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B.Ed. Secondary (1.5-Year)

EDU402: Curriculum Development



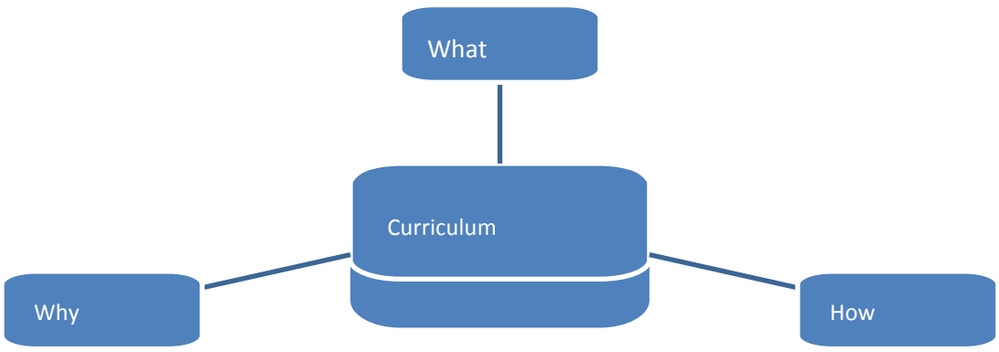
HANDOUTS TOPIC NO 1 TO 222

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EDU402 Curriculum Development
HANDOUTS

Lesson No 1 INTRODUCTION TO CURRICULUM

Topic 1: Introduction



In this Lesson we will focus on the “What, Why and how of the curriculum”.

What is Curriculum and why we are using this term?

Basically curriculum is not an objective word. It is a broad term.

In our overall course we will focus on these three areas:

1. The field perspectives about curriculum

- **Nature Views**

2. Paradigm

- **Curriculum development**

3. Practice

The basic questions of curriculum are:

1. What type of knowledge is worthwhile?
2. Why is it worthwhile?
3. How is it acquired?

These questions are the backbone for developing/preparing the curriculum for different subjects.

Educational Practices that will be included in the curriculum:

4. Textbook writing
5. Resource materials
6. Activities for students
7. Financial planning

8. Educational research

Topic 2: Nature of Curriculum

Curriculum – Word is derived from "Latin" language that means:

- **A racecourse**
- **A prescribed course to follow**
- **A series of courses to complete a program of studies**

Most modern definition of curriculum shared in 1920 says that

"Curriculum is a process not a product".

Curriculum includes: topics, syllabus, list of subjects, course of study, content, method, and items of knowledge to be covered, time table, organization of teaching and learning.

In short, the sum total of all the experiences a pupil undergoes is called the curriculum.

Topic 3: Views about Curriculum-1

Many scholars have given the definitions of curriculum, some of which are as follows:

- **Bobbit (1924),** "all the organized and unorganized educational experiences students encounter".
- **Tyler (1957),** "all that is planned and directed by teachers to achieve the educational goals".
- **Glatthorn (1987),** "plans for guiding teaching and learning".
- **English (1992),** "a work plan that includes both content and strategies for teaching and learning process."
- **Tanner & Tanner (1995),** "the reconstruction of knowledge & experience under the guidance of school."

Topic 4: Views about Curriculum-2

- **Reinhartz and Beach (1997),** "a flexible plan for teaching to meet needs of students and also provides opportunities for teachable moments."
- **Schubert (1993),** "the term curriculum is shrouded in definitional controversy; definitions continue to evolve, based upon educational conditions at a given time in history and our understanding of teaching learning."
- **Ellis (2004), "** Prescriptive curriculum is about what "ought" to happen, it can take the form of a plan, an intended program, or some kind of expert opinion about what needs to take place in the course of study".
- The descriptive definition goes beyond the prescriptive one, i.e., "not merely in terms of how things ought to be, but how things are in real classrooms, in other words, the curriculum is 'actual experience'

Topic 5: Images of Curriculum- 1

Curriculum as a Subject Matter or Content includes the following areas of focus:

- Program of Planned Activities
- Intended Learning Outcome
- Cultural Reproduction
- Experience
- Discrete Tasks and Concepts
- Agenda for Social Reconstruction
- "Currere" – a Lived Experience



Curriculum as Subject Matter or Content

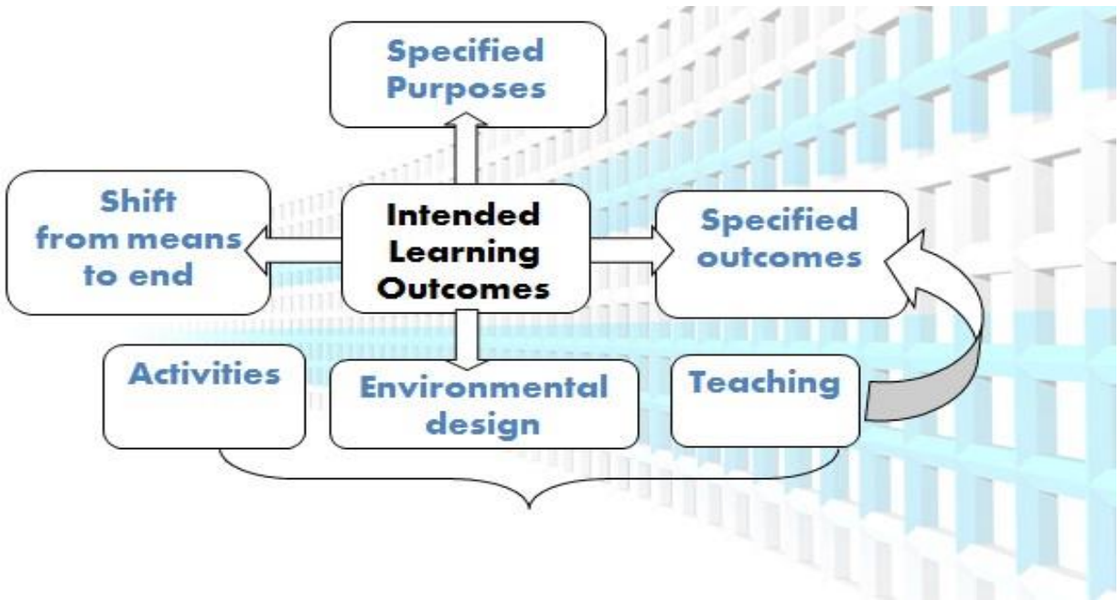
Curriculum is equated with the subjects to be taught. The most traditional Image of curriculum stems back to ancient times and seven liberal arts, usually divided into *trivium* (grammar, rhetoric and dialectic) and *quadrivium* (arithmetic, geometry, astronomy and music). Curriculum is equated with the 'subjects' to be taught.

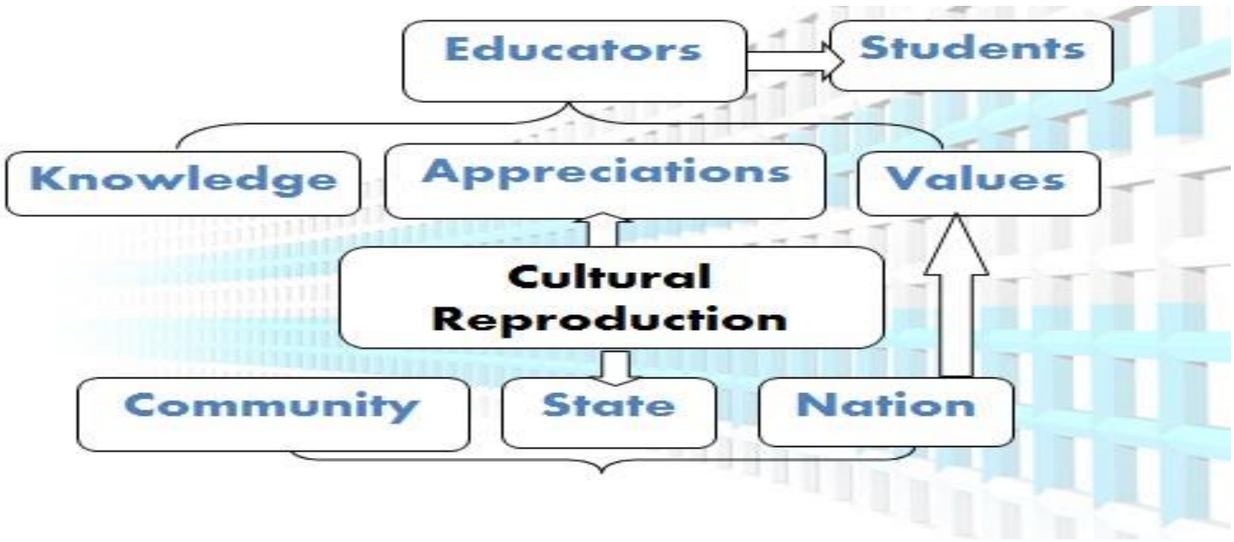
Educators who use this image intend to spell-out clearly the network of subjects taught, interpretations given to those subjects, pre- requisite knowledge for studying certain subjects and a rational for the ways in which all subjects at a particular level are fit together and provided what is needed at that level.

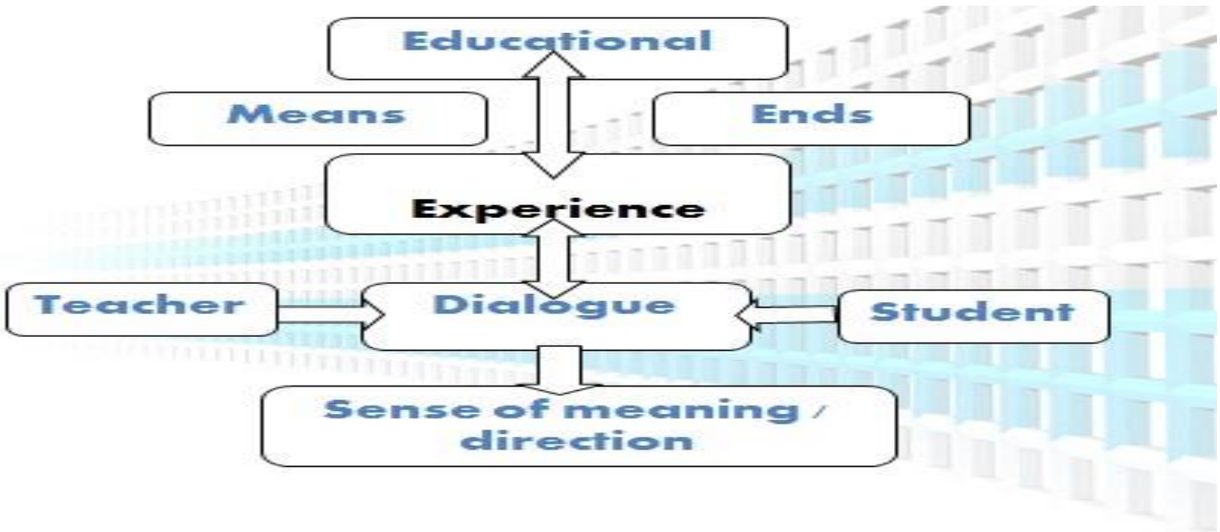
Curriculum as a Program of Planned Activities

A comprehensive view of all the activities planned for delivery to the students reveals that, the curriculum includes scope, sequence, interpretations and balance of subject matter, motivational strategies, teaching techniques and anything which can be planned in advance. The nature of the plan can be quite wide ranging, however two extremes are, one viewing curriculum as a written document and the other accepting plans that are in the minds of teachers, but remain unwritten.

Topic 6: Images of Curriculum- 2







Curriculum as Intended Learning Outcomes

Curriculum should focus on the intended learning outcomes – which shifts emphasis form means to ends. Intended learning outcomes are a convenient way to specify purposes. Purposes no longer remain stated in such global rhetoric as, “an appreciation for our cultural heritage.” Instead a structural series of outcomes is set forth; all activities, teaching, and environmental design serve the acquisition of specified end.

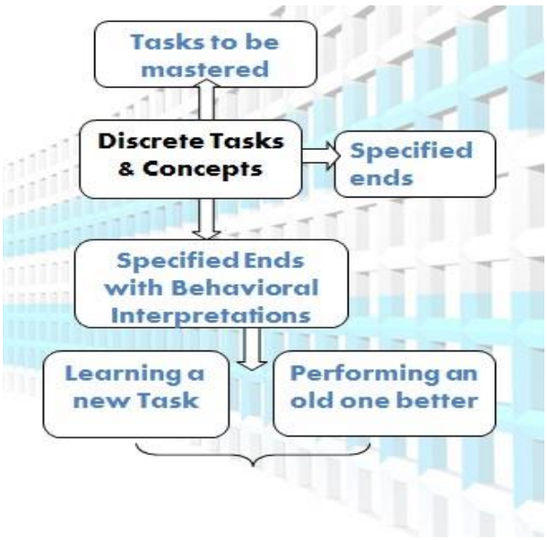
Curriculum as Cultural Reproduction

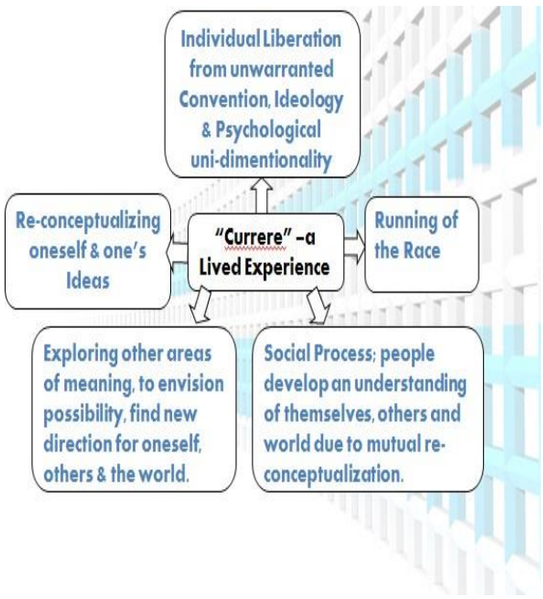
Curriculum in any society or culture is/ should be a reflection of that culture. Schooling is meant to reproduce salient knowledge and values for succeeding generation. The community, state, or nation takes the lead in identifying the skills, knowledge and appreciations to be taught. It is job of professional educators to see that they are transformed into curriculum that can be delivered to children and youth. In advanced industrial societies it is impossible for parents who have specialized jobs themselves to teach adequately all the complicated capabilities that their children need. In making their living, they scarcely have time to do so, even if they do have knowledge, inclination and ability.

Curriculum as Experience

Means - end continuum – educational means and ends are parts of a single process, 'experience'. To attend to one's experience reflectively and to strive continuously to anticipate and monitor the consequences of one's thoughts and action relative to the good that they bring is a continuously evolving curriculum. Here teacher is a facilitator of growth, and curriculum is the process of experiencing the sense of meaning and direction that result from teacher and student dialogue. Curriculum as actual learning experiences is an attempt to grasp what is 'learnt' rather than to take for granted that the planned intents are in fact learnt. Experiences are created as learners reflect on the processes in which they engage. Curriculum is meaning experienced by the students, not facts to be memorized or behaviours to be demonstrate. Here ideals are required for giving direction to action, they are fashioned as teachers and learners interact in a given setting and with subject matter that gives substance to learning. Four common places of curricular experience are teacher, learner, subject matter and setting. Whenever a change occurs in one to a combination of these commonplaces, and such alterations are always occurring, the curricular consequences change that meet the learner and his (er) learning experience. Therefore, ends and means are united in constant interaction.

Topic 7: Images of Curriculum- 3





Curriculum as Discrete Tasks and Concepts

Curriculum is a set of tasks to be mastered, and they are assumed to lead to specified end which has specific behavioural interpretation such as learning a new task or performing an old one better. This approach is derived from training programs of business, industry and the military. Just as a skill may be defined in terms of its constituent behaviour, knowledge and appreciation can be analysed in terms of affective, cognitive, psychomotor and social concepts that characterize it.

Curriculum as an Agenda for Social Reconstruction

It is based upon the assumption that no society or culture is perfect and that the purpose of education is to improve it.

School should provide an agenda of knowledge and values that guides students to improve society and the cultural institutions, belies, and activities which support it. The orientation may involve considerable input from students, or it may be dominated by the teachers/ educators decisions about how students should be taught to reconstruct society.

The methodology may range from teaching students desirable changes that should be made to equipping them with critical thinking abilities and a desire to ask and act on the question: what should be changed, how, and why? In either case, the curriculum is an agenda for cultural reconstruction.

Lesson No 2 PURPOSE AND SCOPE OF CURRICULUM

Topic 8: Purpose of Curriculum

Curriculum' refers to means and materials with which the students interact.

The purpose of curriculum can be:

- Global
- Behavioural
- Evolving
- Expressive

We can develop the curriculum with the purpose that students can become:

1. change agents
2. confident individuals
3. enthusiastic contributors
4. responsible citizen with
5. strong character

Topic 9: Scope of Curriculum

The scope of curriculum refers to the answers of the following questions:

What should be the scope of curriculum?

How much of which knowledge should be provided by the school curriculum?

Is it possible to sample a small portion of knowledge from each area of study?

The approaches which we can use for the scope of curriculum are:

- Separate Subjects

- Broad Fields
- Projects
- Core
- Integration

Topic 10: Sequence of Curriculum

Sequence of the curriculum refers to “What should be the order to teach content?” Scope & Sequence go hand in hand.

If curriculum developers can reflect consciously on what they offer, they must be able to sequence the content.

Criteria for sequencing content in curriculum is:

- Textual Presentation
- Educator Preference
- Structure of the Disciplines
- Learners Interests
- Learning Hierarchies

Topic 11: Elements of Curriculum

In narrow view of Curriculum there is content and examination. Wider view of curriculum includes aims, learning methods and subject matter sequencing. There is a sophisticated blend of:

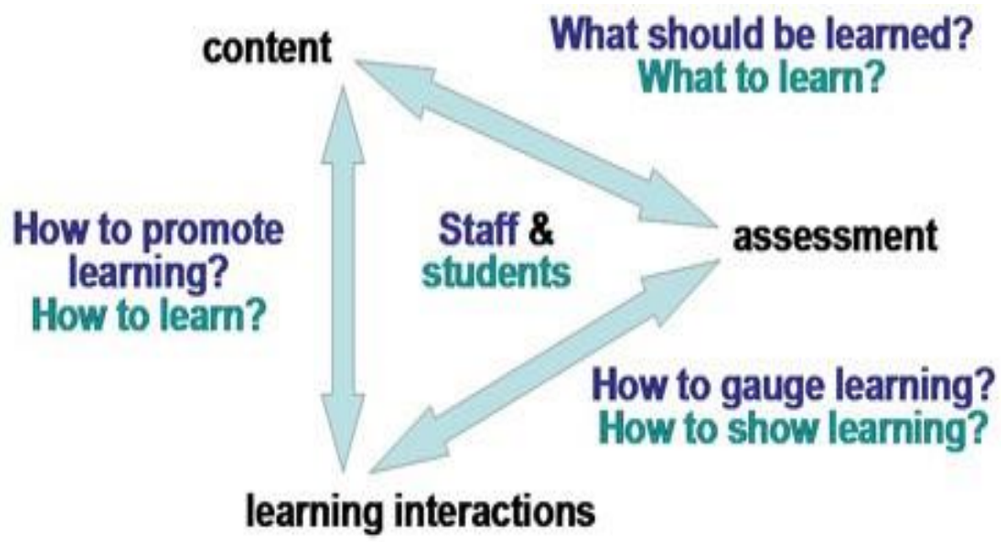
- **Educational Strategies**
- **course content**
- **learning outcomes**
- **educational experiences**
- **assessment**
- **educational environment besides**
- **the individual students’ learning style**
- **Personal timetable and the program of work.**

In the time of information explosion, the curriculum planners must not only decide what should be taught but also what can be eliminated from the curriculum, hence the need is to define minimum essential knowledge and skills i.e. core knowledge and skills.

Traditionally curriculum included two elements: content and examination *(Harden and Stamper, 1999)*.

