**SEMESTER-IV**

**CC-9 (CURRICULUM STUDIES)**

**UNIT-2 (CONTENT SELECTION)**

Prepared By

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- Determinants of Content Selection-Perspectives of Knowledge, Culture & needs.
- Curriculum and Instruction-Instructional Objectives.
- Revised Bloom's Taxonomy
- Bruner's Theory of Instruction

**Definition of Curriculum:**

According to John Dewey(1902), " Curriculum is a continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies . . . the various studies . . . are themselves experience— they are that of the race. (pp. 11–12)

According to Ralph Tyler (1957), "The curriculum is all the learning experiences planned and directed by the school to attain its educational goals". (p. 79)

Kerr has defined curriculum as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.

Rugg's has defined curriculum as the entire program of the school's work .... It is everything that the students and their teachers do. Thus it is twofold in nature, being made up of the activities, the things done, and the materials with which they are done'.

Based on the above mentioned definitions the concept of curriculum can be summarized as follows:

- As a body of knowledge to be transmitted.
- As an attempt to achieve certain goals.
- Curriculum as a process.
- Curriculum as a praxis.

**Principles of Curriculum Construction:** The Secondary Education Commission has recommended some principles to be followed in the construction of curriculum.

- **Principles of totality of experience -** According to the Secondary Education Commission, "The curriculum does not include only the academic subjects traditionally taught in the school but it

includes the totality of experiences that a pupil receives through manifold activities that go in the school, in the classroom, library, laboratory, workshop, playground and in numerous informal contacts between teachers and pupils." All types of experiences in the school or planned by the school should be included in the curriculum.

- **Principles of variety and elasticity -** The Curriculum should be elastic and include varieties of subjects and activities to meet the needs of the various types of pupils. The curriculum should be adaptable to meet the needs and interests of the students.

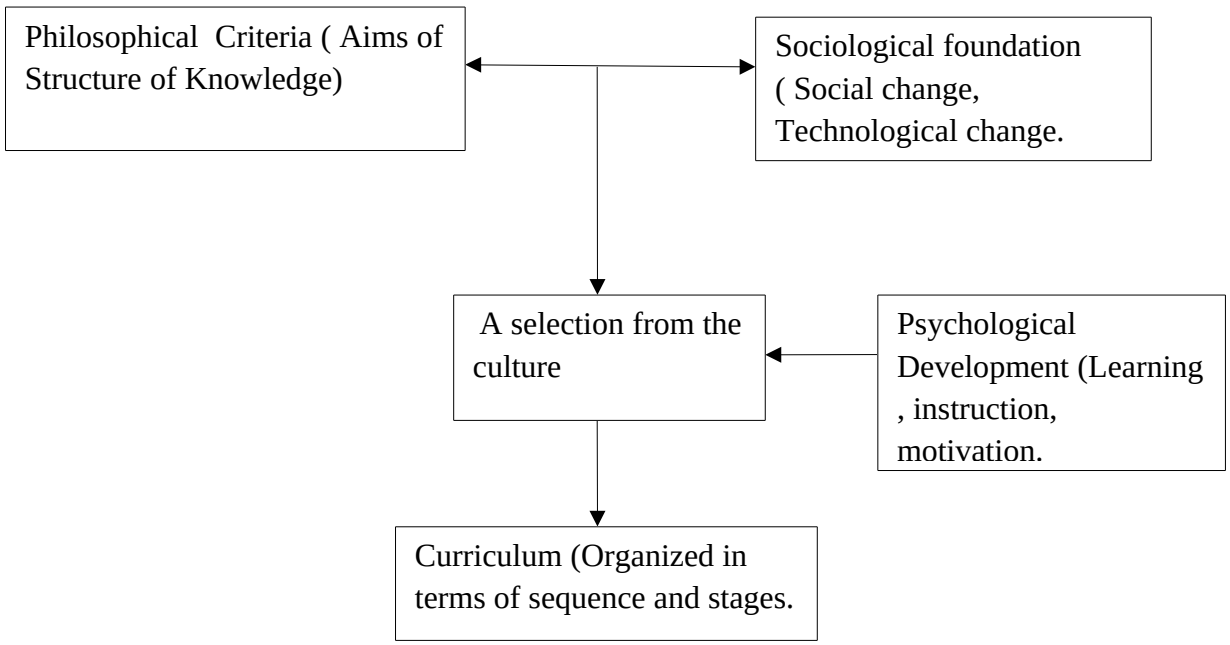
- **Principles relating to community -**The curriculum should be related to the community. There should be community - oriented programmes in the curriculum so that a child can feel that he is an integral part of the local community. The curriculum should bring the child and the community closer.

- **Principle of training for leisure -**The Curriculum should be designed to train the students not only for work but also for leisure. For this purpose there should be a number of activities - social, aesthetic, sporting etc. which should be included in the curriculum. These activities will train the students to use their leisure time properly.

- **Principle of integration and correlation** -The curriculum should not be merely a bundle of subjects and activities. The activities and subjects should be integrated and well - correlated. The curriculum should provide a 'broad field' units having direct bearing on life.

