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**PAPER-I**

**Exam Notes**

# **KNOWLEDGE AND CURRICULUM**

**B.Ed.-2nd Year**



**Dr. Vijay Kumar Sharma**

Ch. Ranbir Singh University, Jind,  
Maharshi Dayanand University, Rohtak,  
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Guru Jambheshwar University, Hisar



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**Exam Notes**

# Knowledge and Curriculum

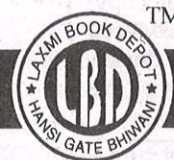
For :-  
**B.Ed. II Year**

**Paper-I**

-: By :-

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## SYLLABUS

### KNOWLEDGE AND CURRICULUM

#### B.Ed.-II Year Paper-I

Time : 3 Hours

Max. Marks : 100  
[External : 80, Internal : 20]

#### Note for Paper Setter

- (i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- (ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- (iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.
- (iv) All questions will carry equal marks.

#### Course Content

##### Unit-I

1. **Knowledge : Key Concepts**
  - Meaning of Knowledge and knowing, Kinds of Knowledge and Sources of Knowledge
  - Methods of acquiring Knowledge
2. **Distinction Between**
  - Information and Knowledge, Belief and truth, Reasoning and Analysis
3. **Different Ways of Knowing**
  - Relative roles of the knower and the known in knowledge transmission and construction
  - Contribution of the teachers in assimilation and dissemination of information and knowledge

##### Unit-II

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  - Local and University
  - Concrete and Absolute
  - Theoretical and Practical
  - Contextual and Textual
  - School and Out of School
5. **Culture and Knowledge**
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6. Epistemology of Indian Philosophies
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  - Vedanta
7. Epistemology of Western Philosophies
  - Idealism, Naturalism, Pragmatism and Existentialism

### Unit-III

8. Conceptual Framework of Curriculum
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  - Principles of curriculum construction
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9. Different Approaches to Curriculum Theory
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10. Curriculum Process and Different ways of Approaching Curriculum Theory
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### Unit-IV

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#### Tasks & Assignments : Any one of the following (10 marks)

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- Evaluation of curriculum of 9th or 10th standard and submission of report
- Any other project given by the institution.



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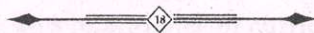
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## Unit-I

# Knowledge : Key Concepts, Distinction Between & Different Ways of Knowing

### 1. KNOWLEDGE : KEY CONCEPTS

#### **Meaning of Knowledge and Knowing, Kinds of Knowledge and Sources of Knowledge**

- What is Knowledge? Describe the concept of Knowledge.
- OR
- Define Knowledge, how we know to get the Knowledge?
- OR
- Explain the concept of Knowledge. Describe various methods of acquiring knowledge.

**Ans: Meaning :** Knowledge is a meaningful structure of facts into some relationship. It reflects truth about reality. Wisdom is the outcome of the process of realisation of reality related to life, universe and relationship between the two. It is based both on information and knowledge. In general the use of knowledge is in three meanings : Acquaintance, Ability to do something and propositional of knowledge.

In other words, knowledge has three terms which are interrelated with information, knowledge and wisdom. Information is related to bare facts which form data. It can be quantitative or qualitative or both. The main term is the wisdom which is a process of realization of reality related to life, universe and relationship between the two. In fact, it is based both on information and knowledge. Wisdom is the culmination of human experience and realisation in life. So, knowledge is of much importance to the man. In modern period, there is much explosion of knowledge. There is no limit or boundaries of knowledge. All our knowledge is founded on, and ultimately derived from experience.

#### **Definition of Knowledge**

1. According to Spencer, "Knowledge is a complete unified system of thought."
2. According to Oxford Dictionary, "To know the special facts and conditions." It also refers to learning, instruction, cognition, acquaintance or information.
3. According to Indians, "Knowledge is named as Vidya. It involves facts about reality and cognitive changes as well."
4. According to a Renowned Philosopher, "Knowledge is light. Just as light dispels darkness in the same way, knowledge dispels ignorance. There is

no single agreed definition of knowledge."

5. According to Dewey, "Knowledge is dynamic in nature i.e.; it keeps on changing with the passage of time."

### Concept of Knowledge

**1. Concept of Knowledge According to Vedanta Philosophy :** The term 'Vedanta' means that which comes at the end of the Vedas. The term 'Veda' means Knowledge and has two aspects :

- (a) Mantras or hymns or Samihtas like the four Vedas : Rig, Yajur, Sama and Atharva.
- (b) Brahmanas or prose texts of prayers : The Brahmanas is called the Aranyakas where philosophical speculation has its beginning. The concluding portions of the Aranyakas are called the Upanishadas. These Upanishadas are the essence and cream of the Vedic Philosophy. As per Indian views knowledge is of two types :

- (i) Para Vidya  
(ii) Apar Vidya

Para Vidya is related to physical world (external nature). It can be derived through five senses and reasoning. Apar Vidya is related to other worldliness, spiritual in nature. It is the most elevated part of human nature. It is related to self, soul, spirit and God and their relationship.

**2. Concept of Knowledge According to the Bhagwad Gita :** According to educational philosophy, the Bhagwad Gita is the most valuable treasure of Indian wisdom. In the Bhagwad Gita, knowledge is defined as, "Through which we look at all living beings with a single unpassioned attitude and where one can see unity in diversity, only that is called as pure knowledge." Like Upanishadas, in the Gita, knowledge has been bifurcated in Apar and Para.

**3. Concept of Knowledge and Mimamsa Philosophy :** According to Mimamsa philosophy, knowledge is that which provides the experience of an unknown object, that which is not contradicted by other knowledge and that which is free from other defects. Thus, valid knowledge is that which gives knowledge of the meaning of an unknown element. According to this philosophy, there are two types of knowledge i.e.; Material knowledge and Spiritual knowledge.

- (a) **Material Knowledge :** Material knowledge or education is attached and involved in material properties and pleasures of the senses. It is an empirical knowledge. So it is incomplete or imperfect knowledge.
- (b) **Spiritual knowledge :** It is associated with the knowledge regarding God. This spiritual knowledge (education) is true knowledge (education) which gives knowledge of God (Brahma). It is right, that one has to be detached and his ultimate goal is to become merged into God Himself. So, the realisation of essential unity between soul and God.

**4. Concept of Values :** Indian education is the outcome of the Indian philosophy and corresponding scheme of values. Values have unique importance in life and education. They are helpful in realising the purposes and goals of life. While emphasising the importance of spiritual values Dr. Radha Krishnan writes, "Neither wealth nor poverty is an essential precondition for the evaluation of the spirit."

So, values should be cultivated through a proper system of education. Education is the only instrument through which development of spiritual, moral, social, cultural and other values can be ensured.

**5. Concept of Knowledge According to Buddhism :** Buddhism, like Vedanta admits ignorance to be the root cause of sufferings. So if ignorance is removed, the end of suffering is possible. Only by the knowledge we are able to eradicate our sufferings. Knowledge is liberation. In Buddhist monasteries teaching-learning of five distinct types of knowledge can be seen.

- (a) **Word Knowledge :** It includes an integration of the word formation, etymology and other types of arts.
- (b) **Craftsmanship :** It includes knowledge of different types of crafts, industries and other types of arts.
- (c) **Medical Education :** It includes knowledge of medicine, surgery and physiology.
- (d) **Spiritual Education :** It includes the study of Buddhism and a comparison of different philosophies with Buddhism. Nirvan is the ultimate goal of life according to Buddhistic philosophy.

□ What is knowledge? Explain the different types of knowledge. [June, 2018]

OR

□ Describe different kinds of knowledge. Also write their specific types.

**Ans : Meaning :** Knowledge is an awareness or familiarity gained by experience of a fact or situation or the theoretical and practical understanding of a subject.

All our knowledge is founded on, and ultimately derived from experience. The two sources of all ideas are sensation through which the mind is furnished with sensible qualities and reflection which supplies the mind with ideas of its own operations such as perceptions, thinking, doubting, reasoning, knowing and willing.

### Types/Kinds of Knowledge

Knowledge can be generated by experience. Such a knowledge is of two kinds Priori knowledge and Posteriori knowledge.

1. **A priori knowledge** is the knowledge that is attained independently of experience. It means that there are certain assumptions that one takes for granted. This knowledge is non-empirical. For example, if a child is told that a certain object is a table, the child knows that the table is in space that it is 3D. The knowledge is such as the child can forget.

2. **Empirical or Posteriori Knowledge :** It is the knowledge which is gained through experience. Posteriori means afterwards. This knowledge is empirical, arrived at afterwards.

A posteriori judgement adds to the knowledge. But the knowledge yielded is uncertain and problematic.

**Indian View :** According to Indian view, knowledge is of two types :

- (i) Para Vidya - *Physical Senses*  
(ii) Apar Vidya - *World - Natural*

Para Vidya is related to physical world (external nature). It can be derived through five senses and reasoning. Apar Vidya is related to other worldliness, spiritual in nature. It is the most elevated part of human nature. It is related to self, soul, spirit and God and their relationship.

### Specific Types of Knowledge

Specific types of knowledge are determined through the source as its criterion. Following are the specific types of knowledge :

- 1. Authoritative Knowledge :** This knowledge emanates from the authority or a specialist. Thus all research based knowledge is authoritative knowledge. These facts are proved by scientists. We read them from the books and some knowledge is proved by our teachers. This type of knowledge is given by some authorities and that is why it is called authoritative knowledge.
- 2. Scientific Knowledge :** This knowledge is gained through observation and experimentation. That is why it is known as scientific knowledge. It can be verified and tested by others. Here, both empirical and rational knowledge are involved.
- 3. Empirical Knowledge :** Knowledge drawn through senses observations is called empirical knowledge.
- 4. Rational Knowledge :** The knowledge drawn from reasoning is called rational knowledge.
- 5. Pragmatic Knowledge :** The knowledge which is useful and is of utility is called pragmatic knowledge. It is based on experience and observation. It is very useful in one's adjustment in life.
- 6. Revealed Knowledge :** The knowledge which comes from divine source and communicated by prophets is called revealed knowledge. It is contained in religious books. This knowledge is classical and universal in nature. It is not subject to change.
- 7. Intuitive Knowledge :** It is subjective and spontaneous in nature. It is neither related to senses nor to reason. It can not be repeated by personal experiences nor can be verified scientifically.

### Theories of Truth

There are different schools of philosophy like naturalism, idealism and pragmatism. They discover ways to know truth. They have revealed to us from new concepts, terms, ideas and thoughts regarding truth. Most popular theories of truth are as :

**1. Correspondence Theory :** This theory is based on the assumption that our ideas and thoughts have reference to certain external object or reality with which they correspond. Ideas and thoughts do not exist without external reality. In fact, every concrete object does have an idea or thought. There is some relationship between the object and idea or thought.

Characteristics of this theory are as written below :

- Truth is objective. It has external basis.
- Relation is pre-existent to the search for it.
- Truth is researchable. It can be verified at any time.
- School of Naturalism and Realism are based on the theory of corresponding in respect of truth and knowledge.
- Observer does not add or subtract anything on his own.

**2. Coherence Theory :** This theory is based on the assumption that ideas or thoughts are interrelated and consistent. There is cohesiveness logical connections and relatedness in ideas. In this theory, truth and knowledge are coherent by nature.

Characteristics of Coherence Theory :

- There is logical correlation between facts revealing the truth.
- Coherence theory is a statement of test of truth.
- Consistence is the quality of this theory.

School of Idealism and Constructionism are based on the theory of coherence regarding truth and knowledge.

**3. Pragmatic Theory of Truth :** It is based on the assumption of utility and usefulness. It believes that knowledge is true which enables a person to know about the situation and adjust with it. Here the main criterion is personal adjustment of the individual.

Characteristics of the theory are :

- Experience is personal
- Truth is revealed through individual's personal experiences.
- Experience works as an instrument for personal adjustment.
- Truth has no relationship with external reality.

Theories of truth and knowledge work as foundation to work out a scheme of acquiring knowledge. They show how to assimilate it to human experience to acquire knowledge and truth.

### Characteristics of Knowledge

- Knowledge is like money, the more a man gets, the more he craves.
- Knowledge once gained casts a light beyond its own immediate boundaries.
- Knowledge never decays. - *अज्ञानं सत्यं नैव ज्ञानं ।*
- Information is the source to the knowledge.
- The word knowledge implies three things viz truth, proof and conviction.
- Knowledge advances by steps, not by leaps.
- Facts and values are the basis of the structures of knowledge.
- Knowledge is the consequence of time.
- Knowledge is boundless.
- Knowledge exists to the imparted.

Explain sources of knowledge.

[June, 2018]

OR

What are the basis of Acquiring knowledge?

OR

Write the nature of knowledge.

Ans :

### Nature of Knowledge

The dictionary meaning of knowledge refers to 'assured belief'. That which is known, information, instruction, enlightenment, learning practical skill. The nature of knowledge can be understood with the help of its characteristics as given below :

- Knowledge is verifiable.
- It is a structure of information and well organised systems of facts.
- Language is the vehicle of knowledge.
- Knowledge is the product vehicle of knowledge.
- The material for knowledge is thought.
- The foundation of knowledge is based on meaning of words, terms and concepts.
- It is objective as well as subjective in nature.
- It is rational by nature.

### Basis of Acquiring Knowledge

Knowledge is acquired at three stages of human experience. These stages are :

1. **Sensory Knowledge based on Senses** : Senses are the primary means to receive knowledge. This knowledge is known as empirical knowledge. It leads to formation of impressions, perceptions and sensory awareness about physical world.
2. **Rational Knowledge based on Reasoning and Logical Thinking** : Rational knowledge is the higher level than that of sensory knowledge. Here mind is the centre. Here rational thinking and reasoning are the means of acquiring knowledge.
3. **Spiritual Knowledge based on Divine Wisdom and Intuition** : Spiritual knowledge is the highest order of knowledge. Here spirit is at the centre. Self knowledge, self awareness, self-realization are the end points of spiritual knowledge. Divine Wisdom is based on spiritual consciousness and awareness of man.

Besides these, the instruction in classroom can be designed and programmed as per the nature and the level of knowledge by teachers and curriculum makers.

### Sources of Knowledge

Knowledge is drawn from a variety of sources in human experiences. Source of knowledge is related to either human self or cognitive process or external agent. The following are the sources of knowledge :

1. **Senses** : Knowledge is drawn through five senses. It means senses are the great source of knowledge. It is believed that what we see with our eyes or hear with our ears, or taste with our tongue or smoothness/roughness by touching with our hands or smell with our nose. The more the senses are involved in the process, the more comprehensive would be the knowledge.
2. **Experimentation** : Man draws knowledge while making experiments either under controlled situation or otherwise. This knowledge is verifiable. Experiment can be repeated in order to check the reliability of facts. So experimentation is a way or mode of drawing out knowledge. These technique can be availed in physical and social sciences. So, there is an explosion of knowledge since the technique of experimentation has been instrumental for drawing new knowledge.
3. **Intuition** : This type of knowledge is spontaneous and sudden. There is no involvement either of the senses or the mind. It is said to be revealed but it pertains to certain persons having purity of heart and mind. All persons at different points of time may experience it.
4. **Authority** : This type of knowledge comes from an authority or a specialist in a particular field of knowledge. It is right that a scientist, philosopher, economist, psychologist are related to the field of study or knowledge. A teacher for a learner is an authority. So, Learner accepts the teacher as a great source of knowledge.
5. **Revelation** : This knowledge is conveyed to man by an external and more powerful agent like God or superpower. Knowledge contained in the 'Vedas' or world scriptures (religious/philosophical books) is revealed knowledge. This type of knowledge is accepted as universal knowledge.

It is not limited to time and space. It holds good at all times and at all places.

6. **Reason** : This type of knowledge is functioning of mind to imagine, think, reason out. Reasoning is a mental process in which one draws out inferences or results. For example, Law of gravitation is generalised while observing the fall of all things towards earth. This is an example of inductive reasoning. Solving particular sum based on algebraic formula is an example of deductive reasoning.
7. **Other Sources** : Human beings also gain knowledge directly or indirectly from various other sources. These sources are nature inspiration for our practical life and media.

### Methods of Acquiring Knowledge

Q What are the different methods of Acquiring Knowledge? [June, 2018]

OR

Q Explain the different types of knowledge and methods of obtaining these.

Ans : Philosophers and educationists have brought out specific methods for acquiring knowledge. These are discussed below :

1. **Appeal to Authority** : The knowledge which is attained by having confidence in authority is known as authoritative knowledge. This method of acquiring knowledge is related to the special fields of knowledge and the specialists working in those fields. That body of knowledge is accepted as true knowledge.
2. **Appeal to Tradition** : Man depends for solutions to many of his problems on tradition. He accepts many traditions of his forefathers or culture. But it is not always necessary that everything accepted from our tradition is right and valid. History is the proof that many traditions which prevailed for years were later found to be wrong and had to be rejected. Therefore we should evaluate the knowledge acquired from the tradition before accept it.
3. **Appeal to Senses** : In this case, senses are the main sources of knowledge. One's awareness of self takes place through senses. In this method, the intake of certain external factors from the environment.
4. **Inductive and Deductive Methods** : Inductive methods start with particular examples. The learner tries to arrive at a certain conclusion which is known as generalisation. This leads to formulate a law or principle. On the other hand, the deductive method, the learner starts with generalisation or rule, then he comes to particular examples. Therefore, knowledge is gathered both inductively and deductively.
5. **Appeal to Experience** : Experience is one of the important source for acquiring knowledge. Our own personal experiences or that of others is the most promotive familiar and fundamental sources of knowledge. We learn many things from our own experience in our day-to-day life.
6. **Intuition** : The elements which help to attain knowledge through intuitive method are inspiration and illumination. These elements bring a structural change in the mental faculties of the learner.
7. **Concentration and Meditation** : Concentration is an activity of mind. In it mental energy is focussed on physical aid like candle light flame or

social object. In meditation, one concentrates for a longer time on an idea or image or mantra. Thus both concentration and meditation are the foundation of attaining knowledge. They lead an individual to infer and make link of the facts of knowledge to meaningful whole.

8. **Observation and Related Processes :** In this case, there are four sub-processes of attaining knowledge. These are :
- (a) **Observation :** It can be internal or external. It can also be natural observation or observation with the help of scientific instruments
  - (b) **Explanation :** The facts of knowledge are elaborated in logical manner and knowledge is accepted in a cohesive order.
  - (c) **Prediction :** This process is related to the principle of cause and effect. The results are predicted. Both cause and effect are to be understood in a specific relationship.
  - (d) **Control :** In this process results are filtered out by effective control on certain factors.
9. **Problem Solving :** This step involves the process of problem solving. The solution of a problem becomes a part of knowledge. Therefore, problem solving is an effective tool to acquire new knowledge.

## 2. DISTINCTION BETWEEN Information and Knowledge

- Define Information and knowledge.
- What is the meaning of information and knowledge?
- Distinction between Information and Knowledge.

Ans :

### Meaning of Information

The word information is derived from Latin 'informare' which means 'give form to'. The etymology thus connotes an imposition of structure upon some indeterminateness.

Information shortened as info is that which informs. In other words, it is the answer to a question of some kind. It is also that from which data and knowledge can be derived, as data represents values attributed to parameters, and knowledge signifies understanding of real things or abstract concepts. Information can be encoded into various forms for transmission and interpretation. Thus the concept of information becomes closely related to notions of constraint, knowledge, meaning perception, representation, education, pattern etc.

### Meaning of Knowledge

The word 'Knowledge' refers to learning, instruction, cognition, acquaintance or information. Knowledge is light. Just as light dispels darkness, in the same way knowledge dispels ignorance. There is no single definition of knowledge. The dictionary meaning of knowledge refers to 'assured belief', 'that which is known', 'information, instruction, enlightenment, learning, practical skill. The characteristics of knowledge are given below :

1. It is rational in nature.
2. Thought is the raw material for knowledge.
3. Language is the vehicle of knowledge.
4. Knowledge is certain and verifiable.
5. Knowledge is dynamic in nature it, it keeps on changing with the passage of time.
6. It is based on human experiences.
7. It is both objective and subjective.
8. The foundation of knowledge are meaning of words, terms, concepts etc.
9. The structure of knowledge is based on facts and values. Knowledge is a structure of information into a meaningful whole. It is well organised system of facts giving meaning to it.

### Distinction Between Information and Knowledge

Information	Knowledge
1. Information refers to data that has been given some meaning by way of relational connection.	1. It refers to a deterministic process where patterns within a given set of information are ascertained.
2. Information deals with the way data is related.	2. Knowledge examines patterns within a given set of information.
3. It does not need any cognitive ability.	3. It needs some cognitive and analytical ability.
4. It would have been retrieved about that transaction.	4. It doesn't in itself provide for integration.
5. The meaning applied to the data may not necessarily be useful.	5. The knowledge will have some useful and even applicable if used to them.
6. Information is something told from the data.	6. It is what has been perceived or grasped.
7. It would be some structured representation of data relevant to the machine system.	7. It would be an organised historic information about the world or you can say knowledge is a data base of fact about the world.