Curriculum is a combination of a number of elements: content, strategies and **methods – to ensure quality in education and excellence in performance, but should have a right mix of elements to ensure efficiency and to facilitate learning *(Garcia-Barbero 1995)*.**

Topic 12: Key Elements & their Relationship in Curriculum

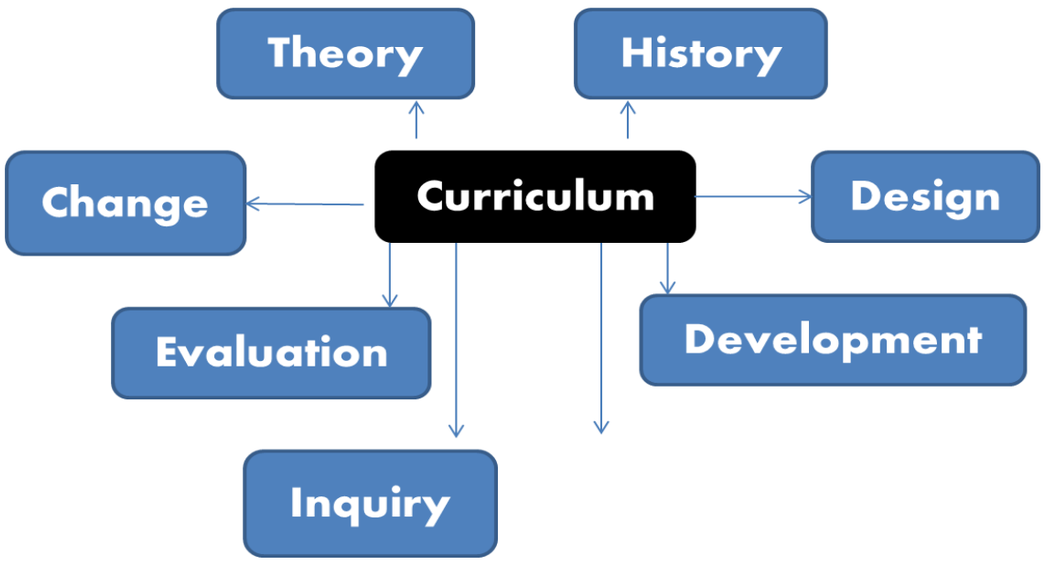


Staff and students are at the heart of curriculum. The relationships between them are shaped by the answers to key questions about:

- content,
- assessment,
- learning interactions & experiences,
- Linkages between and among these elements.

Lesson No 3 CURRICULUM DOMAINS

Topic 13: Curriculum Studies - Domains 1



Curriculum Theory

“Curriculum Theory is an act of clarifying meaning and use of language or act of theorizing and reflecting.”

It can be derived from various philosophies:

- Pragmatism
- Idealism
- Realism
- Existentialism
- Phenomenology
- Scholasticism
- Critical Theory

There are two types of theories:

1. **Perspective**
2. **Descriptive**

Prescriptive Theory focuses upon:

- What is worthwhile to know?
- How do we know it is worthwhile?
- How its worth can be justified?

Descriptive Theory focuses upon:

How can 'reality' be modeled so that we know its salient features?

As a result we can:

- explain
- predict and
- control curricular activity & Behavior.

Topic 14: Curriculum Studies – Domains 2

Curriculum History

Curriculum History is a process of analyzing, describing and interpreting thoughts and practices of curriculum in the past."

Studying past enables one to:

- Understand present better by developing a better sense of 'origins'.
- Benefit from the insights & ways to address issues/ problems that relate to similar circumstances as in present.
- learn about the forces that have hindered or supported curricular innovation, decision
- Analyze present situation and plan for future accordingly.

Topic 15: Curriculum Studies - Domains 3

Curriculum development is a process of deciding what to teach and learn along with all the considerations needed to make such decisions.

It involves a serious thinking about:

- history

- sociology
- philosophy
- culture
- politics
- economics

And issues like:

- purpose / aim
- content matter
- organization
- teaching methods
- evaluation and change

Topic 16: Curriculum Studies -Domains 4

Curriculum design though equated with curriculum development, but is more specific. It has four major components:

1. **Objectives**
2. **Content**
3. **Organization &**
4. **Evaluation**

These four components of curriculum design act as guiding elements for the:

- planning of curriculum guides,
- analysis of instructional materials,
- development of instructional units,
- preparation of computer software,
- The creation of educational games, & programmed learning materials.

Topic 17: Functions in Curriculum Design

Two important functions performed in curriculum design are:

1. **Analysis**
2. **Curriculum Creation**

1. Analysis is conducted to ensure consistency and congruence within and among the elements of curriculum design.

At a large scale it is done for:

- individual program,
- a grade level,
- a subject area;

It is also done for:

- individual unit of the study,
- textbooks,
- Teachers 'guides & lesson plans.

2. Curriculum Creation traditionally is done by proceeding from assumptions, to purposes & objectives, to selection of content that facilitates the attainment of objectives.

Content selection is followed by careful organization of materials & environment

In which activities are carried out and finally evaluation for the purpose of revision. Design and redesign may begin through interventions at any one of these stages and proceed to next stage.

Topic 18: Curriculum Studies -Domains 5

Curriculum Implementation

C1: It is a delivery process.

C2: A system of engineering which takes design specifications through various channels to the teacher and classroom.

C3: It is an instructional or teaching process.

A contrasting conception is that purpose of curriculum is not to "teacher-proof" the teaching learning process. Instead of being so carefully specified teachers are seen as creators and adaptors of curriculum.

Curriculum Implementation is not the following of orders but the development of learning experiences based upon knowledge derived from continuous flow of interactions with learners.

Topic 19: Curriculum Studies -Domains 6

Curriculum Evaluation

Evaluation is an attempt to assess the worth of students and educational practices, materials, or programs.

It can serve:

- a starting point,
- an end, or
- a mean

For continuous monitoring & renewal of curriculum.

Its focus can be:

- as narrow as students in a classroom or institution
- as wide as a program

Traditionally curriculum evaluation is conducted to assess if pre -specified goals are achieved by applying pre-specified means.

Topic 20: Curriculum Studies -Domains 7

Curriculum Change

Curriculum revision, innovation, renewal and improvement – taken as change:

- the careful planning of change,
- the involvement of all concerned,
- analysis of supporting forces,
- analysis of resisting forces,
- The development of both individuals & organizations; all is geared toward the end of improving (change) curriculum.

Topic 21: Curriculum Studies -Domains 8

Curriculum Inquiry

Curriculum inquiry and research can be used synonymously but inquiry is given broader meaning than research.

Inquiry includes:

- Logical positivist and objectivist orientation.

Lesson No 4 FOUNDATIONS OF CURRICULUM I

Topic 22: Major Foundations of Curriculum

Major foundations of curriculum are:

- Philosophical
- Historical
- Psychological
- Social (socio-economic)

Philosophical Foundations of Curriculum

Philosophy is the:

- starting point in any kind of decision making,
- Basis for all subsequent decisions regarding curriculum.

It helps to determine aims, selection and organization of the content implementation.

The questions philosophers usually ask are:

- What is truth?
- Why do we say a statement is correct or false?
- How do we know what we know?
- What is reality?
- What things can be describe as real?
- What is beauty?

Topic 23: Connection b/w Philosophy & Curriculum

Philosophy reflected by a particular school and its officials influences the goals and content, as well as the organization, of its curriculum.

Usually, schools reflect several philosophies, which add to the dynamics of the curriculum within the school/ school system.

It helps answer general questions:

- What are schools for?

- What subjects are of value?
- How should students learn the content?

It also helps us to answer precise tasks:

- What textbooks to use?
- How to use them?
- What & how much of home- work to assign?
- How to test and use the results?

Topic 24: Perennialism

- Perennialism is based on the belief that some ideas have lasted over centuries and are as relevant today as when they were first conceived. These ideas should be studied in schools. They believe that the ideas of history's finest thinkers are meaningful even today.
- The study of these enduring ideas will enable students to appreciate learning for its own sake as well as develop their intellectual powers and moral qualities.

Topic 25: Characteristics of Perennialist curriculum

Based on the beliefs of Perennialism, the curriculum should have following characteristics:

- The study of philosophy because it enables students to discover those ideas that are most insightful and timeless in understanding the human condition.
- Teaching of religious values or ethics.
- While teaching ability to differentiate between rights and wrong is emphasized, so that students have definite rules that they must follow.

Topic 26: Essentialism

- Essentialism comes from the word ‘essential’ which means the main things or the basics.
- It advocates instilling in students the “basics” or "essentials" of academic knowledge & character development.
- Essentialism is grounded in a conservative philosophy that argues, schools should not try to radically reshape society.
- Rather, they should transmit traditional moral values and intellectual knowledge that students need to become model citizens.
- Essentialism placed importance on science and understanding the world through scientific experimentation. To teach important knowledge about the world, essentialists emphasized instruction in natural science rather than nonscientific disciplines such as philosophy & comparative religion.

Topic 27: Characteristics of Essentialist Curriculum

- The ‘basics’ of the essentialist curriculum are mathematics, natural science, history, foreign language & literature.
- Essentialists disapprove of vocational, life-adjustment, or other courses with "watered down" academic content.
- Elementary students receive instruction in skills such as writing, reading & measurement. While learning art and music (creativity) students are required to master a body of information & basic techniques, gradually moving from less to more complex skills and detailed knowledge.

Topic 28: Progressivism

Progressivism argues that education must be based on the fact that humans are by nature social and learn best in real-life activities with other people. The role of education is to transmit society’s identity by preparing young people for adult life.

Education should allow learners to realize their interests and potential.

Learners should learn to work with others because learning in isolation separates the mind from action.

‘Learning by doing’ is emphasized.

Topic 29: Characteristics of Progressive Curriculum

It emphasizes the study of the natural & social sciences.

Teacher should introduce students to new:

- scientific,
- technological, &
- Social developments.

To expand the personal experience of learners, learning should be related to present community life.

Believing that people learn best from what they consider most relevant to their lives, the curriculum focuses on the:

- Experiences’, ‘interests’, &‘abilities of students’.
- Integration of several different subject areas rather than confining to one discrete discipline at a time.
- **exposing students to democratic values that recognize accomplishments of all citizens regardless of :**
  - race,
  - cultural background &
  - Gender.

Topic 30: Reconstructionism

Reconstructionism is about:

- change & reform
- rebuilding of social & cultural infrastructures

It argues that:

- students must be taught to study social problems & think of ways to improve society
- Schools become the agent of social change & social reform.

Topic 31: Characteristics of Reconstructivist Curriculum

Its emphasis is on:

- social sciences; history, political science, economics, sociology, religion, ethics, poetry, & philosophy, rather than pure sciences
- social & economic issues as well as social service
- making students to analyze, interpret & evaluate social problems,
- encouraging students to take action to bring about constructive change
- engaging students in critical analysis of the local, national & international community issues; e.g.,
  - poverty,
  - pollution,
  - unemployment,
  - crime,
  - war,
  - political oppression
  - Hunger.

The curriculum keeps on changing to meet the needs of changing society.

Historical Foundations of Curriculum

William Kilpatrick (1871- 1965) viewed curriculum as a collection of purposeful activities which are child cantered. The purpose of curriculum is 'child growth & development'.

Werret Charters (1875-1952) said that curriculum is a science which is based on:

- **students' needs**
- **teachers' plan of activities & lessons**

According to **Franklin Bobbit (1876-1956)** the curriculum is a science that emphasizes on students' need, i.e., curriculum prepares for adult life.

Hollis Caswell (1901- 1989) said that curriculum is organized around social functions of themes, organized knowledge and learners' interests.

Ralph Tyler (1902-1994) believed that curriculum is a science an extension of school's philosophy.

Lesson No 5 FOUNDATIONS OF CURRICULUM II

Topic 32: Psychological Foundations of Curriculum

- Psychology is concerned with:

How people learn?

- Curricularists ask; How psychology can contribute to the design & delivery of curriculum? **Or**
- How can psychological knowledge be incorporated to increase the probability that students will learn?
- Psychology proved a key for understanding the teaching & learning process. Both processes are essential to curricularists, because it is only when students learn & understand the curriculum & gain knowledge & power to use it, worth of the curriculum is proved.

- Theories of Psychology enable us to learn about emergence of human thoughts & behaviours.

Topic 33: Learning Theories

- Humanism
- Behaviorism
- Cognitivism
- Constructivism

Curriculum and Learning Theories

Humanism/Humanistic Theory

According to humanism learning is a personal act to fulfill one's potential. It focuses on human dignity, freedom and potential. And fulfills cognitive affective needs (key to development). Humanism develops self-actualized people in a cooperative supportive environment. Humanistic curriculum:

- learner centered
- Needs teacher to be a facilitator.

Topic 34: Behaviorism/ Behavioristic Theory

Behaviorism is based upon the idea that:

- all behaviors are acquired through conditioning
- conditioning occurs through interaction with the environment
- conditioning can be used to learn new information & behaviors
- behaviors can be measured, trained, & changed
- Behaviors are observable, so it is easier to collect data or information about learning & to quantify learning.

Behaviorist curriculum focuses upon:

- learning that occurs through reinforcement & punishment for behavior

- Organizing learning so that students can experience success in the process of mastering the subject matter.

Topic 35: Cognitivism/Cognitive Theory

Cognitivism focuses on:

- learning as an internal mental process
- processing
- management & monitoring of information
- Working of human memory to promote learning.

According to cognitivist:

- memory system is an active & organized processor of information
- prior knowledge plays an important role in learning
- understanding of short & long term memory is important

Cognitivist curricularist stresses that:

- The individual learner is more important than the environment.
- Teacher / educator should focus on building intelligence & cognitive development of learner.

Topic 36: Constructivism/ Constructivist Theory

Constructivism founded on the premise that:

- by reflecting on one's own experiences, they construct their own understanding of the world they live in
- Individuals generate their own "rules" and "mental models," which they use to make sense of their experiences.

According to constructivism learning is:

- search for meaning
- Simply the process of adjusting one's mental models to accommodate new experiences."

Constructivism promotes:

- curriculum customized to the students' prior knowledge &
- Hands-on problem solving...

It demands educator to:

- make connections between facts & fostering new understanding among students
- tailor teaching strategies to student response encourage them to:
  - analyze,
  - interpret information &
  - make predicts
- rely heavily on pen-ended questions &
- Promote extensive dialogue among students.

Topic 37: Social/ Socio-Cultural foundations of Curriculum

Socio-cultural foundation deals with following questions:

1. What is the difference between schooling & education?
2. What is a developmental task?
3. Why should students learn these tasks in any society?
4. What knowledge is useful for learners & Why?

Social /Culture Setting

Culture:

- Is an accepted way of life
- controls what to choose to teach in schools
- An array of observable facts:
  - dress, food, games, music
  - child rearing practices
  - material products
  - typical vocations
  - religious and patriotic rituals
  - political & social organizations
- A kind of social glue that consists of the characteristic habits, attitudes, beliefs, & ways of thinking of a particular group of people in any place.

Topic 38: Curriculum Development and Socio-Cultural Foundations

Curriculum development requires consideration about social setting, especially the relationship between:

- education & society
- Education & growth of learners.

Curriculum of a school influences the cultures of the people that the school serves.

Remember:

- School exists within a social context.
- The culture affect & shape the school & its curricula
- School, through teaching of curriculum, can alter society, & society can mold the school and its curriculum.

Remember:

We cannot meaningfully consider the:

- development or
- Delivery of curriculum without reflecting on the relationship of school & society.

Lesson No 6 TYPES OF CURRICULUM

Topic 39: Types of Curriculum

Major types of curriculum are:

- Explicit/Overt/Written
- Implicit/Covert/Hidden
- Null
- Co-curricular/Extra- curricular

Explicit Curriculum

Explicit / written curriculum possesses defined:

- "mission" of the school,
- subjects to be taught,
- lessons to cover
- knowledge & skills

This type of curriculum is expected to be acquired by the students. It is "obvious" & "apparent"

It exhibits:

- measureable & observable 'learning objectives'
- contact hours,
- time for activities
- lessons plans
- conventional teaching &
- Assessment.

Topic 40: Implicit Curriculum

Implicit curriculum includes "values"& "norms" that are set by society & its culture lessons that arise from culture of school and behaviours, attitudes, & expectations that characterize that culture. It has more to do with the "where" of education than the "what".

It includes:

- Informal & unintentional teaching of behaviours attitudes & perspectives students pick up while they are at school.

They learn to:

- form opinions and ideas about their environment & classmates
- act in 'appropriate' ways at school
- behave as is expected of them in the class or play ground

It also addresses student ideas about:

- gender,
- morals,
- social class,
- stereotypes,
- cultural expectations,
- politics &
- Language.

The attitudes & ideas are not taught formally, but students absorb & internalize them by observing & participating in activities in- & outside the classroom.

Topic 41: Null Curriculum

Null Curriculum is about the:

- options students cannot afford,
- perspectives they may never know about or much less be able to use
- Concepts & skills that are not a part of their intellectual repertoire.

The decisions regarding exclusion of certain topics from a curriculum places them in 'NULL' curriculum. Such decisions affect the curriculum & teaching experience as a whole.

Example:

- Evolution
- Astronomy
- Sex education

Topic 42: Co-Curricular Curriculum

Co-curricular curriculum includes:

- School based activities/ programs, intended to supplement the academic aspect of school experience. These activities are typically open to all, though participation often depends on skill level.

Participation in these activities:

- is purely voluntary
- Does not contribute to promotion from one grade to the next.

Co-curricular activities:

- athletics
- band
- drama
- student government
- student club,
- student societies &
- school social events, for example:
- meena bazaar
- sports day

Topic 43: Curriculum Development Part II

Curriculum Development - I

First part of Curriculum development includes curriculum as images, views about curriculum, purpose and scope of curriculum, element, domains and foundations of curriculum.

Curriculum Development - II

How do we proceed next?

How do we address questions like?

- What knowledge is worthwhile?
- What experience is worthwhile? or

"Think & do" of curriculum

- What do we think about, what considerations are more relevant when we do curriculum?
- How do we think about these matters?

These questions lead to the consideration of paradigms.

A 'paradigm' or 'framework' is a loosely connected set of ideas, values, & rules that governs the:

- conduct of inquiry
- way in which data are interpreted
- Way in which world may be viewed?

Paradigm comprises assumptions about:

- learning & teaching,
- nature of reality,
- knowledge,
- intelligence,
- inquiry & discourse,
- naming of problems
- approaches to problem solving &
- Social & political values.

Lesson No 7 PARADIGMS OF CURRICULUM

Topic 44: Paradigms of Curriculum

Paradigms of Curriculum:

- Ralph W Tyler's
- Joseph Schwab's
- William Doll's
- Henderson & Gornik's
- RALPH W TYLER'S /
- TECHNICAL PARADIGM

Tyler's (1949) / Technical Paradigm:

This theory is dominated curriculum theory for a number of decades.

This theory strongly influences curriculum planning in schools even today.

Tyler's (1949) questions parameters for curriculum study are:

1) What educational purposes should the school seek to attain?
2) How can learning experiences be selected which are likely to be useful in attaining these objectives?
3) How can learn experiences be organized for effective instruction?
4) How can the effectiveness of learning experiences be evaluated?

Joseph Schwab's/ Practical Paradigm

Schwab's consideration of curriculum planning is an interaction among various elements or common-places:

- Teachers,
- Learners,
- Subject, &

- Milieu.

Basic Characteristics:

- The elements continually influence one another.
- Classroom realities are of great significance so teachers must turn to:

Inquiry & deliberation about the continuously changing dynamics of the common-places.

Topic 45: William Doll's Paradigm

William Doll (1993) defined following curricular paradigms:

- Pre-Modern
- Modern
- Postmodern

These paradigms developed over time, also exist simultaneously without one completely replacing another.

Pre Modern Paradigm

Pre-Modern Paradigm sets forth:

- an ideal of order
- symmetry
- balance &
- Harmony.

In this paradigm, education consists of striving to learn:

- essential and eternal truths or
- Principles for how one lives in the world.

In earlier times, this conservative worldview held that knowledge is unchanging & there is a social order in which individuals must know their place; however, as this paradigm evolved in the 20th century, it contained a more democratic vision.

In this paradigm, ideas about content & practice include a course of study that aims to create well-rounded & wise individuals with the help of educators transmitting traditional knowledge, beliefs, & values among learners.

Topic 46: Modern Paradigm

Modern paradigm has been the dominant one of 20th century in European & American education.

It emphasizes an:

- individualistic
- mechanistic
- progress-driven worldview
- control & domination of the environment
- Competition & directly perceived reality.

The themes of paradigm include:

- efficiency,

- linearity,
- rationalism,
- empirical knowledge,
- scientific method
- measured outcomes,
- Standardization.

Its descriptions focus on an:

- engineered,
- goal-driven,
- Segmented disciplinary curriculum.

At times it portrays students as raw material shaped into products for the benefit of society & industry.

Role of educator is to:

- deliver the curriculum
- provide the right experiences

So that the prescribed goals created by others outside of the classroom are met.

