

Knowledge and curriculum

May - 2018

Part - A

1. Discuss the epistemological basis of curriculum and its important in national development.

Epistemology :- It is concerned with the theory of knowledge, especially with regard to its methods, validity and scope and the distinction between justified belief and opinion.

- It means study of the grounds, nature and origin of knowledge and the limits of human understanding.
- It deals with issues such as how knowledge is derived and it should be tested and validated.
- Therefore epistemology is the study of ~~knowing~~ knowing, it deals with nature of knowledge how do we know things, what do we know, is what we know true and what are the limits of knowledge.
- Therefore Epistemology is also a branch of philosophy that deals with the origin, nature and limitations.
- Epistemology highlight how various epistemological aspects have been applied in the curriculum development and implementation process at the different level.
- Epistemology of the curriculum means should demonstrate certain amount of connection with all things that exist. It questions what knowledge is how it can be acquired and the extent to which knowledge

Pertinent to any given subject or entity can be acquired.

⇒ Epistemology is the study of knowing

⇒ Epistemology of the Curriculum means it should demonstrate certain amount of connection with all things that exist. Curriculum contents exist in order to transmit knowledge and to lay a foundation to facilitate knowing or meaning construction.

⇒ As different professional Curriculum programmes ~~aim~~ ^{aim} at providing different traits in learners, it is important that educators attempt to study and know the types of knowledge and knowing that may lead to the development of the needed traits.

⇒ Educators need to evaluate their Curricula in order to ascertain whether their design and implementation have provisions to make learners acquire knowledge and knowing.

Curriculum development:-

There is no absolute truth. This paradigm emphasises that knowledge should be looked at in a democratic manner. Current reality should be subjected to constant challenge.

Need and importance of Curriculum:-

The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. Curriculum for excellence aims to achieve a transformation and it means:

- To provide knowledge which exist due to diversity of knowledge explosion.
- Existing of living creature, to understand the phenomena to lead life.
- Life goes on changing, our curriculum should not be static
- Curriculum changes according to the needs of the society at the dynamic of subject matter.
- Curriculum which is properly organized enhance student teaching and learning
- Determine the actual boundaries of the knowledge need to be imparted through educational units.
- Cultural reproduction / transmission can be made through Curriculum.
- Curriculum is serving the society, it has potentials of generating the future society.
- Educate equally all citizens
- To create productive society
- To be self sufficient enough
- To manage source of energy, conservation and re-generation.
- To make wise choice and ~~decide~~ decision.
- It helps development and democratic values and good citizenship, good character.
- It helps development of interest - skill, abilities, aptitude and requirement of students.
- It helps development of selection methods - how to teach, what to teach, methods to teach.

2. Differentiate Curriculum and Syllabus how they make education more effective

Curriculum	Syllabus
- Curriculum is the complete set of taught material in a school system - It is perspectives - Curriculum prescribe the objective of the system - Curriculum is for a course - Curriculum is the subjects - Curriculum give more focused outline for a particular course - Baseline for syllabus - more useful for administration, general guidance - Curriculum is broad - outline of topics covered - Curriculum as a guiding document- it helps teachers in understanding standards that students need to achieve at the end of developmental stage - Curriculum document ^{indicate} how to teach, what to teach	- Syllabus is the content, the list of topics, concept to be taught. - It is descriptive - Syllabus describes the means to achieve them - Syllabus is for a subject - Syllabus is the subject of curriculum - Syllabus gives more focused outline for a particular subject - Baseline for textbook - more useful for teachers - Syllabus is objectively - To convey our enthusiasm for the topic and our expectations for the course. - To help students assess their readiness for the course by identifying pre-requisite areas of knowledge. - help students manage their learning by identifying outside resources and providing advice

1. Need and importance of Curriculum and syllabus :-

- Curriculum is one of the most important item in the education process.
- The curriculum in fact is the fundamental problem in which determines the "wrap and wool" of the process of education.
- Curriculum is a vehicle whereby and through which the pupils make an effort to achieve the objectives of education.
- To convey our enthusiasm for the topic and our expectations for the course.
- To establish a contract with students by publicly stating policies, requirements, and procedures for the course.
- To set the tone for the course and convey how we ~~perceive~~ perceive our role as the teacher and their role as students.
- To communicate our course goals and content.
- Provide opportunities for students to extend their learning outside of the formal curriculum.
- Develop moral characters and personal discipline ~~through~~ through curriculum.
- ~~Go~~ Encourage creative and critical thinking of students.
- Strengthen ethical and spiritual values.
- To Teach the rights and duties of citizenship.
- Broaden scientific and technological knowledge.
- Promote work experience which develop orientation to the world of work and prepare the learner to honest and gainful work.
- Promote intensity of knowledge, identification with love ~~and~~ for the nation and the people.