### Belief and Truth

Distinguish Belief and Truth.

[June, 2018]

OR

Give the meaning of Belief and Truth. Discuss their differences.

Ans :

### Meaning

Belief is a feeling that something is good, right, or valuable, a feeling of trust in the worth or ability of someone. In other words, conviction of the truth of some statement or the reality of some being or phenomenon especially when based on examination of evidence. For example :

1. There is growing belief that these policies will not succeed.
2. We challenged his beliefs about religion.

According to Websters' College Dictionary, "The state of believing, conviction"

tion or acceptance that certain things are true or real."

The American Heritage Dictionary says, "The mental acceptance of the conviction in truth, actuality, or validity of something or the mental act, condition, or habit of placing trust or confidence in another."

According to Wiki based Encyclopaedia, "Faith or trust in the reality of something; often based upon one's own reasoning, trust in a claim, desire of actuality, and/or evidence considered."

According to an Educationist, "Assumptions and convictions that are held to be true, by an individual or a group regarding concepts, events, people, and things."

In epistemology, philosophers use the term 'belief' to refer to personal attitudes associated with true or false ideas and concepts. However, 'belief' does not require active introspection and circumspection. For example we never ponder whether or not the sun will rise. We simply assume the sun will rise. Since 'belief' is an important aspect of mundane life, according to the Stanford Encyclopaedia of philosophy, the question that must be answered is, "how a physical organism can have beliefs".

According to Claude M Bristol wrote true definition of Belief in his book. 'The magic of Believing' in 1948. He explains that there is one common strand woven throughout the many cultures and religions he investigated. All people, whether primitive or civilized, have shared a particular philosophy that is central to their culture. People of all ages have described to the idea that if you believe that something will happen, it will take place. It is the power of belief that causes things to happen in our lives.

### Meaning of Truth

Truth is most often used to mean being in accord with fact or reality, or fidelity to an original or standard. Truth may also often be used in modern contexts to refer to an idea of 'truth to self', or authenticity.

In simple way we define truth like this, truth is that which is consistent with the mind, will, character, glory and being of God. Truth is the self expression of God, it means truth is theological.

Truth is also on logical which is a fancy way of saying it is the way things really are. Reality is what it is because God declared it so and made it so. Therefore God is the author, source, determiner, governor, arbiter, ultimate standard, and final judge of the truth. Thus, 'truth' involves both the quality of 'faithfulness' fidelity, loyalty, sincerity and veracity.

According to Constructivist Theory, "Social constructivism holds that truth is constructed by social processes, is historically and culturally specific, and that it is in part shaped through the power struggles within a community. Constructivism views all of our knowledge as "Constructed", because it does not reflect any external "transcendent" realities (as a pure correspondence theory might hold). Rather, perceptions of truth are viewed as contingent on convention, human perception and social experience. It is believed by constructivists that are representations of physical and biological reality.

According to Peirce, "Truth is that concordance of an abstract statement with the ideal limit towards which endless investigation would tend to bring scientific belief, which concordance the abstract statement may possess by virtue of the confession of its inaccuracy and one sidedness, and this confession is an essential ingredient of truth."

### Difference Between Belief and Truth

Belief	Truth
1. Belief is a personal statement evaluated to be true by a person.	1. A truth is an universal statement evaluated to be true by computation.
2. It is subjective and personal.	2. It is objective and it is universal.
3. It is a state of mind in which a subject roughly regards a thing to be true.	3. Truth can never be a cognitive goal of inquiry.
4. Belief, acceptance, opinion, existence.	4. Truth is fact and reality.
5. It is an acceptance that a statement is true or that something exists.	5. The quality or state of being true : "the truth of her accusation."
6. It is system of thought and information, which we have accumulated and stored in our brains.	6. Truth considered to contain different ways of knowledge such as language, perception, reasons, knowledge etc.

### Reasoning and Analysis

What is the meaning of Reasoning, how is it helpful in gaining knowledge?

Define Analysis. Give differences between reasoning and analysis.

Ans:

#### Meaning of Reasoning

Reason or "reasoning" is associated with thinking, cognition and intellect. Reason, like habit or intuition, is one of the ways by which thinking comes from one idea to a related idea. It is also closely identified with the ability to self consciously change beliefs, attitudes, traditions and institutions, and therefore with the capacity for freedom and self determination.

In other words, reasoning is the set of processes that enable us to go beyond the information given. There are two types of reasoning in main which are :

1. **Deductive Reasoning** : Allows us to draw conclusions that must hold given a set of the facts (permises).

2. **Inductive Reasoning** : *True*
- Allows us to expand on conclusions.
  - Conclusions need not be true given premises.
  - Category-based induction.
  - Analogical reasoning.
  - Mental Models.

According to Webster Merriam, "The process of thinking about something in a logical way in order to form a conclusion or judgement the ability of the mind to think and understand things in a logical way.

According to Cambridge Dictionary, "Reasoning is the process of thinking about something in order to make a decision."

So, reasoning is what we do when we take information that we are given,

compare it to what we already know, and then come up with a conclusion. While much of our ability to reason is innate, these skills can be taught and improved upon. Reasoning skills often happen subconsciously and within seconds. However, sometimes we need to think through to reach a conclusion when we are presented with a tough question or situation.

### Functions of Reasoning Skills

Reasoning skills are essential to day-to-day life; we use them to make choices among possible options, to distinguish between positive and negative situations, to decide how to approach a problem and resolve it, and much more. For example, say you get invited to a family function, but you also have an important school assignment to finish. This requires reasoning, since you must consider the two choices, trying to balance family with schooling. Also, we are often presented with situations that force us to make moral decisions between right and wrong. Your friends may ask you to do something, such as smoking or drinking. In this case you straight away give reasons for their harmfulness or his own choice. It means reasoning has an equation as: Given information + knowledge = Reasoned.

### Meaning of Analysis

Analysis is systematic examination and evaluation of data or information, by breaking it into its component.

According to Dictionary, "The separating of any material or abstract entity into its constituent elements (opposed to synthetic).

Analysis is the process of breaking down something into its parts to learn what they do and how they relate to one another.

According to Business Dictionary analysis defined a "systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships. Or an examination of data and facts to uncover and understand cause effect relationships, thus providing basis for problem solving and decision making.

### Types of Analysis

1. Descriptive
  2. Exploratory
  3. Inferential
  4. Predictive
  5. Causal
  6. Mechanistic
1. **Descriptive Analysis** : The discipline of quantitatively describing the main features of a collection of data.
  2. **Exploratory Analysis** : An approach to analyzing data sets to find previously unknown relationships. This type of analysis are useful for defining future studies/questions.
  3. **Inferential Analysis** : Aims to test theories about the nature of the world in general based on samples of 'subjects' taken from the world. That is use a relatively small sample of data to say something about a bigger population.
  4. **Predictive Analysis** : The various types of methods that analyse current and historical facts to make predictions about future events. In essence,

to use the data on some objects to predict values for another object.

5. **Causal Analysis** : To find out what happens to one variable when you change another.
6. **Mechanistic Analysis** : It is to understand the exact changes in variables that lead to change in other variables for individual objects.

### Distinction Between Reasoning and Analysis

Reasoning	Analysis
1. It helps in developing the ability to solve problems by thinking.	1. Thinking and logical reasoning helps to find truth by given statements.
2. It develops your visual reasoning skills.	2. It develops the ability to solve problems by thinking and critical way.
3. It is useful in every subject to solve logical problems.	3. Analytical reasoning presents more complex positioning and grouping problems based on thinking.

## 3. DIFFERENT WAYS OF KNOWING

### Relative Roles of the Knower and the Known in Knowledge Transmission and Construction

- What is the role of the knower and the known in knowledge?
- OR
- How the knower and the known transmit and construct the knowledge?
- SKILLED INDIANS - SKILLED INDIA
- OR
- Describe the theory of constructivism.

**Ans** : Constructivism is a theory of learning that has roots in both philosophy and psychology. The essential care of constructivism is that learners actively construct their own knowledge and meaning from their experiences. Constructivism is basically a theory based on observation and scientific study about-how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. In gaining knowledge a knower knows his own experiences that how he got knowledge. Even how he transmits and constructs his knowledge to others and get others knowledge. When we encounter something new, we have to reconcile it without previous ideas and experiences, may be changing what we believe, or may be discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore and assess what we know.

Von Glasersfeld proposed three essential epistemological tenets of constructivism to which a fourth has been added in light of recent writings.

1. Knowledge is not passively accumulated, but rather, is the result of active cognizing by the individual;
2. Cognition is an adaptive process that functions to make an individual's behaviour more viable given a particular environment;
3. Cognition organizes and makes sense of one's experience, and is not a process to render an accurate representation of reality; and

4. Knowing has roots in both biological/neurological construction and social, cultural, and language based interactions.

Thus, constructivism acknowledges the learner's active role in the personal creation of knowledge, the importance of experience (both individual and social) in this knowledge creation process, and the realization that the knowledge created will vary in its degree of validity as an accurate representation of reality. These four fundamental tenets provide the foundation for basic principles of the teaching, learning, and knowing process as described by constructivism. Constructivist epistemology assumes that learners construct their own knowledge on the basis of their interaction with their interaction. Following epistemological assumptions are at the heart of what we refer to as 'Constructivist learning':

1. Knowledge is physically constructed by learners who are involved in active learning.
2. Knowledge is symbolically constructed by learners who are making their own representations of action.
3. Knowledge is socially constructed by learners who convey their meaning making to others.

Constructivist learning implies an initial concern with what knowledge is and how knowledge is actively constructed by a learner. Advocates of constructivism agree that acquiring knowledge or knowing is an active process of constructing understanding rather than the passive receipt of information.

Constructionism and constructivism are often used interchangeably. It is believed by constructivists that representations of physical and biological reality, including race, sexuality and gender, as well as tables, chairs and atoms are socially constructed. Constructivism has its roots in philosophy, education and social constructivism.

In Constructivism more emphasis has been laid on learning design. If a design of learning experiences is to be prepared, the teacher has to emphasize the tasks or activities to be done by the students. Instead of planning the things to be done by a teacher, those things or activities should be organized which are to be done by the learners.

So, the constructivists assume that the learner constructs his knowledge on the basis of his interaction with the environment. The majority of planning model of the conventional teacher is based on verbal explanations or on some visual demonstration of a procedure or a skill-which the student practises afterwards.

In such a study conducted by Goodland (1984) entitled. A place called a school; it was found that most of the teachers remain in conversation with the children. The students have reported that they like the subjects like physical education, fine arts, industrial art etc. because they have to do something in them. They were active participants, not passive recipients. It is the primary message of constructivism.

### Characteristics of Constructivism

Constructivists use many techniques in the teaching process, such as :

1. Prompt students to formulate their own questions i.e.; inquiry.
2. Allow multiple interpretations and expressions of learning i.e.; multiple intelligence.
3. Encourage group work and the use of peers as resources i.e.; collaborative learning.

Following are some main characteristics of constructivist class rooms :

1. **Learning is Constructed** : Students are not blank states upon which knowledge is etched. They come to learning situations with already formulated knowledge, ideas and understandings. This previous knowledge is the raw material for the new knowledge they will create.

2. **Learning is Active** : The student (the knower) is the person who creates new understanding for him. The teacher, coaches, moderates, suggests, but allows the students room to experiment, ask questions, try things that don't work. Learning activities require the students full participation. An important part of the learning process is that students reflect on, and talk about their activities.

3. **Learning is Reflective** : Students control their own learning process, and they lead the way by reflecting on their experiences. This process makes them experts of their own learning. The teacher helps create situations where the students feel safe questioning and reflecting on their own processes, either privately or in group discussions. The teacher should also create activities that lead the student to reflect on his prior knowledge and experiences. Talking about what was learned and how it was learned is really important.

4. **Collaborative Learning** : The constructivist classroom relies heavily on collaboration among students. There are many reasons why collaboration contributes to learning. The main reasons it is used to much in constructivism is that students learn about learning not only from themselves, but also from their peers. When students review and reflect on their learning processes together, they can pick up strategies and method from one another.

5. **Learning is Inquiry Based** : The main activity in a constructivist classroom is solving problem. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. Students explore the topic, they draw conclusions, and as exploration continues, they revisit those conclusions. Exploration of questions leads to more questions.

6. **Learning is Evolving** : Students have ideas that they may later see were invalid, incorrect, or insufficient to explain new experiences. These ideas are temporary steps in the integration of knowledge. For instance—a child may believe that all trees lose their leaves in the fall, until he visits an evergreen forest. Constructivist teaching takes into account student's current conceptions and builds from there.

### Uses of Constructivism

1. Children learn more and enjoy learning more when they are actively involved, rather than passive listeners.
2. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.
3. Constructivist learning is transferable. In Constructivism classrooms, students create organizing principles that they can take with them to other learning settings.
4. Constructivism promotes social and communication skills by creating a class-room environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing a group project. Students must therefore exchange ideas and so must learn to 'negotiate' with others and to evaluate their contributions in a socially acceptable manner. This is essential to get success in the real world, since they will always be

exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

5. Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical models and artistic representations. Engaging the creative instincts develops student's abilities to express knowledge through a variety of ways.
6. By grounding learning activities in an authentic, real world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.

According to Bruner's, the child needs to grasp basic principles of a subject and not simply acquire a list of facts. Once these are grasped, the child is less reliant on others, and can go beyond what has been formally taught, and progress to developing ideas of their own. Bruner proposes that learners construct their own knowledge. They do this by organizing and categorizing, using a coding system which is called discovery learning. The concept of discovery learning implies that students construct their own knowledge for themselves.

### Contribution of the Teachers in Assimilation and Dissemination of Information and Knowledge

- Discuss the contribution of the teachers in assimilation and dissemination of information and knowledge. [June, 2018]
- OR
- What is the role of teacher in constructivist classroom to develop qualities in students?
- OR
- What is constructivism? How does a teacher prepare constructive Learning Design?

**Ans :** Constructivism is a theory of learning that is developed from the principle of children's thinking. Constructivism states that children learn through adaptation. Children are not passive in knowledge, but active at making meaning, testing out theories, and trying to make sense out of the world and themselves.

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models", which we use to make sense of our experiences.

Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. It is also considered to be a child centred theory that focuses on the knowledge of interpretation and experience-based activities. The focus of the knowledge is not to be reproduced; but it is to construct context-rich activities. In the classroom, the constructivist view of learning can point towards a number of different teaching practices.

In the most general sense, it usually means encouraging students to use active techniques (experiments, real world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he understands the students pre-existing conceptions, and guides the activity to address them and then build on them.

Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become 'expert learners'. This gives them ever-broadening tools to keep learning. With a well planned classroom environment, the students learn 'How to Learn'.

### Role of Teachers in Constructive Learning Design

Conventional learning planning focuses on what the teacher will do. If learning is teacher directed, then the focus of the lesson plan is on what the teacher does. When designing a learning experiences for students, teachers focus on what students will do. Our language encourages teachers to focus on thinking about how to organize what learners will do rather than plan their teaching behaviours.

Constructive learning design focuses on the development of situations as a way of thinking about the constructive activities of the learner rather than the demonstrative behaviour of the teacher. Most conventional teacher planning models are based on verbal explanations or visual demonstrations of a procedure or skill by the teacher which are then combined with practice of this method or skill by the student.

The constructive learning design emphasizes the following six elements :

1. Situation
2. Groupings
3. Bridge
4. Questions
5. Exhibit
6. Reflections

The elements are designed to provoke teacher planning and reflection about the process of student learning.

1. **Situation :** Teacher develop the situation for students to explain, select a process for groupings of materials and students what situation are you going to arrange for students to explain? Give this situation a title and describe a process of solving problems answering questions, creating metaphors, making decisions, drawing conclusions or setting goals.

This situation should include what you expect the students to do and how students will make their own meaning.

2. **Groupings :** There are two categories of groupings :

- (a) How are you going to make groupings of students; as a whole class, individuals, in collaborative thinking teams of two, three, four, five, six or more and what process will you use to group them; counting off, choosing a colour or piece of fruit, or similar clothing. This depends upon the situation you design and the materials you have available to you.
- (b) How are you going to arrange groupings of materials that students will use to explain the situation by physical modelling, graphically representing, numerically, describing, or individually writing about their collective experience. How many sets of materials you have will often determine the numbers of student groups you will form.

3. **Bridge :** This is an initial activity intended to determine students prior knowledge and to build a 'bridge' between what they already know and what they might learn by explaining the situation. This might involve such things as giving them a simple problem to solve, having a whole class discussion, playing a game, or

making lists. Sometimes this is best done before students who are in groups and some times after they are grouped. You need to think about what is appropriate.

**4. Questions :** Questions could take place during each element of learning design. What guiding questions will you use to introduce the situation, to arrange the groupings, to set up the bridge, to keep active learning going, to prompt exhibits and to encourage reflections? You also need to anticipate questions from students and frame other questions to encourage them to explain their thinking and to support them in continuing to think for themselves.

**5. Exhibit :** This involves having students make an exhibit for others of whatever record they made to record their thinking as they were explaining the situation. This could include writing a description on cards and giving a verbal presentation, making a graph, chart or other visual representation with models, and making a video tape, photographs, or audio tape for display.

**6. Reflections :** These are the students reflections of what they thought about while explaining the situation and then saw exhibits from others. They would include what students remember from their thought process about feelings in their spirit, images in their imagination and languages in their internal dialogue. What attitudes, skills and concepts will students take out the door? What did students learn today that they won't forget tomorrow? What did they know before; what did they want to know; and what did they learn?

This brief over view above indicates how each of these six elements integrate and work as a whole, but all need further explanation.

### Steps to Control the Elements

The following steps are to be followed to control the six elements :

**1. Assessment :** Assessment becomes an integral part of every step in this learning design. Teachers design the situations based on their assessment of students learning approaches, interests and needs. Teachers design a process of groupings based on their assessment of materials of available and desired mixture of students. Teachers design a simple assessment of what students already know a bridge to and what they want students to learn. Teachers design questions to assess students understanding of concepts, skills or attitudes they are trying to learn. Teachers arrange an exhibit for students to record what they thought and submit it to others for assessment. Teachers arrange for reflections about what students have learned and their internal process of representations as a context for self-assessment of individual learning.

**2. Applications :** The planning approach we are proposing is based on actively engaging students in situations that involve collaboratively considering their own explanations for phenomena, resolutions to problems or formulation of questions. Students are asked to actively construct their own knowledge by making meaning out of the situation by themselves with support and guidance from the teacher. Teachers organize the situation and then provide encouragement and questions groups of students who are trying to construct and to display their own explanations. For example, composition teachers might ask students to construct the simplest sentences and compare structures, literature teachers might ask students to explain the motives of a character, social studies teachers might ask students to assume the roles of two adversaries in a meeting, science teachers might demonstrate a phenomenon and ask students to explain what was observed, math teachers might ask students to find examples of sloping lines in the world around them

and then introduce grids to determine equations, language teachers might engage students in conversational immersion without resorting of English translations, art teacher might ask students to transform clay with their hands without looking at it, music teachers might ask students to identify rhythms in a piece of music using their own annotations. The constructivist approach can be adapted to any subject area or curriculum by involving students as active participants in making meaning instead of passive recipients of information given to them by the teacher. This approach can be incorporated into 45 or 50 minutes class periods to teach a particular concept, skill, or attitude.

Concepts, skills and attitudes convey different dimensions of knowledge. Skills and attitudes are something different from knowledge or that knowledge is merely a collection of facts or information.

Constructivist learning implies in initial concern with what knowledge is and how knowledge is actively constructed by the learner. Advocates of constructivism agree that acquiring knowledge or knowing is an active process of constructing understanding rather than the passive receipt of information.

Bruner also designed a teaching strategy to help students (or any learners) understand and construct or expand upon their knowledge. The first principle is that in order for learning to take place the instruction must incorporate relevant material that draws the learner in by way of interest. Instruction must be based on what the student is ready to learn. Essentially this means that the instruction should be based on student where they are at as far as attention span and their current knowledge base. The third and final principle instruction should be based on is that it should be designed to encourage higher level thinking.

## Unit-II

## Different Facets of Knowledge and Relationship, Culture and Knowledge, Epistemology of Indian Philosophies & Epistemology of Western Philosophies

### 4. DIFFERENT FACETS OF KNOWLEDGE AND RELATIONSHIP, SUCH AS

#### Local and Universal

- Discuss its relationship in Local and Universal Knowledge.