Topic 47: Post Modernism Paradigm

Postmodernism holds a complex and multifaceted worldview.

The postmodern outlook suggests the world is not orderly but is complicated & unpredictable.

It stresses that history is not linear & segmented but is evolving & contradictory.

Postmodernism knowledge consists of multiple truths; e.g., it is important to interpret individuals' personal experiences as well as a multiplicity of perspectives through the lens of:

- race
- ethnicity
- social class
- gender &
- Sexual orientation.

It also emphasizes:

- social construction of knowledge
- integrated curriculum
- authentic assessment
  - education for understanding
  - dialogue
  - interaction
  - perspective taking
  - creativity &
  - playfulness

Topic 48: James Henderson & Rosemary Gornik

Henderson and Gornik (2007) refer to curriculum as enacted & developed in contemporary schooling.

The paradigms are:

1. Standardized Managements
2. Constructivist Best Practices
3. Curriculum Wisdom

The paradigms can be understood by focusing on:

- student performance
- The discourse by which educators & others consider educational practices & achievement.

1. **Standardized Management Paradigm**

This paradigm involves the limited & instrumental aim of success on standardized texts -briefly describing the dominant curriculum of contemporary schooling.

2. **Constructivist Best Practices Paradigm**

The focus is upon student understanding of subject matter.

Educator/ teacher's main concern is also student understanding of content matter.

Educator's main concern is student understands of subject matter.

Following it can mean significant change within classrooms & schools immerse in teaching for tests.

3. **Curriculum wisdom**

It stresses the enhancement of:

- Students' self- knowledge & their commitment to & capacities within, democratic societies. It offers the possibilities for sweeping/ wide curriculum transformation.

Lesson No 8 SOCIAL DIAGNOSIS FOR CURRICULUM DEVELOPMENT I

Topic 49: Social Diagnosis for Curriculum Development

Education is a social process that enables people to acquire the:

- ways, beliefs &
- standards of society

Schooling is a specialized aspect of this social process.

School is shaped by larger fabric of ways, beliefs and ideas held & cherished by the people of a society at a particular time. On the other hand – what goes on in the school also affects the social system.

Unknown society can be described completely from knowledge of its educational system. Social system is significantly mirrored in its educational program.

Importance of relations between school & society in the period of:

- little social change
- profound/intense social change

New & old social elements exist side by side and compete with one another.

School & process of social change reflect the older elements of society. Teaching profession needs to be a guard at such a time against making school a repository (store house) of old ideas, ideals & skills. Teaching profession & process of social change keeps the school up- to- date and shapes educational programs to influence the form & direction of social development.

School & period of social transformation to be on the side of the constructive influences, the teaching profession must be aware of facts derived from social diagnosis by scholars in the field of psychology & social sciences.

The profession must know about the changes in the:

- economic system
- value system
- home & community life
- occupational activities

It must also understand the tasks these changes set for the school.

Topic 50: Culture and the Curriculum

Society & issue of induction of immature members in to culture includes:

a. Primitive societies

- family influence upon conduct & modes of thinking
- informal learning by interacting with adults in daily activities

b. Literate societies

- instruction in group ways becomes partly a specialized process
- School is created with the responsibility for teaching certain things.

Topic 51: School & Curriculum

A sequence of potential experiences is set up in the school for the purpose of disciplining children & youth in group ways of thinking and acting.

This set of experiences is referred to as the “curriculum” Curriculum is always, in every society, a reflection of what people:

- think
- feel
- believe &
- do

Topic 52: Structure & Function of Culture

1. What is culture?

Culture is the fabric of:

- ideas & ideals,
- beliefs
- skills
- tools

- aesthetics
- objects
- customs
- ways of thinking &
- Institutions into which each member of society is born.

Culture of people includes the way people:

- make a living
- games they play
- stories they tell
- heroes they admire
- music they play
- way they care for their children
- family organization
- transportation modes
- Communication & countless other items.

Culture of people is that part of his environment which a person himself has made or created.

Topic 53: Difference b/w Culture & Society

Society is a group of organized individuals who think of themselves as a distinct group. A society is not a mere aggregate of individuals; in such a collection the individuals do not recognize themselves as members of a distinct social unit.

What is a society?

To be a society a collection of persons must have something in common - a set of loyalties & sentiments - which induces the individual in certain circumstances to subordinate or even to sacrifice him for the good of the group. Since these common elements are part of a culture, without a culture there could be no society & without a society there could be no culture. However, society & culture are not identical. A society is composed of people, whereas a culture consists of the things the people have learned to:

- do
- believe
- value
- Enjoy & so on in the course of their history.

Culture will vary:

- from society to society
- Within the same society over a period of time.

It is obvious that what people do, believe, & value, vary from one society to another & within a society if a long enough time span is allowed.

Topic 54: Culture & Development of Individual

What a particular person:

- does & believes &
- How he reacts to various stimuli depends upon the culture in which he grows up.

The basic personality structure of the individual is shaped by the culture into which he is born & grows to maturity.

The Structure of a Culture

Ralph Lintot's analysis of culture for the purpose of curriculum -understanding & reconstruction

Categories of elements (things people know, believe, and do) of a culture:

1. Universals
2. Specialties
3. Alternatives

Lesson No 9 SOCIAL DIAGNOSIS FOR CURRICULUM DEVELOPMENT II

Topic 55: The Structure of a Culture

1. Universals – are distributed among the adult population. Individuals throughout the society may, e.g.

- eat the same food
- wear the same style of clothes
- use the same language
- greet one another in the same way &
- Require the same obedience & respect from their children.

They may:

- possess the same religious notions
- cherish the same political & economic ideas & accept the same rules of polite conduct.
- All such things, generally
- accepted by the
- members of the society
- are called as universals.
- Universals are specific to a particular society, since the character of culture varies from society to society; it is possible that a universal element in one society may not appear at all in another.

Topic 56: Specialties

2. Specialities

- Occupational
- Social position

Specialties of occupational nature

Specialties of people belonging to group of individuals who occupy various social positions.

Occupational Specialties

- Some elements are among only a portion of adult population – only a part of people know about & can do, are termed as specialties.
- They consist basically of vocational things which demand technical knowledge & skills.

Division of labour in every society

- Expertise of women
- Expertise of men

Finer division of labour

Men - tilling the soil

- herding cattle
- appease the spirit

Industrial societies – permeated by science & technology –division of labour is advanced.

Division of labour in industrial society – specialties contain a relatively large portion of the cultural elements.

Specialties due to Social Positions

- Society with social elites (recognizable) – ways of thinking peculiar to themselves
- Society with lower social strata – ways of thinking not found in elite class.

Specialties are not shared directly or intimately by all individuals of a society, in a simple society most of them are understood in a general way by everyone.

Topic 57: Alternatives

3. Alternatives

Certain cultural elements belong among neither the universals nor the specialties these elements are exercised by the people by choice. The elements consist of ways of thinking & doing that depart from commonly accepted ideas or practices. These are ways of obtaining results which depart from generally accepted techniques & procedures like, a new way of:

- making soap,
- teaching
- preparing food or doing a thousand of other things which is accepted by only a few individuals.

How do alternatives enter a culture?

- by invention in the society
- diffusion from other cultures

Cultures may be:

- static/ un-changing
- dynamic/ changing

New ways of doing things emerge come to be accepted & absorbed by either the universals or the alternatives.

Topic 58: Cultural Core as the Fundamental Rule of Life

Grouping of Cultural Elements

Group I: Universals & Specialties (persisting & unchanging)

Group II: Alternatives (un-integrated & inconsistent)

Group I –

- more or less persistent, unchanging mutually compatible,
- not always logically consistent U & S

It is stable, consists of tried & accepted elements, additions & deletions apt to face resistance.

Group II –

The elements surround the central (Group –I) elements

- un-integrated &
- frequently inconsistent alternatives
- these are candidates for admission to central body of cultural content.

Topic 59: What is cultural core?

Cultural Core consists of central body of elements, i.e., Universals & Specialties.

It refers to:

- ✓ Fundamental rules
- ✓ Knowledge &
- ✓ **Skills, by which people:**
- live
- carry on their conduct
- rationalize their conduct & upon which they build their hopes & expectations.

From these elements society draws it:

stability & vitality

They underlie all social institutions & constitute the bases of moral & social judgment. Cultural core & people shapes general pattern & spirit of a culture that determines people's political & economic habits.

The economical habits include:

- kind of institutions
- extent of competition or collaboration with each other
- way of controlling those who deviate from accepted patterns of conduct.

Cultural core & individual

An individual largely gains his/her:

- personal stability & emotional security

A person finds his deepest sentiments & his most cherished objects of allegiance & faith in cultural core.

Lesson No 10 CULTURE AND THE CURRICULUM I

Topic 60: The Culture and the Curriculum

Cultural roots of the curriculum

An observation of a curriculum of any school in any society, will tell us:

1. a set of educational objectives (stated or implied)
2. a body of subject matter
3. a list of activities / exercised to be performed &
4. a way to determine whether or not the
5. educational objectives have been achieved by the students.
6. besides, there is some kind of control which teacher is required to exercise over learner.
7. the objectives stressed will tend to be those
8. reflect the controlling ideas and sentiments contained in universals
9. the subject matter will tend to be that, which is believed to embrace the most significant ideas, & more generally used knowledge & skills.
10. the way learners are controlled will reflect at the prevailing methods of social control of society at large.
11. the curriculum as an instrument for the education of the young will reflect the ideals knowledge & skills that are believed to be significant & that are related to the common activities of the members of the society.

Topic 61: The Culture and the Curriculum….cont.

The curriculum therefore, is interwoven with the social fabric that sustains it.

Distinction b/w Curriculum for:

a. Common Education

b. Special Education

a. Common Education

In every culture it will be/ is based on the:

- universal elements of the culture
- aspects of the specialties that are of general concern.

b. Special Education

It will be/ is based on the:

- dominant specialties of the culture

It is designed to train the individuals for a particular social or vocational position.

Topic 62: Common Education

a. Common Education

It is concerned with the problem of maintaining the society as a closely knit & well integrated unit. The principle content consists of rules & knowledge by which people as whole regulate their behaviour & anticipate the behaviours of one another.

The curriculum emphasizes the fundamental universals or cultural core, such as the:

- values

- sentiments
- knowledge & skills which provide society with stability & vitality & individuals with motivations & deep lying controls of conduct.

The heart of universals is the standards and knowledge by which the people decide what is:

- right & wrong
- good & evil
- beautiful & ugly
- true & false

- **appropriate & in-appropriate in all sorts of activities, like:**

  - political
  - economic
  - aesthetic
  - educational etc.

These standards constitute the moral content of the society.
Knowledge & skills have to do with the control & improvement of the common activities of the people such as their political and economic behaviour. Together these constitute the subject matter of common education.

Topic 63: Special Education

b. Special Education

It is concerned with the specialties of the culture. Specialties are ways of thinking & acting associated with:

1. social class
2. vocational group
3. both.

1. Education for Social class

In societies with social elite – education is focused on training of immature members of the group in the special points of view and patterns of conduct of these privileged adults.
Private schools – an evidence of presence of elite class with;

- particular outlook
- polite manners
- behavioural patterns which it (class) wishes to maintain.

Reason– creation of dual education system

- for elite class
- for folks/ public - existence of an elite class

A bitter fact is that Countries inclined to be democratic - with single educational ladder; the curriculum of the upper class/step reflects a privileged origin.

2. Education for vocational/professional purpose

- correlated with the needs of people of a particular socio-economic level.
- sometimes hard to distinguish it from that form of special education designed to equip the individual to occupy a particular position in society.

For example:

The boys from upper class go to private or publically supported schools – are trained for upper class vocations.

It prepares them for domestic governmental positions, foreign diplomatic service and industrial/bureaucratic positions.

All vocational education is not class education. Social systems with open-door policy for all occupations - offers possibility for every individual irrespective of race, belief, or social background to acquire desired knowledge & skills.

Lesson No 11 CULTURE AND CURRICUOLUM II

Topic 64: Diagnosis for Curriculum Development

1. Culture and the Curriculum
2. Community Changes and Problems of Curriculum Development
3. The Value Crisis and the curriculum

Community Changes and Curriculum

It includes the:

1. Influence of Science & Technology on Culture
2. Changes in Community life
3. Social Stratification of Communities
4. Changes in Family Life
5. What these Changes Mean for Curriculum

Topic 65: influence of Science and Technology on Culture

Advancement of science & technology has resulted not only in:

- mechanical conveniences
- physical comforts

but also in:

- cultural changes leading to serious social problems.

More obvious issues are:

- maintaining home & family stability
- economic & industrial order & peace of world.

Educational problems arise due to these changing scenarios, which are faced by teaching profession. Advancement of science & technology has resulted in general problem of cultural re-integration. The issue of re-integration of culture is the root cause of major curriculum problems.

Invention affects social life in one way by:

- creating new jobs
- wiping out others

Another way by:

- conquering geographical distance so that people of the world brought into close relationships

Still another way by:

- creating conditions leading to the concentration of people into huge centres of population, uprooting man from the soil & breaking the face-to-face ties, a characteristic of village life.

Topic 66: Increased Specialization of Labour & Social Interdependence

The power & efficiency of science & technology rest upon the principle of 'Division of Labour' Scientific discovery is accelerated by isolating special features of nature for intensive investigation.

Principle of:

- politics-divide & conquer
- science-isolate & conquer

Isolation lends itself to minute division of labour, for example,

There are physicists, but physicists who are expert in:

- electricity,
- mechanics,
- nuclear physics & many other areas unknown to general public.

Specialization & division of labour includes: -

Industry & other professions

- Progress of factory system - specialized knowledge, skills & activities, coordinated by engineers & business bureaucrats to produce a single product.

Specialization & division of labour

- **Medicine:** Medical practitioner replaced by specialist
- **Legal profession:** civil criminal, corporate lawyers
- **Teaching profession:** alarming segmentation & narrowness
- **Medicine**: Medical practitioner replaced by specialist
- **Legal profession**: civil criminal, corporate lawyers
- **Teaching profession:** alarming segmentation & narrowness accompanies highly developed division of labour.

Topic 67: Division of Labour and Education System

- The administrator & school head knows about how to run a school & duties & responsibilities of his office. They have the little knowledge about teaching
- Teacher- specialized in mathematics, art, English, science -but little knowledge of operation of school.
- The School – as an industry
- Teachers are like factory workers
- Administrator corresponding to the manager of industry.

How about the educational program? - **DIVIDED**

How about curriculum?

Curriculum is broken into highly specialized bodies of information.

The student – goes though educational program by being exposed to fragments of knowledge here & there – accumulates units required for graduation.

A student - in this process of schooling is not seen as a person - a "sociopsychological" creature…rather as a student of English mathematics, science, or art.

On the basis of this view he is judged by the school to be either a success or failure.

The reverse side of the picture (division of labour) is that it breeds Inter-dependence. The labour of multitudes of individuals in almost every large enterprise, research project, or professional undertaking must be meshed in a comprehensive pattern If a product is to be made by a large number of individuals, each of whom is to make only a small part of the total, the product cannot be prepared if any one fails to fulfil his duty.

Topic 68: Changes in Community Life

Early community life was closely well knit unit based upon face-to-face relation, affection & friendship.

Individual in the Small Community Life 19th Century

Men & women in Communities were

- Ignorant
- narrow point of views
- prejudices

However, they were in agreement as to

- meaning of life
- rights & responsibilities of the individual.

Individual shaped his:

- conduct
- life-span, by the demands of local opinion & sentiment
- ideas of right & wrong, good & bad, correct & incorrect were induced by the customs & traditions of the community.

Today – all of this has been changed & old fashioned communities are declining with no chance of restoration.

Topic 69: The Individual in the Urbanized Society of Today

Modern cities arose due to new industrial & business activities created by scientific inventions. Power driven machinery brought the factory system into operation. This system led to the division of labour and concentration of multitudes of workers in industrial areas. Urban areas have become the workshop of the country as well as the home of the people.

The result of urbanism, life of individual is:

Less & less shaped by the community & more and more shaped by his occupation & other specialized activities.

Mechanical inter-dependence through minute division of labour, brought people closer together geographically and mechanically. Specialization has divided people with respect to their mental outlooks –**their**:

- moral ideas
- knowledge,
- skills &
- tastes.

What an individual believes is:

- right & wrong
- good & bad
- correct & incorrect

It goes back to his (individual) experience, activity and specialized labour. As a result every individual carries around in his head a specialized picture of society, representing a little fragment of the total social pattern.

Lesson No 12 SOCIAL STRATIFICATION OF COMMUNITIES

Topic 70: Social Stratification of Communities

Factors affecting individual in a community includes:

- general social pattern
- his social position “Social Class”

It refers to different levels of social stratification as determined by the way members of community rank one another. Research shows classes are designated by the terms:

- upper
- middle
- lower

Each of this further sub-divided, e.g.

- upper class into:
- Upper- upper
- Lower- upper

Middle class into:

- upper middle
- lower middle

- lower class into:
- upper lower
- lower lower

Awareness of social class among students

They:

- are aware of social class of their class mates.
- become conscious of class distinction between the 4th & 6th grades.
- can identify, with considerable accuracy, the boys & girls who 'do not have much money'
- make such judgments on the basis of clothes their classmates wear & what they bring to school.

However, they:

- do not choose their friends by reference to class status

Between grades 6 & 8, children distinguish more sharply between middle and working class children.

At these grade levels, children begin to choose friends largely from among members of their own class groups or social classes.

Topic 71: Effects of Social Stratification

- It has far reaching social consequences
- It has effects upon the personality of individuals

Many different forces shape character of an individual including elements such as:

- beliefs
- ideals
- ways of thinking
- social outlook.
- More important of forces are the ones associated with social position an individual occupies in the community.

The social position OF a person determines:

- who will be his friends &associates
- the kind of job he will hold
- where he will live in

The community is:

- the kind of family into which he will marry, etc.

Each of these has deep influence upon the individual's:

- beliefs,
- aspirations
- loyalties &
- the way he perceives the social events that occur around him.

Topic 72: Community Changes and Curriculum - Conclusion

- Each social class tends to create personality patterns peculiar to it.
- Each individual takes on elements of special pattern of culture characterizing his social class.
- An individual tends to see the world from the stand point of his social class. Class awareness comes when a group becomes class conscious, only then it starts thinking and planning deliberately in terms of class interests.
- Each social class generates a peculiar social outlook imbibed by every individual born into it.

Topic 73: Community Changes and Curriculum - Changes in Family Life

The forces that caused decline in the local community and its role in the development of individuals have also brought about a decline in the influence of family as a social unit.

What is the basis of family?

The pattern of the family is always shaped by the total cultural pattern. In a family place of the woman, the way children are treated and several other characteristics in a given time and place go back to the spirit, ideals and behaviour pattern of culture all are included. Stern discipline of q society is expected to be practices by the family over its members.

Topic 74: Community Changes and Curriculum

- Families in non-technological societies/rural areas are producing as well as a consuming unit.
- The home, the work and social life are cantered in one place.
- From social and educational point of view the members of the family are intimately associated.
- Father's occupational activities are appreciated by the entire family.
- Activities of mother are recognized and valued also.
- Many activities and responsibilities are shared by the children so that some of the most basic elements of character are implanted by associations/ relationships in this primary social unit.
- Each family built common ideals sentiments and patterns of behaviour into its members, for each one shared in common economic and social activities.
- These ideals and sentiments are in turn reinforced by the community life of the village or the town.
- Family functions have been reduced. Cotton goods industry gave rise to urban centres.
- Workers moved around factories. Family remained untouched by the disturbance due to shift of worker from home to the factory.
- City grew due to mechanized industry and commerce. Families began to feel tensions and conflicts. The number of families experiencing disruption due to technological development kept increasing with passage of time.

Topic 75: Community Changes and Curriculum

Urban Family

The work is no longer done in common. Urban family is not a producing unit; it is a consuming unit (mostly). Father's work place away from home. Mother is also employed outside the home (mostly) or confined to keeping of house and preparing meals. Children have few responsibilities except for assisting mothers. Domestic conveniences and labour saving devices this responsibility is reduced in many families almost to vanishing point.

What these changes mean for curriculum development

Few consequences of the scientific and technological revolution -

Ending of the old fashion community.

- Decline in the influence of family unit.
- Reduced influence of face-to-face relationships and, - Rise of big social organizations.
- Increases instability of occupations and employment etc.

