

UNIT-2
ASSIGNMENT
KNOWLEDGE AND CURRICULUM

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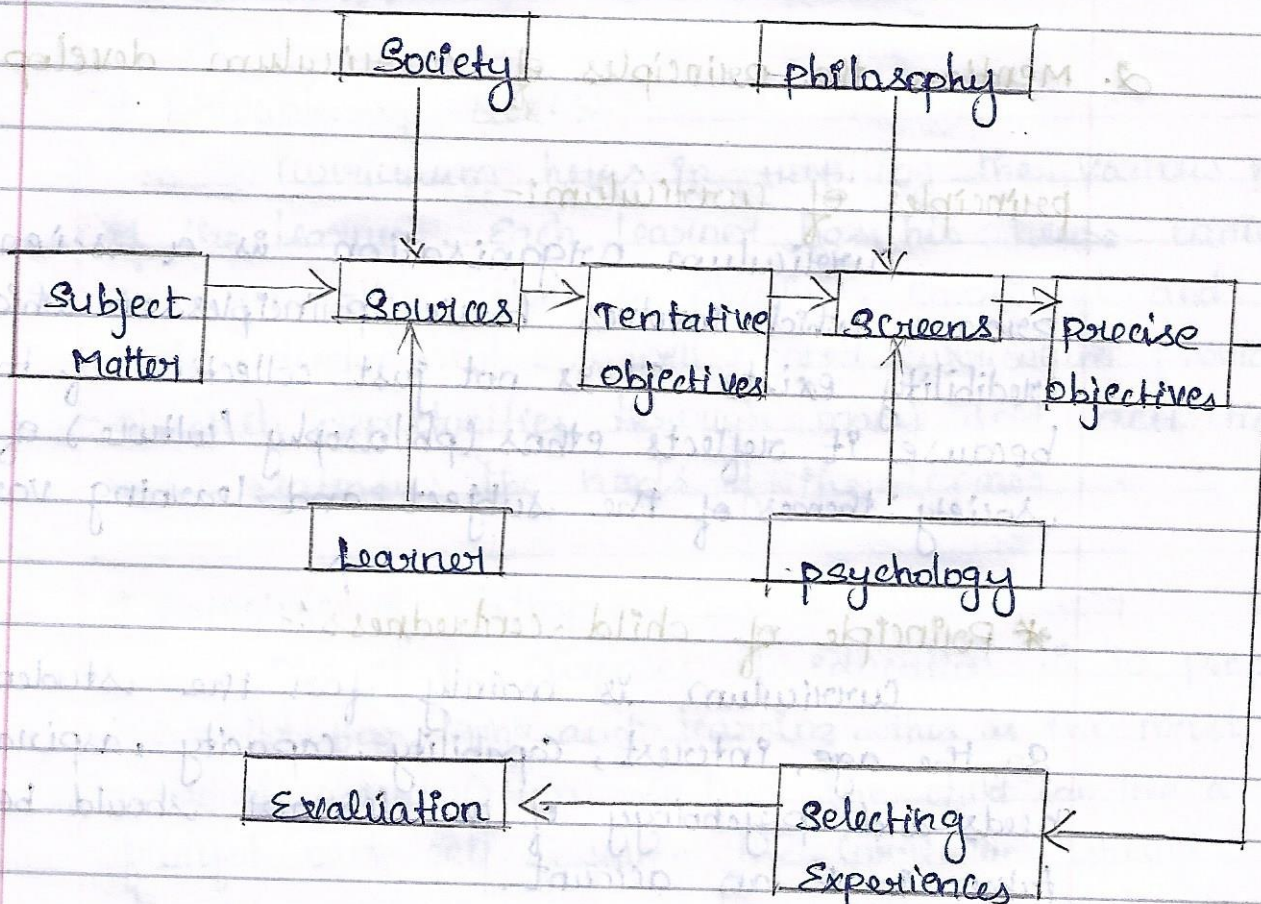
PART - A

1. Briefly explain Tyler's models of curriculum.

Tyler's model:-

You might be familiar with Tyler's four basic components of curriculum. A reference to these principles is made here. Tyler mentioned that those involved in curriculum inquiry must try to define the,

- * purpose(s) of the School
- * Educational experiences related to those purposes
- * organisation of these experiences
- * Evaluation in terms of attainment of these purposes



The components of de Tyler's model shown in figure indicate that in order to identify the purposes we need to gather information from three sources, namely society, students and subject matter.

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

Tyler's last principle of evaluation gives us feedback about whether or not the intended goals have been achieved.

2. Mention the principles of curriculum development.

principles of curriculum:-

Curriculum organisation is a scientific process which involves basic principles on which its credibility exists. It is not just collection of topics, because it reflects ethos (philosophy/culture) of the society: themes of the subject and learning variability.