Ans :

#### Universal Knowledge

Universal Knowledge is constant, does not change, affects all levels and all realities. It is limited neither in time nor in space. It exists regardless of whether the individual is aware of that fact or not. This knowledge answers all questions related to the evolution of a given level in the hierarchy of levels of reality, and hence-enables development of the hierarchy of a form of intelligence.

Universal knowledge is logical - on the basis of it all phenomena, occurring in all realities, as well as their different levels can be logically explained pointing to the cause and effect.

According to Universal knowledge everything is interlinked nothing happens by accident (it often happens, that cause and effect are distant in time and therefore are not taken into account as a whole).

By Universal knowledge the language spoken by our reality belongs only to it - it is utilitarian - does not fit all realities and so all the concepts that are useful to identify the phenomena occurring in another reality, should be defined once again.

This knowledge as a smart energy at all costs is trying to disclose, but has no experience in this reality. This knowledge based on experience is irrefutable, because we learn looking into ourselves. Universal knowledge helps to know the form of existence in this reality. For example, we know that the present life serves the next one, that one after death, we believe it.

Universal knowledge is a treasure that can answer all questions that concern man. Having access to it and understanding it, man does not live in a trap, does not act as a blind kitten which do not know where it is what it does. So that any form of existence, which is given to us, every reality in which we find ourselves, was set. So

that we could develop, shape our own personality and thus pass on ever higher level of development.

#### Objectives of Universal Knowledge

1. To raise awareness of the meaning of the existence of humans;
2. To help people to understand that the most important thing is what happens at the energy level (knowledge, thought), because all the material passes;
3. It is based on the universal knowledge. Man should be able to know his destiny and follow it.
4. To change people's attitudes to each other, to the surrounding world and the time given to them;
5. Help man to exist knowing in the reality, in which he found himself;
6. To remind people that through conscious existence and behaviour consistent with his destiny man is able to cooperate with the creator and improve himself.

#### Concrete and Absolute

- Define Concrete. Discuss the relationship with Knowledge.

OR

- Discuss 'Concrete and Absolute' as different facets of knowledge.

Ans: According to Marx concrete is defined as "The unity of diverse aspects". This definition may appear paradoxical from the stand point of traditional formal logic. From the point of view of this logic, to realise unity in the sensually perceived diversity of phenomena means to reveal the abstractly general, identical elements that all of these phenomena possess. The most important aspect of Marx's definition of the concrete is that the concrete is treated first of all as an objective characteristic of a thing considered quite independently from any evolutions that may take place in the cognising subject. The object is concrete by and in itself, independent from its being conceived by thought or perceived by sense of concreteness is not created in the process of reflection of the object by the subject either at the sensual stage of reflection or at the rational-logical one.

In other words, "the concrete" is first of all the same kind of objective category as any other category of materialist dialectics as "the necessary" and "the accidental", 'essence', and 'appearance'. It expresses a conversal form of development of nature, society and thinking.

So, 'concreteness' is neither a synonym for nor a privilege of the sensual-image form of reflection of reality in consciousness just as 'abstractness' is not a specific characteristic of rational theoretical knowledge.

The concrete in thinking also appears, according to Marx's definition, in the form of combination (synthesis) of numerous definitions. Each of the numerous definition forming part of the conceptual system of a concrete science, loses its abstract character in it, being filled with the sense and meaning of all the other definitions mutually complement each other, so that the abstractness of each of them, taken separately, is overcome.

'Concrete' this usage was originally determined by mere etymology. In Latin 'concretus' means simply 'mixed', 'fused', 'composite'. Compound; while the Latin word 'abstracted' (or 'isolated'), or and 'estranged'. That is all that is contained in the original etymological meaning of these words. The rest pertains to the philosophi-

cal conception that is expressed through them.

In other words, everything 'concrete' was conceived as a product of the activity of the sense organs, as a subjectively coloured replica of the colourless abstract geometrical original. The prime task of cognition was also viewed in a new light: to obtain the truth, one had to erase or wash off all the colours superimposed by sensuality upon the sensually perceived image of things, baring the abstract geometrical skeleton, the schema. So, the concrete was interpreted as subjective illusion merely as a state of the sense organs, while the object outside consciousness was transformed into something entirely abstract.

According to Hegel, the concept of concreteness lies in the unity of definitions, their meaningful cohesion of a concept. Out of context, an individual verbal definition is abstract and abstract only. That is why a concept, according to Hegel, does not exist as a separate word, term, or symbol. It exists only in the process of unfolding in a proposition, in a syllogism expressing connectedness of separate definitions, and ultimately only in a system of propositions and syllogisms, only in an integral, well-developed theory. If a concept is pulled out of this connection, what remains of it is mere verbal integument, a linguistic symbol. The context of the concept, its meaning, remains outside in series of other definitions, for a word taken separately is only capable of designating an object, naming it, it is only capable of serving as a sign, symbol, marker, or symptom.

Thus the concrete meaning of a separate verbal definition is always contained in something else—whether it be a sensually given image or a well-developed system of theoretical definitions expressing the essence of the problem, the essence of the object, phenomenon, or event.

□ Write a short note on Absolute facets of knowledge and its relationship.

**Ans :** An absolute term denotes a property that a thing either can or cannot have. Such terms include absolute itself, chief, complete, perfect, prime, unique and mathematical terms such as a equal and parallel. By strict logic, absolute terms cannot be compared, as by more and most, or used with an intensive modifier, such as very or so. Something either is complete or it isn't - it cannot be more complete than something else.

Thus, we may think of a statement as either logically true or false, but we also know that there are degrees of truthfulness and falsehood. Similarly, there may be degrees of completeness to a record collection, and some lines may be more perpendicular—that is, they may more nearly approximate mathematical perpendicularity—than other lines. So, absolute means 100 percent complete with no exceptions. Or something that is always true and accepted as fact with no to be true. Some philosopher regarded absolute as the ultimate basis of all thought and being.

Absolute has another name it is proficiency, it is used in variety of ways, most commonly in reference :

1. Proficiency levels, scales, and cut-off scores on standardized tests and other forms of assessment.
2. Students achieving or failing to achieve proficiency levels determined by tests and assessments.
3. Students demonstrating or failing to demonstrate proficiency in relation to learning standards (for a related discussion).
4. Teachers being deemed proficient or non-proficient on job-performance evaluations.

To understand how proficiency works in educational contexts, it is important to recognize that all proficiency determinations are based on some form of standards or measurement system, and that proficiency levels change in direct relation to the scales, standards, tests, and calculation methods being used to evaluate and determine proficiency.

The following are a few of the major issues related to proficiency determinations in education :

**1. High Standards vs Low Standards :** One source of debate is related to the standards upon which a proficiency determination is based, and whether the standards are being applied consistently or fairly to produce accurate results.

**2. Commons Systems vs Disparate System :** Proficiency must be determined by some form of measurement system whether its a certain percentage of correct answers on a test or a highly sophisticated mathematical algorithm, as with value-added measures used in teacher-evaluation-proficiency determinations can be more or less accurate based on the quality of the system being used, or they can be comparable (when common systems are used) or incomparable (when disparate system are used).

**3. Learning vs Reporting :** It may be possible for student to learn a lot (or very little) in schools but still appear to have learned very little (or a lot) due to the systems and standards being applied, or due to the misalignment of teaching and testing. For example students may learn important skills in school such as problem solving and researching that are not specifically evaluated by tests, or they may have learned a large body of knowledge, just not the specific knowledge evaluated by a given test or assessment. In these cases, "proficiency" rates on tests - often reported as either percent only a partial or misleading picture of what students have learned. It is for this reason, among others, that testing experts often recommend against making important decisions about students on the basis of single test score.

**4. Appropriate vs Inappropriate Proficiency Levels :** Proficiency determinations are also the object of debates related to the appropriateness or inappropriateness of a given proficiency scale, standard, or system. For example : It is appropriate to hold non-English speaking students to the same proficiency standards, as measured by the same English language tests, as a native-English speaking student? Or, similarly, a recently immigrated student who has had very like formal education in her home country? Teacher evaluations are another object of debate and controversy on this issue, particularly when it comes to factoring student achievement into performance evaluations.

Advocates of using student-achievement indicators, such as test scores, may argue that it is appropriate to consider student achievement, given that it's a teacher job to improve student learning. If the academic achievement of their students is not considered, how is it possible to accurately or meaningfully evaluate teacher performance? Opponents many counter-argue, however, that student achievement is influenced by a host of factors outside of a teachers control, such as students prior educational experiences, the socioeconomic status of the students parents, or the stability and support present in a students home environment. Consequently, it would be inappropriate to hold teachers accountable for factors that are beyond their influence or control. In these cases, proficiency systems and determinations may be debated or disputed when they are perceived to be biased, unfair or inequitable by one group or another.

## Theoretical and Practical

- What is theoretical knowledge? Write its importance in communication.  
OR  
□ Define theoretical knowledge. Classify it and how it is useful in problem solving in science.

**Ans :** A set of true affirmations (factual knowledge) does not necessarily explain anything. In order to explain something it is necessary to state why these truths are true. An explanation is required. This is theoretical knowledge. All theoretical knowledge must explain why some affirmation is true. Theoretical knowledge does not necessarily explain everything. If the explanation of the formation of water includes the properties of hydrogen and oxygen-then that explanation is sufficient. While we might also wish to know why those properties exist, that is a separate question. Theoretical knowledge as such is possible even if the facts used to explain the fact under consideration are not themselves explained.

The factual knowledge depends on perceptual knowledge. From factual knowledge, theoretical knowledge uses some factual claims to explain others. This means that perception is the lowest form of knowledge and theoretical knowledge is the highest form. It also means that knowledge - as it is currently used - is not spoken of equivocally. It is spoken of analogously.

In other way we can define theoretical knowledge like this : It is a knowledge of the principles and ideas of the subject rather than of the way the principles are put into practice. Knowledge gathered from the books on the subject, rather than knowledge how it can be used or applied is being theoretical.

So, theoretical knowledge teaches the why. It helps you understand why one technique works where another fails. It shows you the whole forest, builds the context, and helps you set strategy. Where self education is concerned, theory prepares you to set a direction for your future education. Theory teaches you through the experience of others.

Theoretical knowledge can often lead to a deeper understanding of a concept through seeing it in context of a greater where and understanding the why behind it.

### Classification of Theoretical Knowledge

Theoretical knowledge can be classified based on the more common scientific use of theory at four levels. Theoretical as referring to non-observable entities and processes.

Type	Meaning	Example
1. Theoretical description	a specific statement based on a theory.	Chemistry a water molecular contains two hydrogen atoms and one oxygen atom
2. Theoretical definition	a general statement that characterizes the nature of an entity or system in terms of non-observables.	Chemistry : an acid denotes protons in an acid-base reaction. Biology-cellular respiration as defined by the krebs cycle.

Type	Meaning	Example
3. Theoretical hypothesis	a theoretical concept that is textative.	Physics : dark matter comprises most of the mass in the universe.
4. Theory	a concept or set of ideas that explains a large number of observations in terms of non-observables.	Geology : plate tectonics (large sections of Earth's crust riding on a fluid like layer). Chemistry : atomic theory, acid base theory, electro-chemical theory.

### Communication of Theoretical Knowledge

As indicated above, theoretical knowledge can be communicated as theoretical descriptions, theoretical definitions, theoretical hypotheses, and theories. However in modern science, many theories are very abstract and much of the theoretical knowledge is expressed, whenever possible, as abstract mathematical equations. Most human need to a way to visualize these theories and this is especially important in science education. Using various devices to communicate theoretical knowledge requires some form of "re-presentation". The theory is re-presented in a different way-a way that usually emphasizes the descriptive qualities and limits the exclamatory abilities.

A model is a diagram or apparatus used to simplify the description of an abstract idea. For example, marbles in a vibrating box could be used to describe and explain the three states of matter. A small, heavy ball creating a depression in a stretched rubber sheet can be used to visualize the distortion of space around a star in Einstein's theory of relativity. The main advantage of mood is that it communicates (usually in a visual way) an important idea; the main disadvantage is that it over simplifies and limits the theory.

Two language devices (figures of speech) are also commonly used to help communicate theoretical knowledge. An analogy is a comparison to something more familiar.

For example, atom compared to billiard balls, and enzyme action compared to a lock and key. A metaphor is a more complex figure of speech in which one thing is spoken of as if it were another; for example, life is a roller coaster, full of ups and downs. The image generated is often vivid and insightful, but not necessarily, logical. A prevailing metaphor in science is that of a physical mechanism; for example, the universe as a mechanical system and the human body as a machina. Some people argue that all or most of science is a metaphor, we think and learn using metaphors.

### Theoretical Problem Solving

Scientists are sometimes classified as empiricists and theoreticians. Empirical scientists specialize in laboratory or field work. They gather evidence to test hypotheses and predictions. Theoretical scientists specialize in describing and explaining natural phenomena in terms of unobservable entities and processes. They also make predictions based upon their theories, although they might depend on the empiricists to complete the tests for them.

Theoretical problem solving primarily involves working with abstract ideas about non-observable entities and process. For example, a theoretician might try to create a theoretical description and explanation for the rusting of iron or for cellular respiration. They might look at the evidence gathered in the laboratory and try to envisage the transfer process of electrons between the entities involved. The theory that is created is tested by its descriptive power, its explanatory power, and its predictive power.

It is easier to describe than explain and it is generally easier to explain than predict. The evaluation of the theory involves these three tests. If it passes these tests, then it is accepted (tentatively) in the scientific community. An example is that the Bohr atomic theory is able to describe a sodium atom, to explain the rapid reaction of sodium with chlorine, and to predict a less impressive reaction between sodium and iodine.

- ❑ Define practical knowledge. Discuss its importance in education.  
OR  
❑ What is practical knowledge? How this knowledge have importance in education.

Ans :

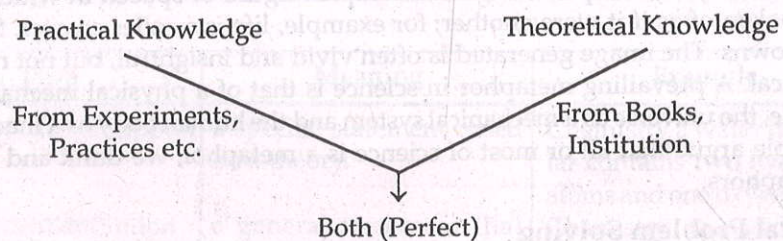
### Practical Knowledge

It involves or concerned with experience of actual use; not theoretical. It is also concerned with ordinary affairs, work etc. adapted or adaptable for use, or trained by practice. This knowledge is useful in general purposes.

It is the part of philosophy that deals with knowledge. In other words practical knowledge and practical skills is two different things. Practical knowledge in which we can apply and implement idea using practices (of things) this is also called experience. But the practical skills is the ability of human from god. Skills is also defined as the ability to implement theoretical knowledge in real life.

Theoretical knowledge refers to learning things, concept, principle, information regarding anything from books, media. Means that the theoretical knowledge is knowledge which is basic knowledge or concept of things.

Practical knowledge refers to apply that theoretical knowledge in real life schario. If both the knowledge is combined, then person become best. Let's see the following figure of practical knowledge vs theoretical knowledge.



So, the conclusion is that both the knowledge have importance. So increase your both knowledge practical as well as theoretical knowledge.

### Importance of Practical Knowledge in Education

1. **Interactive Education Creates a Deeper Impact** : Practical education is more interactive than theoretical. It does not involve just teaching and lecturing

irrespective of whether the student is able to understand the concept or not. Theory education usually employs teachers who teach in a plain manner or books which may or may not include interactive exercises. In practical works, inputs from students are not just invited but are also necessary. Practical knowledge ensures the involvement of students in learning and understanding. Learning is the fundamental purpose of education. So learning level has much importance in practical education rather than theory.

2. **Can Motivate Team Work** : While imparting practical knowledge to students most of the activities involve team projects or programs where students are required to work in a group or as a team. It also improves the student ability to interact with his/her fellow students and encourage the all for team work. By this method, the whole teaching process becomes less boring and more fun.

3. **Interesting or Easy** : In this, especially when learning through practical sources instead of conventional theoretical ones, the learning process does become comparatively easier. It reaches students brain more effectively making it easier to understand, apply and remember.

4. **It Involves Application and Deals with Real Life Situation** : Learning about facts and theories are not really of any use unless you are aware of their application in real life situation. This knowledge theory doesn't hold much good and you will keep wondering that why you are studying that particular topic.

5. **Improve Skills** : Training and exercise are meant to improve our skills which cannot be obtained by joint theoretical knowledge. Theory can provide one with odles of expertise and proficiency but can never deliver those kinds of results and improved skills that we can get from practical education.

6. **Includes Practice** : When we perform activities or experiments based on it involves practice and we know that "practice makes a man perfect". When you simply start using and reading language and trying conversing with other people then you see yourself a change. So practice involves practical activities.

7. **Develops a Better Understanding** : Practical knowledge can help a lot over here because it is all there. According to a author the song of a nightangle is magnificent but how would you know that unless you listen to it with your own ears? So, it develops the better understanding of internal mind.

8. **Knowledge Retains in Our Mind** : When we do anything practically, it can be in form of experiments, real life projects or educational trips, the knowledge and the whole learning experience stays in our mind for long.

9. **It does not Require Mugging up** : We know that some people have an inborn talent or remembering everything that read, even if they have read it once. But others have to cram it very hard in order to retain it. But when we are practically looking at things and experiencing it, we do not need to cram it from a book. In practical knowledge students have no pressure on brain, then it helps in the learning process and also for relieving stress from over their heads.

In the conclusion practical or informal knowledge manifests itself as skills or "Knowing how". Practical knowledge is very important to understand how things actually works. As it occurs and develops in those concrete situations where it is learnt. It leads to a much deeper understanding of a concept through the act of doing and personal experience. Practical knowledge is found to be much useful in our actual day to day work. Practical training or internship allows participants to acquire the practical knowledge and abilities offered by the professional world which they wish to form part of, and at the same time to improve their curriculum vital.

Though you may have theoretical knowledge about the subjects and topics, but still it is not enough. It is very important to possess practical knowledge along with some theoretical concepts. Without practical knowledge, things are really incomplete like having a bicycle without tyres.

### Contextual and Textual

- ❑ What do you mean by Contextual Learning? Discuss its merits.  
OR  
❑ Define Contextual Learning. Write the assumptions of Contextual teaching learning method.

**Ans :** Contextual learning is a learning which takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experiences. This learning includes internships, service learning and study abroad programs, among others. Infact, contextual learning is based on a constructivist theory of teaching and learning.

Contextual learning emphasizes problem solving. It recognizes that teaching and learning need to occur in multiple contexts. It assists students in learning how to monitor their learning and there by become self regulated learners. Contextual learning anchors teaching in the diverse life context of students. It also encourages students to learn from each other and employing authentic assessment. So, we can say that contextual learning may be useful for child development if it provides learning experiences in a context in which children are interested and motivated. Constructivist learning theory maintains that learning is a process of constructing meaning from experience.

#### Benefits/Merits of Contextual Learning

1. Both direct instruction and constructivist activities can be compatible and effective in the achievement of learning goals.
2. It increases one's efforts which results in more ability. This theory opposes the notion that one's aptitude is unchangeable. Striving for learning goals motivates an individual to be engaged in activities with a commitment to learning.
3. It is correct that knowledge and learning are situated in a particular physical and social context. A range of settings may be used such as the home, the community, and the work place depending on the purpose of instruction and the intended learning goals.
4. By this learning, children learn the standard values, the knowledge of society by raising questions and accepting challenges to find solutions that are not immediately apparent. Other learning processes are explaining concepts, justifying their reasoning and seeking information. Therefore, learning is a social process which requires social and cultural factors to be considered during instructional planning. This social nature of learning also drives the determination of the learning goals.
5. Knowledge may be viewed as distributed or stretched over the individual, other persons, and various artifacts such as physical and symbolic tools and not solely as a property of individuals. Thus, people, as an integral part of the learning process, must share knowledge and tasks.
6. The main goal of contextual learning is to develop an authentic task to

assess performance. Creating an assessment in a context can help to guide the teacher to replicate real world experiences and make necessary inclusive design decisions.

Contextual learning can be used as a form of formative assessment and can help give educators a stronger profile on how the intended learning goals, standards and benchmarks fit the curriculum. It is essential to establish and align the intended learning goals of the contextual task at the beginning to create a shared understanding of what success looks like. Contextual learning can help bring relevance and meaning to the learning, helping students relate to the world they live in.