Lesson No 13 COMMUNITY CHANGES AND CURRICULUM I

Topic 76: Community Changes and Curriculum

What Challenges do these changes pose for curriculum development?

There is a need for:

1. New common sense
2. Social understanding
3. Methods and techniques for resolving social conflicts
4. Elimination of class bias from curriculum

Period for gradual change

Common sense of people is enough to deal with issues and problems.

Simple community life issues are solved by:

- Face to face relations
- Common experience of group members
- Mature judgements of the senior members of the community.
- However, cultural changes experienced demand more than the old common sense and ways to resolve issues which create difference among people.

Common sense is:

- Useful to deal with relations among neighbours and the community.
- Unsatisfactory for dealing with issues between people and huge social organizations like, corporate enterprises, business men, farmers, labourers and professional people.

Topic 77: Community Changes and Curriculum

These issues cannot be dealt with using ideas and attitudes that are used for intimate relationships of community, it will result in disillusion.

Policies of social organization suit to their interests not what is desirable in the life in small community. These policies are equally applicable to all the people, ignoring individual interest

and desires or needs. Role of these policies is little none at all. For individuals they are rigid structures limiting his choices and actions. Old common sense does not work and there is no new sense to deal with these issues and problems.

Need for a new common sense for a period when relationships will be is of:

- Impersonal nature and remote associations, growing out due to interdependence of the society.

Topic 78: Community Changes and Curriculum

How new common sense should look like:

- Must be broad and include rules and ideas for governing relationships between man and organizations and organizations themselves.
- Policies and actions of large social groups that have displaced the old fashioned community and its simple life of intimacy.

Role and responsibility of Curriculum developer

- To provide chances for children, young people and adults to engage in the common task of rebuilding ideas and attitudes, so as to make them suitable for the purpose of social adjustment and action in a period dominated by a complex web of impersonal social relations.

Lesson No 14 EDUCATIONAL PURPOSES AND SCHOOL I

Topic 79: Basic Principles of Curriculum

Basic questions of curriculum development are:

- What educational purposes should the school seek to attain?
- What educational experiences can be provided to attain these purposes?
- How can these educational experiences be effectively organized?
- How can we determine whether these purposes are being attained?

Educational Purposes and Schools

Role of objectives

These become criteria for the selection of the materials, identification of content, development of the methods of teaching and preparation of tests and exams. All these aspects of educational programs are means to achieve basic educational purposes.

If we wish to study a program systematically and intelligently, it is important that we must clearly know about the educational objectives aimed at.

Topic 80: Educational Purposes and Schools

A fact about objectives is matter of choice. Therefore this decision needs value judgements of those who are responsible for the schools.

What is needed for making value judgements?

Comprehensive philosophy of education and some kind of knowledge and information that provides a strong basis for applying the philosophy to make decisions about objectives.

The role of scientific investigation in gathering information and knowledge to decide educational objectives is very important.

Sources that can be used to set the objectives for school

Ideas given by

- Progressives or essentialists
- Specialists or child psychologists
- Sociologists or educational philosophers

Topic 81: Educational Purposes and Schools

Progressives:

Focus is on children's:

- Interests
- Problems and
- Purposes

Essentialists

Use of body of knowledge gathered over many years for example, the cultural heritage.

Sociologists

Analysis of issues of contemporary society. The school is viewed as the agency for enabling young people to deal with problems of life.

Stages include:

- Identification of problems
- Selection of objectives to provide the knowledge, skills and attitudes to address identified contemporary issues.

Educational Philosophers

Hey recognize the basic values of life, transmission of these values from generation to generation by the schools.

The role of the school is to draw basic values by careful study of philosophical knowledge and identify source from educational philosophy to draw the objectives.

Conclusion

To decide upon the objectives of the school no single source of information is adequate.

Each source has certain values to add/commend. Each source should be given some thought/consideration while planning for curriculum program for any school.

Topic 82: Source of Information and Objective

Sources of information to identify educational objectives

1. Studies of the learners themselves
2. Contemporary life outside the school
3. Suggestions from subject specialists
4. The use of philosophy

Topic 83: Educational Purposes and Schools

- Study of the learners themselves
- Purpose of education is change in the behaviour patterns of the learners.
- Behaviour in a broad and explicit sense includes thinking and feeling, if this is how education is defined THEN “objectives should be such that reflect the kind of changes are expected among students”.
- A study of the learners would be helpful to identify changes needed in their behaviour patterns which educational objectives should seek to develop.

Example

Elementary school A

Issues identified (facts):

Dietary deficiency among students and inadequate physical condition.

We may suggest objectives in:

Health education and social studies

However only when they are viewed in terms of some desirable or normal physical condition and dietary deficiency is given due importance.

There will be little chance to infer/draw any educational objective out of such data, if dietary deficiency is taken as for granted.

Lesson No 15 EDUCATIONAL PURPOSES AND SCHOOLS II

Topic 84: Defining Need

Difference between desirable standards/acceptable norms and present condition of the learners is equal to need or gap.

Psychological perspective of “need”

According to Prescott and Murray – human being is a dynamic organism, an energy system normally in equilibrium between internal forces (produced by the energy of oxidation of food) and the external conditions.

The system remains in equilibrium as long as certain needs are met or fulfilled.

Disequilibrium is a result of certain tensions.

Human being is continuously meeting its needs relieving the forces which cause imbalance.

Education is required to channel the means by which these needs are met. It produces socially acceptable behaviour.

Classification of needs according to “Prescott”

1. Physical
2. Social

3. Integrative

Physical

Need for food, water, activities etc.

Social

Need for affection, belonging, status, respect from social group

Integrative

Need to relate one's self to something larger and beyond one's self. Need for a philosophy of life.

Final analysis

All children have similar needs. It is the duty of school to help children to have these needs met in a satisfying manner and develop socially and personally significant behaviour.

Topic 85: What is need/meaning of need

1st meaning-'Need'

A gap between some conceptions of a desirable norm, that is, some standard of Philosophic value & actual status.

Or Gap b/w what is & should be.

2nd meaning- 'Need'

Psychologists' identified tensions in the organisms must be brought into equilibrium for a normal healthy condition of the organism (human being) to be maintained.

1st meaning of 'need' & Investigations

- The present status of students in terms of 'factors' accepted as desirable norms
- Present status is checked & compared with these norms.
- Gaps or needs are identified.

2nd meaning of 'need' & Investigations

- For psychological needs as identified by *Prescott,* studies are conducted by dynamic psychologists.

Topic 86: Educational Purposes and Schools

Why the needs of learners as a source for educational objectives are important?

Reasons:

- **Children enjoy a great deal of educational development from interaction in the:**
  - home
  - community
- School does not need to duplicate the these educational experiences
- School should focus its efforts to fill the gaps in the present development of students.

Therefore, the studies which identify these gaps or educational needs are necessary studies. They provide a basis for the selection of objectives which should be emphasized in any educational program.

Parts of studies of learners help in:

1. Getting to know the acceptable norms
2. Finding out the present status of students
3. Comparing this status to acceptable norms in order to identify the GAPS or NEEDS

The needs of students may fall in any aspect of life, like health, education.

To study all aspects of life:

- at the same time &
- **in a single study the suggestions are given below:**

- Divide life in some major aspects
- Analyze these aspects carefully
- Investigate each of these aspects separately.

Topic 87: Educational Purposes and Schools

Example:

In an Elementary School B the possible aspects for investigation are:

1. Health
2. Social relationships
    - o Life in family
    - o Friends
3. Socio-civic relationships
    - o Civic life of the: school and community.
4. Occupational life
5. Recreational life

Remember:

These are not the only aspects to be studied but they show the division of all the Youngsters' life into aspects for investigation.

Process of Investigation Studies of children's:

- Practices
- Knowledge & ideas
- Attitudes
- Interests etc.

Example: Health Study

- Food habits
- **Habits relating to:**
    - rest & relaxation
    - cleanliness
- Practices relating to safety & protection of the health of others

- Present health knowledge
- Misconception about health & hygiene
- Attitudes towards personal health &
- Sense of responsibility for the protection of health of others &
- Interests in learning more about the field of health.

i. It will provide information about the present status of students about 'health'
ii. It will be compared with desired norms
iii. Serious gaps b/w the two will be identified
iv. Gaps would help to suggest educational objectives for curriculum

Lesson No 16 EDUCATIONAL PURPOSES AND SCHOOLS III

Topic 88: Educational Purposes and Schools

Characteristics of Data

Certain data will be common to most children:

o one part of country or another

o rural or urban area

However, other facts would vary from:

o One school to another school

o One group in the school to another group.

For example,

- Health habits & knowledge
- Skills in reading, writing & mathematics
- Knowledge of socio-civic affairs
- Attitudes towards social institutions will vary to a great extent from school to school.

Drawing Results

It is possible to draw some information about the children of concerned age group, on the basis of general scientific studies. However, it is/will be necessary to supplement it (results) by the studies of particular children within a particular school. Besides, recognizing the varied composition in student body representing the typical school.

Only then, it is possible to identify that:

a. some needs are common to most Pakistani children
b. Other needs, that are common to almost all children in the given school
c. Still other needs, that is common to certain groups within the school BUT not common to a majority of children in the school.

Topic 89: Procedure for conducting Investigation

Selection of the school for investigation

- Select the most familiar school
- Carefully outline the investigation that could give you information about the needs of students, which would be useful in identifying objectives for that school.

Investigating Student Interests – a challenge

Purported Theory of Progressive Education demands:

- identification of students' interests
- these interests become the basis for educational objectives

Why to use students' interest as a basis for objectives?

- Education being active process involves active efforts of learners
- Learners, learn only those things which interest to them.
- School offering such matters of interests to students, ensures their participation. As a result, they learn to deal with these situations effectively.
- Enabling them to handle present situation effectively, quarantines their abilities to deal with new situations as they arise in future.

Topic 90: Role of Education

Provide opportunities to students to enter in an actively into & deal sincerely with the activities which will be interested to them or in which they are deeply involved & enable them to carry on such activities effectively in future.

Why students' interest is not an adequate basis for objectives?

Purpose of Education:

- broaden &
- Deepen the student interest.
- Continue education after formal school training. However, educators recognize the value of beginning with learner's present interest as a point of departure.

Therefore, to identify the possible objectives investigation of learner's present interest is conducted:

- If identified interests are desirable ones they provide the starting point for instruction
- If the interests are undesirable, narrow, limited or inadequate, they indicate GAPS. - Effective education requires gaps to be filled.

Examples: Studies of children's interest

- Questions about science & developed curriculum in elementary school science
- Reading & curriculum in literature developed
- Sports & games & physical education curriculum was developed

Topic 91: Recommendation for Studying Children's Interest

A series of investigation in various aspects of student interest should be planned rather than to make one single study. A single study which attempts to cover all aspects of life should not be planned, as students may have interests of one kind or another. At a time single aspect should be studied.

For example;

Interest in:

- health,
- English language
- environment &
- family life

Methods of social investigations

1. Observation by the teacher
2. Student interview
3. Parent interview
4. Questionnaire
5. Interest questionnaire
6. Test
7. Examination of community records
8. Participation of teachers
9. Participation of students

Topic 92: Methods for Studying Learners

Methods of social investigations

1. Observation by the teacher

Fact finding about students, their

- ✓ activities in school
- ✓ social relations &
- ✓ School habits etc.

2. Student interview

- Time consuming

- Student sample

It provides informal data about:

- how they feel about things
- their attitude
- their interest &
- Philosophy of life etc.

3. Parent interview

- health practices &
- social relations of students

4. Questionnaire

- o - student information

5. **Interest**

- Questionnaires
- recreational activities of students
- social & personal problems

- reading habits

- Health habits &

- - work experience

6. Test

Present status in:

- skills; (reading, writing, computation)
- knowledge attitudes & problem solving

7. Community Records

- Child mortality,

- Frequency of occurrence of any disease with reference to health condition,

- - Various types of social data by community etc.

8. **Examination of school records**

9. **Teachers/ staff Participation**

Contribute to study of student needs & Interests

10. **Student Participation**

House survey to gather data for various kind of comprehensive investigation

Lesson No 17 EDUCATIONAL PURPOSES AND SCHOOLS IV

Topic 93: Inferring Objectives from Investigation What is data?

- Information collected in an investigation
- Information collected by using different types of sources or instruments/ tools

What can be the form of Data?

- Short/Tabulated/ List
- Statements

How to infer Objectives from investigations?

Studying the data for implication

- comparing data with standards
- Obtaining suggestions about possible needs, a school can meet.

The importance of implication of data cannot be over emphasized as data can be interpreted in different ways

Example:

"60% boys in 6th grade of an elementary school read nothing outside of school other than lesson given from the textbook" can be interpreted in two ways.

1. One group of teachers might suggest that the school needs to teach the boys how to read more rapidly or with greater satisfaction.

2. Another group of teachers would suggest the problems of the reading interests of these boys & need for setting up the objectives to broaden reading interests.

Topic 94: Educational Purposes & Schools

Lesson learnt

1. We can see how norms of education which guide the teacher, enter into the interpretation of data of this kind.
2. Data have usefulness in indicating gaps & chances which can be given particular attention in setting up objectives helps to identify.
3. Objectives are not automatically identified by collecting information about the students.

Topic 95: Educational Purposes & Schools

Distinguishing Between Needs

How to distinguish between need to be fulfilled by school & other social agencies?

Example:

"Students body suffers from malnutrition"

Needs identified on the basis of investigation can have two types of Implications:

1. Educational
2. Non-educational

1. Educational implication

If it is due to lack of

- Adequate health habits
- Desirable attitude towards the importance of health

2. Non-educational implication

If it is due to lack of:

- Adequate income for certain group of population
- Food required for an effective diet.

These are social needs & require social solution.

How to develop an understanding of & the difficulties involved in, drawing interpretations for objectives from the data about student needs & interests?

- Jot down data about the groups of students with whom you are familiar
- Formulate as comprehensive a set of data about student's needs & interests as you can.
- Try to write down objectives which these data imply
- Set down every suggested objective that comes to your mind &
- Then see how you arrived at this objective

Look into

- What other factors you took into account?

- How you were able to infer from these data the objective you did?

This exercise will enable us to realize the:

- Value of concrete data about student as a basis for educational objectives
- Difficulties involved in interpreting data.

Topic 96: Source of Information and Objectives

Important questions:

1. What should be the sources of information to become a basis for deciding educational objectives?
2. What kind of information can be obtained from these sources?
3. How this information may be used to identify important educational objectives?

Sources of information Studies of:

a. the learners themselves

b. contemporary life outside the school.

c. **Suggestion from:** subject specialists

d. The use of philosophy

Studies of contemporary life outside the school

What is contemporary life (CL)?

Why to study contemporary life?

How to study it & draw educational objectives?

Contemporary Life (CL)

- Advanced
- Modern
- Up to date
- Existing

Prior to Industrial

Revolution –

- limited body of knowledge
- easy to make a selection from cultural heritage

Industrial evolution

- increased body of knowledge
- Schools were expected to teach all the knowledge
- School faced to difficulties to fulfil this demand

Since, it was impossible to include all scholarly knowledge in educational program; therefore, the question about the contemporary significance of particular knowledge, skills & abilities, was raised.

Methods Used –

Historically

- Informal observations
- Some techniques were similar to modern ways of investigations

First World War – a situation

- Training of a large number of people skilled in trades.
- Training was to be conducted in short time
- Slow apprentice systems turned out to be adequate

Lessons learnt

- Job analysis
- Need assessment
- Training programs
- Skilled people in trade & various types of technology

Topic 97: What is Job Analysis?

- Activities or work carried out by a worker in a particular field is analysed
- Training program focusing upon those critical activities is planned.

Studies in contemporary life

- Job analysis
- identifying needs
- Preparation of tailored programs
- Training in particular skills

Why to study contemporary life for suggesting educational objectives?

Argument 1:

Complexity of contemporary life

Argument 2:

Transfer if training

Topic 98: Educational Purposes and Schools

1st Argument

Contemporary life

- Complex
- Continually changing

Educational efforts are required to focus upon the:

- Critical aspects of this complex life
- Aspects that are of importance today.

So that, time of students is not wasted in learning things which were:

- Important in the past & Not of significance today

Besides neglecting the:

- Areas of life & knowledge which is of importance today &
- Areas for which schools need to prepare their teachers.

2nd Argument

- Belief that learners train their minds &
- Various abilities/ powers of their minds in general
- use these expertise/ abilities in any situation appropriately in future

If it was the case, there was less need to suggest objectives on the basis of study of contemporary life.

Educational objectives were to:

- develop the several abilities of mind of students.

The research results of study of transfer of training revealed that,

"Students likely to apply their learning when they recognized the similarity between the situations."

The situations are the ones they encountered:

- In life &
- While learning in the class

Topic 99: Educational Purposes and Schools

Conditions required to draw similarities between the two situations were:

1. The life situation & the learning situations were obviously alike in many respects.
2. The students were given practice in seeking images/illustrations in their life outside of school for the application of things learned in schools.

Criticism - using contemporary life studies as a basis for selecting objectives.

1. The sole basis for driving objectives is that identification of activities does not in itself show their desirability.
2. Since life is constantly changing, preparing students to solve issues of today will not enable them to deal with the problems in future as the problems would have changed by then.
3. Critical problems & activities of adults of CL are not interesting to children.
4. Setting them as objectives, neglects the importance of considering learners' needs & interests as a basis.

Lesson No 18 EDUCATIONAL PURPOSES AND SCHOOLS V

Topic 100: How to study CL?

- Divide life into various phrases so that investigation is managed properly

Because

- ✓ Life is too big
- ✓ Single study leads too many gaps.

Ways to analyse CL

Brief Classification of life:

- ✓ Health
- ✓ Family
- ✓ Recreation
- ✓ Vocation
- ✓ Religion
- ✓ Civic life

Ways to analyse CL

- ✓ Detailed Classification of life
- ✓ Natural resources
- ✓ Protection & Conservation of life
- ✓ Production of goods & services

- ✓ Consumptions of goods & services
- ✓ Communication & Transportation
- ✓ Recreation
- ✓ Expression of aesthetic impulses
- ✓ Expression of religious impulses
- ✓ Education
- ✓ Expression of freedom
- ✓ Integration of the individual
- ✓ Exploration

Topic 101: Lesson Learnt

Remember:

- No single classification of life is satisfactory
- Purpose is to break down CL into manageable aspects

Remember:

- Ensure no single aspect is missed upon
- Purpose is to get information from each aspect, for suggesting the educational objectives.

Sources of information for the study of CL I.

1. Individuals/ People
2. Social Groups
3. Community

Topic 102: Levels of Source of Information

I. Individuals/People

Examples - Studies conducted

- Activities engaged at present
- Defects of life in particular areas including difficulties & serious maladjustments
- Interests, hopes & aspirations in particular phases of their lives
- Information, concepts, miss-/ alternative conceptions, superstitions & ideas
- Values & ideas developed by adults

II. Social Groups

Examples - Studies conducted

- Practices
- Problems
- Concepts / Ideas
- Dominant values to suggest group objectives for education.

Real Life example

- Curriculum in a developing country

For school curricula:

- ✓ study of main characteristics of major tribes

- ✓ Identification of needs & opportunities for education of children in the tribes.

Comparison of Urban & Rural communities to identify the:

- ✓ problems & values
- ✓ Other data helpful to suggest objectives appropriate for educating children in these rural groups.

Topic 103: Levels of Source of Information II

III. Communities

Factors conditioning CL in communities or areas, such as the:

- Natural resources
- Population changes
- Migration
- Direction of social change

Assumption:

Education should enable a community to:

- utilize resources most effectively
- provide adequate preparation for the persons who are migrating
- provide adequate preparation for those who are remaining
- Meet imminent/coming up social changes etc.

LESSONS LEARNT

Remember

i. **The study of CL only gives information about the present state of the:**

- individual
- group &
- conditions of life within the community or region

Remember

ii. Data gathered is to be interpreted

iii. Inferences have to be drawn from the present status regarding:

- gaps
- emphases &
- needs to suggest objectives

Topic 104: Hands on Practice I

Hands-on Experience

- Select an aspect,“ your civic life”
- Collect sample information of different types
- use your memory & experience
- list the activities you are engaged in as a citizen
- list problems you faced as a citizen
- analyze the information/data & interpret it
- Can you suggest objectives on the basis of this data?

Go ahead & give it a try

Topic 105: Hands on Practice II

Example –

Collect another form of data in “civic life” from a group of people

Collect their opinion over last two years to identify the area of:

- little information
- ineffective attitude

- analyze & interpret the data gathered
- identify social problems of today
- Suggest objectives on the basis of data analysis.