Part - B

3. Elucidate the active learn method :-

- Active learning ~~method~~ method of instruction focuses the responsibility of learning on learners.
- In this method the students must read, write, discuss or solve problems. Student do more than listen.
- It ~~deals~~ ^{relates} to the three learning domains referred to as Knowledge, Skill and attitudes (KSA) - (Bloom 1956)
- Student must engage in such higher order thinking tasks as analysis, synthesis, and evaluation.
- ALM derives from two basic assumptions 1 - that learning is by nature an active endeavour and 2 - that different people learn in different ways.
- Steps in ALM :- introducing the content, understanding the content, reading the content, Constructing mind map, Summarizing, Assessment.
- In this method lessons are divided into several segments, each segment is formulated as a Competency to be mastered.
- each segment is named as milestone and every step forwarded in ascending order. Each step termed as logo
- milestones are sequenced from easy to difficult order and suitable activities are identified for each one of them.
- Every group has separate identification cards / colours / for easy assembling.
- no ^{separate} summative assessment. the individual progress cards and performance of activities which are recorded on the spot serve as reliable records for evaluation.
- every pupil get reinforcement through the work books in which the teacher records his remarks.
- Assessment chart is maintained to show the progress of the student throughout the year.
- Each milestone has different activities introduction, reinforcement, Practising, assessment, remedial measures activities for improvement - some of the logo.

4. Discuss the importance of Taylor's model :-

Taylor's model

Taylor's model is to measure student's progress towards objectives.

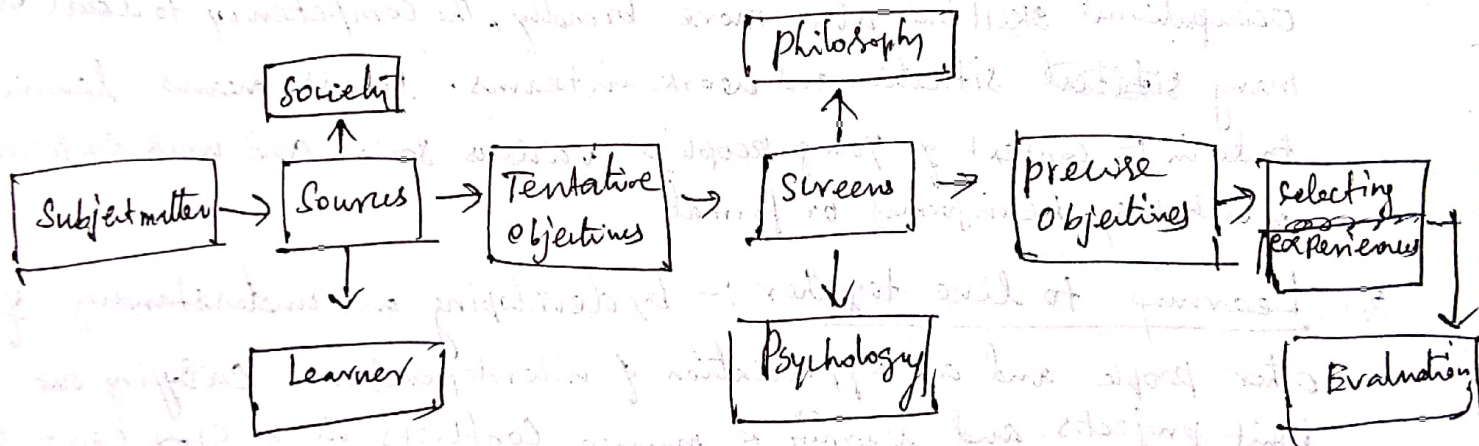
Taylor mentioned that those involved in Curriculum inquiry must try to

define The purpose of the school

The educational experiences related to these purposes

organization of these experiences

evaluation in terms of attainment of these purposes.



The Figure shows indicate that in order to identify the purposes we need to gather information from the sources [Society, students and subject matter].

As the purposes derived from these sources will be general in nature, we need to translate them into precise instructional objectives.

Once the objectives are identified and stated in precise terms. We take up the task of selecting appropriate learning experiences which suit the objectives.

Taylor's last Principle of evaluation gives us feed back about goals have been achieved.

5. Discuss the UNESCO's Four pillars of Learning:-

The 4 pillars are

1. Learning to know :- by combining a sufficient broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn so as to benefit from the opportunities education provides throughout life.
2. Learning to do :- in order to ~~acquire~~ acquire not only an occupational skill but also, more broadly, the competency to deal with many ~~situational~~ situations and work in teams. It also means learning to do in the context of young people's various social and work experiences which may be informal or formal.
3. Learning to live together :- by developing an understanding of other people and an appreciation of interdependence carrying out joint projects and learning to manage conflicts in a ~~spirit~~ spirit of respect for the values of pluralism, mutual understanding and peace.
4. Learning to be :- So as better to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

Formal education system tend to emphasize the acquisition of knowledge to the detriment of other types of learning. But it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy in relation both to contents and to methods.