According to contextual learning theory, learning occurs only when students process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). The mind naturally seeks meaning in context by searching for relationships that make sense and appear useful. This learning theory focuses on the multiple aspects of any learning environment, whether a classroom, a laboratory, a computer lab, or a worksite. It encourages educators to choose and/or design learning environments that incorporate many different forms of experience in working toward the desired learning outcomes. In such an environment, students discover meaningful relationships between abstract ideas and practical applications in the context of the real world, concepts are internalized through the process of discovering, reinforcing and relating.

Contextual teaching learning is to be able to get the students involved in their own learning experience through field trips, groups, projects, demonstrations, and teacher supervision. This type of teaching and learning is a way of teaching that expresses "real world" applications. It allows teachers to have the ability to relate the concepts they are teaching to things that may relate to the students. It also helps students actually learn the material and keep it as knowledge. Contextual teaching learning help students become active learners. So a teacher who uses the contextualized method will not lecture the students but rather act as a facilitator of students learning. There are many assumptions that come with the contextual teaching learning method :

1. Students are actively engaged.
2. Students view learning as relevant.
3. Students are encouraged to take the responsibility for monitoring their own development.
4. Students learn from each other.
5. Learning is related to the "real world" and/or simulated issues and meaningful problems.
6. Students are encouraged to become active in the community.
7. Learning is assessed in multiple ways. Opinions of students are valued and respected.
8. Teachers act as a facilitator of student learning.
9. Learning occurs in multiple settings and contexts.
10. Learning uses many different techniques.
11. The learning environment is dynamic and exciting.
12. Higher order thinking and problem solving is encouraged.
13. Knowledge extends beyond the boundaries of conventional classrooms.
14. The process of learning is just as important as what is being learned.
15. The teacher accepts his/her role as a learner.

Explain the textual knowledge. How is it useful in language subject?

OR

What is textual knowledge? Write its importance in literature.

**Ans :** Textual knowledge is a knowledge which we get from reading a text. It is an essential resource for inferring the preferred meaning of texts in their reading and interpretation. Infact textual knowledge is the action or skill of reading or an occasion at which pieces of literature are read to an audience. It is a particular interpretation of a text or situation. So reading a paragraph or piece of literature is called textual.

### Importance of Textual Knowledge

We know that most languages for knowledge acquisition, reasoning are in pure text format. Text presentation is easier for a computer program to process. However text form presentation is not an easily understandable form especially for those domain experts who are not familiar with computer programming. Visual representation of knowledge relies on graphics rather than text. Visual representation is more understandable and transparent than textual representation :

1. Textual knowledge arises desire to read something. It is called desire. Desire supports designers during the entire design process. Desire uses composition of processes and of knowledge composition to enhance transparency of the system and the knowledge used there in.
2. Textual knowledge represents knowledge structures which are helpful in increasing vocabulary.
3. Text based reading involves the mere decoding of individual sentences isolated from context. For example : A man makes many plans. You are going through the text.
4. Textual reading is purposeful. There is always a reason for reading. In general terms, we read either for information or pleasure.
5. Textual knowledge is helpful in creating some idea of composition work. The composition is a collection of sentence spread around one idea.
6. It encourages the students to express their ideas in writing in an organised and systematic way.
7. It is to enable the students to arrange their idea in writing at a reasonable speed and with great accuracy.
8. It helps the students to recall appropriate vocabulary and use it.
9. It enables them to make use of appropriate punctuation marks for clarity of ideas.
10. It develops among students the competence required to communicate through writing.
11. It develops the imagination of the students.
12. It also develops communicative approach that can be readily followed by the intended reader.

In the words of Prof. Chapman, "Almost any written exercise is infact textual or composition. When a pupil is asked to supply a missing word, he is completing the composition of a sentence. When he is asked to change a sentence in a question, he is composing a new sentence. Composition, in the usual sense of the words is, therefore, only a connected form of written exercise."

Thompson and Wyatt opine, "The power of expression in a language is a matter of skill rather than of knowledge."

Prof. A.W. Frisby says, "The facility for expression must grow out of the earliest mechanical activity and making the use of words."

### Suggestions for Improving the Teaching of Textual Knowledge

A teacher can teach composition more efficiently, if he follows the following suggestions :

1. First of all students should be prepared or motivated for textual reading and writing.
2. The teacher should provide many good and relevant ideas.
3. The teacher must emphasize on clarity of ideas.
4. The subject of composition should be chosen by using the principles of 'Utility' and 'Interest'.
5. The teacher must remove the grammatical weaknesses of pupils.
6. The teacher must correct thoroughly the oral or written composition of students.
7. Students should be given time to revise their composition.
8. The written work of the students should be interchanged. They can be asked to find the mistakes of each other.

So, Textual knowledge provides an effective technique and theoretical support for the discovery and cooperation of knowledge innovation.

### School and Out of School

Discuss the role of school as an agency of education.

OR

How the school is one facet for getting knowledge?

OR

What are the educational functions of school for a child to give knowledge?

**Ans :**

### School : As an agency of Education Means Knowledge

The child receives the first experience of informal education in the home or family in which he is born. Then he comes into contact with the surrounding community which affects the child. Finally he steps into the school. It is a formal agency of education-created by the community. It is exclusively devoted to the cause of education.

**The School :** The school is an important agency of education. It has ever lasting effect on the personality of a child. To a lay man school implies a certain building having a number of rooms called 'Class-rooms'; persons meant for educational administration and organisation and a group of younger people who receive education from those called 'teachers'.

John Dewey regards school, not as preparation for life, but life in itself.

According to Herbert Johnson, "School is an auxiliary of the home, called into being by parents to aid them in fulfilling one of their parental responsibilities."

According to Nunn, "The school must be thought of primarily not as a place of learning where certain knowledge is learnt but as a place where young are disciplined in certain form of activities namely, those that are of the greatest and most prominent significance in the wider world."

### Necessity of Schools

The following reasons may be given for the necessity of schools :

1. Schools impart systematic knowledge. With the changes in the needs of the community, homes find themselves incompetent to impart this knowledge.
2. School provides link between the home and the society. The children undergo school education before we throw them into society.
3. Not all homes are good homes. There are broken homes and every society is bad in many ways. The schools are needed to educate such children.
4. All parents are not able to provide guidance to children. They are not able to initiate their children into knowledge.
5. School is obliged to conserve and promote society's culture, which otherwise might pass into oblivion.
6. Complete socialisation of the child is not possible in the home. It is the school where he learns appropriate human relationships. It is here that the children become conscious of their achievements and failures.
7. Schools are necessary for social development and to bring about rural uplift etc.

### Important Educational Function of School

The important functions of the school are as follows

1. **Socialisation** : The school is an idealized epitome of social life. The school socialises the child immensely. Children from different families come to school to study. They come in contact with one another in the classrooms, in the library, in the canteen, and the playground. Interaction among the children takes place. They learn many things from one another. Thus the children become more and more social. Various associations in school provide a common platform where different people come in contact with each other and help in improving the social climate.
2. **Modification of Behaviour** : The child goes to the school. He comes in contact with others. There he interacts with the junior students, senior students, classmates and also with teachers. As a result of the interaction, the child behaviour is modification.
3. **Teaching** : The school teaches the children. The learners are able to learn a good deal from there. The teachers teaching different subjects have their impact on the personalities of the children. The lessons taught in the school have their effects on the students.
4. **A Centre of Community Life** : School provides a place where community people can meet, plan and work. In this regard, the Secondary Education Commission rightly regarded, "School is a small community within a large community and the attitudes, values and modes of behaviour which have currency in national life are bound to be reflected in the school.
5. **Helps in Physical Development** : The school helps the children in their physical growth and development. Children find open environment in the school. They enjoy the company of classmates in the school. Their participation in different games also help in their physical development.
6. **Agency of Moral Development** : The school can prove to be an agency of moral development. Herbert Johnson says that school can help in the moral development of its students in two ways, viz, negative and positive.
7. **Inculcation of Fellow Feelings** : The school provides fellow-feeling to all

types of students. They are in search of security and affection. They help each other. They develop fellow-feeling for one another and learn to show sympathy for one another.

8. **Preservation of Traditions and Conventions** : The school preserves the traditions and conventions of the society. There are many traditions which would otherwise be forgotten. By organising different functions and festivals in the school, there is preservation of traditions and conventions of the society. It also teaches many values of students.

In this way we can say that the school is an important agency of education. It has everlasting effect on the personality of a child. The school modifies the behaviour of the child. It helps in the proper growth and development of the child. The term 'School' originated from the Greek word 'Skoll' which means leisure. According to Nunn, "The school must be thought of primarily not as a place of learning, where certain knowledge is learnt but as a place where young are disciplined in certain form of activities namely, those that are of the greatest and most permanent significance in the wider world."

According to Ottaway, "The school may be regarded as a social invention to serve society for the specialized teaching of young."

So, school is just like a temple where children come from different families, irrespective of their caste, colour and creed, come to receive education.

- Discuss the educational functions of community/society. How can school and community work together for the purpose of educating the child?
- OR
- Define society/community out of school. Discuss the partnership in the development of child.

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Ans : Many sociologists have tried to give definitions of society in their own ways. Some well-known definitions are given below :

According to the view of P. Gisbert, "Society, in general, consists of the complicated not work of relationship by which every human being is inter-connected with his fellow men."

An Idealistic point of view, society is a mind. In the words of Plato, "Society is a mind writ large."

According to Fouillee, "Society is an organism which realizes itself in conceiving and in willing its own existence. Society is then an organism which exists because it has been thought and willed, it is an organism born of an idea."

According to the view of Lapiere, "The term society is referred not to a group of people, but to the complex pattern of the norms of interaction, that arise among and between them."

According to John F. Cuber, "A society may be defined as a group of people who have lived together long enough to become organised into a more or less a distinct human unit."

In the opinion of V.R. Taneja, "Society is an everlasting group of individuals bound together by some common purposes, common values, common frame of references and certain well defined relationships."

### Educational Functions of Society/Community

Community or society performs a number of educational functions as given below :

- Establishes Schools :** The community establishes the schools, maintain them and glorifies them. It educates the children and enables them to stand on their own feet. It also helps in bringing all round development of the children.
- Maintains Standard of the Schools :** The society fixes up the standard of the schools with the help of higher controlling authorities. It is then verified with the help of school board or university, Whether the students have attained the desired goals or not.
- Helps in All-round Development of the Individual :** The society or community creates proper environment in the school so as to bring about all round development of the individuals. Thus, it makes the individuals a fit person for the society.
- Plans National System of Education :** The society prepares national scheme of education to meet the needs and requirements of the people. It also tries to find out whether the system is according to the aspirations of the people or not.
- Supervision :** The society supervises the school and its various components with the purpose of bringing improvement in the school, teachers students etc. It ensures proper and smooth functioning of the school through regular supervision. Thus, it also help to root out the ills and drawbacks of the schools.
- Makes Provision of Informal Education Media :** Community provides education for its people out of school. Educational media, such as museums, art galleries, libraries, music and drama centres etc. provide informal education. Some of these educational media are being made available to the people.
- Community Folk ways and Values :** Community also plays its educational role in another way. It does so by inculcating in children not only the folkways but also desirable attitudes and values in them. Infact, the total behaviour of children is conditioned by the community of which they are the members.
- Control of Formal Education :** The community sets the climate in which the school functions. It helps in the organisation of the school system. It also helps in giving the aims of education which depend on the existing philosophy of life. If the community is progressive it funds richly for education as sound investment in their children's welfare.

### Steps to Strengthen the Relationship Between the School and Community

- The controlling authorities of each school should be the community people. It may be the Panchayat in rural areas and the municipal board in the case of city schools. The city schools can also be directly under the control of some management comprising some government official posted locally and some community people.
- In order to see to the working of the school, local advisory committee should be constituted. The not able persons of the locality should be appointed its members. In this committee the head of the school and some teachers may be the representatives in that committee. The problems of the school can be discussed in the meeting of this committee.

- People from the community must be invited at all important functions of the school.
- Parents Day function should be organised once or twice a year. Parents of all children can be invited to the school. There may be some lectures by some parents. In their lectures they may give a piece of advice to the children. The children can also be asked to present some items say poem recitation, paper, reading, tit-bits etc.
- School building may be used for social functions of the community. It will infuse in the minds of the community people love and belongingness of the school. They will think themselves to be a part of the school.
- Adult education classes may be started in the school during evening hours. Teaching can be done by the school staff on extra payment or as a part of social service.
- School projector and other audio-visual aids can be used for social education of the community. Whenever school arranges a show or a picture to the children, people of the locality can also be invited. It will strengthen the relationship between the school and community.
- The school should serve the purpose of guidance bureau for the community. It should be a leading guidance bureau. Special time should be fixed up for this work.
- Organisation of games can be done in such a way that some community people are also invited. Matches of staff versus the community people can also be organised by the school authorities.

The above mentioned ways and means ensure strong relationship between the school and the community. The head of the school should never forget his only responsibility towards the welfare and betterment of the community.

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## 5. CULTURE AND KNOWLEDGE

### Role of Culture in Knowing

- What is culture? Discuss its types and characteristics.
- OR
- What do you mean by culture. Explain the role of culture in knowledge construction.
- [June, 2018]
- OR
- Throw light on the influence of knowledge on culture.

**Ans :** The word culture is derived from the latin word 'cultura' which means to till, to cultivate. This means that the culture is to be cultivated and it can grow itself.

Culture includes all that man has acquired in the mental and intellectual sphere of his individual and social life. It can best be expressed as social heritage. Many philosophers give their definitions of culture as below :

- According to Ottaways, "The culture of a society means the total way of life of a society."
- Ellewoods view, "Culture includes on the one hand the whole of man's material civilization, tools, weapons, system of industry, and on the other, all the non-material or spiritual civilization such as language, literature, art, religion, morality, law and government." This is very broad definition of culture.

3. According to Sutherland and Woodward, "Culture includes anything that can be communicated from one generation to another. The culture of people is their social heritage, 'a complex whole', which includes knowledge, beliefs, art, morals, laws, techniques of food, fabrication and use, and modes of communication."
4. According to Bierstedt, "Culture is the complex whole that consists of everything we think, do and have as members of society."
5. E.B. Tylor's view, "Culture is that complex whole, which includes knowledge, beliefs, art, morals, laws, customs and any other capabilities and habits acquired by man as a member of society."
6. F.J. Brown's view, "Culture is the total behaviour pattern of the group conditioned in part by the physical environment, both natural and man made, but primarily by the ideas, attitudes, values and habits which have been developed by the group to meet the needs."
7. Matthew Arnold's view, "The best that has been thought and known is culture." He includes in culture "The ways of life the habits, the manners, the very tones of voices, the literature, the things which give pleasure to the community, the words, the thoughts which make the furniture of their minds." In the broad sense, Matthew Arnold describes it as sweetness and light.

### Types of Culture

In each society, culture is of two types as under :

1. Material Culture
  2. Non-Material Culture
1. **Material Culture** : Material culture includes all those man made things and objects which human society has created for its physical welfare in times of peace and war. Items such as clothes, utensils, homes, roads, ornaments, T.V., radio, various machines, gadgets and various means of transport and communication are some examples of material culture.
  2. **Non-Material Culture** : Non-material culture includes all those ideals, attitudes and values which modify the behaviour of an individual. Language, literature, art, music, religion, customs and traditions etc. are some examples of non-material culture.

### Characteristics of Culture

The following are the characteristics of culture :

1. **Acquired Traits** : Culture is the sum total of acquired traits. The new born baby is devoid of any trait. As he grows older, he acquires different ideals, attitudes and values by imitation and social contacts. These experiences contribute to the formation of his personal culture.
2. **Distinct Entity** : Different societies of the world have their distinct cultural patterns which establish the different identities of different nations.
3. **Transmitive Quality** : Culture is transmitted from person to person and generation to generation. The individual is moulded according to his family and society of which he is a member. Culture is constantly accumulating. The new generation gains by the experiences of the older generation through the communicability of culture.
4. **Utility** : A culture is good if it has some utility to the individual as well as to the society. If it does not fulfil this purpose it decays and dies out in the

long run. It may be borne in mind that mutual give and take among different cultures is also an essential and conditioning process. Generally cultural fanaticism and snobbery promotes conflict and chaos. Hence, one should see and adopt the cultural beauties and excellencies of all the cultures that exist in the world. Only this vitality and welcoming attitude can promote the development of world culture which leads to international brotherhood. The prime need of our Indian society is this cultural integration.

5. **Integrative Quality** : Culture has the quality of becoming integrated. Various parts of culture are integrated with each other and any new element which is introduced is also integrated. Those cultures which are more open to external influence are comparatively more heterogeneous but never the less some degree of integration is inevitable in all cultures.
6. **Dynamism** : Culture is not static but dynamic. In other words, it changes and grows. Due to rapid increase in the means of transport and communication a culture invades the other culture. It penetrates, interpenetrates, changes and grows. It is why our modern Indian culture is not that old culture which guided the nations of the world in the past. One can notice the fast changing patterns of our cultural beliefs, ideals, values, modes of thinking and behaviour. The different cultures of the world are interacting among themselves and thus a synthesis of cultures is going on in this modern world.

7. **Manifestation Quality** : Culture is the manifestation of man's mind in varying moods of nature and environments and in the changing course of history. Culture in civilized societies has its own momentum of progress. Members of such a society cannot remain aloof from the diving currents of culture.

### Interaction of Culture with Knowledge

Culture has a great affinity with knowledge. The cultural pattern of a society conditions its educational patterns. For example if a society has materialistic patterns of culture, then naturally its knowledge pattern will be shaped for the attainment of material values which promote pleasures of senses and material comforts. On the other hand if the cultural pattern of a society is spiritual, then their knowledge is related or must emphasise the achievement of moral and eternal values of life. Hence the culture of a country has a very powerful impact or much interrelation pattern. Thus mutual interaction is discussed as below :

### Influence of Culture on Knowledge

Culture influences the following aspects of education :

1. **Aims of Education** : The meaning and aims of educational knowledge are determined by the cultural background, cultural ideas, values and patterns of a society. The aim of knowledge in other countries is socialisation and democratisation and their system has been raised in that way. Hence it is clear that as is the culture of a society so shall be its aims of knowledge means education.
2. **Influence of Culture on School** : According to the ideology of pragmatism, a school is a miniature of society. The total activities and programmes of the school are organized according to the cultural ideals and values of the society which establishes and organizes the school. Hence, school is

the centre of promoting, moulding, reforming and developing the cultural patterns of the society which establishes that school for its own good and welfare.

3. **Influence of Culture on Discipline :** Cultural values also influence the concept of discipline. The present cultural patterns of thinking and living are directly linked to our concept of discipline. In ancient and middle ages societies where authoritarianism ruled, the concept of discipline was repressive. But in modern times when democratic values of life are being accepted all over the world, the concept of discipline has come to mean impressionistic or emancipatory or self-discipline.
4. **Influence of Culture on Methods of Teaching :** Culture and methods of teaching are intimately connected. In modern times, education has become child-centred. So, the interests, inclinations, aptitudes, needs and capacities of children are taken into full consideration before exposing them to specific educational experiences, activities and programmes. In this way, knowledge is now a method of preparing children for successful and effective living during the present times and for the times to come. In short, cultural and social needs conditions the methods and techniques of teaching in a very powerful way.

### Influence of Knowledge on Culture

The various ways by which knowledge influences the culture of a country are :

1. **Helping the Development of Personality :** Knowledge aims to develop the personality of the child. For this, it employs diverse cultural patterns of thinking, behaviour and items of cultural values so, that children are physically, mentally, socially and emotionally developed to the maximum extent.
2. **Transmission of Culture :** The process of preservation includes the process of transmission as well because through transmission of culture from one generation to another is the best guarantee of its preservation. The famous Sociologist Ottaway has rightly remarked. "The function of education is to transmit the social values and ideals to the young and capable members of society."
3. **Development of Culture :** The function of knowledge is not only to preserve and transmit the culture of society, but it also brings about the needed desirable changes in the cultural ideals and values for the progress and continued development of society, without which social progress will stratify and come to naught. In other words; knowledge culturises individuals, modifies cultural processes by research and deeper investigations into all areas of human requirements.
4. **Removing Cultural Lag :** When material culture develops at a fast pace due to scientific researches and inventions, non-material culture consisting of ideals, values and norms lag behind creating a gulf between the two. Knowledge is the only means to bridge this cultural lag by its activities and programmes of development.

In short knowledge and culture are mutually interdependent, complementary and supplementary in all their aspects and activities.

### Ways of Knowledge Rendered into Action

- Discuss the ways of knowledge rendered into action.

OR

- How can you say that 'Knowledge is must for a man?'

OR

- What are the ways of knowledge by which we achieve aims?