Example – Community or region

Examination of health data in your community:

- analyze the morbidity &
- mortality statistics
- Check for records of any public health survey in the past
- any studies of nutritional status
- any record of malnutrition & relevant diseases
- collect data of at least five different kinds
- analyze & interpret
- infer educational objectives ALSO Identify the problems you face while doing this exercise.

Topic 106: Collection of Information/Data

Ways to gather information about:

- Activities
- Needs &
- Problems/ issues of contemporary life may be demanding or confusing

Most commonly employed methods:

Observations of behavior of:

- Individuals
- social group
- **Analysis of:**
  - newspapers
  - magazines articles

- Exploring ideas of prominent thinkers about important issues of the day
- Studies of Sociological surveys of communities

• Activity analyses of:

- various activities of individuals
- job analyses for a variety of vocations

Lesson No 19 EDUCATIONAL PURPOSES AND SCHOOLS VI

Topic 107: Analysis of Data from CL – Important Facts

Facts to Remember

For the analyses of CL:

- materials of wide variety/types
- different methods of investigations

Level for analyses of CL

1. Nation wide
2. Community wide
3. Area served by one school

Level for analyses of CL

1. National data are already available to guide possible objectives regarding national Affairs, e.g., indicating critical

- social
- political &
- Economic problems.

There are also data in general areas like:

- Music
- arts &
- Aesthetic life.

2. Community wide

- data are collected at community level
- Not to be repeated for each school in the community.

3. **Area wide**

- Information gathered from area served by a particular school
- Additional information, necessary for a group of people within the school.

Examples:

- information gathered from area served by a particular school
- Additional information, necessary for a group of people within the school.

Examples:

- **Health needs of various:**
- ethnic or
- Social groups within community or school.

Data records of public & private organizations.

Topic 108: Procedure to Study a Community

Hands-on Practice

- Select a familiar community
- Prepare a list of kind of studies, already available about CL
- Outline the kind of studies needs to be conducted for the school as a whole to provide additional information.
- Outline the particular information a
  - teacher
  - group or
  - Students would need to collect about the community.

Suggest ways for collection the information

Consider kinds of interpretations that can be made of it.

Interpretation of data- Issues

Any set data may allow multiple interpretations

Suggestion

- All data should be assembled & analyzed collectively to suggest any implication for educational objectives.

Topic 109: Suggestions from Subject Specialists

- Who is a subject specialist (SS)?
- Why seek suggestions from SS?
- How to get hold of suggestions from SS?

Important Facts about SS

- Most commonly used source of objectives
- text books writers
- share their reflections actively & openly
- plan course of studies for schools
- Propose objectives that schools should attain.

SS – a source of objectives-Criticism

Objectives propose are:

- too technical
- too specialized
- inappropriate for large number of students

Topic 110: How to seek SSs contribution?

Question 1

What can your subject contribute to the education of young students, who are not going to be specialists in your field?

How to seek SSs contribution?

Question 2

What can your subject contribute to layman or general public?

Answer to these questions, can assure the importance of their (SS) contribution.

Why?

Because they (SS) have:

- **Considerable knowledge of specialized field They (SS) have:**
- **had an opportunity to experience how this field has done for:**
- them
- Those whom they have worked for.

Therefore, SS must be able to:

- **suggest objectives on the basis of their:**
  - Knowledge

Experience

This knowledge & experience will be useful for learners in terms of it's:

- discipline
- content &
- skills

Where do we get this information from?

- Curriculum reports by commissions
- Committee reports by National Councils of Teachers

Topic 111: Educational Purposes and Schools

How do these reports look like?

Most of the reports:

- suggest objectives
- do not list objectives Most of them:
- outline the understanding of the subject field itself &
- state ways it can be used for education

How to make use of these reports?

- read the reports in detail & carefully
- draw inferences from the statements regarding objectives implied

What kind of suggestions can be drawn from the reports?

Two types of suggestions:

1: broad function of a particular subject that it can serve.

2: particular contribution that subject can make to other large functions which are not primarily functions of the subject concerned.

Topic 112: Reports by subject Specialists – Illustrating Suggestions for Curricular Objectives

English Group

English as a study of language– Functions

Develop effective communication

ii. Develop effective expression

iii. Develop clarification of thought

English Group

English as a study of language – Functions

i. Develop effective communication of:

- meaning
- form

ii. Develop effective expression; to make internal adjustments to various types of internal & external pressures

iii. **Aid in the clarification of thought, e.g., use of English to help students to**:

- assess their understanding of ideas
- Translate them operationally.

Lesson No 20 EDUCATIONAL PURPOSES AND SCHOOLS VII

Topic 113: English as Literature

English as Literature - Functions:

i. Personal explorations
ii. Extension to experience
iii. Reading interests & habits
iv. Ability to appreciate

English as Literature Functions

i. Personal explorations:

- kinds of life & living far beyond one's power immediately to participate in
- Kinds of situations which are too dangerous, too fraught with consequences for him to explore fully in reality.

ii. Provides greater extension to the experience of young people, not limited:

- by geographical opportunities
- in social class
- By types of occupations social groups, they participate.

It extends scope of the reader through vicarious experiences.

Topic 114: English as Literature – Functions - II

Iii. Develops reading interests & habits, that is, learner starts looking for something to read in English.

iv. **Develops ability to appreciate, an opportunity for:**

- Significant emotional reactions to literary forms.
- Critical appraisal of forms & content a means of developing standards of taste in literature.

Drawing Objectives from Suggestions

Major functions – possible objectives to be achieved through English Language & Literature Tasks involved

- Analysis of functions of language & literature
- **possible contribution of language & literature to the development of:**

- children
- adolescence
- adults

The suggested objectives are more than:

- knowledge
- skills & attitudes/habits

Topic 115: Illustrating Suggestions- Ii Sass - Reports Functions a Subject May Serve

Science Committee Report - Suggested

Functions

i. Contribution to improvement of health
ii. Conservation & wise use of natural resources
iii. To provides a satisfying world picture

i. **Contribution to improvement of health:**

a: individual

b: public

- Development of health:
  - practices
  - attitudes
  - knowledge

- Developing an understanding of:

- spread of disease

precautionary measures for protection against:

- disease &
  - poor health among people

i. Conservation & use of natural resources

Contribution to understanding of:

available resources of:

- matter &
- energy

ways to obtain & utilize:

- matter &
- Energy so carefully that total reserve is not in danger.

efficiency of various forms of energy transformation

plants & animal resources & their effective utilization

Topic 116: Illustrating Suggestions- Ii Sass - Reports Functions A Subject May Serve

iii. Provide a satisfying picture of the world

To get a clearer understanding of:

- the world as viewed by the scientist
- man's relation to world
- place of world in the universe.

Drawing Objectives from Suggestions

Objectives in Science field

Relating to:

- knowledge
- skills
- attitudes
- problem solving
- interests

Topic 117: Kinds of Suggestions – SS Reports

Suggestion – 2

The contribution subject can make to other large educational functions, which may not be the primary function of the subject itself.

Illustrating suggestions - iii committee report

Science in general - Suggestions

Contribution of science - major areas of human relations:

i. Personal living
ii. Personal-social relations
iii. Social-civic relations iv. Economic relations

Science in general- Suggestions

i. Personal living

Contribution to:

- personal health
- need for self-assurance
- satisfying world picture

Science in general- Suggestions

- wide range of personal interests
- aesthetic satisfaction

ii. Personal-social relations

Help to meet student need for mature relationships:

- home & family life
- with adults outside family

May help to meet student need for:

o successful & mature relationships with age mates of both genders.

Topic 118: Science in General – Suggestions II

iii. **Social-civic relations**

May help to meet need for:

- responsible participation in socially significant activities
- gaining social recognition

iv. Economic relations

Help to meet need for:

- emotional assurance of progress towards adult status
- guidance in choosing an occupation
- vocational preparation
- wise selection of goods & services

- effective action in solving basic economic problems

Furthermore, science may help to encourage:

- reflective thinking
- creative thinking
- aesthetic appreciation &
- tolerance

Lesson No 21 EDUCATIONAL PURPOSES AND SCHOOLS VIII

Topic 119: The Use of Philosophy

Important questions

- What educational objectives should school try to obtain?
- How many educational objectives a school can achieve?
- How many objectives a school should try to achieve?

Important Facts –suggested objectives

- large number of objectives
- inconsistent objectives

Important suggestions – objectives

- small number should be aimed at
- consistent & highly important objectives should be selected

Next important question

How to eliminate un-important & Inconsistent objectives from collection of objectives?

Screening of heterogeneous collection of objectives

Objectives obtained through studies of:

- learners
- CL &
- SSs reports

Topic 120: Educational Philosophy - 1

Educational & social philosophy of school

Objectives picked by identifying those that stand high in terms of:

A: values stated or

B. implied in the school philosophy

How to use educational & social philosophy of school as a screen for selecting & eliminating objectives?

How does educational & social philosophy look like?

Educational & social philosophy of a school generally attempts to define the nature of a good:

- life &
- society

- Outline of values considered essential to a satisfying & effective life.

Democratic society & Educational Philosophy

A. Stated & emphasize democratic values

Democratic values stressed for satisfying personal & social life.

Democratic values

1. Recognition of the importance of every individual human being as a human being, regardless of race, national, social, or economic status

2. Opportunities for wide participation in all phases of activities in the social groups in the society

3. Encouragement of variability rather than demanding a single type of personality

4. Faith in intelligence as a method of dealing with important problems rather than depending upon the authority of an autocratic or aristocratic group.

Schools accepting these values as basic ensure that these values are set as objectives in their educational programs.

The behavioral objectives stated i.e.

- values & habits
- ideals & practices

Selection of Objectives

Objectives:

- consistent with these values will be picked &
- inconsistent with these values will be eliminated & will not be included in school curriculum.

School Philosophy - Implied Values

B. Implication of School Philosophy

Values approved in CL, outside school:

- Material values
- Success

Topic 121: School Philosophy – Implied Values

B. Implication of School Philosophy

Values approved in CL, outside school:

- Material values
- Success

School philosophy stating that, it does not accept the:

- contemporary emphasis on materialism
- financial, personal, or social success as educational value

Such decisions have implications in selecting educational objectives.

Therefore, suggestions that are made implying this or that:

- skill
- **practice or habit will contribute to:**
- material rewards or

- Success will be eliminated from the proposed objectives.

However, objectives that lead towards spiritual values will be given higher rank.

Topic 122: Educational Philosophy - 2

Educational philosophy also deals with questions:

Should the educated man adjust to society?

Should he try to improve the society in which he lives?

These questions can be stated as:

Should the school develop young children to fit into the society as it is?

Should the school develop children who try to improve the society?

A modern school will have a little of both questions.

The way these questions are answered, it affects the kind of objectives selected.

Example:

A. If a school believes its primary function is to teach people to adjust to society, it will emphasize:

- obedience to the present authorities
- loyalty to present traditions
- skills in carrying on the present techniques

B. If a school intends to enable children to change the society, it will include objectives like:

- critical analysis
- problem solving
- freedom
- self-discipline

Topic 124: Educational Philosophy - 3

Educational philosophy of schools also deals with question like:

Should there be different education for different classes of society?

Answer, if 'YES'

The stating different objectives for lower class children is justified – as they leave school early to go to work Answer, if 'NO'

Personally & socially significant, common objectives are selected.

Ways are developed to attain these objectives with a variety of students Should public school education be aimed at specific vocational preparation? Answer to this question affects the kind of objectives that will be emphasized & selected.

Lesson No 22 EDUCATIONAL PURPOSES AND SCHOOLS IX

Topic 125: Psychology of Learning - Usefulness

How knowledge of psychology of learning is useful?

It is useful:

1. different levels
2. grade placement
3. conditions requisite for learning

It is useful at two levels:

- Lower
- Higher

Lower level

It enables us to distinguish changes in students, expected to result from

- Learning from those that
- cannot/ do not

Example:

Learning process may help students to develop:

- health habits &
- knowledge

BUT, it (LP) can/does not increase their height

Example:

Learning may enable students to channel their physical reactions in socially desirable manner. However, it is not possible to inhibit personal reaction completely.

Higher level

It enables us to distinguish goals that are:

- **feasible /realistic from those that are:**
- likely to take more time or
- impossible to attain at an age level considered

Example:

Personality change of children through educational experience during:

- preschool &
- primary is possible to a great deal

Example:

Objectives aiming at profound personality change are unattainable among

- 16 year old

Topic 126: Grade Placement (GP)

2. Grade Placement (GP)

Consideration given to educational objectives for a

- range of grades
- **age levels with the reference to:**
- time
- effort required

Psychology of learning gives

o idea of length of time required &

o age level at which effort is more efficiently employed to attain educational objectives

Important facts

- There is no single age level at which a .given operation can be learned.
- Decision on GP of objectives are aided by psychological knowledge regarding sequence of learning

Example

Learning to read

- concrete experience to make connections with vocabulary
- vocabulary is to precede the reading ability

Example

Learning to read

- Reading competence along with mastered basic vocabulary is a pre-requisite for interpreting a piece of reading critically.

Topic 127: Conditions for Learning

3. Conditions requisite for learning

- application of knowledge leant in daily life
- lessens the chances of forgetting
- enhanced acquiring of knowledge

Useful psychological findings

- Most learning experiences produce multiple outcomes
- learning operations in mathematics
- Developing attitude towards mathematics.
- developing positive attitude towards mathematics
- Learning that are consistent with each other or are integrated, coherent, reinforce each other.
- developing positive attitude towards mathematics
- Learning that are consistent with each other or are integrated, coherent, reinforce each other.

Topic 128: Important Suggestions – Objectives

- small number should be aimed at

- consistent & highly important objectives should be selected

Next important question How to eliminate:

- un-important &
- Inconsistent objectives from collection of objectives?

Step 1-2

What to do with selected objectives?

What we have?

- A short list of attainable objectives

Important facts

- Several sources of objectives
- likely to be stated in various ways

Topic 129: Educational Objectives VS Learning Experiences and Teaching

How to prepare a single list of objectives?

State objectives – helpful in:

- selecting learning experiences &
- guiding teaching / learning process

Ways of stating objectives

1. Things to be done by the instructor
2. Topics, concepts, generalizations & content to be taught
3. Generalized patterns of behaviors
4. Behavior & area of application

Topic 130: Ways of Stating Objectives

1. Objectives as Things/Activities

Things to be done by the instructor

Examples:

- to introduce mathematical operations
- introduce concept of evolution
- demonstrate grouping & classification

1. Objectives as Activities to be done by Teachers – Issues

Issues:

These statements may tell what teacher plans to do, however, this lack educational 'ends' Purpose of education - significant changes in behavior pattern of students, rather activities performed by the teachers What is the solution?

- The statement of objectives should indicate the expected changes in students.
- Such a statement shall be helpful to assume the kind of activities, to achieve the objective
- To bring about desired changes among students.

What is the problem, if objectives are stated as activities to be carried on by teachers?

- No way to judge whether these activities should be carried out.

- These are not the purposes of educational program, therefore, not objectives

In fact, objectives, a lot of time are stated as activities to be conducted by the teachers, however, **they do not provide guideline for further steps like, to:**

- select materials
- plan methods for the curriculum

Lesson No 23 WAYS OF STATING OBJECTIVES

Topic 131: Educational Purposes & Schools

2. Objectives as Topics, Concepts, Content or Generalizations

Objectives as topics, concepts, content elements or generalizations to be dealt in a course or courses.

Objectives are given as topics like,

- Matter & materials
- Energy

- Objectives are given as generalizations like,
- "green plants change sunlight into food"
- "all meat is grass"

"energy can neither be created nor destroyed"

These objectives indicate the area of content /subject to be taught. Do not specify what the students are expected to do with these elements.

If stated as generalizations it is expected that student must memorizes these and must be able to apply them to concrete illustrations in his/her life.

If stated as topics:

- the desired changes expected among students are more uncertain.
  - instructional activities cannot be planned to achieve the objectives.

Conclusion

Objectives stated as:

- topics/ concepts &
- generalizations do not provide a satisfactory basis for guiding the further development of the curriculum.

Topic 132: Educational Purposes & Schools

3. Objectives as Generalized Patterns of Behaviors

Objectives stated in the form of generalized patterns of behaviors - fail to indicate specifically the:

- area of life
- content to which the behavior applies

Examples:

To develop:

- critical thinking
- interest
- social attitudes
- appreciation etc.

These indicate – education is expected to bring change -kind of change to be brought about by educational program.

What it lacks is:

- content to which these behaviors apply
- area of life in which these behaviors are to be used

Conclusion

It is worthless to talk about developing critical thinking without any reference to:

- content &
- kind of problems to be solved

Same is the case with developing attitudes and appreciation etc.

Objectives stated in terms of behavior types alone are not satisfactory enough to provide guidelines for development of:

- curriculum &
- instruction

Topic 133: Educational Purposes & Schools

3. Objectives with Intended Behavior & Area of Application

The most useful form of 'stating' or 'wording' objectives – to identify:

- kind of behavior to be developed
- content or area of life for the application of this behavior

Objectives – if seem to:

- be clear &
- provide guidance in developing teaching plan It will be evident that, these

include both:

- the behavior
- the content aspect

Examples:

- To write clear & well organized reports of science project.
- To observe a butterfly, draw & label its parts
- To write a report of a geography project

Conclusion

Statement of objectives is clear enough, that can be used in guiding the:

- selection of leaning experience
- planning instruction

Means that these objectives will have both:

- behavior to be learnt
- area of content /life for behavior application Objectives – well stated have

two aspects:

1. behavioral
2. content

Topic 134: Educational Purposes & Schools

How to present clear & concise objectives?

A two dimensional graphic chart is always useful.

ANIMAL WORLD						
Two dimensional chart of in stating objectives						
Objectives	**Behavioral Aspects To enable students to:**					
Content Aspects	• learn about groups of animals	• group on the basis of similarity & differences	• describe the characteristics of animals verbally	• write names of five animals in different groups	• draw one animal of each group	• make a collage of animals in one group
Animals Groups						
Reptiles						
Birds						
Fish						

TWO DIEMENTIONAL OBJECTIVES – PRESENTATION

Conclusion

Objectives- Two dimensional chart is useful:

- to select the learning experience
- achieve intended behaviors
- learn content/concepts

Satisfactory formulation of objectives:

- clearly indicate the educational task
- help define desired educational results

Clearly defined educational ends provide curriculum makers with criteria for:

- content selection
- suggesting learning experiences
- making decisions for teaching procedures

Lesson No 24 INTRODUCTION TO LEARNING EXPERIENCES

Topic 135: Curriculum Development

Basic Principles of Curriculum Attainment of Educational

Ends Educational ends defined in terms of:

- kind of behaviour
- content for the application of behavior

How these ends can be attained:

- Learning is a result of interaction of a child with the environment. Therefore we can say, the means of education are the educational experiences that are had (experienced) by the learners.

Topic 136: Curriculum Development

Educational Program – Planning

Questions which rise while planning an educational program

- What educational experiences will be given to the learners?

Experiences enable students to learn and obtain objectives.

Basic Questions

1. What is the meaning of 'learning experience'?

Learning experiences 'LE' is:

The interaction b/w learner & external conditions in environment to which one (learner) can react.

'LE' – is not:

- content of a course
- activities performed by the teacher

How does learning take place?

- Learning takes place through the active behaviour of the learner LEARNING EXPERIENCES

It is, 'what he does that he learns, not what the teacher does.'

Example:

Two students to be in the same class to have two different types of experiences;

- interested & attentive student
- un-interested & un- attentive

LE- involves interaction of:

Student & his environment – implies that student is an active participant; some features of environment attract his attention, & it is to these (features) he reacts.

Topic 137: Learning Experience and Responsibility of Teachers

How far it is possible for a teacher to provide an educational experience for a student?

A student, himself must carry on the action which is basic to the experience. How a teacher can provide an educational experience?

By

Setting up an environment

Structuring the situation to stimulate desired reaction

A teacher needs to have understanding of the:

- kinds of interests
- Background students have to make predictions about learning.
- These predictions are about:
- The likelihood that a given situation will provoke students to react & the kind of reaction which is essential for desired learning.

What does this theory of learning mean?

It means that teacher's method of controlling the LE is through the manipulation of learning environment, which is stimulating for student to develop desired behaviour. This theory of learning does not decrease the teacher's' responsibility, as it recognizes that it is the reaction of the learner himself that determines what is learnt.