**Determinants of Content Selection:**

Figure showing the criteria for content selection:



Determinants of content selection can be classified under the following foundations:

**Philosophical Foundation of Curriculum (Perspectives of Knowledge):** Philosophical foundations may be defined as the elements of philosophy which have a bearing on the choices made in regard to the purposes, methods and content of the school. The function of philosophy can be conceived as either 1) the base or starting point in curriculum development or 2) an interdependent function with other functions in curriculum development. John Dewey contended that a philosophy may be defined as "the general theory of education and that the business of philosophy is to provide the framework for the aims and methods of schools". According to him education is the laboratory in which philosophic distinctions become concrete and are tested. The philosophies have influenced education to a considerable degree. Philosophy gives meaning to our decisions and actions. John Dewey viewed philosophy as the all-encompassing aspect of the educational process - as necessary for forming fundamental dispositions, intellectual and emotional, toward nature and fellow man.

**i. Idealism** : According to idealism a belief is true when it is logically consistent with the rest of our belief. Idealism is the based on Coherence theory of truth. According to this theory truth is coherence within our experience. Idealism adheres to principles of the priority of consciousness. This principle reveals that the idealist accords primacy to mind over matter. Thus, the totality of the universe is spirit in essence. The idealists subscribe to the doctrine of a latent and preordained harmony between men and universe. To know is to rethink the latent ideas that are already in the mind. Idealistic curriculum reflects the cultural heritage and civilization of the whole human race. Plato advocates three types of activities i.e. intellectual, aesthetic and moral for the attainment of ideals of life i.e. truth, beauty and goodness. He stresses language, literature, history, geography, maths, science for 29 intellectual activity. He emphasizes arts and poetry for aesthetic activity. He assigned religion, metaphysics and ethics for moral activities. Nunn advocates the inclusion of physical culture, sociology, ethics and religion for physical, social, moral and religious activities. He emphasizes literature, art, music, handicraft, history, geography, science and maths for literary and aesthetic activities. In brief, the idealistic curriculum places heavy emphasis on the world of our own mind and the subject-centred, curriculum and knowledge-based curriculum, consisting of classics or liberal arts.

**ii. Naturalism**: Naturalism advocates the selection of learning experience according to the present needs, interests and activities of the child. It insists that adult interference should be reduced to the minimum and that the child should grow up in the free atmosphere. Naturalists emphasises the child centred methods of teaching. They recommend proper motivation and effective use or illustrative aids to capture and maintain the child's interest in the lesson. They advocate perfect freedom for the child. They believe in discipline by natural consequences.

**iii. Pragmatism:** The pragmatist visualized the relationship between man and the world as one of perpetual (continuous) growth towards a dynamic equilibrium. The utility theory of truth is to the effect that truth is what worked in practice. It is based on change, process and relatively. It constructs knowledge as a process in which reality is constantly changing and rejects the dogmas of pre-conceived truths and external values. Pragmatic curriculum reflects practical utilitarian subjects. The curriculum designed based on the principle of utility, integration and child's personal needs, interests and experience. Curriculum must not exist apart from the social context. The pragmatism places heavy emphasis on broad-field curriculum, diversified curriculum, experience-centred curriculum, problem-based curriculum. In brief, the pragmatic curriculum is built on people's experiences and needs.

**iv. Realism:** Realism is a philosophy of common sense and science. The real world exists exclusive of the perception and interpretation of the perceiver (observer). The realist views the world in terms of objects and matter. People can come to 30 know the world through their senses and their reason. The nature and properties of material universe are being affected by being known (C.V.Good) Realism is based on the principles of independence and correspondence theory of truth or mirror theory of truth. Realistic curriculum reflects the material world, physical science and quantitative aspects of education. In realism the reality is more objective expression which is governed by natural laws and principles Realists usually associate it with a more material, machinelike universe. In the realist school, the theory is that the learner adjusts to or becomes aware of the scientific facts and laws of nature as the foundation of ultimate knowledge. The realist curriculum consists of the organized, separate subject matter of the physical world that classifies objects. Realism advocates the study of the law of nature and the accompanying universal truths of the physical world. Activities that require mastering facts and information on the physical world are significant aspects of realist methodology. According to realism, observable fact is the truth. Hence field trips, laboratories, audio-visual materials and nature are ingredients of methodology. Realistic curriculum placed heavy emphasis on knowledge-based, subject-centred curriculum with humanistic and scientific subjects.

**v. Existentialism:** Existentialism is a philosophical belief according to which the greatest philosophical problem is that of personal existence and that only positive social participation is the way to true morality. It is concerned more with the problem of becoming than the problem of being, more with particulars than universals; more with existence than essence. The existentialists have emphasized 'action' and choice instead of usual emphasis on knowledge and explanation and replaced the question of what by how. Existentialist placed heavy emphasis on completely individualized curriculum, consisting of human conditions, choices and life-situation. Existentialists emphasize the subjective knowledge of humanistic subjects rather than the objective knowledge of scientific subjects.