Ans : The role of knowledge should be to :

1. **Increase and to Cultivate Social, Moral and Spiritual Values :** With the help of knowledge to make progress in every sphere of life. It is only knowledge by which we maintain a correct balance between what is valuable in the legacy inherited from the past and the needs and requirements of present day.
2. **To Achieve Social and National Integration :** Knowledge is must to achieve social and national integration in the society and the nation. By taking various steps like introducing common school system, organising social and national service are significant for social changes and developing capacities.
3. **Knowledge is for the Development of All Round Personality :** The all round development of a person totally goes to knowledge. His material and spiritual development of personality can be created through the development of various programmes like science education; work-experience, sports and physical education.
4. **Life-long Educational Knowledge :** Life-long and continuing education is a cherished goal of knowledge process. Knowledge can be got at any time to continue the education on their choice at own pace.
5. **It develops the Man Power :** The development of man-power for different levels of national economy. It will be the ultimate guarantee for the development of national self-reliance.
6. **Knowledge is for Worthy Citizenship :** Knowledge develops worthy citizenship which involves recognition and fulfillment by an individual of the obligation towards himself and his fellow-men. Knowledge must inspire in the youths spirit of co-operation, social sensitiveness, tolerance and the spirit of discipline.
7. **Knowledge for Leisure, National Integration and International Understanding :** Educational knowledge is useful and effective. It is not ornamental. Knowledge for leisure, national integration and international understanding is also imparted.
8. **Development of Personality :** By the help of knowledge a person can develop his own personality, and fulfill his cultural attitudes.
9. **It gives Respect for Dignity :** Knowledge gives respect for dignity. Each individual occupies the dignified position in the cosmic universe. Only knowledge can give self-realisation and full of growing status.
10. **Develops Faith, in Tolerance, Opportunity and Freedom :** Knowledge enforces and makes capable a man efficient to maintain tolerance and gives opportunity and suggest true meaning of freedom.
11. **Community Centered Knowledge :** It is a knowledge in which a person knows about the values and status of society by his own means. Only educated person can be able to adjust in the surroundings. A theory of knowledge attempts to define knowledge and explains its specific characteristics.

The dictionary meaning of knowledge refers to 'assured belief', 'that which

is known; information, instruction; enlightenment, learning; practical skill.

The nature of knowledge can also be understood with the help of its characteristics which are given below :

1. Knowledge is a means to reach truth.
2. Thought is the raw material for knowledge.
3. Language is the vehicle of knowledge.
4. Meaning of words, terms, concepts form the foundation of knowledge.
5. Knowledge is certain.
6. It is verifiable.
7. Knowledge is the product of reasoning.
8. Knowledge is dynamic in nature i.e.; it keeps on changing with the passage of time.
9. It is based on human experiences.
10. It is objective as well as subjective in nature.
11. It is rational in nature.
12. Its structure is based on facts and values. Knowledge is a structure of information into a meaningful whole. It is well organised system of facts giving meaning to it.

### Emerging Problems Relating to Knowledge

- What are the emerging problems relating to knowledge?
- OR
- How does these problems create confusion about knowledge to the students?

Ans : There are many problems relating to knowledge or we can say that there is confusion about the definition of knowledge. Some people say, knowledge originates from this language. Some says the concept of knowledge is related to 'Veda or Puran' etc.

According to Indian Philosophy Moksha is the ultimate and or the highest ideal of life. Moksha is the state of self-realisation, true happiness and peace. According to Gita and Upanishadas the real Philosophy starts from India. There is great faith in Karma; Rta rebirth etc. In Jain Philosophy knowledge is considered in a hierarchy at five levels : Mati, Shruti, Avadhi, Manah-Paryaya Juan, and Kaivalya Juan.

So, philosophy is based on the following important values :

1. **Faith in God** : Belief in the existence of God is the first fundamental of Indian philosophy. He is Truth and Love, Ethics and Morality, source of and light and life. He is a personification of Sat, Chit and Ananda (Existence, knowledge and Bliss). He is the creator of the universe. He pervades the whole living and non-living world. But today our Science can't believe in these ethics. Because science self experiment first and after that prove it.

2. **Spiritualism** : In our philosophy great importance has been attached to spiritual values. Truth, Beauty and Goodness are spiritual values. Spiritualism gives real strength to human soul and mind. But in modernisation this spirituality depends on making money or it is called ignorance.

3. **Simplicity** : Simple living and high thinking is an other important value of Indian philosophy and Indian culture. In the morning mostly and often enough in the afternoon, people attend Kathas i.e; reading from scriptures, commentaries or sermons by saints. This satsang has come down to us as a noble tradition. But

now the time has been changed. Everything has changed in modernization. There is no simplicity in dress, culture and thinking.

4. **Dignity of Manual Work** : Dignity of manual work or education level work creates problem. One who get degree of academic then he/she wants good job but he does not get proper job according qualification. Candidate feels inferiority complex and below level 'work'. So, this dignity of manual work must be according to the qualification.

5. **Non-Violence** : Non-violence includes humility, charity, love, patience, purity of heart, freedom from passion of thought, world and action. But today it has been changed into anger, ill-will and hate because in society there is no level of equality. People aware about every thing day by day. They know what is bad and what's good for them. If a person is highly qualified and not able to get proper job, it creates non-violence in the society and to the government.

6. **Courtesy** : Courtesy has unique importance in Indian culture and Indian philosophy. It refers to :

- (i) Show respect to parents, teachers, neighbours and other elderly person.
- (ii) Appreciate the smallest help given by others.
- (iii) Speak politely and greet others.
- (iv) Avoid using harsh or abusive language.

Some other values are :

- (a) Forgiveness,
- (b) Brotherhood of man and fatherhood of God,
- (c) Truthfulness,
- (d) Purity,
- (e) Secularism,
- (f) Character,
- (g) Humanitarianism,
- (h) Universal love,
- (i) Synthesis between material and spiritual values.

All these above courtesies show the uniqueness of a person. If these are not in use particularly who are educated, then it creates non-violence in the society.

Thus, values should be cultivated through a proper system of education. Education and knowledge is the only instrument through which development of spiritual, moral, social, cultural and other values can be ensured.

Knowledge or education is that which helps in realising the self or in each individual. Only a person who has attained the true knowledge can realise himself. Knowledge liberates the know or by revealing the real nature of self or Atman. In other words, self-realisation leads one to immortality and relieves one of all the sufferings.

## 6. EPISTEMOLOGY OF INDIAN PHILOSOPHIES

### Samkhya Philosophy

- What do you know about Samkhya Philosophy? What are its educational implications?

Ans : **Samkhya Philosophy** : Sage Kapil is said to be author of Samkhya Pravachansutra. Scholars have interpreted 'Samkhya' in two ways—first as a knowledge. The word 'Samkhya' is taken from the word 'Samkhya', which means right

knowledge or divine knowledge. Thus Samkhya means the philosophy of right knowledge. Right knowledge is the knowledge to have the experience of the separation of the purusa from the Prakriti. It has also been called a way to knowledge. Thus, it is also called Gyan-marg (path or knowledge).

### Basic Postulates of Samkhya Philosophy

1. Deliverance from worldly miseries is possible only through true knowledge of the 25 elements. True knowledge of worldly miseries leads to salvation.
2. It does not recognize the existence of God because it cannot be proved. So Samkhya is regarded as atheistic.
3. Purush, that is the spirit; without attributes, is inert. It is complete yet unattached. But the other two elements Vyakta and Avyakta are combined with attributes. To understand these two elements, it is necessary to understand consequence and activity.
4. Every object has some inherent attributes. The attributes of every object is changeable. Every object in the world is composed of Sat, Raj and Tam attributes.
5. The position of these attributes gives rise to some consequences which may be of three kinds.
  - (i) Dharam Parinam — Change in attributes.
  - (ii) Lakshian Parinam — Change in forms.
  - (iii) Avastha Parinam — Change in position.
6. Basic matter i.e; Prakriti is imperceptible but its existence can be proved.
7. Purush too is imperceptible. It cannot be experienced even through intellect. It has three states: Bound (Baddha), Free (Mukta), Conscious (Chetan).
8. It tries to explain Prakriti, Purush, Bondage, and Moksha.

### Educational Implications of Samkhya

Education under Samkhya is neither a social necessity nor spiritual necessity exclusively. It is spirit-social necessity. Samkhya, therefore, lays stress on knowledge but it does not preach complete withdrawal from the activities of life. It upholds the value of education in life. It regards education as social institution which is the essential condition for spiritual evolution. The primary function of this philosophy is Mukti or freedom of the Purush from the bondage of the material body. This is only possible through knowledge of the true nature of the self or Purusa.

Since knowledge is the only means to obtain freedom, the need of education in Samkhya gets top priority. The system is, therefore, in the full sense of the term, the process of life long education itself.

#### I. The Aims of Education :

- (i) To achieve self-realisation.
- (ii) Inculcation of Sattvic Buddhi.
- (iii) To achieve the aim of salvation.
- (iv) To prepare the child for positive attitude towards life.
- (v) Development of child's personality.
- (vi) To get perfect knowledge about eternal things.
- (vii) Preparing students for acquiring different skills needed in life.
- (viii) Clear understanding of Buddhi.
- (ix) To prepare a dyanamic citizen of the world.
- (x) To lay emphasis on character building.

- (xi) Development of knowledge through sense organs, means and self-sense.
- (xii) To develop the physical, mental and intellectual capacity in the student.

According to Samkhya the main function of education is the development of three elements and ultimate aim is liberation of the soul. To achieve this aim, practice of Yoga is necessary.

**II. Curriculum :** This philosophy recognises both the material and spiritual aspects of life. Both these aspects of life need development. Curriculum is a means for achieving the aims of education. The curriculum of education should be according to the different stages of human life.

1. **In Childhood :** During childhood, the development of sense organs and motor organs is rapid. Therefore, a student in his initial stage, must learn the meaning to taste, smell, touch sound (word) form etc. At the initial stage the knowledge must relate the student to nature and create understanding about his physical existence. At this stage they should be taught subjects explaining the role of means and self-sense. Subjects like Mathematics, language, logic, social subjects should be prescribed in the curriculum. Memory should be of great help because logical faculty of the child is veiled as yet.
2. **In the Development Stage :** The concept of 'self' is fully developed during adolescence. So difficult subjects should be taught to them. Hence such subjects as physics, chemistry, social-science, literature and art should be included in the curriculum.

**III. Methods of Teaching :** The methods of teaching which are prevalent today are acceptable to the Samkhya. Dialogue, observation, lecture, experiment, questionnaire and other scientific techniques are implied in Samkhya. Knowledge acquired through five senses is the best method of learning. According to Samkhya philosophy, there are six methods of acquiring knowledge.

1. **Perception :** Knowledge through senses or Direct Method, Perception methods, project method, problem solving and Heuristic method.
2. **Inference :** Drawing conclusion from some previous knowledge of experience.
3. **Comparison Method :** Comparison is the most important method of learning. All our judgement regarding good and bad, right and wrong are comparative.
4. **Verbal Testimony Method :** Knowledge by Hearing or truth learnt from others.
5. **Word Method :** When we hear some authority or citation from vedas, we get knowledge from the books written by them, Word method is of three types :
  - (i) Text-book Method
  - (ii) Supervised study Method
  - (iii) Through Mass-Media

**IV. Discipline :** Samkhya philosophy recognises the concept of discipline advocated by the Yoga philosophy. 'Yama' and 'Niyam' are the first two principles speaking truth, practice of non-violence, non-accumulation and celibacy are essential.

**Niyam means—**Observance of five principles :

- (i) Self-study
- (ii) Penance
- (iii) Contentment
- (iv) Cleanliness
- (v) Surrender of everything to God

**V. Role of the Teacher:** The teacher should be a reliable and an ideal person. He should have a thorough knowledge of 'Prakriti' (matter) and the Purusha (the spirit). According to this philosophy, a teacher who is capable of imparting perfect knowledge and satisfying the curiosity of students is a teacher in the real sense.

### Vedanta

- What do you know about Vedanta school of philosophy? Discuss its educational implications.

**Ans : Vedanta :** The Vedanta arises out of the Upanishads and the end of the Vedas. This school of philosophy tries to systematize the teachings of the Upanishads. Upanishads mark the culmination of the Vedic speculation. Thus, the Vedanta signifies the settled conclusions of the Vedas as a whole. It is technically classified as uttera Mimamsa, Uttera means here 'test'. Mimamsa means examination, discussion or consideration of the Vedas.

### Sub Schools of Vedanta Philosophy

- Advaita Vedanta :** It is the most influential school of all philosophers. Both Indian and Western philosophers were influenced by it. It was propounded by Adisankara, a great Hindu philosopher. According to this school of Vedanta, Brahma is the only reality and the world is illusory. Since Brahma is the sole reality, it cannot be said to possess any attributes. An illusory power of Brahma is called Maya which causes the world to arise. The ignorance of this reality is the cause of all sufferings in the world. Liberation from the world can only be attained through the true knowledge of Brahma. There is no difference between the individual soul, Jivatma (A man) and Brahma. Liberation lies in knowing the reality of this non-difference.
- Vishishtadvait :** It was propounded by Ramanuja. He says that Jivatman is a part of Brahma and hence is similar, but not identical. The Brahma has attributes including the individual souls and matter. Brahma matter and the individual souls are distinct but mutually inseparable entities. This school propounds Bhakti or devotion of God visualised as Vishnu to be the path of liberation. Maya is seen as the creative power of God.
- Dvaita :** It was propounded by Madhva. It identifies God with Brahma completely, and in turn with Vishnu or his incarnation Krishna. It regards Brahma, all individual souls and matter as eternal and mutually separate entities. This school also advocated Bhakti as the route of liberation. There is no concept of Maya as an illusory power behind the world.

## 7. EPISTEMOLOGY OF WESTERN PHILOSOPHIES

### Idealism

- What is Idealism? Discuss the aims of education, curriculum and concept of Discipline as conceived by Idealists.
- OR
- Define Idealism. Discuss Salient features of Idealism. Describe its educational implications.

OR

- Describe the main features of Idealism. Discuss its educational implications.

OR

- Discuss Idealism with special reference to aims, curriculum, methods of teaching, teacher and discipline.

OR

- Give concept of Idealism. What is knowledge according to Idealism?

[June, 2018]

**Ans : Idealism :** Idealism is a very old philosophical thought. Its inception was taken from very early times when man began to think. It was born out the writings, in the west, of Plato, Socrates and Aristotle. In India, it was born out of the scripts of Vedas, Puranas, Upanishads. Since then, it has been growing and developing.

### Definitions of Idealism

According to Oxford Dictionary, "Idealism means representation of things in an ideal form, imaginative treatment, system of thought in which the object of external perception is held to consist of ideas." In literature, Idealism is used in literary sense.

In philosophy, it mostly relates to 'idea'. The chief teaching of Idealism is that ideas are the final reality.

According to Rusk, "Idealism contents that the material and physical universe known to science is an incomplete expressions of reality that it exists but to subserve and requires to complement it a higher type of reality, a spiritual universe."

According to Harold Titus, "Idealism asserts that reality consists of ideas, thoughts, minds rather than materials, objects and force."

Man has two facets, Spiritual and material. When the emphasis is on the Spiritual facet, it is called idealism. Idealism is a philosophical doctrine which asserts that 'mind and soul' rather than 'matter and body' are mere important. The chief teaching of idealism, in a nut shell, is that ideas are the final reality.

According to Herman H. Horne, "Idealism has the conclusion that the universe is an expression of intelligence and will, that the enduring substance of the world is of the nature of mind, that the material is explained by mental."

J.S. Ross puts forth the view, "Idealistic philosophy takes many and varied forms, but the postulate underlying all this is that mind or spirit is the essential world stuff, that the true reality is of a mental character."

### Derivative Meaning of Idealism

The word 'idealism' has been derived from the 'Ideal' and 'Idea'. The main subject of this philosophy is 'idea' or 'ideas'. The reality of every thing lies in ideas, thoughts and mind and not in material things. Ideas or higher values are essences. Idealism does not believe in nature which is only an appearance. Rather it believes in the supernatural reality.

**Normative Meaning :** Idealism means that ideas are more important than the facts.

**Philosophical Meaning :** Idealism seeks an explanation of man and the universe in terms of Ideals or ideas. Man's idealistic and spiritualistic nature is considered the very essence of his being. It asserts that reality is to be found in man's mind and not in material nature.

## Idealism in Philosophy

1. **Metaphysics**: Idealists believe that the ultimate reality is mind, idea rather than the material i.e.; reality according to idealism is mental rather than the matter. God is the creator and controller of this world and his best creation is man.
2. **Epistemology**: Idealism asserts that the knowledge is gained through the medium of ideas, mind or the concepts. The idealists believe that the knowledge obtained through senses is always incomplete and uncertain. Hence, knowledge can be obtained only through the understanding of the inner self by various means such as meditation, salvation, thinking, revelation, etc.
3. **Axiology**: Idealism holds that the fundamental, ultimate, permanent and absolute values are only the eternal and spiritual values. Idealists believe in the trinity of truth, beauty and goodness i.e.; Satyam, Shivam and Sundram.

## Idealism in Education

Education according to Idealism, is a spiritual necessity. Idealists believe that man's nature is spiritual and divine. It can be realised through education. According to Idealism, the meaning of education can be obtained. In the words of Horne, "Education is the awakening of the life to the sublime realities and meaning of existence." In the words of Forble, "Education is that which leads and guides man to face with nature and to unity with God."

## Idealism and Aims of Education

Idealism prescribes certain aims of education. These are directly influenced by the aims and principles of life. Following are some of the important aims of education laid down by idealists:

1. **Self-Realisation**: Idealism considers that the aim of education is to develop the self of the individual's higher self till he achieves self-realisation. It is making actual real highest potentialities of the self.
2. **Universal Education**: Idealism believes in the concept of universe as home. Therefore, education should be universal. It should be based on universal truth.
3. **Spiritual Development**: Education must enable mankind to enter more and more fully into the spiritual realm and enlarge the boundaries of spiritual realm.
4. **Development of Rationality**: Education should aim at helping the pupil to direct his effects towards understanding the laws that govern the universe. Intellectual development requires a training in logical understanding and perception.
5. **Transmission of Culture**: Education must provide the means of acquainting the students with great achievements in literature, art, mathematics and sciences. Education should emphasise and encourage invention and creation as a part of culture.
6. **Moral Education**: Idealism believes that the aim of education should be to develop moral, intellectual and aesthetic aspects of the pupils' personality. The pupil should get accustomed to the idea of duty, virtue and conscience.
7. **Preparation of Holy Life**: Idealism prepares an individual for a holy life.

The object of education should be to train the individual for leading a holy life.

8. **Development of Intelligence and Rationality**: Education should lead and guide man to face nature and unify with God. The process of education must lead the pupil to the deepest spiritual insight and develop his intelligence and rationality.

## Idealism and Curriculum

Idealists give more importance to thought, feelings, ideas and values than to the child and his activities, while developing curriculum. They believe that curriculum should be concerned with the whole humanity and its experiences.

The curriculum should give good mental experience of all types. So, cognition (knowing), affection (feeling) and striving should find due place. Sciences and arts should be taught as fully integrated. In order to preserve and advance the culture of human race subjects like History, Literature, Religion, Ethics and Philosophy should be provided due place in the curriculum. Subjects like languages, science, mathematics etc. should be there for intellectual development. In order to maintain good health of the pupils, there should be provision for the study of hygiene, games and sports etc.

## Idealism and Methods of Teaching

Idealism does not prescribe specific methods of teaching. Idealism regards class-room as a temple of spiritual learning—a place for self-education. However, the following methods of teaching have been advocated by different idealists:

1. Questioning
2. Discussion
3. Lecture Method

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5. Inductive and Deductive Method
6. Single and Group Project Method

Herbert advocated instruction method, while Froebel insisted on play-way method, and so laid emphasis on discussion method.

## Idealism and Discipline

Idealism wants to keep the child under discipline. It believes that without discipline, there can be no spiritual development of the child. This leads to inner discipline, and not imposed discipline on pupils. The teacher should only help them to develop self-discipline through self knowledge. The teacher should himself be a disciplined person so that he can have lasting impact on his pupils' mind.

## Idealism and The Teacher

Idealism gives a prominent place to the teacher. He has to guide the child towards his outmost perfection. He acts as a living ideal or model for the students. An idealist teacher has high degree of self-knowledge and essential qualities of spiritualism. His personality is the single most important influence in the pupils' learning experience.

### The Functions of the Teacher:

1. The teacher personifies reality for the pupil. The pupil understands to learn about the universe through the teacher.

2. The teacher has to be a specialist in the knowledge of each one of his pupils.
3. He must have a great deal of knowledge and be widely read. He must be acquainted with all techniques of teaching.
4. He must be a source of inspiration for the students. So he should embody the highest qualities of mankind. An idealist teacher is a philosopher and guide for his students.