Topic 138: Learning environment and Diversity among Students

Each student in the class has different experience, even though external environment is the same- it **puts a big responsibility upon the teacher:**

- To set up a situation which has many features
- The facet are likely to evoke desired experience from all students or
- The teacher will have to vary experience so that they are likely to be significant to each of the student in the class.
- **the problem of selecting LE is the:**

Issue of determining the kind of experience likely to achieve given educational objective problem of setting up situations which will provoke students to show LE desired.

Lesson No 25 PRINCIPLES OF LEARNING EXPERIENCES

Topic 139: Learning Experiences

What are the principles for selection of LE?

Principles for selection of LE

1. Opportunity to practice
2. Satisfying
3. Desired reactions & range of possibility
4. Multiplicity of LEs
5. LE & multiplicity of outcomes

Principle – 1 Opportunity to Practice

For the attainment of a given objective, a student must be:

•Given an opportunity to practice the kind of behaviour implied by the objective.

Example:

'Skill in problem solving'

Example:

'Develop interest in reading a wide variety of books'

Topic 140: Aspects of Objective & Learning Experience

Fact to remember Objective = Behaviour +Content LE=Development of (behaviour) + (content)

Objectives:

'To develop:

- problem solving skill in health'
- interest in reading wide variety of novels'

Principle - 2 Satisfying for Students

LE must enable students to gain satisfaction while learning desired behaviour, as per objectives

Example

'To develop

Problem solving skill in health' must be satisfying for students.

What is teachers' role?

Teacher is required to possess adequate knowledge of:

- Student's interests & needs
- Human satisfaction to judge whether or not given LEs is likely to prove satisfying for students.

Topic 141: Principle – 3 Desired Reactions & Range of Possibilities

"Teacher must begin where the student is"

The reactions Desired in LE are within the range of possibility for students involved.

- **LE should be appropriate to the student's:**
- present attainments
- predispositions

Teacher's role to have sufficient knowledge of students existing:

- attainments
- background & mental sets are such that desired behaviour is possible for them

Topic 142: Principle - 4 Multiplicity of Learning Experiences

Many LEs – to attain one objective

• Experiences that meet the criteria for effective learning - can be used for the achievement of desired objectives.

• Many Learning Experiences can be used to attain particular objective

Opportunity for the teacher o wide range of creative planning for the purpose of teaching in actual classroom.

What is in it for the school?

A school may develop a wide range of experiences to attain the same objectives, by making most of interests of:

- students
- teachers/staff

Lesson No 26 LESSONS FOR CURRICULUM DEVELOPERS

Topic 143: Lessons for Curriculum Developers

Fact to remember for curriculum developers

The curriculum does not need to provide o certain limited o prescribed set of LEs to assure attainment of desired objectives

Principle - 5 LE & Multiplicity of Outcomes

Same LE usually brings about several outcomes.

Example

"Student develops the ability to solve problem related to health"

Problem solving – health issue

What a student is learning from this experience?

- learn about health field
- develop attitude towards public health procedures
- develop interest in health field
- develop disinterest health field

So, one LE likely to attain more than one learning objective.

There are two aspects to it:

- positive
- negative

- Positive aspect
- Economy of time well planned LEs ensure that several objectives are attained in limited time.

- Negative aspect some undesirable outcomes may develop from a LE that is planned for some other purpose.

Teacher need to be cautious about it -

Topic 144: Characteristics of Learning Experiences

What characteristics of learning experiences (LEs) are useful in attaining various types of objectives?

LEARNING EXPERIENCES

Issue

•Number of objectives - large

•LEs comprehensive – difficult

Sample objectives & types of LEs

1. LEs to develop thinking skills
2. LEs to acquire information
3. LEs to develop social attitudes
4. LEs to develop interests

Types of Learning Experiences

Learning Experiences to develop thinking skills

'Thinking' various meanings generally, the kind of behaviour implied is:

Relating two or more ideas rather than remembering & repeating these ideas.

Thinking can be:

•Inductive

•Deductive

•Logical

Inductive thinking drawing generalizations from several items of specific data Deductive thinking Involves applying one or more generalizations to specific cases.

Logical thinking involves the arrangements of:

Assumptions premises & Conclusions in a way to develop a logical argument Question?

Topic 145: Developing Integrative Thinking

Is it only one kind of thinking required in a particular situation?

- NO, requires various aspects of thinking.
- LEs – required to be such, involving various kinds of thinking
- Problems posed to students facilitate thinking

Suggestion

- LEs – to develop thinking should be based on problems:
- real to students

- thought provoking
- require relating facts & ideas

Setting situation for problem solving Steps in thinking

- Sense a problem which cannot be answered immediately
- Analyse the situation or problem
- Collect facts
- Identify question
- Make possible

Hypotheses:

- possible explanation
- alternative solution to problem

- Test hypotheses
- Draw conclusion answer to problem

Topic 146: Sample of Objectives and Types of Le 2

LEs to acquire information

2. LEs to helpful in acquiring information

Objectives:

To develop:

• Understanding of particular things

• Knowledge about various things

2. LEs to helpful in acquiring information

Information

- Principles
- Laws
- Theories
- Experiments
- Evidences

Supporting:

- Generalizations of acts
- Ideas

Objective is important if Information is viewed as functional

IF...

• Information – useful & helpful for students to embark upon problem

• Information guides student's actions to solve problem

• Remember - Information in itself is of no value as an end.

Lesson No 27 LESSONS FOR CURRICULUM DEVELOPERS …. CONT

Topic 147: Setting Learning Experiences - I

Suggestions – setting LEs for acquiring information

1. Acquiring of information & learning to solve problem occur simultaneously – it will lessen chances of rote memorization
2. Important information (fewer terms) is included as valuable of remembering – lessens the chances of forgetting if not used frequently
3. Set up a situation – intensity & variety of impressions of the information increases the likelihood of remembering the important items – lessens the chances of information to be treated as casual.
4. Use important pieces of information frequently & in varied contexts – lessens the chances of forgetting the information & overlooking the significance of the information

Topic 148: Setting Learning Experience - Ii

Facts to remember

•Information should be developed in LEs, when it is a part of something else, particularly problem solving

•LEs should not be set up to memorize facts & idea only. Learning Experiences to develop social attitudes

3. LEs helpful to develop social attitudes

Objectives

- Social studies
- Literature
- Arts
- Physical education
- Co-curricular activities

What is an attitude?

A tendency to react even though the reaction does not actually takes place

Why are attitudes important?

Attitudes are important because they are strong influences upon:

- behaviour – overt action
- values & kinds of satisfaction one desires/selects

Attitudes are important because they are strong influences upon:

- behaviour – overt action
- values & kinds of satisfaction one desires/selects

How do attitudes develop?

1. Assimilation from environment
2. Emotional effects of certain kinds of experiences
3. Traumatic experiences
4. Direct intellectual process

Topic 149: Suggestions

Suggestions – LEs

•Create consistent school & community environments

•Provide opportunity to behave in desired way & be satisfied

Suggestions – LEs

•Experiences provide a broad analysis of social situations to develop:

- understanding
- desired attitude
- review one's conduct in a particular area, help identify areas
- what they believe &
- how they actually behave Such exercises enable

Students to:

- influence,
- review & develop their attitudes

Remember

Forced change in attitude – not possible Shifts in attitude - change in views due to new:

- insight & knowledge about the situation

Remember

- Satisfaction or dis- satisfaction obtained from previously held particular views
- Combination of these procedures

Remember LEs should be set up to provide opportunities for:

Developing insight & satisfaction

Topic 150: Samples of Objectives and Types of Le 3

4. LEs helpful to develop interests

Interests – as

- end (objectives)
- means (motivational force with regard to experiences to attain the objectives)

Let's consider Interests – as objectives, because

- What one is interested in largely determines, what one
- attends to
- & is interested in

Remember

- Interests tend to focus behaviour in particular direction, than in others .
- Interest is powerful determinants of the kind of person anyone is/will be LEs to develop interest should be:
- satisfying for students
- Satisfaction could be from:
- social approval
- physical needs
- meeting aspiration

Satisfying LEs –develop interests

While defining LEs to develop interest it should be ensured:

- provide opportunity to develop interest as implied by the objectives
- satisfying for the target group of students (age & stage of development)
- requires action that students are ready to perform
- Economical means several objectives can be attained

Lesson No 28 LES - ORGANIZATION

Topic 151: Basic Principles of Curriculum

How can these educational experiences be effectively organized?

Organization - Learning Experiences

- Kind of LEs for attaining objectives as per their characteristics
- Coherent educational program – procedures for organizing LEs into
- Units
- Courses
- Program

LEs – ORGANIZATION

Important questions

1. What is meant by organization?
2. What are the criteria for organization?
3. What elements are to be organized?
4. What are organizing principles?
5. What is the process of planning a unit of organization?

Topic 152: Les – Organization

1**. Meaning of organization**

LEs & change in behaviour – time taking Changes in:

•ways of thinking

•fundamental habits

•operating concepts

•attitudes

•interests develop slowly.

- Educational objectives take marked concrete shape - months & years.
- Change - cumulating of educational experiences

Organized LEs that reinforce each other ‘Cumulative Effect’

Organization of LEs – important issue/ concern in curriculum development.

The organization of LEs affects the:

- teaching efficiency
- degree to which changes are brought about among learners

Topic 153: Relationship – Learning Experiences (Les)

LEs – Relationship

- One subject area to another (horizontal)
- Over a period of time (vertical)

Cumulative Effect of educational or learning experiences

Vertical + Horizontal aspects of relationship

Example - Vertical relationship

Teaching geography in grades 6 & 7 It may ensure greater:

- Depth &
- Breadth in
- concepts
- • Skills in geography.

Example

Horizontal relationship

Teaching geography & history in Grade 6

It may:

- reinforce each other
- provide significant & greater unity of ideas in the subject areas.

LEs in conflict:

- Nullify each other
- Lack of connection/ integration in subject areas results in:
- Compartmentalized learning which lacks application in real life situations.

Topic 154: Criteria for Effective Organization

Criteria for organization

I. Continuity

II. Sequence

iii. Integration

I. Continuity

Vertical reiteration of curricular elements

Example

Objective 1:

To develop reading skills in social studies material

How would it appear in Curriculum?

It will:

- reflect recurring opportunity for the skills to be:
- Developed &
- Practiced

Example:

Objective 2:

To develop meaningful concept of 'energy'

Curriculum

Concept dealt with again & again in various parts of the course. Continuity – A major factor in effective vertical organization.

Topic 155: Sequence Les – Organization

Continuity & Sequence

- What if there is repetition but at the same level – useless as there is no new development of:
- concept
- skills
- attitude

ii. Sequence

Demands every new experience:

- build upon the previous one
- To go more deeply & broadly into the concepts involved

Sequence – goes one step ahead of continuity

Example

Objective 1:

To develop reading skill in social studies (SS) material.

What would sequence require?

Sequence – would require:

- More complex SS material

Increasing:

- Breadth in the operation of skill involved in reading
- Depth of analysis so that it is not repetition of what was read in the previous grade.

Example

Objective 2:

To develop meaningful concept of 'energy'

What would sequence require?

Sequential development of the concept would require:

- Greater depth & breadth
- • Broader & deeper implications.

Sequence - requires

- Higher level of treatment with each successive LE &
- rejects repetition

Topic 156: INTEGRATION

Integration –

Horizontal relationship of curricular or LEs.

It requires LEs enable students to:

- gain increasingly a unified view &
- unify behaviour in relation to the elements dealt with

Example:

Objective:

To develop skill in handling quantitative problems in arithmetic Ways to develop these skills can be utilized effectively in:

- social studies
- science
- shop/everyday life

It ensures skill is not developed as:

- isolated behaviour that can be used in one course only BUT
- Part of total capabilities of students to be used in various situations in daily life.

Example

Concept

Development in Social Studies, it is important to see:

- how it is linked to learning in other subject areas

It is easy to ensure that there is:

- Continuity
- Sequence
- Integration in curriculum, for effective curriculum organization?

Topic 157: Elements to Be Organized

What are the elements of curriculum that serve as organizing threads?

Example

Mathematics- elements:

- Concepts
- Skills

Major/ important mathematics concepts - elements

- To be developed in early years
- Extending through to later years

Example

"Place value" – basic idea, in understanding:

- Addition
- Subtraction
- Multiplication &
- Division

'Place value' concept is:

- introduced at grade 3,
- developed by grade 4

- can be developed into much broader & deeper concept grade 9 & 10 It could be one element for: 'organizing curriculum'
- 'Place value' it could be one element for:
- organizing curriculum
- integration in LEs in various subject areas; like for application in social studies, science & while shopping

'**Common fractions'**

- 7th grade
- Implication & operation with broadened and deeper application in higher grades it can also serve as an organizing thread for LEs in curriculum

Lesson No 29 LES – ORGANIZATION II

Topic 158: Identification of Major Types of Elements for Organizing Curriculum

Example:

Social Studies Curriculum

- concepts
- skills
- values

These elements can act as threads running from nursery-primary through the middle to high school.

Example: Concept "interdependence of People"

a. Nursery-primary

Children begin to recognize their dependence upon other children to set table for lunch. Children recognize interdependence more deeply and broadly, i.e. at social and economic level.

Topic 159: Organizing Principles

What a curriculum developer needs to recognize?

LEs- organization to achieve continuity, sequence and integration

Elements to serve as organizing threads are identified

It is essential to identify the organizing principles to weave these threads together.

What are organizing principles?

Organizing principles are required to serve as basis for planning the respects in which the broadening and deepening of major curriculum elements in the program will take place.

Example: Concept of "interdependence of people"

Primary level- recognition of dependence

- Dependence of child
- Dependence of other people upon child is limited

Topic 161: Types of Organizations

There are two types of organizations:

- **Logical and**
- **Psychological**

The distinction between the organizations:
Logical is viewed by the experts in education.
Psychological organization – relationship as it may appear to learners. In many instances logical and psychological organizations are the same.
Example:
A relationship which has a meaning and significance to an expert, is also an appropriate psychological organization, that is, it can be a scheme of development in relations meaningful to learners themselves.
In other instances, sharp differentiation can be made between the connections seen by the experts and developments which are meaningful to learners.
Chronological organizations

- History
- Geography
- Science
- Literature
- Art

Neither it neither broadens nor deepens learners command on the elements involved.

Topic 162: Other Principles of Organization

a. Increasing breadth of application and range of activities included.
b. Use of description followed by analysis.
c. Development of specific illustrations followed by broader and broader principles to explain these illustrations.
d. To build an increasingly unified world picture from specific parts which are first built into larger and larger wholes.

Remember: There could be many organizing principles, it is important that in working on any particular curriculum possible principles of organization are examined and tentative decisions are made. Try out and test in actual situation and see how far these principles prove to be satisfactory in developing continuity, sequence and integration.

Topic 163: The Organizing Structure

Levels of Structural Elements

Structural Elements exist at three levels of organization:

1. Largest
2. Intermediate
3. Lowest

Largest level of organizing structure'

a. Subject specific
b. Broad field

c. Core curriculum combined with broad fields or specific subjects

d. Undifferentiated structure Subject specific

For example:

- Arithmetic
- Geography
- History
- Spellings

Broad fields

- Social studies
- Language arts
- Mathematics
- Natural sciences

Core curriculum for general education is combined with broad fields and specific subjects.

Completely undifferentiated structure – program is treated as unit.

For example: curricula of less formal educational institutions, like boy scouts and girl guides.

Topic 164: Intermediate Level of Organizing Structure

a. **Courses are organized as:**

Social sciences - 1

Social sciences – 2

Social sciences – 3

When planned as a unifying sequence.

b. Single semester courses or year units without being planned or considered part of a longer time sequence.

Example:

9^{th} grade-algebra does not build upon 8^{th} grade-arithmetic. Therefore, the courses are "discrete courses", as there is no sequential organization at intermediate level.

Topic 165: Lowest level of Organizing Structure

a. The lesson – a single day is treated as a discrete unit. It is historically the most widely used structure.

b. A topic – may last for several days or weeks.

c. The unit – organized around problems or major student purposes. Usually spreads over several weeks.

Advantages and Disadvantages of Organizing Structures

Achieving continuity and integration through discrete subjects, courses for:

- Semester
- Year

Discrete lessons – all these create problems and vertical organization is impossible to attain.

Vertical organization demands courses to be organized over a period of years in larger units and a larger framework.

Lesson No 30 LES – ORGANIZATION III

Topic 166: Achieving Integration

- Achieving integration is difficult if organizing structure is in specific pieces.
- It requires arrangements of elements of each piece into unified form.
- To develop relationships among and between all pieces in the organizing structure becomes difficult because of large number of piece3s involved.

Example: In elementary school, organization with 8 or 9 subjects is difficult to achieve integration. Organization with 4 or 5 broad fields,

- Language arts
- Social studies
- Health and hygiene
- Physical education

Topic 167: Core curriculum and Integration

Core curriculum poses less difficulty in achieving integration with regard to the interposition of boundaries between subjects.

Integration with daily life experiences of students

Issues faced in daily life like situations, where students are to apply what they have learnt in the school, tend to cut across narrow subject lines. Suggestions

Broad groupings for organization like broad fields or core programs should be used instead of narrow units like subjects and course.

Topic 168: Advantages of Larger Structural Organizations

- Any structural arrangement that provides larger blocks of time (planning) has an advantage over an organization which cuts up total time into many specific units.
- With specific units each unit is to be planned with some kind of transition and consideration of the work, of other units.

Facts to Remember

- Various types of competencies are required among teachers.
- Children need to move from one activity to another before they are tired.
- These facts required that the school day is divided into periods of varied activity and provides interaction with more than one teacher.
- This type of activity is likely to be more difficult in a structure where there is undifferentiated organization.

Lesson No 31 ORGANIZING PROCESS

Topic 169: Organization Process

What is the process of planning a unit of organization?

We know the issues faced in organizing LEs and principles to address these problems effectively. Now we will look into the planning methods used in developing organized curriculum programs. Several ways are used to develop organization in curriculum.

Topic 170: Steps for Organizing Curriculum

Agreeing upon:

1. General scheme of organization
2. General organizing principles to be followed within each of the fields decided on.
3. The kind of low level unit.
4. Developing flexible plans or source plans.
5. Student – teacher planning.

This general operational procedure is used by various curriculum developers.

Step 1- General Scheme of Organization

Agreeing upon the general scheme of organization, whether specific subjects, broad fields and core curriculum will be used.

Topic 171: Step-2 General Organizing Principles

Agreeing upon the general organizing principles to be followed within each of the fields decided on.

Example

In principle, following sequence should be used in mathematics.

- Treating arithmetic elements first
- Then algebraic
- Finally geometric

Whereas….

General practice

….. The scheme adopted in mathematics, generally is increased abstraction of algebraic, arithmetic, geometric elements which are treated together.

Example 2

Social studies ---- it is generally agreed that the development of problems will begin from within the community and deal with wider world problems at a large stage. Rather than the decisions of following the organizing principles based on “chronological organization”.

Topic 172: Step – 3 Low Level Units

The kind of low level unit to be used in the class, whether,

- Daily lesson
- Topics in sequence or
- Teaching units

Step – 4 Flexible Planning

Developing flexible plans or source units

These plans are given to each teacher as he works with a particular group of students. For particular activities teacher-students plan together, these activities are carried on by a particular class.

Lesson No 32 SOURCE PLAN I

Topic 174: Preliminary Source Plan

What is a source plan?

- Preliminary flexible plans for teaching

What is the purpose of source plan?

Provides a collection of possible materials for teachers

Characteristics of Source Plan

1. Flexible – can be modified.
2. Inclusive – wide range of experiences.

1. Source plans are flexible and can be modified easily according to the needs, interests and abilities of any particular group.
2. Source plans are inclusive enough, that they provide a wide range of experiences out of which, the most appropriate for any group may be selected. A teacher can select material of her choice from the source unit as per the requirements of a particular group and use for teaching in her class.

Topic 174: Source Unit – Composition

1. A statement of major objectives expected to be obtained from kind of learning experiences outlined.

Composition of a typical source unit

2. A description of a variety of learning experiences to achieve given objectives.
3. An outline, in detail of concluding experiences that can help students at the end to integrate and organize what they have learnt from the unit.
4. A list of source materials or resources, helpful in developing the unit, like books other reference materials like; slides, videos, pictures, radio programs, recordings etc.

5. Experienced level of development of major elements which operate as the organizing elements in a particular curriculum. It is necessary for two reasons:

- To prevent duplication
- To avoid undue omission or big gaps in student development These are important for student learning also.