**vi. Essentialism:** Essentialism emphasizes academic subject-centred curriculum consisting of essential skills (three R's.) and essential subjects (English, science, history, math). Essentialism advocates fundamentals or mastery of essential skills and facts that form the basis of the subject matter.

**vii. Progressivism**: In progressivism, the focus of curriculum is based on students interests, involves the application of human problems and affairs; interdisciplinary subject matter; activities and projects. Progressivism placed heavy emphasis on activity-based curriculum relevant curriculum, humanistic curriculum and radical school reform or romantic curriculum. Very few schools adopt a single philosophy, in practice, most schools combine various philosophies. Curriculum workers need to provide assistance in developing and designing school practices that coincide with the philosophy of the school and community. Teaching, learning, and curriculum are all interwoven in our school practices and should reflect a school philosophy. It is important, then, for school people, especially curriculum, to make decisions and take action in relation to the philosophy of their school and community.

**Psychological Foundation of Curriculum (Needs based):** Education has become child-centred in other words, it has been psychologised. Psychological foundation consists of the accumulated knowledge which guides the learning process and allows the teacher who is executing the curriculum to make intelligent decisions regarding the behaviour of the learner. The relationship between psychological foundations and curriculum has been analysed in the questions given below.

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

There is only one answer for all these questions that is "yes". In brief, psychology is concerned with a basic question – How do people Learn? That we are now formulating educational objectives in terms of the leaner's behavioural changes is just one indication of how psychology is influencing educational thought and practice. Selection of curriculum content and its organisation are based on various theories of psychology such as the laws of learning (viz,. Law of readiness, law of exercise and law of effect: law of remembering and forgetting), theories of interest and attention, transfer of learning growth and development of physic and mental, intelligence, creativity and personality development. It is agreed by all that curriculum should be organised on the theories of learning and motivation and on the aptitudes and abilities of the learners. Curriculum makers should see if the curriculum they plan on a psychological basis by asking the following questions and conforming that the answers are positive;

- Is the curriculum designed keeping is view the needs and interest of the learners?
- Is it graded and sequenced according to the age and particular stage of the development of the learners?
- Is it flexible enough to make allowances for the individual differences among learners?
- Does it foster a sense of innovation and independent thinking in individuals besides the acceptances of group norms?
- Does it develop a realistic confidence besides tolerance to other's views in the area of the learning?

**Sociological foundations of Curriculum (Culture):** The expectation and aspiration of a changing society are reflected through the educational system of a country. "The school" according to John Dewey, "must become the child's habitant to be a miniature community, and embryonic society". Education is process that takes place in society for society and by society. The changing nature of culture aspect has its impact on education. Education has to adjust itself to the changing situations. Or else it will be isolated from life; in short, it will remain unrealistic, useless and meaningless. Society by dynamic, it grows and changes and as such these 33 social changes must not only be reflected in education but also be influenced by it. Changes occur in the cultural sphere and every sector of natural life. Curriculum is relevant, should take out of these changes and promote desirable changes in the learners.

- **Instructional Objectives:** An instructional objective describes the specific teaching outcome, the behaviour required to perform it and determines the means for measuring or evaluating it. Such evaluation is based on directional statements that identify the expected learning outcomes. establish purposes and stipulate levels of achievement.

**Principal for the construction of instructional objectives:** Some of the basic principles to be kept in view while stating instructional objectives, after they have been derived are: 1. The statement of an objective should include both (a) the kind of behaviour outcome expected and (b) the content. The former is sometimes called competence or modification part. The term modification implies that it is at the level of the individual's behaviour that the change occurs as a result of learning. Content on the other hand is the medium for the realisation of the desired behaviour

2. An objective should be conceived and stated in terms of pupil's Expected Behavioural Outcomes. Objectives should be worked out at the right level of generality (specificity) so as to Instructional Objectives be neither so vague nor so specific as to be non-functional. Complex or compound objectives need particular attention in this respect. Objectives should be stated non-compositely, so as to avoid confusion, repetition and contradiction. Objectives in a list should not overlap. It may be helpful to group together similar objectives. Objectives should be so stated that

there is a clear indication and even distinction . among learning situations required for realising different behaviour changes. For example, learning situations for memorizing certain facts would be basically different from the ones needed for developing critical thinking. Objectives need to be conceived in terms of continuity of growth over a period. They should essentially be developmental in their purpose. Worthwhileness of objectives should be carefully judged from various points of view including their social acceptability. Objectives should realistic. They should be attainable through available or procurable resources and testable through available or manipulative tools. The list of objectives as a whole should be comprehensive enough to cover different outcomes expected of an educational programme in the cognitive, affective and the psychomotor domains.