### Naturalism

❑ Define Naturalism. What are the chief characteristics of the philosophy of Naturalism?

or

❑ Explain epistemology by giving special reference to Naturalism.

[June, 2018]

**Ans : Naturalism :** Naturalism may be regarded as a revolt against the stereotyped system of education. It is a reaction against artificiality of life. Nature is the ultimate reality. It is a self-sufficient entity. The naturalists believe that the natural world is the real world. Nature alone contains the answer to all philosophical problems.

The watch word of naturalism is "Back to Nature". Naturalism holds the belief that nature and reality are identical. There is no reality without nature. Naturalism does not believe in spiritualism and supernaturalism. According to Naturalism, "Material world is the real world."

### Naturalism Defined

1. According to **Thomas and Lamg's view**, "Naturalism is opposed to idealism. It subordinates mind to matter and holds that ultimate reality is material and not spiritual."
2. Views of **Dr. Prem Nath**, "Naturalism is an attitude rather than a specific system of philosophy."
3. **Rusk's view**, "Naturalism is a philosophical position adopted by those who approach philosophy from purely scientific point of view."
4. **R.B. Perry's view**, "Naturalism is the philosophical generalization of science - the application of the theories of science to the problems of philosophy."
5. According to **Ward's**, "Naturalism is the doctrine which separates nature from God, subordinates spirit of matter and sets up unchangeable laws as supreme."
6. **Adams view**, "Naturalism is a term closely applied in educational theory to systems of training that are not dependent on schools and books but on the manipulation of the actual life of the educand."

Some exponents of naturalism are Democritus, Bacon, Comenius, Herbert Spencer, Rousseau and Brahspatti.

### Main Characteristics of Naturalism

1. Nature alone is the entire reality. Both nature and reality are identical. Naturalism denies existence of anything beyond nature, other than nature. There is nothing supernatural or other worldliness.
2. Naturalism has no belief in spiritual values. It contends that values are

subjective and relative. They are created in terms of specific needs and purposes which are the outcome of the conditions of life.

3. Naturalists believe that scientific knowledge is of the highest worth. Therefore, science is the source of knowledge.
4. Nature has its own history. It grows and evolves with the passage of time. Man is also changed with the lapse of time because he is the offspring of nature.
5. Society is only an artificial structure. It is man who creates societies only to meet some of his needs. The individuals alone are real.
6. Naturalists do not have faith in the existence of soul, God and spiritual world. They believe only in the existence of material world, matter and nature.
7. Laws of nature are unchangeable and the whole universe is governed by them.
8. Senses are the natural gateway to knowledge. All knowledge is comprehensible through senses.

### Forms of Naturalism

The following are the three forms of Naturalism :

1. Physical Naturalism
2. Mechanical Naturalism
3. Biological Naturalism

1. **Physical Naturalism :** Physical naturalism studies the external nature. It explains human activities and experiences in terms of material objects and natural laws. It believes that the laws of nature are good and the civilized even. Physical Naturalism lays more stress on the external phenomena than the conscious human beings. Infact, reality is visualized as physical substance.

Rousseau says that every thing is good when it comes from the hands of the author of Nature. Education must be in conformity with the impulses and tendencies of individuals. Reality is visualised as physical substance. Nature has complete hold on the life of human beings.

2. **Mechanical Naturalism :** Mechanical naturalism regards man as a machine. This belief gives birth to behaviouristic psychology. According to mechanical Naturalism, this universe is a lifeless huge machine. It gets its form through matter and motion. Here, man is considered as a more part of huge machine and is himself a small machine. This machine runs by natural principles. The mechanical naturalism believes that man as well as mind is matter. He is a more machine devoid of spiritual soul. Science is the only dependable method of knowledge.

3. **Biological Naturalism :** This form of Naturalism is based on the notion of evolution. It seeks the explanation of man in terms of his social past. It was Darwin who believed in the survival of the fittest in the evolution. Biological naturalists believe that life is dynamic, ever changing and ever developing. It needs constant adjustment. One's survival depends upon this adjustment. According to this, man has evolved from lower animals from the gradual process of evolution. Biological naturalism lays stress on the development of man's natural impulses, and in born tendencies. Biological naturalism has put forward three principles of evolution.

- (i) Adaptation of Environment
- (ii) Struggle for existence
- (iii) Survival of the fittest

- Discuss the salient features of Naturalism. Describe the methods of teaching and concepts of freedom and discipline as enunciated by naturalists.
- OR
- Explain the main tenets of Naturalism. Discuss the educational philosophy of naturalism highlighting the role of the teacher and nature of discipline.

**Ans : Naturalism in Education :** Like all other philosophies, Naturalism has exercised a great influence on the theory as well as practice of education. In naturalist system of education there is no place for class-rooms, text-books, time table and formal examination. The chalk and talk method has no scope here. Thus naturalism stands against the prevailing system of teaching.

### Main Tenets of Naturalism

1. Nature is the ultimate reality in the world. Naturalism means that nature is propelled by her own laws. For the naturalists, reality and nature are identical.
2. The naturalists have no belief in spiritual values.
3. The naturalists regard the scientific knowledge as of highest value. It must be in the context of living.
4. Values are resident in nature. In order to realise the values, one has to live in harmony with nature. Values are subjective and relative. They are created in terms of needs and purposes which are the outcomes of the conditions of life.
5. Naturalists are against the complicated nature of civilization.
6. Thinking, reasoning, experience, imagination and observation are all functions of brain.
7. The naturalists advocate the inductive method of acquiring knowledge. It is the method of science knowledge which is gained through observation is of the greatest value.
8. Naturalism says that all knowledge is comprehensible through senses.
9. The laws of nature are unchangeable and the whole universe is governed by them.
10. Man is an offspring of nature and not a segment of society. For naturalists man is a natural animal and not a social animal as pragmatists believe.
11. Nature has a history of its own. It grows and evolves with the passage of time.

### Important Characteristics of Naturalistic Education

1. Naturalists believe that education should be in strict conformity with the nature of the child.
2. Naturalism regards education as a natural necessity. For him educational institution is an unwarranted creation of man superimposed upon nature.
3. Naturalism gives prominent place to the concept of freedom to live in nature without any type of checks and controls. His whole learning will come from his experiences.
4. Naturalism advocates co-education. It believes that it is unnatural to separate the two sexes.
5. Naturalism is regarded as a revolt against the traditional system of edu-

cation. It is dead against bookish knowledge. It believes that education should be in comfortable with the nature of the child.

6. Naturalists believe the senses are the gateway of knowledge. Therefore, the child should be trained to function his senses efficiently. This should be the aim of education.
7. Naturalism advocates the reorganisation of education. It should be free from all shackles of formalism. The development of the child should go on his inherent nature, needs and inborn propensities. 'Follow Nature' is the slogan for effective education. It is the main slogan of naturalism.
8. Naturalists believe in progressive education.

In short, Naturalism is a sort of revolution against the traditional aims, ideals, curriculum and methods of teaching adopted in the field of education. Both Rousseau and Herbert Spencer put the child at the control position of educational process. Thus child-centred and scientific tendency in education are the two important aspects of naturalism in education.

### Naturalism and Aims of Education

Naturalism specified the aims of education as given below :

1. **Self-Expression :** Whereas Idealism gives importance to self-realization, naturalism considers self-expression as the main aim of education.
2. **Struggle for Existence :** Education should equip the individual for struggle of his existence. He should ensure his survival. Life must be perpetuated into the future by raising the children and enabling them to adjust themselves to the environment.
3. **Development of Individuality :** Education should aim at complete development of the individuality of the child without any interference by the society.
4. **Education for Adjustment :** Education also aims at helping the individual to secure his adjustment-physical as well as a mental education is regarded as the process of adjustment to environment.
5. **Education According to the Nature of the Child :** Education finds its purpose, its process and its means within the child life and child experience. For this purpose, the nature of the child should be understood. In other words, education should be according to the nature of the child.
6. **Education to Achieve Present and Future and Future Happiness :** Herbert Spencer observes that the aim of education must enable the pupil to achieve his present and future happiness. Therefore, education should aim to cultivate in him the habit of self-restraint and a sense of proper values.
7. **Education is intended to sublimate the Childs and Instics :** Harmonise his natural impulses so that he can be made enable to reach his natural goals of life.

In brief, education should develop the child into joyous, rational, harmoniously balanced, useful and mature child.

### Naturalism and Curriculum

Naturalism does not believe that there should be any rigidity on fixed curriculum. Its firm belief is that child learns best in natural settings. The features of naturalistic curriculum are as follows :

1. It is based on the psychology of the child. Naturalistic curriculum is based on the inborn instincts of the child.
2. Naturalists believe in the study of science subjects viz. Physics, chemistry, zoology and botany. In addition to this, due importance should be given to the study of mathematics and languages.
3. Study of past experiences of the race is given due importance in the curriculum. For this purpose subjects like history and social studies should also be included in the curriculum.
4. Naturalists stress on the inclusion of those subjects in the curriculum which help in self-preservation.
5. There is no place for religious and moral education. Such education should rather be a matter of experiences.

### Naturalism and Methods of Teaching

Naturalism has made significant contribution in the field of methodology of teaching. It rejects all rigid, uniform and traditional methods of teaching. Naturalism do not favour with the teaching in class-rooms. It neither lays emphasis on the individual method. Rousseau says, "Give your pupils no verbal lesson, they should be taught by their experiences alone."

In fact naturalism lays stress on 'learning by doing'. It is based on the child's activity and his active participation. Naturalism prefers self-education or auto-education. The child should be encouraged to discover things for himself. He learns through his personal experiences with things and nature.

- (a) Naturalists lay stress on the play-way method of teaching. Froebel recommended play as the supreme and valuable technique of teaching. Modern methods like kindergarten method; Montessori method etc. are based on this concept of teaching. This method forecasts the spirit of joyful, spontaneous and creative activity of the child.
- (b) Observation and Experiments in laboratory were next important factors of teaching methodology. Science should be taught through these techniques. Other methods of teaching recommended by naturalism are Dalton plan, Direct study of natural phenomena and experimentation.

### Naturalism and Discipline

Naturalism gives maximum freedom to the child. It is freedom that helps the child to grow in the natural way. It will allow children the freedom to be themselves. Naturalism believes that child is essentially good and pure. Therefore, there is no need of external discipline imposed on him. Thus, adult standard must not be forced on the child.

The main feature of naturalistic concept of discipline is discipline by natural consequences. The latest concept of discipline as advocated by naturalists is shaming, ridiculing, disfavours etc. These are the techniques used to discipline the child when he indulges in harmful activities.

In short naturalists believe in actual and personal participation of children in various activities. The idea of students self-government has also been supported which is the best means to regulate the conduct of the individual.

### Naturalism and Teacher

1. The teacher is merely an observer of the natural development of the child

in the naturalistic scheme of education. His job is to facilitate the process of child's growth as well as learning.

2. The teacher must understand the child. He should not interfere with his spontaneous growth and development. According to Tagore, a teacher ought to have and realize child in himself to teach the child.
3. The teacher's position is behind the curtain. He is the stage-setter. He has to supply material to provide an ideal environment and create conditions for the proper development of the child.

This fact has been recognised by modern psychology and progressive education. Thus, the teacher is a means to assist child's full and free development.

### Pragmatism and Its Educational Implications

- What is pragmatism? What are the principles of pragmatism?

OR

- What are the underlying principles of pragmatism as a philosophy of education.

**Ans : Pragmatism :** Pragmatism stands for progressive trends in education. It is mid way between Naturalism and idealism. It is an American philosophy typical in nature and practical in approach. It is applied to changes made in American schools between 1910 to 1950. These changes were brought about to make education more capable of dealing with day-to-day concerns of young people attending at that time. More activities, more vocational and technical courses were introduced in the curriculum. Thus much more attention was given to social, personal and vocational adjustment of young people. The chief exponent of this philosophy are William James, John Dewey, W.H. Kilpatrick, Marget H. Mead etc. It is mainly based on the philosophy of John Dewey who best combined the roles of educator and philosopher.

### Derivative Meaning of Pragmatism

According to James, the term 'Pragmatism' is derived from the Greek Word 'Pragma', which means action, from which the words 'practice' and 'practise' have been derived.

In the words of J.S. Ross, "Pragmatism is essentially a humanistic philosophy, maintaining that man creates his own values in the course of activity."

James B. Prett views, "Pragmatism offers us a theory of meaning, a theory of truth of knowledge and a theory of reality." Prof. Arnold Raid regards Pragmatism as 'activity', 'engagement', 'encounter'. Pragmatism is based on the concept of practice or workability of an idea or theory.

Dr. Prem Nath's view, "The nature of pragmatism is naturalistic, its duration is scientific and practicable and its aim is social and humanistic."

Rusk's view, "Pragmatism is merely a stage in the development of new idealism, an idealism that will do full justice to reality, reconcile the practical and spiritual values and result as a culture which is the flower of efficiency."

### Forms of Pragmatism

There are three forms of Pragmatism :

1. **Humanistic Pragmatism :** It is concerned with human needs, requirements, aspirations and their satisfaction.
2. **Biological Pragmatism :** It is concerned with the capacity of a human

being to adjust with the environment.

3. **Experimental Pragmatism** : Experimental pragmatism believes/contends that whatever can be experimentally verified is true.

### Principles Underlying Pragmatic Philosophy

1. **Pre-occupied with change** : It advocates the progressive movement in education. It is pre-occupied with change. The physical universe and biological changes show a long history of change and development.
2. **Man's Education** : Man has evolved from lower biological organism. He shares his fundamental drives with other living creatures.
3. **Moral Values** : The guiding moral values of man are constructed and not established in the nature of things. Truth, goodness and beauty are culturally defined in terms of the social environment at any particular time or place. There are no absolute or fixed values. The rules man observes in living with his fellow men are rules that have evolved through social processes.
4. **Man and Universe are Natural** : There is nothing over and above the realm of the natural. Man is an organism struggling to satisfy his needs and temperate himself in a natural world. The methods he has used in conserving life and satisfying his needs are scientific or empirical.
5. **Man has Biologically Unique Features** : Though man has evolved from the lower forms of life, yet his large and other physical characters give him capacities for deliberate education. Language gives him the power to reflect upon experiences to identify, criticize, evaluate and judge them.
6. **It is Experimentalism** : It advocates experimental method of science. Man is always carrying out experiments in his life. These experiments are tested by experiences.
7. **Faith in Democracy** : Pragmatism has deep faith in democracy, as democracy is a way of life and a spirit of sharing experiences. It is due to this that an individual develops an understanding of other people and their attitudes towards him. Life, education and democratic process are all rolled into one.
8. **Pragmatism as Humanism** : Pragmatism is based on the concept of human values. It further locates and identifies values in the human experience. It is therefore called Humanism.
9. **Thought is Subordinate of Action** : Pragmatism gives supreme position to action. Activity is more important than the ideas. In fact, ideas are born out of activities. Thus thought is subordinate of action.
10. **Principle of Utility** : Pragmatism is an utilitarian ideology. It holds that the reality of a principle lies in its utility. Only those ideas and things are true which have utility for man.

In short, Pragmatism is within measurable distance a dynamic idealism. Rusk regards it as 'merely a stage in development of a new idealism.' Pragmatism stresses human purposes and the satisfaction of human wants rather than one grand purpose towards which the universe is to move.

- What are the principles of pragmatism? What is the impact of pragmatism on different aspects of education?

OR

- Define Pragmatism and discuss its educational implications also.

OR

- Discuss main tenets of pragmatic philosophy. Explain its implication in education.

**Ans : Pragmatism** : The term 'Pragmatism' is derived from the Greek word 'Pragma' which means action. According to James, there is no difference between pragmatism and practicalism. The term pragmatism is also known under the name of progressivism or progressive education. It lays emphasis on scientific studies and ways of thinking about human nature adopted from science.

1. **William James** says, "Pragmatism is a temper of mind, an attitude. It is also a theory of nature of ideas and truth, and finally it is a theory about reality."
2. According to **Raid**, "Pragmatism makes activity, engagement, commitment and encounters its central theme."
3. **Rusk's** view, "Pragmatism is merely a stage in the development of new idealism, an idealism that will do full justice to reality, reconcile the practical and spiritual values and result as a culture which is the flower of efficiency."

Pragmatism believes that the philosophy is not a wisdom of the past. True philosophy is that which helps in solving problems of life. According to pragmatism, "Philosophy is thinking what to do in a life situation and it is brought into existence when problems occur."

### Principles of Pragmatism

1. Human life is like a laboratory. Each individual undertakes experiments to solve the problems of his life.
2. Pragmatism makes human experiences as the centre of reality.
3. It believes that reality is not readymade. It is still in the making.
4. It has deep faith in democracy and social values, life, education and democratic process are all rolled into one.
5. Pragmatism has faith in present and immediate future. Past is dead and gone.
6. It gives supreme position to action. Activity is more important than ideas. In fact, ideas are born out of activities.
7. Pragmatism is a utilitarian ideology. It holds that reality of the principle lies in its utility. Only those things are true which have a utility for man.
8. Nothing is final in the world. Everything is in the process of change. Thus, Pragmatism has faith in flexibility.

### Pragmatism in Education

Pragmatism is closely related to modern education. It combines features of both idealism and Naturalism. It gives a clear-cut concept of education which has a close relationship between theory and practice of education. Pragmatism, believes :

1. **Education is a Social Necessity** : According to Pragmatism, education is a social necessity. It is a means by which society renews itself. A society can fulfil the educational task with an institution designed for the purpose. This school of thought proved a revolution in the theory of education. It influenced the educational policies and practices not only in America, but also in other countries of the world.
2. **Education is a Continuous Process** : Pragmatism upholds the view that education is not limited to mere schooling. It goes on throughout man's life. It is a

continuous social need of an individual. It possesses functional values. It does not concern with the ultimate or pre-planned aims. It is concerned with both the immediate problems of life. Thus, in pragmatism, the aims of education are changeable. They are not fixed. Rather they grow out of the existing situations from time to time.

3. **Progressive Education** : Pragmatism is a progressive philosophy of education. It has influenced our thinking as regards the different aspects of education. Flexibility, change and adaptability are the greatest qualities of progressive education as put forward by pragmatism.

4. **Education is Life** : John Dewey said that education is not preparation for life, rather education itself is life. This life is social and not individual life.

5. **Education for Freedom and Worth of the Individual** : Pragmatism advocates freedom and worth of the individual personality in education. It has the seeds of democratic principles and procedures.

6. **Education is Growth** : According to Pragmatism, the real functions of education is growth. It should help the individual to grow to his maximum.

### Pragmatism and Aims of Education

Pragmatism does not have any pre-conceived aims of education. Aims of education are not fixed or final. They depend on the on-going experiences and should be wholly within the child's experiences. Pragmatism suggests some aims of education as given below :

1. **Aim of Education is More Education** : The aim of pragmatic education is to provide more education. It means that every learning experience of the child should result into more experience. It should be the means of new learning.

2. **All-round Development of an Individual** : The aims of education is the development of an individual personality. It should include his physical, intellectual, social and moral aspects. In other words, the essential aim of education is to direct the interests, abilities and impulses of the child towards the satisfaction of his needs in his environment.

3. **Social Efficiency** : Socialisation of an individual is the care of pragmatism. It includes economic and social efficiency. Education should aim at making the child a socially efficient person. Thus, pragmatic education is utilitarian in character.

4. **Continuous Growth** : The aim of education is the continuous growth of an individual. It takes place through mutual interactions and changing social order. But such growth is possible only in a democratic society. Thus, the main aim is to provide the individual such conditions in which his growth is possible.

5. **Personal and Social Adjustment** : According to pragmatic education, the most important aim of education is the problem of adjustment. The individual has to adjust himself to the environment and also expected to improve upon it. Education must form and cultivate a dynamic mind in an individual so that he may cope with the situations and problems that arise in his adjustment.

6. **Continuous Reconstruction of Experience** : Education, according to pragmatism is a process of living through continuous reconstruction of experiences. Learning takes place through experiences transmitted as well as shared.

### Pragmatism and Curriculum

Pragmatism prescribes a broad and flexible type of curriculum. It includes all experiences of the child that he has received in the class-room, on the playground,

in the library, laboratory and in various social relationships. The subject matter of pragmatic curriculum is the any educative experience of the child. It is based on the concept that knowledge should be integral and synthetic, not compartmentalised. The underlying principles of pragmatic curriculum are :

1. **Utility Principle** : Curriculum must fulfil same aim and purpose. Only those subjects, activities, and experiences must be included in the curriculum which are useful for the present needs of the child and for his future requirements. It includes physical training, hygiene, language, history, social studies, mathematics and sciences. For girls home science and for boys agricultural science should be prescribed in the curriculum.