Topic 175: Suggesting Learning Experiences

While suggesting Les it should be ensured that considered experiences are inherently linked to organizing principle of the unit. A variety of needs and interests of the students, those who are expected to be in the grade level are taken care of or addressed properly. A variety of Les is provided for each and every individual to keep them attentive involved in learning with interest and free from boredom.

Topic 176: Source Unit – Listing of Source Material

a) Recognize that a variety of material can be used:

- Verbal
- Non verbal
- In and outside the school
- In field/trips
- Community

b) Recognize the importance of culminating experiences that tie together varied experiences, facilitate integration and enable students to organize their learning.

Schemes for Organizing Source Unit

There are several ways to organize source units.

- In science and social studies – one way around the big ideas.
- Mostly around the problems/issues.

Aesthetic and art units can be organized around: -

Something to be done or

- A series of appreciation experiences

Lesson No 33 SOURCE PLAN II

Topic 177: Schemes to Organize Source Units – II

Elementary Level

Great opportunity for creative work in developing effective schemes for source units in various fields of school curriculum.

Facts to Remember:

1. Source unit represents:

- Preplanning
- Lots of planning is done at the time of actual teaching in the class

2. Each group of students may represent differences in background, particular interests and needs. So, there will be variation in planning from group to group.
3. Teacher student planning for particular things enables students to:

- Develop greater understanding
- Give meaning to learning
- Be motivated for learning
- In teacher student planning activities must be selected from the ones given in the units. Additions may be made as per students see possibilities.
- A particular plan followed by each group of students will show some variations from the original source unit.
- A particular plan will never include all materials given in the source unit itself.

Topic 178: Lesson Learnt

Planning the organization of learning experiences in curriculum

It involves:

- A great deal of pre planning
- Planning as work goes on

It is through preplanning and planning that the greatest cumulative effect from various learning experiences is achieved.

We have explored:

1. The meaning of organization
2. The criteria for organization
3. Organization of elements
4. Organizing principles
5. The process of planning unit of organization

Topic 179: Les – Evaluation

What we have done so far?

- Operations involved in formulating and selecting objectives and learning experiences.
- Selecting and organizing learning experiences.

How can we determine whether these purposes/objectives are being attained?

For this purpose we conduct evaluation. Evaluation is an important operation in curriculum development.

The need for evaluation

LEs have been checked against

- Criteria derived from educational psychology, practical experiences.
- Objectives that are set up.
- Against important psychological principles.

It seems that some kind of preliminary evaluation of LEs has already been done. It can be referred to as preliminary stage of evaluation.

Topic 180: Evaluation – Important Facts

Important facts

This is not an adequate appraisal of learning experiences planned for curriculum and instruction. The criteria used to check LEs are general principles and apply to their generalized characteristics. These are not highly precise statements of the exact conditions to be provided for desired learning..

Finally actual teaching involves a number of variables like;

- individual differences among students
- conditions of learning environment
- teacher's skill in setting up of learning conditions as planned
- personality characteristics of the teachers

Therefore there is a need to make a more inclusive check as to whether or not the plans for learning experiences in actual guide the teacher in achieving the outcomes desired. This is the purpose of evaluation and the reason why a process of evaluation is necessary after the plans are developed.

Lesson No 34 LEs EVALUATION I

Topic: 181 – Les-Evaluation (Redefining Evaluation)

Evaluation becomes a process for finding out how far the Les as:

- Developed and
- Organized are actually producing desired results.

The process of evaluation will involve identifying:

- Strengths &
- Weaknesses of the plans

Evaluation helps to check the

- Validity of the basic hypotheses upon which the instructional programs are organized & developed.
- Effectiveness of the particular factor, that is, teacher, materials and other conditions that are being used to execute the instructional program.
- The process of evaluation enables the curriculum developers to:
  - Check in what respect curriculum is effective and needs improvement.

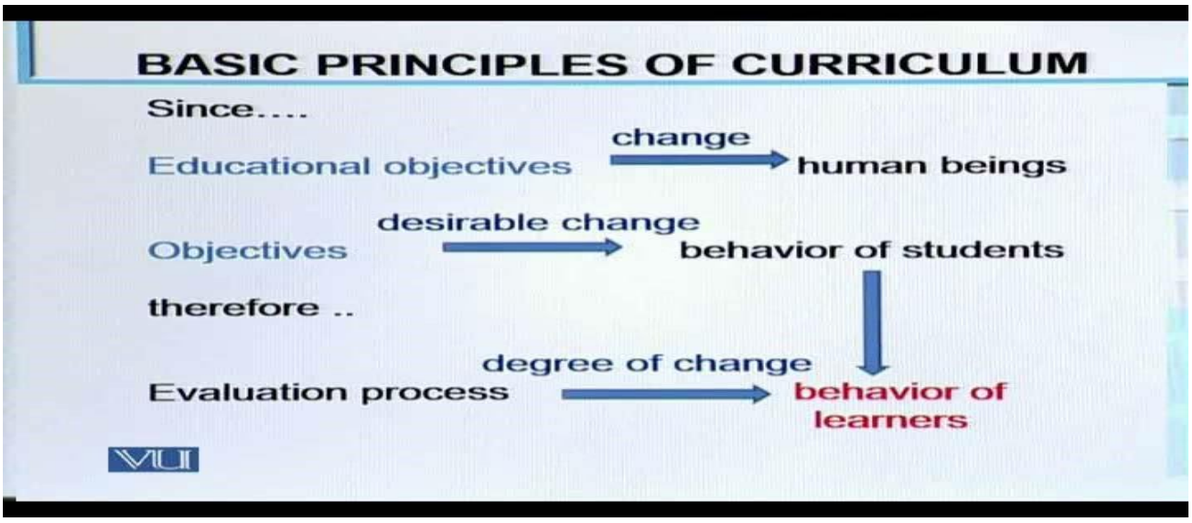
Topic: 182 – Les-evaluation (Basic Notions)

Basic notions about evaluation are:

- Change in behaviour
- Frequency
- Modes
- Sampling

Now, we know that evaluation is the process to determine:

- To what extent educational objectives are actually being realized by the curriculum & instruction.



This concept of evaluation has two aspects:

- Evaluation must appraise behaviour of students
- Involve more than a single appraisal at any one time.

Why do we appraise more than one time?

To see whether change has taken place, therefore,

i. Appraise at entry point
ii. Appraisals at later points

Without knowing where students were in the beginning:

- It is impossible to tell what changes have taken place among students after the program.

Topic: 183 – Les-evaluation (Basic Notions 2)

Progress on objectives – possibilities

i. Students had made **good progress** before beginning of the program.
ii. Students have **very little progress** before they began program.
iii. Students' progress noted at end took place during the instructional time.

For these reasons, educational evaluation involves at least two appraisals.

Appraisals

- One in the early part of instructional program
- Other at some later point
- So that the changes may be measured.

Are two appraisals enough?

No, not enough because, some of the aimed objectives may be acquired during an educational program and then may be rapidly forgotten.

Still another point of evaluation

To estimate learning or performance of learners, it is a must to evaluate them sometimes after the completion of instructional program.

Follow-up studies

Follow-ups are conducted to get further evidence of performance and impermanence of learning, when they were in schools; it is a desirable part of any evaluation program.

Lesson No 35 LEs EVALUATION II

Topic: 184 – Les-evaluation (Basic Notions 3)

Benefits of year after evaluation

It provides:

- A continuing record of progress.
- Evidence accumulated to show that whether objectives are realized &
- Evidence of stages where changes did not take place.

Modes/ways of evaluation

1. Evaluation & paper-pencil test

Evaluation as synonymous with paper pencil test. It provides:

- A practicable procedure to gather evidence about several kinds of student behaviours.

Examples:

Paper pencil test assess students' prior knowledge.

- Writing
- Reading
- Multiple responses etc.

Students' ability to deal with:

- Verbal problems
- Vocabulary
- Reading

Other ways of getting evidence

i. **Observations of children under conditions in which:**

- Personal-social adjustments
- Habits and
- Operations skills are included.
-

ii. Interviews

Changes in:

- Attitudes
- Interests - Appreciations iii. Questionnaires

Evidence about

- Interests
- Attitudes and
- Other types of behaviours

iv. Student work

- Themes written by students'
- Painting – skill and area of interest
- Models – Creativity

v. Other evidences

- Library books – with drawn
- Health records

Conclusion

Any way of getting to evidence about the kind of behaviours desired by objectives of any educational program – is an appropriate evaluation procedure.

Topic: 185 – Les-evaluation (Sampling)

Sampling is involved in:

- Collecting evidence of students
- Reactions
- Written work
- Interview

It holds for all kind of human:

- Attitudes
- Behaviours
- Interests
- Intellectual skills
- Appreciations etc.

Sampling effectiveness of curriculum Sampling:

- Not for individual appraisal, only
- Appraising the effectiveness of curriculum by:
- taking a sample of students
    - Sample of students is chosen carefully
    - Representative sample of target group
    - Appraisal can be so well designed that:

Not too many students are to be:

- Interviewed

- Probed

Sampling and follow-up studies

Permanence of learning:

- Representative sample of students
- Intensive study of behaviour of students
- Drawing conclusions

Basic notion/ideas about evaluation

These are not all, few but important ones:

- To guide evaluation of a program

The implications will be considered, while examining procedures for developing an evaluation program.

Lesson No 36 LES EVALUATION III

Topic 186 - Les-Evaluation (Procedures for Evaluation)

1. Need for evaluation
2. Basic notions about evaluation
3. Evaluation procedures
4. 3a. Use of results of evaluation

Evaluation Procedure Steps:

i. Defining objectives
ii. Identifying situations
iii. Selecting and developing instruments

iii (a): recording evidence
iii (b): summarizing records of learning

Step 1: Defining objectives

When the process of evaluation begins?

- as objectives are set

What is the purpose of evaluation?

- extent of realization of objectives

How to go about Evaluation?

- develop evaluation procedures to collect evidence about each of the kinds of:

o Content o Behaviours

Implied by each of the major educational objectives

Example-1

Objective

To acquire knowledge about contemporary social problems.

Evidence required

Skills in analysing social problems and appraising suggested solutions to them.

Example-2 Objective:

To develop methods of analysing social problems and appraising proposed solutions of them

Evidence required

Skills in analysing social problems and appraising suggested solutions to them.

Topic 187 - Two dimensional analysis

Two Dimensional analysis-Importance

Serves as a basis for planning of:

- Learning experiences
- Evaluation procedures

So, two dimensional analyses of objectives serve-as a set of specification for evaluation

Analysis of objectives and evaluation

To develop:

- Behaviours
- Knowledge skills

Analysis of:

- Behaviours headings helps to identify:
- Behaviours to be appraised to find out: - Kind of behaviours developing
- Content headings help to identify:
    - Content to be sampled in connection with appraisal of behaviour

Example-1

Objective

To develop knowledge about social problems

Appraisal of learning

What do two dimensional analyses indicate?

- Evaluation of Knowledge
- For behaviour
- Content heading
- Area of knowledge

Example-2 Objective

To develop interests in literature.

Aspects for Appraisal -

Behaviour

- Developing interests

Content

- Area to develop interests

Example-3

Three aspects

- **Content and**
- **Behaviour**

Are to be sampled to check whether such interests are actually developed.

Topic: 188 - Basic Principles of Curriculum

Evaluation of curriculum and role of curriculum developer

Evaluation of curriculum

Two dimensional analyses of objectives:

- Content knowledge
- Behaviour

becomes a guide to the evaluation of curriculum Role of

Curriculum Developer To:

- **Define "curriculum objectives" clearly, for serving as a guide for:**
  - Selection &
  - Planning, of

Learning experiences.

Issues—objectives not clearly defined

Unclear objectives—unclear conception about what to evaluate

Evaluation process forces a curriculum developer, whose not previously clarified objectives to a further process of clarification

Conclusion

Defining objectives the most important step in developing evaluation

Lesson No 37 STEPS FOR LE's EVALUATION

Topic 189 – Step 2 Identifying Situations-A

Identification of situations

To give students:

- A chance to express behaviour implied by educational objectives
- Opportunity to show that behaviour

Which means, one has to find situations to:

- Permit expression of desired behaviour and
- Evoke this behaviour

Only then, degree of realization of education objectives can be observed.

Kinds of situations for expressing behaviours

- Questioning as a stimulus to look for evidences of interests,
- Playing and working personal-social adjustments, where there is opportunity for free choice of activity.
- Conclusion
- The principle is simple,
- “any evaluation situation is the kind of situation that gives an opportunity for the students to express the type of behaviour, one is trying to appraise”.

Topic: 190 – Les-evaluation (Step 2: Identifying situations - B)

Question

Are all situations under control and accessible to evaluators to look for desired change in student learning?

No – there are problems

If a situation is difficult to handle, the task for evaluation is to:

- Try finding other simpler situation, with high correlation with the results obtained when the situation is used, which directly evokes the kind of behaviour to be appraised.

So once,

- Objectives are identified and clearly defined.
- Situations defined, give opportunity for expression of desired behaviour…

What is next…?

Examination of evaluation instruments

To see how far they may serve the evaluation purpose.

Topic: 191 – Les-evaluation (Step 3: Selecting and developing instruments)

Available instruments

- Check proposed instrument against objectives
- Uses situations to evoke the desired behaviour as per the objectives.

Checking of availability of instrument may reveal, that they:

- Are quite satisfactory for certain educational objectives.
- Can be modified and made appropriate for certain other objectives.
- Cannot be used properly for existing educational objectives

What to do so in a situation like this?

In such a case or situation, it may be required to develop method for gathering evidence about attainment of these objectives.

Lesson No 38 DEVELOPING EVALUATION INSTRUMENTS

Topic: 192 – Developing Evaluation Instruments

For a particular objective, an instrument can be devised in two possible ways:

1. Try out some of the situations suggested as situations that give students opportunity to express the behaviour desired.
2. This try out provides an opportunity to see whether these situations will serve as convenient ways of gathering evidence.

Example: ability to analyse problems Situation 1:

- A number of problems are presented in written form and
- Students are asked to analyse them.

This situation can be tried out with students to find out how far responses obtained give an adequate basis for checking student ability to solve problems.

Situation 2:

To find out student interest:

- Questionnaire with a variety of activities
- Students were asked to check activities they are:
    - Interested
    - Not interested

If this situation gives an opportunity to students to show their interests. It should be based on trial basis to see how satisfactorily it works.

This is a useful step in developing possible evaluation tools into forms and can be satisfactorily used.

Topic 193: Recording Evidence

Once situations are decided to get evidence of behaviours desired of students, it is necessary to devise a means of recording student behaviour in this test situation.

Example – Written Examination

- students make their own record in their writing
- keeping a record is not serious problem in this case

Example - playing and working together in grade one

- a situation that gives grades a chance to play and work together, may be a good situation to provide evidence of personal-social adjustment.

However it is necessary to keep a record of the children's reaction in this situation if there is to be an opportunity to appraise this reaction after it has been recorded. This record keeping can be done in several ways.

Topic 194: Ways of Record Keeping

It may involve:

- making a detailed description of reaction by an observer, it may suggest the use of motion pictures, sound recording, check list etc. as a mean of getting a satisfactory record. This step

must be considered in connection with each test situation to be sure that the situation not only evokes desired behaviour but a record can be obtained and that can be appraised later.

Summarizing record of learning

In developing instrument next step is to decide upon terms or units to be used to summarize or appraise the record of behaviours obtained. This method of appraising behaviour should parallel the implications of behaviour itself.

Topic 195: Summarizing Records of Learning – Examples

Example

Reading interests as an educational objective are to be defined as the development of increasingly broad and mature interests.

What decisions will be taken?

Decision to be taken about:

- units by which record of student reading can be summarized to indicate; e.g.,
- breadth
- Maturity

Breadth

It can be indicated by a number to show different categories of reading material included in student reading. Example:

Stories children reading

- detective
- adventure besides
- religious
- historical

Maturity

Reading can be also be classified under different levels of maturity – e.g. average level of maturity.

Lesson No 39 USING RESULTS OF EVALUATION

Topic 196: Characteristics of Evaluation Instrument

- objectivity
- reliability
- validity objectivity of scoring reliability of sample

validity of method and degree to which it provides evidence of desired behaviour

Topic 197: Using the Results of Evaluation….

Educational program has several objectives. For every objective several terms and descriptions are used to summarize the behaviour of students (in relation to objectives). The results of evaluation instruments are not a single score or a description but are analysed profile indicating present status of students. These scores should be comparable to those used at a preceding date (previous term or year) so that it is possible to indicate whether change is taking place.

Example:

Range of student's interest in reading at the end of:

- 10^{th} grade no greater than at the end of grade 9

Findings – no appreciable change in reading interest is taking place.

It is necessary to compare the results obtained from several evaluations before and after the given period to estimate the amount of change taking place. Analysis of results is an important step in improving a curriculum.

Topic 198: Using the Results of Evaluation…

Benefits of analysis of results It helps to:

- identify the strengths and weaknesses of the curriculum
- suggest possible explanations about the reasons for the patterns of strengths and weaknesses

Checking of hypothesis

Once hypothesis have been suggested that might possibly explain the evaluation data, the next step is:

- to check these against the present data that is additional data that may be available.
- To check whether the hypotheses are consistent with all the data then available
- To modify the curriculum in the direction implied by the hypotheses
- To teach the material to see whether there is improvement in student achievement after modification.

Revision of Curriculum

If there is an improvement then it would suggest that hypotheses are likely explanations and basis for improving the curriculum have been identified.

In curriculum planning there is:

- Re-planning
- Re-development
- Re-appraisal

The cyclical process ensures that curriculum and instruction program is improved continuously over the year……

…..it is a hope for an increasingly effective educational program rather than following a hit and miss judgement for curriculum development.

Topic 199: Other Values and Uses of Evaluation Procedure

Other uses of evaluation

Primary function of evaluation is to identify the strengths and weaknesses of curriculum program. This is its main function in curriculum work. Other procedures that evaluation

serve We know that:

- clearly defined objectives are a must to conduct evaluation.
- Clearly defined objectives help to recognize behaviours required or developed. It can be said safely evaluation is a powerful device for clarifying educational objectives if they have not already been clarified in the process of curriculum development.

Topic 200: Other Uses of Evaluation

1. evaluation and learning
2. evaluation and individual student guidance
3. continuous evaluation
4. evaluation and school success Evaluation and Learning It has a powerful influence on:

- learning
- studies of students
- teachers

Evaluation and Individual Student Guidance

It has great importance in the individual guidance of students and helps to identify their needs and capabilities.

Continuous Evaluation

To identify areas of improvement for:

- A group of students
- Individual students
- Planning programs for individual help of students in the view of their progress in educational program

Evaluation and Success of School

Provides information about school success to parents

School needs to be appraised in terms of their effectiveness in attaining objectives. The evaluation results need to be communicated to parents according to their levels of understanding or translated to be in terms that will be understandable to parents and public generally.

In short an evaluation procedure must determine:

- What changes are taking place among students
- Were we are achieving our curricular objectives.

Lesson No 40 CURRICULUM BUILDING

Topic 201: How to work on Curriculum Building?

We have learnt about the problems of planning or developing curriculum from the point of view of students examining its purposes, functions and structure to understand the rational for their relationship. But we have not explored the way any school or school staff will apply this rationale to rebuild its curriculum and instructional program. How can it be applied?

There are two possibilities:

a) whole school staff agrees to reconstruct curriculum
b) this rationale can be appropriately applied systematically on a part of the program.

School wide program of curriculum reconstruction It demands:

- extensive faculty participation.
- Each teacher to clearly understand objectives of the instructional program.
- - Teachers to clearly understand LEs to attain these objectives.
- Teachers to be able to guide the activities of students to enable them to get these experiences.

Fulfilling these demands will ensure that educational program will become an effective instrument for promoting the aims of the school.

Topic 202: Small School Steps – Curriculum Development

What if it is a school with small numbers of teachers?

Step 1:

The school teachers may work as “team” in conducting studies of learners, life outside the school, examining reports of subject specialists.

Step 2:

The team of teachers formulates philosophy of education, defines psychology of learning for the school after completing the first step in curriculum building.

Step 3:

The team of teachers used these results in selecting objectives. They also deliberate as a team about general organizing framework for curriculum.

Step 4:

Planning for learning experiences Teacher/s teaching:

- A subject area
- Same subject at different grade levels and
- Related subjects can work together for planning the LEs.

Step 5:

Review Committee

The same team of teachers can review the detailed plan of learning experiences and revise it accordingly. Same procedure can be followed to plan an evaluation program.