* Principle of child-centredness:-

Curriculum is mainly for the students. So, the age, interest, capability, capacity, aspiration, needs and psychology of the learner should be taken in to an account.

* Principle of community - centredness :-

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

* Principle of Balance / Integration :-

The curriculum should integrate

i) cognitive, affective and psychomotor objectives and abilities

ii) knowledge and experience

iii) objectives and content.

iv) child's activity and needs with the society needs and activity.

It should be related to the social environment of the students.

* Principle of Need :-

Curriculum helps in fulfilling the various needs of the learner. Each learner has his needs which are generally related to physical, emotional and social development. A well planned curriculum provides all such opportunities through many fold activities which satisfies the needs of the learner.

* Principle of Utility :-

One of the purposes of education is to prepare the child for living and learning. This is the most important consideration, so that the child can live a fruitful and self-fulfilling life. Curriculum should provide such experiences, both academic and social to the students.

* Principle of Creativity :-

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

* Principle of preservation / conservation :-

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

* Principle of variety :-

In a classroom there are different types of the students on the basis of intelligence, ability, aptitude and attitude.

* Principle of elasticity / flexibility :-

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

* Principle of Contemporary knowledge :-

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

* Principle of sequencing

* Principle of continuity

* Principle of Accuracy

* Principle of Adequacy

* Principle of Interest

* Principle of readiness

* Principle of meaningfulness

* Principle of continuous

Evaluation

DATE / /

PART-B

3. Illustrate the components of curriculum design.

Curriculum design:-

'Curriculum Designing' is the process that is the steps usually followed to produce curricular plans and 'Curriculum Design' is the product that emerges as a result of that planning procedure. The process or procedure creates the end result, a document or plan for achieving desirable changes in student behavior.

Components of curriculum design:-

Designing curriculum comes from a starting point of a plethora of philosophical, theoretical and practical points of views. Curriculum design has four major components that began with Harvey Gile's "Eight Year Study".

The four components of curriculum design are

- * Objectives

- * Content

- * Learning experiences

- * Evaluation

The questions for the four components are given by,

- * What should be done?

- * What subject matter should be included?

- * What instrumental strategies, resources and activities should be employed?

- * What methods of instruments should be used to appraise the results of the curriculum?

4. Elucidate the major categories of curriculum approach.

Major categories of curriculum approach:-

There are several approaches through which curriculum can be designed and organised. These approaches are generally grouped into the following four categories:

- * Subject-centered approach
- * Broadfields approach
- * Social problems approach
- * Learner-centered approach

Subject-centered approach:-

The subject-centered approach is one of the most widely used methods for organising educational experiences. In this approach the subject matter becomes the basis around which learning experiences are organised and the mastery of subject matter becomes the basis for attainment of educational objectives.

Broadfields approach:-

A modification of the traditional subject-design, the broadfield approach seeks to bring together into a broad organisation of the subject matter, the knowledge and understandings pertinent to a whole area of study. Under broadfields approach efforts are made to integrate the subject matter of closely related

Social problems approach:-

The advocates of this approach believe that the learning experiences should be organised in terms of the major activities of the human being as he/she

lives in his/her culture. This inculcates in the pupil, an awareness of the current social issues and problems and enables him/her to effectively resolve social problems.

Through social problems approach, courses may be developed in areas such as environmental problems, racism, population, communications, technology and so on.

Learner centred approach:-

Learning is what we build into behavior from experience. We learn best from those situations that help us solve our problem, satisfy our desire, fulfil our interest or meet our needs.

This approach to curriculum development seeks to present through school experiences the methods which an effective citizen uses in solving problems, pursuing his interest or meeting his needs.

PART - C

5. List out the steps in Taba's model of curriculum.

- * Diagnosis of needs
- * Formulation of objectives
- * Selection of content
- * Organisation of content
- * Selection of learning experiences
- * Organisation of learning experiences
- * Evaluation.

6. Mention the role of teachers in curriculum development.

- * Teachers should ideally be involved at every stage of curriculum planning and development, i.e., from the formation of aims to the evaluation and maintenance of the curriculum.

- * Their help should be sought for developing curriculum packages.

- * They can assist in designing supportive educational environment.

7. What are the issues in curriculum development.

There are some issues that often engage the attention of curriculum planners and teachers. In this section we shall briefly discuss two such issues. They are:

- * Irrelevant curriculum

- * Emerging curriculum

8. Mention the major defects in the present curriculum.

The major defects in the present curriculum are given by,

- * It is narrow

- * It is bookish and theoretical

- * It is overcrowded and does not provide rich and significant contents.