**Taxonomy of Educational Objectives:** The taxonomy of educational objectives of Bloom is basically a combination of educational, logical and psychological classification system. The distinction between the different categories is educationally significant. The terms have been defined precisely in a manner in which meanings are logically consistent among themselves. The classification is consistent with the correct psychologica1,findings about mental processes. This classification employs a decimal enumeration system. All the three domains of Bloom are briefly described below;

(A) Cognitive Domain: The cognitive domain represents the intellectual component of behaviour and is the most important from the point of view of education. A variety of attempts have been made to classify mental processes. In This domain includes learning objectives which deal with recall or recognition of knowledge and development of intellectual activities and skills. This is known as the knowledge component of educational objectives. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation, the six categories of behaviour, are arranged from simple to complex, a continuum being familiarity and production in a hierarchical way. These six categories have been further defined in terms of following more specific behaviours. Knowledge: Specific ways and means of dealing with I) specifies, 11) universal, 111) abstractions in a field. . Comprehension: I) Translation, 11) interpretation, 111) extrapolation. Application: Ability to apply learning in different and new situations. Analysis: I) Elements, 11) relationships, 111) organizational principles. Synthesis: Production of a unique communication, I) A plan, 11) proposed set of operations, 111) derivation of a set of abstract relations. Evaluation: I) Judgements in terms of internal evidence, 11) Judgements in terms of external criteria.

(B) Affective Domain: This relates to the emotional aspect of educational objectives. Learning in the affective domain pertains to changes in interests, attitudes, values and development of appreciation and adequate adjustment. This is a higher level of learning at a different level and it has a close relationship with cognitive and behavioural changes. This relationship is operative at the instructional as well as evaluation level. Each affective behaviour has a corresponding cognitive behaviours.

The taxonomy developed by Krathwohl seems to systematise these objectives into five broad categories given as under: 2. Awareness 2.1 Willingness to receive 2.2 Controlled or selected response

3. Responding : 3.1 Acquiescence in responding 3.2 Willingness to respond 3.3 Satisfaction in response

4. Valuing 4.1 Acceptance of a value 4.2 Preference of a value, 4.3 Commitment

5. Organization 5.1 Conceptualisation of a value 5.2 Organisation of a value system

6. Characterisation by a value complex - 6.1 Generalised set 6.2 Characterisation

Receiving: Is the lowest or rather the most rudimentary category of affective behaviour. At this level the learner shows sensitivity to certain stimuli. It is like the teacher catching the student's attention.

Awareness: Willingness to receive and the selected nature of attention are its important sublevels.

Responding: Acquiescence, willingness, satisfaction. Responding, which is the next category, expects greater motivation and regularity in attention. It may also for practical considerations be described as "interest" by which we mean a tendency to respond to a particular object or stimuli.

Valuing: Acceptance of a value, preference of a value, commitment. It incites the motivation of behaviour not by deliberate desire but by "the individual's commitment to the underlying value guiding the behaviour". This objective may conveniently be called "attitude". These objectives are "prime shift from which the conscience of the individual is developed into control behaviour".

Organisation: Conceptualization of a value, Organisation of value system. Organisation connotes a system of values or attitude. An individual's behaviour is not ordinarily motivated by a single attitude in isolation but by an 'attitude complex'. Development of one's own code of conduct or standard of public life may be an instance of the organization of a value system.

Characterisation by a value or value complex: Generalised set. Characterisation is the last of the categories, reached when an individual is consistently found behaving in accordance with the values or attitudes he has imbibed, ultimately reaching a stage when he has a consistent philosophy of life of his own and an internal compulsion to pursue it. The taxonomy of the affective domain may not appear quite hierarchical especially in as much as one order does not completely telescope into the other as a taxonomical characteristic. Each, however is also a useful educational principle.

Psychomotor Domain (R H. Dave's Model): The psychomotor Domain concerns itself with' levels of attainment of neuro-muscular coordination. As the level of coordination goes up, the action becomes more refined, speedy and automatic. Dave

(1971) included the following levels arranged in terms of the concept of coordination.
1. Imitation 1.1 Impulsion 1.2 Overt repetition

2. Manipulation 2.1 Following direction 2.2 Selection 2.3 Fixation

3. Precision 3.1 Reproduction 3.2 Control

4. Articulation 4.1 Sequence 4.2 Harmony

5. Naturalization 5.1 Automatism c 5.2 Interiorisation

Imitation accounts for the lowest level of psychomotor behaviour. It starts as an inner push or impulse. It is represented by "covert inner rehearsal of the muscular system", which may be taken to be more of an action at the mental level. Soon it may grow into an overt act with capacity to repeat the performance with very rudimentary coordination.

Manipulation is the next higher level of psychomotor behaviour. It involves following directions, selecting certain actions in preference to others and acting accordingly. It means the beginning of the fixation of operation and the end of initial fumbling in the manipulative actions.

Precision is the third category and is reached when reproduction of operations is carried out with speed and refinement, giving the learner the ability to control (increase, decrease or modify) his action in response to requirements.

Articulation which is the fourth category, can be said to have been attained when the learner is able to handle a number of actions in unison, keeping in view their sequence and rhythm. It involves coordination in action i.e. right sequence in right proportion of time or at the right moment.