2. **Principle of child's Natural Interests** : Curriculum should be based on the interests, aptitudes and tests of the child. It should be constructed and keeping in view of the stages of development of children. At primary stages, it should include reading, writing, counting and craft, natural science etc.

3. **Principle of Integration** : The aim of education is to widen the mental horizon of the pupils. Therefore, there should be integration of subjects and activities. The curriculum should consist of varieties of learning experiences, which promote original thinking and freedom. For this teaching of various units should be interlinked and integrated.

Pragmatism advocated activity curriculum. The activities must be purposive. Pragmatists like to integrate the curriculum with life and experiences of children. In this regard Dewey says, "The child and the curriculum and simply two limits which define a single process. This type of curriculum is based on humanistic approach to life problems. However, it does include cultural activities due to its utilization."

### Pragmatism and Methods of Teaching

Pragmatism does not believe in any fixed method of teaching. Pragmatists do not regard education as much teaching the child things he ought to know, but encouraging him to learn himself through creative activity. Pragmatic method is rooted in the psychological needs of the students rather than the logical order of the subject. Pragmatists emphasize on the child's activities and experimentation. Therefore, principles and methods of teaching should be oriented with the real life situations. They lay emphasis on the following principles :

1. **Principle of Learning by Doing** : Pragmatism believes in action and actual participation of the child in situations. It lays stress on 'activity in learning' rather than on theory and reflection alone. Learning from books has less importance than 'learning by doing'. The child has a natural attitude for doing and making things. It does not merely imply the importance of practical work as a means of teaching all subjects. It means putting the child in real situations so that he may be able to grapple with them and solve the problems that arise from them.

2. **Principle of Providing Real Life Situations** : Pragmatism opposes bookish knowledge. It condemns all those methods which are not useful and relevant to the problems and challenges of modern life. The methods of teaching should provide purposeful and practical experiences and activities. These situations should be based on the interests, desires and inclinations of the child.

3. **Principle of Integration** : This principle lays stress on correlated teaching of all subjects. It seeks to maintain unity in diversity. The subjects, activities and experience should be properly integrated. Thus, various factors of learning have to be integrated as a whole.

John Dewey and others developed project method on the basis of the principles of pragmatism. Kilpatrick defines a project as a whole hearted purposeful activity proceeding in a social environment. In the project method a problem is posed and a situation is created. Thus pupils find a solution of the problem after trying out various possibilities. They develop an insight, foresight and various skills.

In the words of Prof. Taneja, "All methods which awaken and activate the child are the methods of pragmatism. It wants total situation." Pragmatists want children's studies to be properly related to life-situations.

### Pragmatism and Discipline

Pragmatists believe in social discipline. According to John Dewey, "Discipline is a mental attitude."

Pragmatism condemns enforced and strict discipline. It advocates social discipline based on child's interests, activities and a sense of responsibility. It maintains that 'Play and work' should be combined and this combination will result in the formation of mental attitude or discipline among pupils. It cannot be imposed from outside.

Pragmatism does not believe that moral standards are already existing. Morals rather grow from democratic living. An individual cultivates moral and social values while living in the society. He shares responsibilities with others and imbibes and respect for humanity. Thus, he becomes morally sound and well disciplined. Therefore school should provide situations and experiences to pupils for inner and self discipline.

### Pragmatism and Teacher

A teacher occupies an important position in a pragmatic system of education. He must be trained; alert and resourceful and a man of foresight.

He must be an experimentalist. It is he who has to create learning situations and stimulates child's activities. The teacher should not overshadow the child's personality. In pragmatic system of education, teacher is a friend and helper to the pupils. He is to provide the child with opportunities for experimenting, in the school and on the field. He should be the student of the child's mind and imaginative in his efforts to involve the children in the excitement of scientific enquiry.

### Existentialism

□ Explain the various aspects of Existentialism and its educational implications.

OR

□ What do you mean by Existentialism. Bring out its contribution to the modern theory of education.

OR

□ Describe the essential features of Existentialist school of thought.

**Ans.** Existentialism is the youngest philosophy. It may be described as a modern philosophy which is primarily built upon the work of the contemporary scholars of the 20th century.

However it has not yet recultured a wide general recognition in the education field. Jan Paul Satre, a French writer of the twentieth century is the chief exponent of this philosophy.

### Main Assumptions of Existentialism

Following are the five assumptions :

1. **Main Existence** : For the existentialist, the starting points for all existence is the recognition of the individual existence. For the existentialist then, man makes himself through choices among many alternatives in the environment.
2. **Self-Knowledge** : The existentialist considers self knowledge as the key to all truth and knowledge. The familiar 'know-thyself' is the basic premise of this philosophy.
3. **Freedom and Responsibility** : The existentialist considers that each man has the responsibility of creating his own values and in doing so he is choosing freedom and responsibility.
4. **Man is Not Complete** : For the existentialist, man is not complete, he is in the process of 'becoming'. Man has to meet the challenge. He marches on the process of becoming a complete man to reach his completeness.
5. **No Acceptance of Ready-made concepts** : Existentialism believe that man cannot accept the ready-made concepts of existence forced upon him. He is a free agent capable of shaping his own life and choosing his own destiny.

### Education Implication of Existentialism

1. According to existentialism, the primary aim of education is the making of a human person as one who lives and makes decisions about what he will do and be.
2. The school should provide an environment where the individual find security, encouragement and acceptance by teachers.
3. All school subjects and activities should present situations for the development of human beings.
4. The teacher should facilitate development or originality and creativity by providing necessary material and equipment.
5. The teacher is very active and welcomes challenges to his ideas form the students.
6. Democratic ideals must pervade the school environment in which the students grow.
7. Concern and respect for the individual students should be the main concern of the school. Mechanization and impersonality are to be counteracted in schools.

### Existentialism and Education

1. **The Aim of Education** : According to existentialism, the aim of education, is the realization of inner truth. Contemporary mechanical and industrial life has alienated modern man. He is full of anxieties, fears, frustrations and guilts. In fact, he feels himself lonely in the crowd. His individuality is being corrupt. So, existential aim of education is humanitarian and humanist. It aims at self-realization. It provides knowledge of self-existence.
2. **Child centered education** : Existential education is based on child-centered. In this education teacher should help the child to know himself and recognize his being even also gives complete freedom to the child.

Freedom is required for natural development. Education should convert imperfection into perfection. Education should be according to the individual needs and abilities of the child. The relation of the child to himself should be strengthened by education.

3. **Curriculum** : Existentialists approach to education is almost an inversion of the realist approach. In the field of curriculum while the realists exclusively emphasize science, the existentialists find out that science and objective education serves our relation with ourselves. Science cannot help in inner realization and achievement of peace. This, however, does not mean that science education should be ignored. It only means that besides science the curriculum must include humanities, ethics and religion. In keeping with the viewpoint contemporary engineering colleges have included some philosophy, ethics and social studies, in their curriculum. Without this synthetic approach to curriculum the aim of character formation and personality development will be defeated.

4. **The Teacher** : According to the existentialists the teacher creates an educational situation in which the students may establish contact with himself, become conscious of it and achieve self-realization. This requires existential approach in the teacher himself. He should also have an experience of self-realization so that he may be capable of guiding the students in this process.

5. **Religious and Moral education** : The existentialists particularly emphasize upon religious and moral education. Religion allows a person to develop himself. Religious education gives him an understanding of his existence in the cosmos. It shows the religious path of self-realization. It also makes him capable of utilizing faith in self-development. Moral education is closely related to religious education.

Both develop the inner self and help in the realization of the infinite within the finite.

6. **Critical Evaluation** : Existentialism developed as a reaction against the contemporary, social, economic and political situation in which man has lost his self. This philosophy has widely influenced art and literature. In politics it has stood against war. Its followers are active pacifists. In the field of education the contribution of existentialism is as follows :

(i) **Importance of Environment** : The present industrial, political, economic and social environment is valueless. Therefore, it arises confusion and corruption, tensions and conflicts. But the existentialists provide an environment of self-development and self-consciousness. This environment in the school requires contribution from humanities, arts and literature. There will help in the development of individuality in the education and so that he may cease to become a cog in the social wheel. Rather he should develop to be a self-conscious and sensitive individual.

(ii) **Subjective Knowledge** : The present age of science has made too much of objective knowledge, so much so that the term subjective has come to mean unreal, non-sense, ignorant and irrelevant. The existentialists rightly point out that subjective knowledge is even more important than objective knowledge. They rightly hold that truth is subjectivity. Therefore, along with the teaching of science

and mathematics, the humanities, art and literature should also be given due importance in curriculum at every stage of education. Most of the ills of the modern man are due to over objective attitude. This requires a subjectivist correction in the light of existentialist ideas.

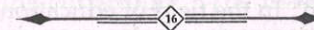
(iii) **Total development** : The existentialists have aimed at total development of personality through education. Education should aim at the whole man. It should aim at character formation and self-realization.

In spite of the above mentioned contribution of existentialism its disadvantages are obvious, since, as a philosophy it has never provided a balanced thought. Therefore the following limitation of existential philosophy of education may be noted :

1. The educational methods in existentialism appear to be impractical and inapplicable in an industrial society.
2. It requires a good deal of time and effort on the part of teacher to develop individual relationship with the students for having a closer understanding of their personalities.
3. Terminology used in existentialism is not very clear. Concepts like 'Being', 'Meaning', 'Person', 'Existence' are ambiguous.
4. The existentialist method of teaching may be useful in moral and religious education but it will not work in the teaching of science and technology.

Form a personal of the advantages and limitation of existential approach in the field of education, it is clear that it serves as corrective method to contemporary gaps of education. However, it is far from being satisfactory as a complete philosophy of education.

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## Unit-III

## Conceptual Framework of Curriculum, Different Approaches to Curriculum Theory and Curriculum Process and Different ways of Approaching Curriculum Theory

### 8. CONCEPTUAL FRAMEWORK OF CURRICULUM

#### Curriculum-Meaning, Nature and its Organising Curriculum Components

- What is curriculum? Discuss its meaning and concept in detail.
- OR
- What is curriculum? Discuss its significance and importance.
- OR
- Define curriculum. Write its nature or characteristics.

**Ans : Meaning of the Term Curriculum :** The term curriculum has been derived from a Latin word 'currere' which means "run", and signifies and "run a way" or stands for a 'course to run'. In the field of education thus curriculum signifies a race course to be run by a student for achieving the aims and objectives of education. In other words, it simply stands for all those learning experiences with the help of which one is able to acquire the stipulated teaching or learning objectives. In this connection, a popular saying by the famous educationist Cunningham is worth quoting. It says, "The curriculum is the tool in the hands of the artist (teachers) to mould his material (the pupil) according to his ideals (objectives) in his studio (the school)."

In the narrower meaning of the term, curriculum is merely treated as synonymous with course of study i.e.; syllabi of different subjects covered by the subject teachers in the classroom. In its such traditional and narrower concept, the term curriculum means for a teacher to transmit the content material of his subject (divided into certain topics, sub topics and their content matter) to his students in the class in a clear and concise way. This narrower concept of curriculum is too misleading and closed in its perspective. In this situation, a broader vision and view of the term curriculum can help in serving this cause.

#### Broader Meaning of the Term Curriculum

Many educationists and thinkers have tried to provide a broad meaning for the term curriculum as below :

(62)

1. According to S. Munroe, "Curriculum embodies all the experiences which are utilized by the school to attain the aims of education."
2. Secondary Education Commission (1952-53), "A curriculum does not mean only the academic subjects traditionally taught in the school, but it includes the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, laboratory, workshop etc."
3. The Education Commission (1964-66) has defined the term curriculum as, "We conceive of the school curriculum as the totality of learning experiences that the school provides through all the manifold activities in the school or out side, that are carried on under its supervision."
4. According to Crow and Crow (1962), "Curriculum includes all the learners' experiences in or outside school that are included in a programme which has been devised to help him develop mentally, physically, emotionally, spiritually and morally."
5. Hass, G. (1991), "Curriculum is all of the experiences that individuals have in a program of education ... which in planned in terms of - theory and research or past and present professional practice."

#### Definition of Curriculum

1. Webster Concisely defines curriculum as, "A course of study offered by a school."
2. According to Crow and Crow, "Curriculum includes all the experiences that the child receives inside and outside of the school, in a programme which is chalked out to help in developing his intellectual, physical, emotional, social, spiritual and moral aspects."
3. Wilson defined curriculum as "Anything and everything that teaches a lesson planned or otherwise may be considered curriculum."
4. Cortes defined the curriculum, "The massive, on going, informal curriculum of family, peer groups, churches, organisations, occupations, mass-media and other socializing forces that 'educate' all of us throughout our lives."
5. Monroe says, "The curriculum is the child's introduction to life, as schooling is the preparation for it." A program of courses to be taken in pursuit of a degree or other objective.
6. Wojtczak (2002) defines curriculum as, "An educational plan that spells out which goals and objectives should be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation."
7. Coles (2003) says, "Curriculum is the sum of all the activities, experiences and learning opportunities for which an institution (such as the society) or a teacher (such as a faculty member) takes responsibility either deliberately or by default."

So, on the basis of the above mentioned definitions, it may be concluded that curriculum is :

1. That which is taught in schools
2. A set of subjects
3. Context
4. A program of studies

5. A set of materials
6. A sequence of courses
7. A set of performance objectives
8. A course of study

Is everything that goes on within the school, including extra class, activities guidance, and interpersonal relationships.

9. Everything that is planned by school personnel.
10. A series of experiences undergone by learners in a school.
11. That which in individual learner experiences as a result of schooling.

In addition, a curriculum considers the learners and their interaction with each other, the teacher and the materials.

### The True Meaning and Concept of Curriculum

According to Mackim Stratemeyer and Passow Forkner has commented on this issue in their book, "Developing a Curriculum for Modern Living" in the manner given below :

The curriculum is currently defined in three ways :

1. The courses and class activities in which children and youth engage.
2. The total range of in class and out of class experiences sponsored by the school.
3. The total life experiences of learner.

In this way, the term curriculum, especially in reference to school, education, we must actually mean all types of learning experiences (whether formal or informal, curricular or co-curricular) capable of being provided, supervised or guided in class and out of class, in school or out of school by the teachers or other school personnel in an appropriate way helpful for the attainment of the desired goals or ends.

### Importance of Curriculum

Curriculum in its most general way is considered a means or a course to be run by the students under the supervision and guidance of their teachers, trainers or supervisors for talking them to the desired goals or ends of the teaching-learning process.

It occupies an important position in any system of teaching-learning process related to any level of school or higher education. Both the teacher and students involved in curriculum organization have different roles and responsibilities. Teachers want to enjoy teaching and watching their students develop interests and skills in their interest area. Teachers also want to discover the effective practices of their teaching profession. The teacher creates lesson plans and syllabi within the framework of the given curriculum.

The teacher's responsibilities are to implement the curriculum to meet the students. The accomplishment of anything worthwhile, whether large or small, depends on the completion of goals, activities and milestones. An effective curriculum offers all these things. It provides administrators, teachers and students with structure and a sense of progression. Therefore, the importance and impact of curriculum cannot be overstated.

**1. Importance for Administrators :** A curriculum allows administrators to provide a dynamic educational program for current and prospective students. Schools, colleges and universities attract students with a variety of quality, competitive and flexible program curricula.

**2. Importance for Teachers :** A curriculum offers teachers the ideas and strategies for assessing students' progress. A student must meet certain academic requirements in order to go to next level. Without the guidance of a curriculum, teachers cannot be certain that they have supplied the necessary knowledge or the opportunity for students success at the next level, whether that level involves a high school, college or career.

**3. Importance for Students :** A curriculum gives students an understanding of what must be accomplished in order to obtain a degree. Without such knowledge, students would be lost in a maze of academic courses that seemingly leads nowhere. They would have no assurance that they are taking the proper subjects towards a diploma or a degree. A curriculum promotes a sense of order and structure in the pursuit of academic success.

**4. Over all Significance :** Curriculum involves the interaction of several participants, reaching beyond the academic wall to impact the entire community. A curriculum prepares an individual with the knowledge to be successful, confident and responsible citizens. It is correct that a well-designed curriculum is organised to achieve its aims.

**5. Considerations for Making an Effective Curriculum :** A curriculum is more than putting together a set of academically required subjects. Several things must be considered, such as the learning needs of students; the consensus of teachers and administrators, the expectations of the community; and current break through in academic fields.

- (i) In the first place, the curriculum should not merely be a theoretical study of certain branches of knowledge, unrelated to the child's life-interest. The subject matter of the curriculum should directly relate with complexities of modern life. Through active participation in varied activities and experiences provided by the curriculum, he should derive useful skills, habits, knowledge and power of appreciation, attitudes and human values needed for his living in present world.
- (ii) Children tend to have different abilities and tendencies. So, adults should not impose a fixed set of course materials for all. It should be arranged that it can meet different needs of health, physical growth, reasoning, judgement, imagination of different child.
- (iii) Thirdly, a child's psychological traits find expression only through society. Hence, the curriculum should be organised with an eye to social demands, social problems and needs of the growing child.
- (iv) Fourthly, there must be provision for vocational training so that a child is enabled to earn his livelihood in this competitive world.
- (v) Fifthly, the curriculum should be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored. It must be activity based and there should be provision for work-education. It should include various types of useful experiences like music and fine arts, physical activities and other necessary social experiences. The workshop and school should be combined.
- (vi) Logical arrangements and compactness of matter must field to psychological ordering of materials in accordance with the child's developing interests and ideas in the particular subject area.
- (vii) Correlation and co-ordination of the course material is of utmost importance at every stage. The full course should be made in such a way that it

is in accordance with the child's ability. In each stage different areas of learning should be correlated and taken up together as far as possible.

- (viii) The curriculum should also be framed in such a manner that it is an individual whole having objective areas of different aspects of learning. The diversified course should cater to the individual aptitudes and abilities.
- (ix) The curriculum should include all those activities and experiences which are least likely to be provided satisfactorily by other educational agencies.
- (x) In the last the curriculum should serve the individual not only for life of work but also for life of leisure, by exploring and developing the recreational resources. It should be flexible, adjustable and dynamic in harmony with the needs of pupils and changing conditions of society.

In a well-planned educational system, opportunities will be provided at every level to the pupils for the exercise of their reflective powers, artistic abilities and practical work. Sir Nunn points out, "In every subject the pupil is to have the joy of discovery of creative activity. He is to be satisfied with the travail of his own soul."

### Characteristics of Curriculum

Curriculum is the set of courses, and their content, offered at a school or university. The curriculum is the course of deeds and experiences through which children grow to become mature adults they should be, for success in adult society. In fact curriculum is the sum of all the activities, experiences and learning opportunities for which an institution (such as the society) or a teacher who takes responsibility - either deliberately or by default. The following are the characteristics of curriculum :

1. That which is taught in schools
2. A set of subjects
3. Content
4. A program of studies
5. A set of materials
6. A course of study
7. A set of performance objectives
8. That which an individual learner experiences as a result of schooling.
9. A sequence of courses
10. Is everything that goes on within every field of school activities.

So, we can say that a well-designed curriculum is built on a clear vision of what it is trying to achieve. It should have the following characteristics :

1. Clear aims that reflects the national aims for education and learner's needs as individuals and citizens.
2. Promotes the intellectual, personal, social and physical development of all learners.
3. Establishes high expectations for all, extending horizons and raising aspirations.
4. It identifies outcomes related to knowledge, skills and personal attitudes and attributes.
5. It is underpinned by clear values.

### Principles of Curriculum Construction or Development

- What is curriculum development? Define the term and throw light on its meaning.

OR

- What is curriculum development? Bring out its need and importance.

OR

- Explain the meaning and importance of curriculum construction.

OR

- Write a note on principles of curriculum construction. [June, 2018]

OR

- What is meant by the curriculum development? Discuss need and importance of curriculum development.

**Ans : Curriculum Development—Meaning and Concept :** Curriculum development in its word meaning stands for the development of curriculum. Here, the term development is being used deliberately to convey that it is a bigger concept than more construction, collection or assimilation of the content material or learning experiences pertaining to a subject to be provided to the learners.

For understanding properly its meaning and concept, let us see a few definitions as given below :

1. According to Rogers and Taylor, "Curriculum development describes all the ways in which training or teaching organisation plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside a classroom. It can take place in an institutional setting like a school, college or training centre, or in a village or a field. It is central to the teaching and learning process."
2. Feyereis, Fiorino and Nowak, "Curriculum development is basically a plan for structuring the environment to coordinate in an orderly manner the elements of time, space, materials, equipment and personnel."
3. Orstein and Hunkins, "The term curriculum construction conveys, how curriculum evolves or is planned, implemented and evaluated as well as what various people, processes, and procedures are involved in constructing the curriculum."
4. Curriculum development is a process involving the activities like conceptualizing the curriculum, selecting and organizing the content material or learning experiences, suggesting the methods and ways of providing these experiences and evaluating the learning outcomes with particular and in view in terms of the attainment of the desired educational objectives.