Topic 203: Large School Steps – Curriculum Development

Step 1:

Special Committees for the activities like:

- Studies of learners
- Contemporary life issues
- Subject specialists reports .

Step 2:

Drafting committees

These committees prepare initial drafts of:

- Philosophy of education
- Psychology of learning

Step 3:

Committee of the whole (school staff) studies, discusses and revises the drafts of philosophy of education and psychology of learning

Step 4:

Committees formulate objectives and organize framework for curriculum (first draft) Step 5: Committee of the whole staff discusses and finalizes the draft of objectives and organizational framework.

Step 6:

Planning groups of teachers – learning experiences Group teaching:

- A subject area
- Same subject at different grade levels and
- Related subjects any work together for planning of LEs.

Step 7:

Special Review Committee

It reviews and coordinates the detailed instructional plan.

Topic 204: Facts to Remember – Curriculum Building

Facts to remember in curriculum building, revision and improvement can be done at:

- One school level
- One subject
- One grade
- One part of (instructional plan)

A partial version of curriculum must be planned with relation to the other parts of instructional program which are not to be modified.

In brief …… whatever is the focus?

- Whole curriculum
- One subject
- One grade level

- Portion/segment of curriculum

The same general rational can be used.

Important Question

Should curriculum revision at school level or part of a school follow the steps and sequence as we have studied in this course?

Answer:

No

Factors to consider beginning the process of curriculum revision:

- Issues and concerns raised by the staff
- Problems already identified
- Available data

Lesson No 41 CURRICULUM BUILDING II

Topic 205: Example – To Begin the Process of Curriculum Development

Examples:

- In one school participations by the staff in “child study program” may provide an entering wedge in study of learner.
- In one school deliberation about psychology of learning may provide an initial step in revision of objectives and ten to a study and revision of learning experiences.

The purpose of this rationale is to give a view of the elements that are involved in a program of instruction and their necessary interrelations. Modifications are followed through related elements and eventually all aspects of curriculum have been studied and revised.

Topic 206: Following a Model of Curriculum Development

Most Suitable Model for Curriculum Development

Tyler’s is the most do-able model.

Qualities of Tyler’s model

- Global in nature
- Helpful to conceptualize
- It helps to view the big picture of curriculum at school level and grade level.

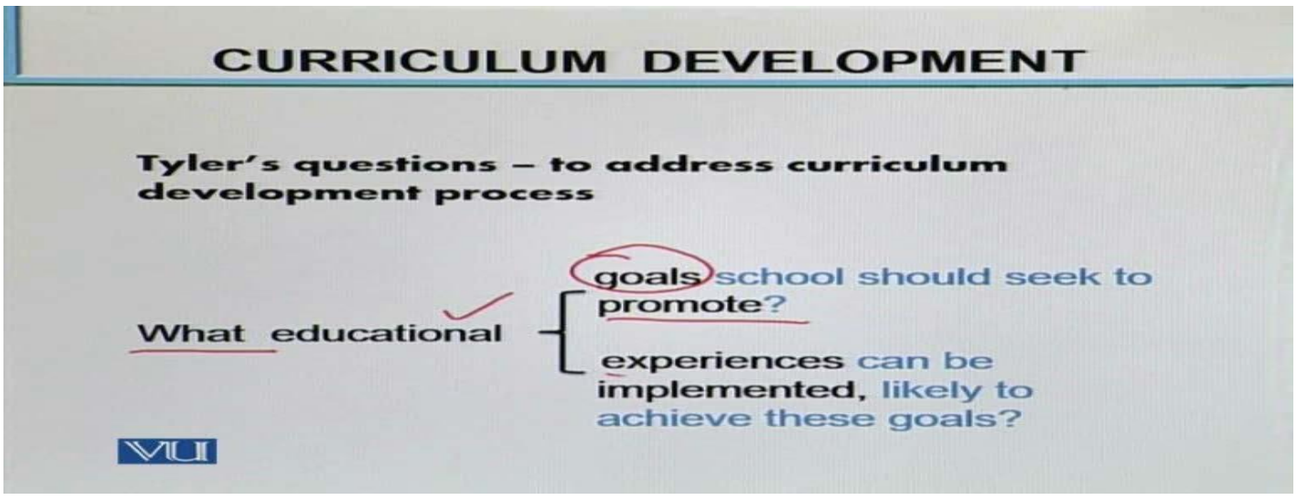
What is the goal of education?

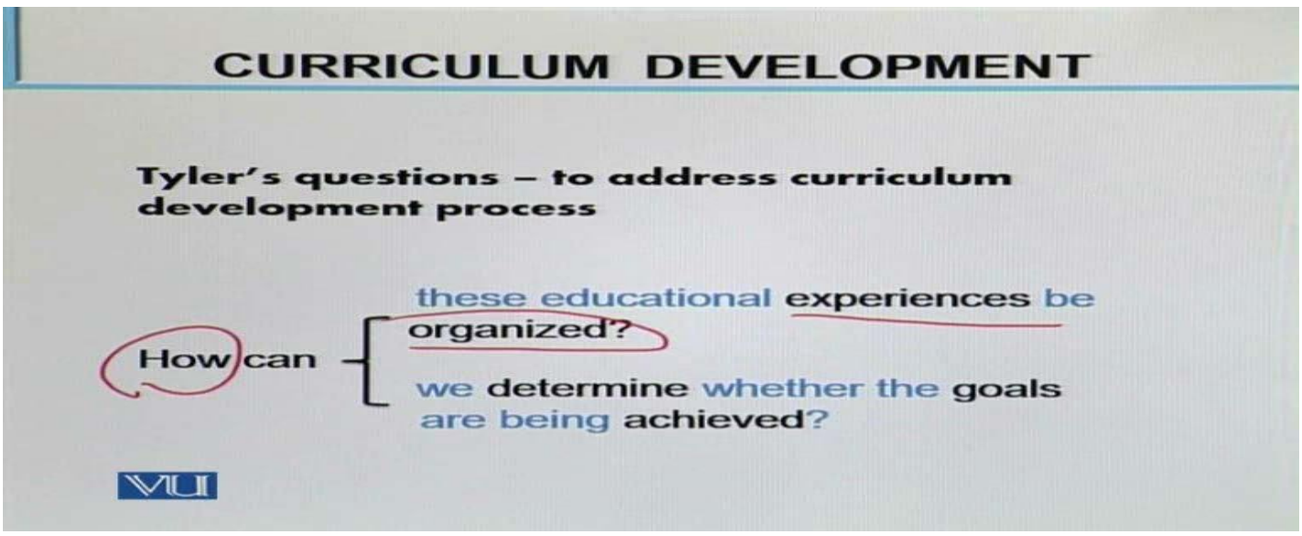
Tyler’s model as a planning tool helps teachers to identify the content of curriculum.

What does the process of curriculum development do?

It enables teachers to formulate student behaviours and to develop appropriate and reflective experiences for students.

Topic 207: Questions for Curriculum Development





Importance of Tyler's questions

From basis for curriculum development process that enables teachers to:

- Identify learning outcomes
- Develop learning strategies
- Establish assessment criteria and procedures

Topic 208: Sources of Curriculum

- Society's values
- Students' needs
- Input from subject specialists

These sources provide data and help to determine the educational purposes school should pursue. Additionally, sources suggest looking at broader context that impacts curriculum and offers answer to questions like;

1. What educational goals the schools should hope to achieve through curriculum?
2. What knowledge and skills are needed to prepare students for jobs today and in future?

3. How can a school provide a curriculum for students, having different learning styles, abilities, skills and interests?
4. Is the subject hierarchical, sequential or spiral in nature?
5. How can knowledge and skills across subject areas be integrated?
6. How can a thematic approach help students to see the inter-relatedness of knowledge?

First step towards curriculum development is answering these questions, which help to:

- Define the scope of curriculum
- Determine general goals of education

These general goals are stated in all curricula (national and school). These goals help to determine:

- What should be taught in school?
- How it should be taught?
- How it should be assessed?

Topic 209: Implementation of Goal Statement

Implementation of General Goal of Education

Teachers apply two screens:

- Their philosophies of education
- Their understanding of psychology of learning

Teachers use their two screens to:

- Construct instructional objectives
- Describe students learning in precise terms

A teacher's philosophy of education and views about learning influence:

- What will be included in the curriculum (ENDS)
- How it will be taught (MEANS)

Importance of philosophy as a filter or screen

It gives meanings and direction to the actions taken by teachers regarding curriculum.

Importance of psychology of learning or learning theory helps to know:

- How do students learn best?
- Are the goals appropriate for the level of students?

Lesson No 42 LEARNING THEORIES – OPERATION IN TYLER'S MODEL

Topic 210: Learning Theories – Operation in Tyler's Model

Theories of learning

1. Behaviourism/Stimulus-Response (S-R)
2. Cognitive /Gestalt

Behaviorism (S-R) Theory

People learn through conditioning process, correct responses are reinforced. Reinforcement strengthens the bond between stimulus and response.

Classroom Situation

It is followed; however it is confined to the lower levels of cognitive domain of Bloom's Taxonomy; that is recall and comprehension.

Classroom Applications of the S-R theory It includes the use of:

- Assertive Discipline (rewarding appropriate behavior with treats)
- Behavior Modification

Techniques

(Reinforcing appropriate behaviors with praise)

- Questioning Technique

(Recall questions - actual or informational with a high degree of success)

- Computer Assisted Instruction

(Computers to provide questions, verification of responses & reinforcement)

Topic 211: Cognitive/Gestalt Theory

Gestalt / Cognitive Theory

- How students learn It takes into account students':
- attitudes
- prior experiences
- values &
- interests

It proceeds from whole to parts.

In the theory,

"Learning consists of the formation of new perceptions when the learner is confronted with problem situation"

Learning is a process of developing new insights & is influenced by what everyone brings to a learning situation.

Classroom applications of Cognitive theory

- problem solving situations are emphasized
- mistakes are seen as opportunities to learn
- integrated thematic planning is encouraged

- Self-concept activities
- teacher questions focus - higher order cognitive skills *(application, analysis, synthesis & evaluation)*

Conceptual models & mind maps help students build mental constructs of concepts After studying:

- goals of education
- sources of curriculum and
- two screens

Teachers identify specific instructional objectives.

Topic 212: Teachers Involvement in Curriculum Development

Teachers' involvement

Teachers become extensively involved in curriculum development as they write down precise instructional objectives for their classrooms based on general goals. What are instructional objectives?

Instructional objectives are clearly stated & describe observable & measurable student behaviors

What is included in Instructional Objectives?

behaviors -

- observable
- measureable

condition under which behaviors will occur

- on an exam
- in a classroom
- a minimum / acceptable level of performance

(%age of correctness)

Expertise required among teachers to translate goals into instructional objectives

The knowledge about:

- goals
- subject matter &
- students

Topic 213: Reducing Goals into Instructional Objectives – Teacher's Decisions

Decision teachers need to take while reducing goals into instructional objectives ….

- Students' expected learning during each day of teaching.

Questions teachers need to answer...

- What I want students to know?
- What I want students to be able to do following instruction?

To answer these questions decisions are to be made about scope & sequence of the course by finding out the essential concepts skills that are to be learnt and order of their teaching.

The usefulness of instructional objectives for teachers by writing instructional objectives

The teacher articulates in detail, the specific behaviors students are expected to exhibit or demonstrate. The teacher can develop an appropriate sequence or order for objectives.
How teachers benefit from – writing of instructional objectives? It ensures,
teachers have an understanding of:

- what students are expected to do
- what teachers need to do to help students to achieve the objectives
- • How learning will take place.

Lesson No 43 TAXONOMY OF OBJECTIVES

Topic 214: Taxonomy of Objectives

Taxonomy of objectives

Step - I

Instructional objectives

Step – II

Classification of objectives

- specific level
- domains of learning

Taxonomy of objectives – functions

- Categorization of objectives or
- Evaluation of objectives – learning outcomes Learning outcomes – classification Three domains:

(Objectives are written)

i. Cognitive
ii. Affective
iii. Psychomotor Cognitive Domain

It involves intellectual skills, ranging from remembering & reproducing materials to higher order thinking skills;

- reasoning
- o problem solving
- evaluating ideas & materials

Cognitive domain objectives can be assessed from simple to complex behaviors using six levels.
Levels of Cognitive Domain

i. Knowledge
ii. Comprehension
iii. Application

iv. Analysis
v. Synthesis
vi. Evaluation

Topic 215: Taxonomy of Objectives …. cont.

Affective Domain It stresses upon:

- Values
- Feelings
- Attitudes

Relevant behaviors range from paying attention to personal actions.

Hierarchies of Affective Domain

i. Receiving
ii. Responding
iii. Valuing
iv. Organizing
v. Being characterized by a value

Psychomotor Domain

It stresses muscular or motor skills which requires neuro-muscular coordination

Levels of Psychomotor Domain

i. Reflex movements
ii. Fundamental movements
iii. Perceptual abilities
iv. Physical abilities
v. Skilled movements
vi. Non-discursive communication

A Framework for Examining the Instructional Objectives

The domains & levels within each domain provide a framework for assessing the instructional objectives. A suggestion for teaches is that every lesson should have objectives in each of:

- three domains & different levels within each domain

Lesson No 44 CURRICULUM DESIGN

Topic 216: Curriculum Designs

Curriculum Designs

Organization of learning objectives for teaching & learning = curriculum designs

- Subject centered /discipline based
- Student /learner centered

Curriculum Designs

- Broad fields

- Problem solving
- Integrated / thematic

Subject Centered/ Discipline Based Curriculum Design Focuses upon:

- a separate subject orientation,
- No integration of information or shared skills with other curriculum areas

This design reflects Bruner's (1960) view,

"Subjects form the basis for what is taught in school & are made up of:

- concepts
- generalizations &
- facts"

Topic 217: Learner/Student Cantered

Student / Learner Centered

Focuses upon the:

- developmental level
- needs & interests of the students

Knowledge of child

- growth &
- development

Plays an important role in CD

According to Morrison (1993), "whatever happens to children in school is dependent on:

- what they are taught
- how they are taught &

Activities they participate in should be……..…appropriate to their:

- physical,
- emotional,
- social &
- Cognitive level of development.

Broad Fields Design

Focuses upon related disciplines & treated as one field of study, "social studies", e.g.

- history,
- economics
- sociology
- geography &
- anthropology
- "*It is an attempt to*
- *Integrate content that*
- *appears to fit together*
- *logically*"

Example

- Elementary level
- Social studies is one of the examples

Topic 218: Problem Solving Design

Problem Solving Design

Organized around activities & projects for:

- individuals
- groups of students to engage them to seek solutions to various problems

These situations provide a context for:

- thinking about & identifying the problem
- posing options
- making decisions
- developing action plans for carrying out agreed upon strategies

Thematic/ Integrated Design

Organized around a:

- topic &
- theme

Involves the:

- content &
- skills from various subjects

An integrated curriculum is one, in which, "the *lines separating subject matter areas* from *one another* are *erased* …and *utilizes* a *conceptual* or *life-problem-oriented* approach to organization"

Topic 219: Curriculum Design - Important facts

It is very rare that:

- one design is used exclusively

Important facts in practice

teachers use a number of designs simultaneously, depending on the:

- unit or lesson objectives
- mission &
- Philosophy of the school.

Lesson No 45 OPERATIONALIZING THE CURRICULUM DEVELOPMENT PROCESS

Topic 220: Operationalizing the Curriculum Development Process

Operationalizing CD Process – focusing upon classroom teaching/instruction

Successful completion of steps:

- development of instructional objectives
- selection of a curriculum design

STEP- I Planning for teaching & learning

a. Determining prior

- knowledge &
- skills

b. Establishing

learning outcomes

C. Reviewing appropriate

- resources &
- materials

Planning the curriculum

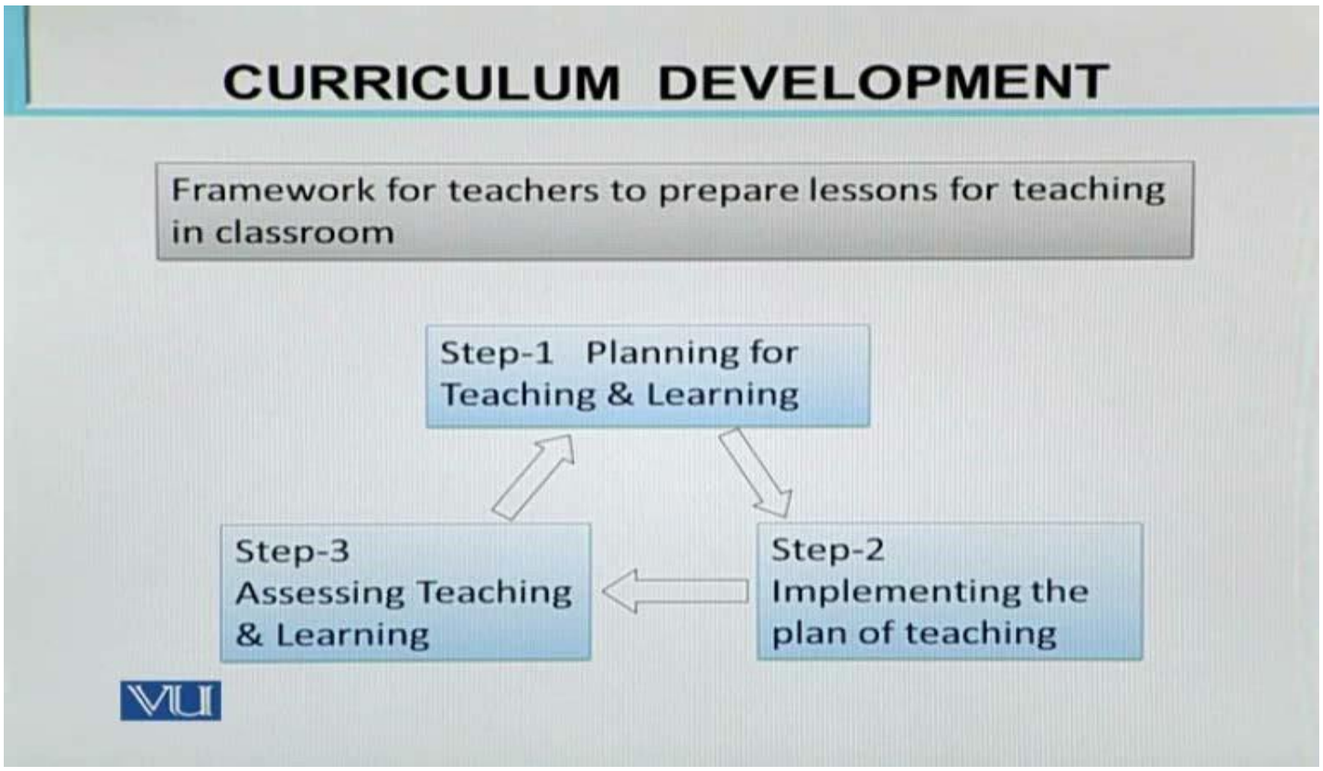
Planning means:

- Reviewing sources of curriculum as suggested by *Tyler*
- rehearsal for what will take place in Step- 2, that is, “teaching”

Planning as a process means:

- organizing content
- identifying & sequencing learning tasks
- selecting assignments
- defining classroom management

assessment procedures



Topic 221: Operationalizing the Curriculum Development Process II

Step- 2 Implementing the Plan

Curriculum plans are implemented either as parts of a unit or as daily lessons.

Implementing the plan

1. Teaching lessons
2. Using teaching strategies & activities
3. Modeling & providing input
4. Monitoring student progress

Important facts

- Often time curriculum & teaching are used interchangeably,
- For many educationists, “curriculum” is all about , “outcomes”, and “teaching” is the means to attain these “outcomes”

- There is a relationship between curriculum & teaching. “curriculum” is not just ‘ends’, isolated form “teaching” or ‘means’; together they create a whole that is greater than the sum of their parts.
- Curriculum” & “teaching” are interdependent, not mutually exclusive.

Topic 222: Operationalizing the Curriculum Development Process III

Step- 3 assessing teaching & learning

a. **Conducting**
    - formative &
    - summative assessment

b. Analyzing student performance data

c. Determining the level of achievement

Assessment is done to know:

- what students know about
    - content &
    - level of their skills in various tasks

If students show low performance, the CD process requires:

- Modification of the plan & re-teaching of concepts with different strategies.

Process of CD Particular:

- school
- grade level
- class

Involves all basic principles we have explored in the course.