Naturalisation which is a high level of proficiency, i.e. automatic response

**Interrelation between different domains:** The tripartite division of Instructional Objectives into domains is not watertight or an exclusive one. Firstly, the achievement in one domain is to a quite appreciable degree, dependent on the other domains of learner's behaviour. For instance, understanding (comprehension) may be a prerequisite for attaching proper value to an object or proper cognition necessary for arousing proper interest. Similarly, interests and attitudes affect the quality of performance in both cognitive and psychomotor domains. Comprehension is a'natural component of the precision level in the psychomotor domain and similarly interests can be traced as affective components of almost all the cognitive proficiencies. Lower levels of each domain draw relatively closer to each other e.g. knowing, receiving and imitating are very much interdependent among themselves. In the higher categories too, there is discernible parallelism. A particular category of one domain, may correspond to one or more of categories of the other.

**Bruner's theory of Instruction:** This theory is also known as constructivist theory. According to this theory, the learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to "go beyond the information given".

From the instructional approach, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialog (i.e., socratic learning). The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding.

In 1966 Bruner stated that, the theory of instruction should address four major aspects namely: (1) predisposition towards learning.

(2) the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner.

(3) the most effective sequences in which to present material. and

(4) the nature and pacing of rewards and punishments. Good methods for structuring knowledge should result in simplifying, generating new propositions, and increasing the manipulation of information.

This theory was concerned with how knowledge is represented and organized through different modes of representation. These modes are as follows:

- Enactive representation
- Iconic representation
- symbolic representation

Application of this theory:

1. This theory provides a general framework for instruction based on the study of cognition.
2. This theory have wide applications in the context of mathematics and social science programmes for young children.
3. This theory also focuses on the language learning in the young children.
4. This theory provides the concept of spiral organization in the context of curriculum construction.
5. Curriculum should be organized in a spiral manner so that the student continually builds upon what they have already learned.
6. Bruner's adopts a different view and concept of curriculum. He introduced the concept of spiral curriculum. According to this concept, subjects would be taught at levels of gradually increasing difficultly (hence the spiral analogy).

Ideally, teaching his way should lead to children being able to solve problems by themselves.

7. Bruner introduced the concept of discovery learning. According to this concept, The role of the teacher should not be to teach information by rote learning, but instead to facilitate the learning process. To do this a teacher must give students the information they need, but without organizing for them. The use of the spiral curriculum can aid the process of **discovery learning.**
8. This theory emphasized the concept of 'scaffolding'. It refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring' (Bruner, 1978, p. 19).

Limitations of this theory:

1. It is time consuming for all academic activities.
2. This approach requires adequate preparation for teachers.

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**SEMESTER-IV**

**CC-9 (CURRICULUM STUDIES)**

**UNIT-3 (CURRICULUM DEVELOPMENT)**

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## Unit 3 : Curriculum development

Principles of curriculum construction

Learner centred curriculum framework - concept, factors & characteristics

Curriculum development - need, planning

NCF, 2005

## Principles of Curriculum Construction:

**1. Principle of Child-Centeredness:** Curriculum should be framed according to the age, interest, capability, aspiration, needs of the students.

**2. Principle of Community-Centeredness:** The social and local needs of the learner should be taken into account while we construct the curriculum.

**3. Principle of Balance/Integration:** The curriculum should integrate the following aspects: cognitive, affective and psychomotor objectives and abilities, knowledge and experience, objectives and content, child's activity and needs with the society needs and activity.

**4. Principle of Need:** Curriculum should be constructed according to the various needs of the learner. A well planned curriculum provides all such opportunities through many fold activities which satisfies the need of the learner.

**5. Principle of Utility:** One of the purposes of education is to prepare the child for living and learning. So, curriculum should be constructed according to the principle of utility. It should provide rich experiences both academically and socially so that the students can live a fruitful and self-fulfilling life.

**6. Principle of Creativity:** It should place the creative aspirations of the students through different activities.

**7. Principle of Preservation/ Conservation:** Transmitting the knowledge, traditions and cultural resources should be the prime criteria for curriculum construction.

**8. Principle of Variety:** The curriculum should satisfy the variety of knowledge, interest, needs of the students.

**9. Principle of Elasticity/ Flexibility:** A well constructed curriculum should provide enough time and sufficient chance to the students to search their own examples and experience from the surroundings.

**10. Principle of Contemporary Knowledge:** Curriculum should given the modern or updated knowledge and theories to the students.

**Learner centred curriculum framework - concept, factors & characteristics**

**CONCEPT:** A learner centred curriculum will ask students to become actively engaged the design of their learning experiences, to create their own goals, to create linkages between courses and other learning experiences. It takes into account the personal nature of learning.

**CHARACTERISTICS:**

1. Curriculum must be defined in terms of students' educational needs.
2. It should address the psychological structure and educational experiences of students.
3. Learning should be proceed from concrete to abstract.
4. Learning can be maximized by controlling the sequence towards some goal locating the students in that sequence and combining the sequences that are psychologically similar.
5. Curriculum must be vocationalized.
6. A learner centred curriculum should be developed and analyzed sequentially on the basis of behavioural objectives and psychological characteristics of the students.
7. The purpose of this curriculum is to provide experiences that will lead the students to attain certain goals.
8. It allow students to participate more actively in the arrangement of their own learning experiences.
9. This framework inspires students to engaged in meta learning.
10. This design allow students to learn and construct their own knowledge base through purposeful learning activities.