7. Why Peer valuation is important?

- Peer valuation is a process whereby students or their peers grade assignments or test based on a teacher's benchmarks.
- This practice is employed to save teachers time and improve students understanding of course materials as well as improve their metacognitive skills.
- Peer evaluation is a process of collegial feedback on quality of teaching.

Advantages:-

Logistics:- Peer assessment allows teachers to manage their time more effectively having students grade each other's papers results in a more efficient classroom setting.

Faster feedback:- Peer evaluation allow ~~to~~ assignments to be graded soon after completion. Students do not wait until they have moved onto new material and the information is no longer fresh in their minds.

Pedagogical : Peer assessment allow teachers to help students understand the mistakes that they have made. This will improve subsequent work and allow students time to digest information and may lead to better understanding.

Save teacher's time . Students grade assignment can save ~~back~~ teachers time because an entire classroom can be graded together in the time that it would take teachers to grade one paper. moreover rather than having a teacher rush through each paper, students are able to take their time to correct them.

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8. How team teaching is possible in mathematics class?

- Team teaching can help to facilitate active and engaging learning experiences for every child including children with special education needs.
- A variety of learning experiences enhances the understanding of mathematical concepts / skills and allows for differing abilities and learning styles.

9. why do we need critical analysis of textbooks among our students?

Textbook analysis is the systematic analysis of the text material.

Textbook analysis helps the students as follows

- how to use the textbook. with the help of the teacher the materials can begin to make more sense.
- study the table of contents to see the content scope and sequence. Have students look at this organization with idea of figuring out patterns.
- Organizations may be simply chronology for a history text, but the same period of time covered in the same ~~more~~ number of pages.
- Teachers may ~~assume~~ assume the text is sacred and follow it without thought or write it off as useless.
- many text book publishers and ~~text~~ writers have developed texts without useful elements, if we are willing to figure ~~off~~ out what they are.

10. Discuss the importance of NCF:-

The NCF 2005 aims to guide the development and transaction of curriculum in schools and to address the problems of transmission of information and rote learning.

The guidelines are

1. Connecting knowledge to life outside the school
 2. Ensuring that learning shifts away from rote methods
 3. Enriching the curriculum so that it goes beyond textbooks
 4. Making examinations more flexible and integrating them with classroom life and
 5. Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.
- The first guideline aims to contextualize learning and ensure that the contents get a broader perspective as it is linked to the life of the learners during the instructional process.
 - The second guideline intends that learners are enabled to link new and old learning so that they develop conceptual clarity and are encouraged to think critically and apply learning.
 - The 3rd guideline aims to address the problem of considering textbooks as the sole and final source of knowledge. This will introduce learners to various views.
 - The 4th guideline seeks to make assessment a formative process so that teaching and assessment determine each other.
 - The 5th guideline raises awareness, nurtures a sense of identity and the ability for critical thinking on socio-practical realities. It also intends that learners are helped in internalizing India's constitutional values of equality, justice, liberty and fraternity.
- For implementing these guidelines NCF suggests pedagogies involving activities of various kinds to be carried on collaboratively.

Part - C

11. Explain gender disparity in Curriculum.

- Gender disparity in Curriculum indicates that female and male learners are not treated equally in various types of Curricula.
- Gender inequality is apparent in the Curriculum of both schools and Teacher education institutions.
- Physical education is particularly delicate as gender equality issues coming from preconceived stereotyping of boys and girls often arise.
- The Curriculum should contribute to ~~loosen~~ loosening these Stereotypes and doing away with Prejudices.
- including Sexual education as a part of Curriculum.
- Curriculum should include biographies of reformers.

12. Discuss the importance of individual teaching.

Individual learning as a method of instruction has certain importance which make it more suited to the students are

- The students learn more effectively when they learn on their own. Self learning develops critical thinking ~~is hard to~~ and enhances Communicative skills and self-reliance.
- It prepares the student to face the problems in his/her ~~own~~ real life.
- Learning on one's own is more enjoyable exciting and rewarding.
- It promotes self-discipline in the students.

13. What is afforestation? - How will you do it through your school?

• ~~Aff~~ Afforestation is the establishment of forest of trees in an area where there was no previous tree cover. (Creation of new forest)

- In my School ^{Afforestation through} introducing new projects like "My class My Forest"
- planting trees on a school complex and drastically improve the aesthetic appearance of the ground.
- Arrange more participatory programmes in tree planting with community involvement.

14. Why formative assessment is important?

- Formative assessment is an on going process that allows for feedback to be implemented during the programme cycle.
- Provide timely feedback about programme services
- Concentration on ~~examination~~ examining and changes progress as they occur.
- Allow to make programme adjustment "on the fly" to help achieve programme goals.
- Structured conceptualization helps stakeholders define the programme.

15. Why CIP model is important?

- CIP model is delineates 4 different types of evaluation which addresses goals, priorities, potential and alternatives.
- The evaluation procedures are very specific
- This model of evaluation is effective in schools
- This model refers the background, history, goals and objectives of the school.