature of the subject taught

(b)   Availability of resources

(c)   Size of the class

(d)   Human Resources (Potentialities of the Learners)

In fact, there is a very important influence of system of feedback in this approach. Let us take this diagram for consideration.

```
                                    ┌──────────┐
                                    │ EXPECTED │
                                    │  OUTPUT  │
                                    └──────────┘
┌────────┐      ┌──────────┐
│ INPUT  │─────▶│ PROCESS  │
└────────┘      └──────────┘
    ▲                          ┌──────────┐
    │                          │  ACTUAL  │
    │                          │  OUTPUT  │
    │           ┌──────────┐   └──────────┘
    └───────────│ FEEDBACK │
                └──────────┘
```

There may be a deviation from the expected output to the actual output. The planner designer will have to give serious thought over this disparity. It may be in respect of quantity and also in the quality. The review should be done with much care. The future success of the entire system would depend on this therefore the whole system has to be examined.
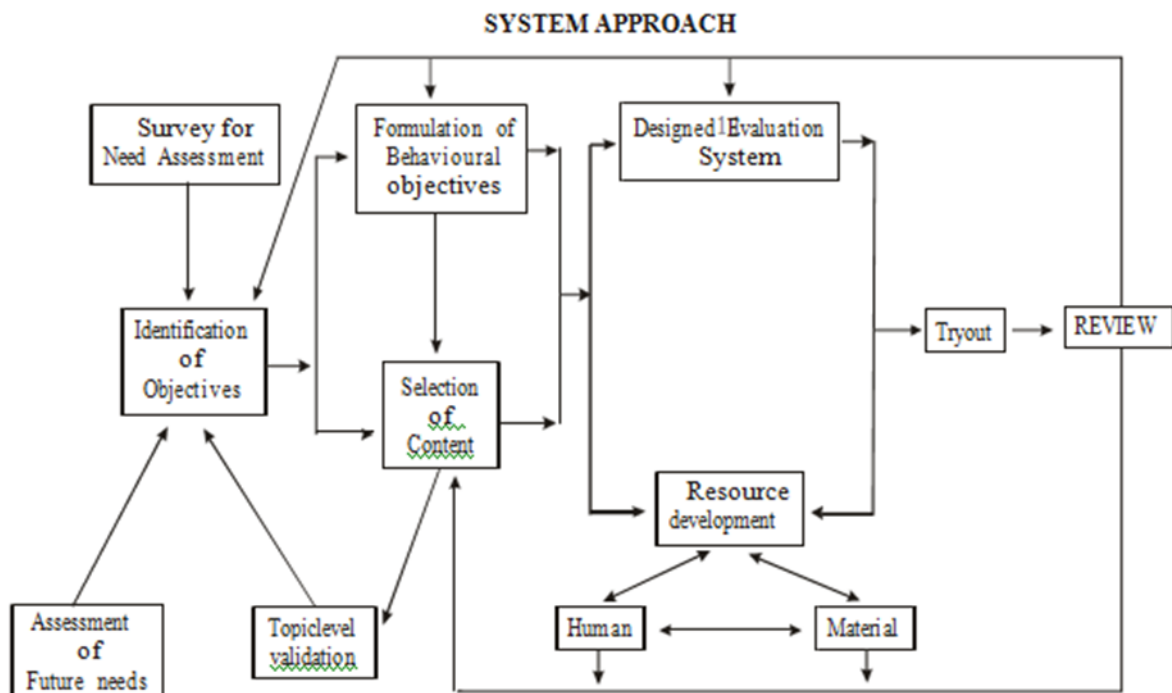
SYSTEM APPROACH

The readers are advised to go through this diagram carefully. It would help them understand the underly-ing concepts of systems approach.

The teacher's role can be visualised as a systemic or a system designer and not just as an 'input'. It is then quite evident that the success of the entire systems approach does not merely depend on the organisation but on the holistic systematic organisation of it.

Let Us Check Our Progress

1. Give two reasons explaining importance of system approach in curriculum development.

LET US SUM UP

In this Unit we have been able to deepen our ideas on three main aspects of Curriculum. It is not difficult to recall that these are Curriculum Theories, Systems Approach in curriculum development and Curriculum Models. In fact, the three areas of knowledge pertain to the common ground which has facilitated us in understanding deeply both theoretical and practical realms of curriculum development, design, planning, implementation and assessment.

We have observed that for understanding the theoretical issues in curriculum, there is no single theory; rather multiple theories have been emerged from multiple realities of curriculum perceived by different curriculum theorists who differ in their philosophical,

epistemological, axiological sociological, etc mind sets. Therefore, theorizing curriculum is a dynamic cognitive adventure for the curriculum workers in a common attempt to explain education in more and more contextual term.

Along this endeavour the modern tool of thinking- systems approach – has been integrated in curriculum work and obviously such attempt has helped building differing curriculum models. Hence, we have got a lot of reflections after studying several technical and non-technical curriculum models.

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ASSIGNMENTS

1. Why do we need a theory of Curriculum? Explain, with suitable examples or illustrations.

2. Classify curriculum theories and explain the reasons behind this classification schema.

3. Discuss process-oriented theories of curriculum. and indicate their strengths and weaknesses.

4. Discuss structure-oriented theories of curriculum and analyse their merits and demerits.

5. Critically discuss value-oriented and content-oriented theories of curriculum.

6. Write a critique on the core issues in Curriculum Theories

7. Analyse the utility of Systems Approach in curriculum design and development.

8. What is meant by a Curriculum Model? State the common features of curriculum models?

9. Why is curriculum model necessary in curriculum studies? Distinguish between technical and non-technical curriculum models.

10. Discuss any one technical curriculum model which has attracted attention of many curriculum workers.

11. Judge the relative merits of Tyler's and Taba's curriculum models.

12. Show your acquaintance with some important non-technical curriculum models.