- **Curriculum development - need, planning**

**Carl (1995) defines curriculum development** as "…and umbrella and continuous process in which structure and systematic planning methods figure strongly from design to evaluation".

Curriculum development can be defined as the systematic planning of what taught and learned in schools as reflected in courses of study and school programmes. It is central to the teaching and learning process, and includes all the planning and guiding

of learning by teaching, whether it is carried out in groups or individually inside or outside a classroom.

**CHARACTERISTICS:**

- Curriculum development is a flexible, dynamic process leading to products such as new or revised curriculum frameworks or detailed curriculum which include objectives or learning outcomes, content and means of assessment and evaluation of learning.
- It can also involve methods and materials- It is not a list of content.
- Curriculum development is about planning and guiding – it is not a blueprint.

**The needs of the curriculum planning :**

- A curriculum plan is one of the best way for teachers to look objectively Organize an effective way to get from beginning to end
- Schools use curriculum plan to set overarching goals
- Curriculum plans are an easy way for teachers and schools to quickly monitor progress It is easy to notice when students are falling behind, or when objectives are being missed.
- Planning is also an important way for schools to streamline student assessment Teachers are often required to incorporate certain assessment into their curriculum planning.
- Curriculum planning develop well-coordinated, quality teaching, learning and assessment programs, which build students' knowledge, skills and behaviours in the disciplines, as well as their interdisciplinary and/or physical, personal and social capacities.
- Curriculum planning ensures the following Components: a shared vision, shared understandings and a common language in the school community, optimum coverage of all domains within the curriculum continuity of learning between domains across year levels , the full range of learning needs of students are addressed, students are given opportunities to develop deep understanding, cohesiveness in teaching, learning and assessment practices, elimination of repetition of learning activities without depth or breadth across levels Process of

  **Curriculum Development** : Curriculum development is understood as process implying a wide range of education concerning learning experiences, taken by different factors at different levels, politicians, experts and teachers: at the national, state, local, school and also international levels. In some cases, the curriculum development process proceeds from the top downwards. The most usual term to indicate this type of process is the English expression "top-down". In this case curriculum development processes can be defined through four phases:

  - Curriculum presented to teachers

- The curriculum adopted by teachers
- The curriculum assimilated by learners and
- The evaluated curriculum

Curriculum development is a process involving activities like: conceptualizing the curriculum, selecting and organizing the content, material and experiences , suggesting the method and ways of providing these experiences and evaluating the learning outcomes in terms of attainment of desired educational objectives.

Four different phases of curriculum development are as follows:

- What the society or the parents want;
- Responses provided by teachers in the schools;
- Collection of these responses and the effort to identify some common aspects;
- The development of common standard and evaluation

Curriculum Interaction with Four Systems MacDonald defines curriculum as the social system that actually produces a plan for instruction. Instruction is a social system within which formal teaching and learning take place. Teaching is a personality system – the teacher acting in a particularly manner to facilitate learning. Learning is defined as personality system-the student becomes involved in specialized task related behaviours.

**Approaches to curriculum development:** There are many approaches to curriculum development. They differ by the various perspectives curriculum developers construct regarding the key curricular elements: curriculum, teachers, students and the context. Some curriculum developers focus on students and their learning goals where others focus on the effect of the teacher's action upon learning. Still others focus on the context of learning and the degree to which individuals are viewed. The following are the approaches in curriculum planning and development.

Procedural: what steps should one follow? Descriptive: what do curriculum planners actually do? Conceptual: what are the elements of curriculum planning and how do they relate to one another Critical: whose interests are brought served? Steps in Curriculum Planning Planning of Curriculum possessing the following steps:

i.) Identify Issue/Problem/Need: The need for curriculum development concern about a major issue or problem of one or more target audience. This section explores the scope (what will be included) of the curriculum content

ii). Form Curriculum Development Team Once the nature and scope of the issue has been broadly defined, the members of the curriculum development team can be selected. Topics covered in this section include,

roles and functions of team members,

process for selecting members of the curriculum development team, and

Principles of collaboration and teamwork. The goal is to obtain expertise for the areas included in the scope of the curriculum content among the team members and develop an effective team

iii). Conduct Needs Assessment and Analysis There are two phases in the needs assessment process. The first is procedures for conducting a needs assessment. A number of techniques are aimed toward learning what is needed and by whom relative to the identified issue. Techniques covered in this section include: KAP - Knowledge, Attitude, and Practice Survey; focus groups; and environmental scanning. Analysis, the second part of this needs assessment step, describes techniques on how to use the data and the results of the information gathered. Included are: ways to identify gaps between knowledge and practice; trends emerging from the data; a process to prioritize needs; and identification of the characteristics of the target audience.

**NATIONAL CURRICULUM FRAMEWORK (NCF 2005):** Please find the pdf attachment entitled as ' NCF-2005'.

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**SEMESTER-IV**

**CC-9 (CURRICULUM STUDIES)**

**UNIT-4 (EVALUATION & REFORM OF CURRICULUM)**

Prepared By

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**Evaluation & reform of curriculum**

Concept & significance of curriculum evaluation
Approaches to curriculum evaluation - formative & summative
Models of evaluation - Stufflebeam & Taylor
Curriculum reform - factors & obstacles

**Concept of Curriculum Evaluation:** Curriculum Evaluation is the process of obtaining information for judging the worth of an educational program, product, procedure educational objectives or the potential utility of alternative approaches designed to attain specified objectives (Glass and Worthem, 1997).

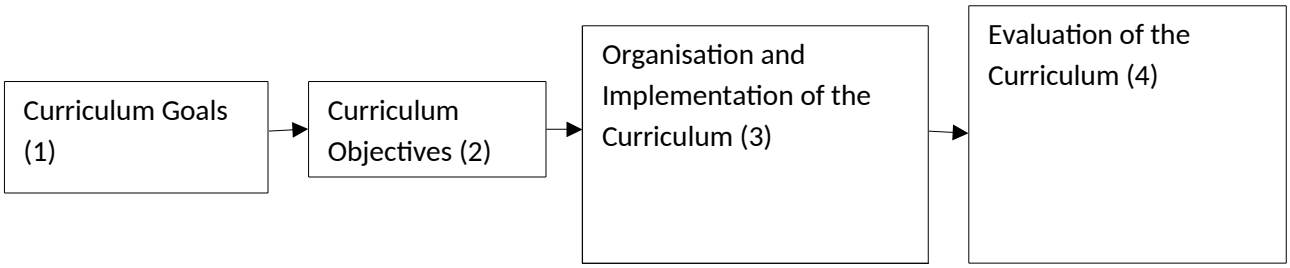
According to Gatawa (1990: 50), the term curriculum evaluation has three major meanings:

The process of describing and judging an educational programme or subject.

The process of comparing a student's performance with behaviourally stated objectives.

The process of defining, obtaining and using relevant information for decision-making purposes .

Curriculum evaluation is seen as a sub model and the final component in the curriculum process in Razali Arof's (1991) and Oliva's (1992) curriculum development model. Oliva's (1992) curriculum model conceptualised four main components – curriculum goals, curriculum objectives, organisation and implementation of the curriculum, and evaluation of the curriculum.




**Curriculum model with all feedback lines (Oliva,1992:478)**

**Significance of the Curriculum Evaluation:** Evaluation of curriculum is an integral and essential part the whole process of curriculum development. The

importance of curriculum evaluation is to determine the value of the curriculum itself is the appropriate for the particular group of students with whom it is being used. The significance of curriculum evaluation are stated as:

To determine the outcomes of programme.

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

To ascertain the need for revision of the course content.

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

To improve methods of teaching and instructional techniques.

**Approaches to curriculum evaluation - formative & summative:**

**Formative evaluation** aims to improve an existing programme based on the feedback obtained from the evaluation. Hence, programme developers must be frequently provided with detailed and specific information to guide them in the developmental phase. On this basis evaluators can revise the programme while it is being developed, before it can be implemented on a large scale.

Formative evaluation can occur at several stages during the curriculum development process. At any stage the validity of the content can be checked, i.e. whether students are achieving the stated goal or objective by going through the content, if not then that content could be modified.

Cronbach (1990) has provided guidelines for conducting formative evaluation in an article where he has spoken of course improvement through evaluation. The important steps highlighted are:

1. "Seek data regarding changes produced in pupils by the course.
2. Look for multi-dimensional outcomes and map out the effects of the course along these dimensions separately.
3. Identify aspects of the course in which revisions are desirable.
4. Collect evidence midway in curriculum development, while the course is still fluid.
5. Try to find out how the course produces its effect and what factors influence its effectiveness. You may find that the teacher's attitude toward the learning opportunity is more important than the opportunity itself.
6. During trial stages, use the teacher's informal reports of observed pupil behaviour in aspects of the course.
7. Make more systematic observations, but only after the more obvious flaws in the early stages have been dealt with.
8. Make a process study of events taking place in the classroom, and use proficiency and attitude measures to reveal changes in pupils.
9. Observe several results of the new programme ranging far beyond the content of the curriculum itself - attitudes, general understanding, aptitude for further . learning and so forth." Evaluators differ in their ways of conducting formative evaluation. If they are evaluating only one unit plan then it would involve only those teaching the unit. However, if they are devising a new programme for the entire district then it

would involve a formal and systematic procedure. Since curriculum development takes place over a span of time it provides opportunity for guiding and shaping the curriculum.
According to Gronlund (1985) it gives the teachers an opportunity to record both intended and unintended effects. The curriculum process is kept "open" since feedback is used and adjustments are made.

**Summative evaluation** assesses the effect of a complete programme. It is carried out at the end of an educational programme. It gives the picture of the curriculum in totality once it has been implemented on the learners. The effectiveness of the entire curriculum can be assessed through summative evaluation, or also of a particular programme or course within the curriculum. This type of evaluation is based on the evidence about "Summed" effects of various components or units in the curriculum, and hence it derives its name from it. The people involved in the curriculum process can conclude how successfully the curriculum has worked. Since summative evaluation is carried out at the end of the curriculum activity it should not be construed as a onetime affair only. It can occur at the end of some curricular - unit plans. Summative evaluation could also be planned at certain points during the curriculum development process, for example, at the end of the first try out stage before the final implementation. This would help evaluators to check a curricular programme as it evolves into the final product. Whereas formative' evaluation uses informal methods and processes, summative evaluation uses formal tools for gathering data. Tests are carefully designed for attainment of objectives. Teachers' reactions are assessed formally through carefully prepared surveys. Students are assessed through tests at the end of the course or at the year end. One of the main purpose of summative evaluation is to select from several completing curricular programmes, the one, which should be accepted, and those which should be discontinued. An experimental design would suit the purpose best. James Popham has illustrated such designs. He talks about the Pre-test/Post-test control group design. Students are pretested on specified dimensions of the programs. After instruction, students in the different programs are tested for the attainment of a common set of objectives of the programs. Evaluators should not be biased towards any one set of objectives, but objectives set by other designers should also be tested. Students are randomly assigned to the programs so that each has an equal chance of being assigned to any programme. Differences in learner achievement would be due to differences in the programmes. Here the experimental unit of analysis is not the pupil, but schools or classrooms. If pupils of the same class are subjected to different programs, then the pupil becomes the unit of analysis. (Popham, 1988.)

**Models of  of evaluation - Stufflebeam & Taylor**

**Stufflebeam's Model of curriculum evaluation(CIPP)** : CIPP refers respectively to the first letter of **Context, Input . Process Product.**

Stufflebeam (1971 ) considers evaluation a continuous process and suggests that four types of decisions are required in evaluation efforts. The four types are:

- Planning decisions
- Structuring decisions
- Implementation decisions
- Recycling decisions.

Corresponding to these decision types there are four types of evaluations: context, input, process and product.

**Context evaluation :** It involves studying the environment in which we run the curriculum. Stufflebeam maintained that context evaluation is the most basic type that provides a rationale for determining objectives. It helps us define the relevant environment portray the desired conditions pertaining to that environment focus on unmet needs and missed opportunities diagnose the reason for unmet needs , It should suggest that context evaluation is not a one-time activity. It continues to furnish baseline information regarding the operations and accomplishments of the total system.

**Input evaluation:** The purpose of this stage is to provide information for determining how to utilize resources to meet curriculum goals. At this stage we evaluate alternative designs in terms of how they will contribute to the attainment of objectives stated and in terms of their demands upon resources, time and budget. We should consider them in the light of the procedural feasibility. In contrast to context evaluation, input evaluation is ad- hoc and micro analytic. It evaluates specific aspects or components of the curriculum plan.

**Process evaluation**

This stage addresses curriculum implementation decisions that control and manage the plan or curriculum. Through process evaluation, we can determine the congruency between the planned and actual activities. Stufflebeam presents the following three main strategies for process evaluation.

i) To detect or predict defects in the procedural design or its implementation during the diffusion stages. In dealing with plan or curriculum defects, we should identify and monitor continually the potential sources for the failure of the curriculum. The sources may be logistic, financial, etc.

ii) To provide information for curriculum decisions. Here we should make decisions regarding test development prior to the actual implementation of the curriculum. Some decisions may require that certain in-service activities be planned and 'carried out before the actual implementation of the curriculum.

iii) To maintain a record of procedures as they occur. It addresses the main features of the project design. For example, the particular content selected, the instructional strategies planned or the time allotted in the plan for such activities. As process

evaluation occurs during the production stage of curriculum, it helps us anticipate and overcome procedural difficulties and make pre-programmed decisions.

**Product evaluation:** It helps us determine whether the final curriculum product in use accomplishes the . intended goals. Depending on the data collected, we can decide whether to continue, terminate or modify a curriculum.

**Taylor's Model of curriculum evaluation**: The first major evaluation effort directed at curriculum was conducted under the direction of Ralph Tyler between 1933 and 1941. Taylor focused the curriculum development on four areas: selecting educational purposes, selecting learning experiences, organizing learning experiences and evaluation. The evaluation applying Tyler's objective model has three basic steps: the instructional objectives is specified, the performance data is collected and finally to compare the performance data with the objectives specified. Taylor recommended the following stages for curriculum evaluation:

i) Establishing broad goals/objectives
ii) Classifying objectives.
iii) Defining objectives in behavioural terms
iv) Finding situations in which achievements of objectives can be shown
V) Developing / selecting measurement techniques collecting student performance data
vi) Comparing data with behaviourally stated objectives.

He maintains that evaluation is a recurring process and that evaluation feedback should be used to reformulate or redefine objectives.

References:

http://egyankosh.ac.in/bitstream/123456789/8282/1/Unit-17.pdf ( formative and summative evaluation)

https://pdfs.semanticscholar.org/edcc/33f0d4099fcbc7a87a0cfeaafa0691c47563.pdf (Curriculum evaluation model)