### Need and Importance of Curriculum Construction

Curriculum development is a purposeful activity. It is always undertaken to serve specific purpose, i.e.; to design or re-design a suitable curriculum for employing it as a tool or means in the realization of certain specific educational objectives.

So, the curriculum is the heart of a students college experience. The curriculum is a primary means of an educational institutions changing students in directions valued by the faculty. Curricula should be reviewed and, if necessary, revised on a regular basis, better to serve the changing needs of both students and society broadly. Today, however, we are being urged to re-assess especially carefully the quality of our curricula. Faculties are responding to this challenge by turning their attention to what are in many cases long neglected curricular matters. They are doing so as a practical means of both attracting and retaining more students, ensuring their success, and producing high quality, fair outcomes for everyone.

1. **Clear Purposes and Goals** : A curricular mission statement and written curricular goals (intended student development outcomes or intended results) articulate curricular purpose - what graduates should know and be able to do and those attitudes and values a faculty believes are appropriate to well educated men and women. These goals and their objectives are specified in considerable detail and in behavioural language that will permactual it assessment of their degree of achievement (the curriculum's out comes).

2. **Continuous Assesment and Improvement of Quality** : Valid and reliable assesment is preplanned to monitor on a continuing basis the effectiveness of the curriculum in fostering student development and also the actual achievement of defined institutional and curricular outcome goals. In many or most institutions there can be said to exist two potentially quite different curricula; one an array and sequence of courses offered by the institution and intended by the faculty to be taken and a second, the specific courses actually taken and sequence followed by each student. The intent, content, educational experience and thus outcomes of the two may be and as judged from some of the current research; are quite different from each other.

3. **Self-Feedback on Mechanism** : Curriculum development process involves a self-feedback mechanism by having evaluation of its own effectiveness. It can prove quite helpful in designing and redesigning the curriculum for making it as much suitable and appropriate for serving its objectives.

4. **A Rational Sequence** : Educational activities are carefully ordered in a developmental sequence to form a coherent curriculum based on the stated intended outcomes of both the curriculum and its constituent courses.

5. **Making Strategy in Teaching Learning** : Curriculum development helps in suggested suitable teaching-learning strategy, methods, instructional material and modes of teaching-learning for the proper implementation of the curriculum on the part of teachers and learners.

6. **Helps in Selection of Learning Experiences** : Curriculum development is needed for the appropriate selection and organization of learning experiences in the form of subject matter and other activities for their needed acquisition on the part of learners.

7. It also helps in providing suggestions to the Educational planners and administrators to make adequate arrangement of the men-material resources and teaching-learning environment for the proper implementation of curriculum.

8. The process of curriculum development is needed for conceptualizing a curriculum in terms of determination of the educational or teaching-learning objectives for the teaching-learning at a particular grade of level of school education.

9. **High Quality Academic Advising** : An effective curriculum is one that produces the results it claims in all of a college's diverse students-depends for its success upon a high-quality program of academic advising. Modern academic advising is developmental, starting with each student's values and goals, and helps all students design curricular and non-curricular experiences that can help them achieve their own goals and the institution's intended learning outcomes.

10. **Child-Centered Shaping Curriculum** : Shaping the curriculum in the form like child-centred, activity centred, experienced based, environment centered or subject centred. Meeting the needs and requirement of philosophical, psychological or sociological considerations.

It helps in matching the suitability with the available teaching-learning situa-

tions, men material resources and needs of the students.

11. **It Helps in C.C. Evaluation** : Curriculum development also takes into consideration the need of providing a scheme of evaluation for the continuous and comprehensive evaluation of the teaching-learning outcomes and thus receive proper feedback for bringing necessary improvement in the teaching-learning process and environment.

The process of curriculum development is thus quite essential for achieving its main purposes i.e.; the structuring of an appropriate curriculum suitable for implementation at one or the other grades or stages of school education helpful in the attainment of the desired teaching-learning or educational objectives.

### Principles of Curriculum Construction

The main principle of curriculum construction especially for secondary education is to develop democratic feelings. The children who study at secondary stage are either in their last childhood or adolescence period. This is most formative period of life. The whole pattern of life is determined at this stage. The adolescent is by nature an idealist. According to a famous psychologist Erikson is at the stage of 'Identify versus role confusion'. He is at a stage where he is worried about his own identity and is passing through a crises of his role. A well planeed curriculum may help him to decide about his role as a democratic citizen.

The curriculum is usually concerned with two questions :

- (i) What should we teach? **What should be the content of education?**
- (ii) How should we organise it and how should we teach?

In giving answer to these two questions, we arrive at the following principles of curriculum construction :

1. **Principle of Child-Centredness** : The curriculum should be child centered. It means that what is to be given to children in the form of learning experiences at a particular age and grade should properly suit their age, abilities, capacities, interests, mental development and previous experience. It must be invariably kept in the mind that curriculum is meant for the development and welfare of the children and not the vice versa. Therefore in all circumstances it should fulfil the needs and requirement of the developing children.

2. **Principle of Comprehensiveness of Curriculum** : Curriculum must have necessary details because merely a list of topics will not serve the purpose either of the teacher or the students. The teacher and the students should know clearly what is expected of them, what is the start and what is the end of the topic for the particular class. Material aids, techniques, life situations, related activities, possibilities of correlation etc. should be listed in the curriculum, so that these can serve as a guide to the teachers and author of text books.

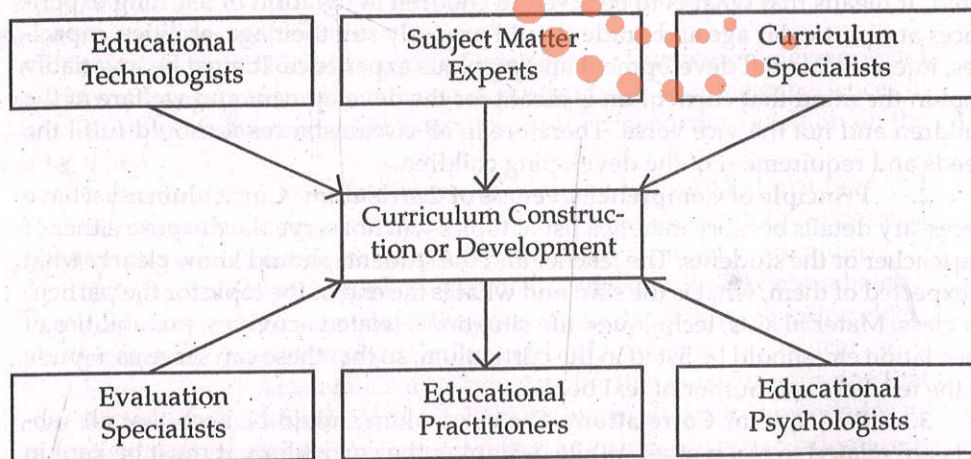
3. **Principle of Correlation** : The curriculum should be such that all subjects are related to teach other. While designing the curriculum, it must be kept in mind that the subject-matter of various subjects has some affinity or relation with each other so that they help the child eventually. Teaching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

4. **Principle of Practical Work** : As the child is active by nature, he likes new things, therefore, he learns more by doing or by activity method. Therefore, it is the curriculum which provides maximum opportunity to the child for practical work with the help of concrete thing. Slowly and slowly while proceeding towards higher classes, curriculum must be made abstract.

5. **Principle of Flexibility** : The curriculum should be flexible. The organisation of curriculum should be on the basis of individual differences. From psychological view point every child is different from the others. Hence there must be changes in the curriculum in accordance with the ability, interest and aptitude of every child. As the conditions of society go on changing, therefore, curriculum must be flexible to suit the needs, aspirations of the society. Teachers must be given freedom to change the curriculum according to the needs and ability of the children if necessary. Emphasizing the need of following the principle of flexibility Wesley and Wronski write, "Curriculum may be regarded as a process and also an ever changing product; it can be made and remade. It is, ofcourse, a changing, evolving procedure, including contents and activities. The latter must inevitably differ from class to class and from student to student."

6. **Principle of Availability of Time and Other Resources** : Curriculum is only the way or means to realize the outcomes of the school education objectives. Therefore, the implementation of a curriculum carries no less significance than its construction or development. Therefore, in the development of the curriculum, it is quite essential to keep in mind the proper implementation of this curriculum under the prevalent conditions of our schools, in reference to the possible availability of time and other men-material resources.

7. **Principle of Joint Venture** : It is necessarily be a joint affair or venture in practising the task of curriculum construction or curriculum development in the form of expert, advisors and developers or users in the field like, subject matter experts, (1) Educational psychologists, (2) Educational technologists, (3) Curriculum specialists, (4) Evaluation specialists and teachers. All these should make part of a committee responsible for the construction and development of a curriculum. We see it in a figure form :



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

9. **Principle of Utility** : According to this principle only those topics, subject material and learning experiences should be included in the curriculum which are found to possess any utility to the students. The subject curriculum should include all such material and experiences that may prove useful to the student like,

day to day life, in the study of other subjects of the school curriculum, helpful in developing students ability to solve the social problems and contribution to the progress of the society.

10. **Principle of Environment Centredness** : The curriculum should be developed keeping in view the physical and social environment of the students. Therefore, the selection of subject material and learning experiences should be based on or link with the events, problems, things and situations prevalent in their physical and social environment.

11. **Principle of Interest** : Interest is the mother of both attention and motivation—the well known key factors in the success of any teaching-learning process. So, attention should be paid for the inclusion of such topics, contents and learning experiences in the curriculum of a school subject.

12. **Principle of Activity Centredness** : Children are quite active by nature. They always take interest, pay attention and are benefitted by those learning experiences that involves learning by doing, activities and living on their part. Therefore attempts should always be made, in the construction of the curriculum. These experiences provide enough opportunities for the students to bring desirable changes in their behaviour.

13. **Principle of Consultation with Teachers** : Teachers also play a key role in the implementation of the school curriculum of any grade or stage. Therefore, it is quite essential to seek proper involvement of the school teachers in the construction and development of the school curriculum.

### Bases of Curriculum

- Discuss the concept of curriculum. Briefly explain bases of the curriculum.  
OR
- Curriculum has some specific foundations or bases. Name and discuss these bases in detail.  
OR
- What do you mean by bases of curriculum? Explain in detail. [June, 2018]  
OR
- Curriculum development is based on certain philosophical and sociological considerations. Discuss them in details.

Ans : When planning for curriculum improvement, two categories of bases should be understood, those that are institutional in nature and those that affect people directly. The institutional bases for curriculum planning include planning domains, the context or characteristics of the school situation, the impact of current trends and issues, and the use of strategic planning. Those bases of curriculum planning that affect people directly include student and teacher needs, local curriculum problems to be addressed, competencies of the planners, and pressures from inside and outside the school. All of these bases affect the curriculum planning process in various ways and to differing degrees. They can also vary with each situation over time. The curriculum should enable all young people to become :

- Successful learners who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

### Successful Learners Who

1. have the essential learning skills of literacy, numeracy and information

- and communication technology.
2. are creative, resourceful and able to identify and solve problems.
  3. have enquiring minds and think for themselves to process information, reason, question and evaluate.
  4. Communicate well in a range of ways.
  5. understand how they learn and learn from their mistakes.
  6. are able to learn independently and with others.
  7. know about big ideas and events that shape our world.
  8. enjoy learning and are motivated to achieve the best they can now and in the future.

### **Confident Individuals Who**

1. have a sense of self-worth and personal identity.
2. relate well to others and form good relationships.
3. are self-aware and deal well with their emotions.
4. have secure values and beliefs, and have the principles to distinguish right from wrong.
5. become increasingly independent, are able to take the initiative and organise themselves.
6. make healthy life-style choices.
7. are physically competent and confident.
8. take managed risks and stay safe.
9. recognise their talents and have ambitions.
10. are willing to try new things and make the most of opportunities.
11. are open to the excitement and inspiration offered by the natural world and human achievement.

### **Responsible Citizens Who**

1. are well prepared for life and work.
2. are enterprising.
3. are able to work cooperatively with others.
4. respect others and act with integrity.
5. appreciate the benefits of diversity challenge in justice, are committed to human rights and strive to live peaceably with others.
6. can change things for the better.
7. are able to handle the conflicting values they encounter in society.
8. take account of the needs of present future generations in the choices they make.
9. sustain and improve the environment, locally and globally.
10. understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world.

### **Philosophical bases of Curriculum**

At the foundation to every curriculum, including the planning, design, and implementation stages is the educational philosophy of those directly involved in the process. Often this can influence to a great extent the direction of a school or state that takes with its curriculum and instruction. The philosophy guides to use a diversity of instructional styles as a way of meeting a diversity of children's learning styles. This has led in the elementary school to several educational options avail-

able for students and parents. Single-grade, single-grade clusters and multiage, looping and home-school hybrid educational environment.

Because some of these educational structures have different instructional designs than others, there are available different curriculum materials. Other near by schools offers only a single choice and a single curriculum. The basis for these decisions can be found in the above mentioned factors as well as in the educational philosophies of the decision makers.

### **Political bases of Curriculum**

Political influences in curriculum design starts with funding. Both private and public educational institutions rely on funding for hiring personal, building and maintaining facilities and equipment. All aspects of curriculum depend on local, state and national political standards. From defining goals, interpreting curricular materials to approving examination systems, politics affects curriculum development.

### **Economic basis of Curriculum**

Curriculum for in house training or in corporations focuses on educating employees for promotions that bring returns in profits. Nations financing education expect an economic return from educated students contributing to the country's economy with global competition abilities in technical fields. Curriculum content influences learners goals, standards for academic achievement with an underlying influence of the nation's economy.

### **Technological bases of Curriculum**

Technology driven curriculum development is the norm of the 21st century. The computer technology of the 21st century influences curriculum at every level of learning. Learning centers and classrooms increasingly provide computers as requisite interaction for studies among students. Technological multimedia use influences educational goals and learning experiences among students.

### **Social bases of Curriculum**

Social diversity including religion, culture and social grouping affects curriculum because these characteristics influence the types of topics and methods for teaching information. Developing relevant curriculum takes into account society's expectations, accommodating group traditions and promoting equality.

### **Psychological bases of Curriculum**

Psychology as science of behaviour is definitely linked with the processes and product of education i.e.; efforts of bringing desirable changes in the behaviour of the learners. It helps in deciding what contents or learning experiences in the form of a curriculum should be provided to the children in a particular class or grade level in view of their needs and teaching-learning situations.

The psychology of individual differences has led to plan and develop the curriculum in such a way as to cater to the individual differences found in the children with respect to their abilities, capacities, needs, interest and attitudes and similar other potentialities.

Secondary Education Commission has stated that there should be enough variety and elasticity in the curriculum to allow for individual differences and adaptation to individual needs and interests.

In this basis of curriculum, a child learns best when he is provided with the opportunity to learn and discover by himself. The claim of a number of cognitive psychologists and constructivists propagating, enquiry and investigation, approach, problem solving and discovery learning etc. has led to include such opportunities and experiences in the development of school curriculum.

In this way, it can be properly concluded that the curriculum development as well as its implementation is well motivated, guided and dictated by the principles, theories and ideas put forth by psychologists from time to time and thus it may be said that curriculum has sufficient psychological bases.

### Sociological Bases

Every society, community or nation has an essential social obligation to arrange for the education of its children. While seeking development of all the innate abilities and capacities of the children, it also has a personal interest to be served through the process of schooling and education. In this way sociological consideration thus can influence or guide the task of curriculum development in two distinct ways :

- (i) In carrying out changes in behaviour of the students as per needs and demands of the society or nation.
- (ii) To make education as an agent or instrument of social changes and progress. So, keeping this in mind a curriculum should provide opportunities and learning experiences of the nature briefed as below :
  - (a) To acquaint students with the cultural heritage, community life, values, beliefs, ideals, traditions etc.
  - (b) To help the students in working towards preparing themselves for the cultural and social changes needed for their community and nation as a whole.
  - (c) To help the students in acquiring knowledge and skills needed to use present day technological advancement and empowerment.
  - (d) To help them in acquiring necessary attitude, knowledge and skills for facing the challenges in the areas of improving the economy, eradication of the problem related to illiteracy, linguistic intolerance, corruption, lack of ethical and moral values, conflicts etc..

In this way, it can be properly seen that sociological considerations may provide the necessary direction and guidelines for developing such a useful curriculum for the betterment and progress of the society.

## 9. DIFFERENT APPROACHES TO CURRICULUM THEORY

### Traditional Approach

- What is Traditional Approach? Discuss its importance in curriculum.  
OR
- Define Traditional Approach, write its need and advantages in curriculum.  
OR
- Write a note on the disadvantages of Traditional Approach.  
OR
- Explain Traditional Approach to curriculum theory. [June, 2018]

Ans : Meaning : Curriculum theory is an academic discipline devoted to ex-

amine and shaping educational curricula. There are so many interpretation in this theory like the dynamics of the learning process of one child in a classroom to the lifelong learning path an individual takes. These theories are based on educational, philosophical, psychological and sociological disciplines.

It is fundamentally related with values, the historical analysis of curriculum, ways of viewing current educational curriculum and policy decisions and also related to the curricula of the future. In fact curriculum theory is a field of study in which a teacher examine a child in every part of his creativity angles.

According to James MacDonald, "One central concern of theorists, it is a unit of curriculum with which to build conceptual systems. Whether it is related to rational decisions, action processes, language patterns or any other potential unit. Pinar defines the contemporary field of curriculum theory as, "the effort to understand curriculum as symbolic representation."

### Approaches to Curriculum

There are many approaches to curriculum development. They are differ by the various perspectives. Curriculum develops construction with following elements : Curriculum, teachers, students and tentext. Some developers focus on students and their learning goals where others focus on the effect of the teachers action upon learning. Some focuses on the context of learning and the degree to which individuals are viewed autonomously or as the objects upon which the work of curriculum is acted. But there are three significant and contrasting approaches to curriculum development. These are traditional approach, learner approach and critical approach. But Marsh and Will Cite four approaches to curriculum :

1. Procedural — What steps should one follow?
2. Descriptive — What do curriculum planners actually do?
3. Conceptual — What are the elements of curriculum planning and how do they relate to one another?
4. Critical — Who's interests are being served?

The main objectives of approaches are to distinguish between curriculum 'theory' and curriculum "theorizing". To understand the three major categories of curriculum theorizing and to identify which part of different theories guide personal practice in the classroom. In curriculum theory there is much emphasis fulls on the on going process, not on any particular result, and the on going process links thought with action –and the planned curriculum with the enacted curriculum and both with the experienced curriculum.

**The Traditional Approach :** During the last decade, serious research has been undertaken in analysing and teaching composition. Prior to that, most teachers felt that writing need not be taught at all. Even those who did make an attempt to teach writing, mainly concentrated on the format or rules; in fact such an attitude continues to prevail in most Indian schools today. For example, if a teacher teaches letter writing, he tells his students about the layout of the letter - where the addresses are to be written, the salutation, the close, etc. But very little guidance is offered on how to write the body of the letter itself. Similarly for precis writing, the teacher gives a lecture on the rules of writing a precis.

In the traditional approach the learner masters the 'rules' of letter writing or precis writing; but he is not able to apply this knowledge to his/her own letters or summaries. He is confused when he gets back his composition with the award of a poor grade and a lot of red marks.

On the other hand, this approach makes less demands on the teacher. He can conduct composition classes without any preparation. He simply walks into the classroom and sets an exercise for the learners. They write what they know or rather, what they do not know. And thus the vicious cycle of frustration and lack of motivation continues.

### Focus on Basic Issues of Traditional Approach

1. Who determines curriculum?
2. What does knowledge look like?
3. What are the underlying assumptions?
4. What might this look like in action?
5. How is learning assessed?

According to the first issue the curriculum developer (Publisher, state, institution) sets goals and chooses learning experiences, evaluates, plans and proposes curriculum.

In the second issue the knowledge looks like or appears neutral and equitable in its availability. Exists "out there", can be organized and transmitted is observable and measurable.

The underlying assumptions are to pre-determined goals, learning happens in a linear, step-by-step fashion, Expert knowledge is important. In the fourth issue of traditional approach, it might look like in a classroom with lesson plans, homework, grades possibly. The text books or workbooks are skills based sequenced with predetermined learning goals.

In the last issue how the learning is assessed. The objectives of the approach are observed with scientific manner. By this we can get good comparative scores. Learning about all this we make out the approach purpose means, what educational purposes should the school seek to attain? How can learning experiences be selected which are likely to be useful in attaining these objectives? How can learning experiences be organized for effective instruction? and How can the effectiveness of learning experiences be evaluated.

### Advantages of Traditional Approach

1. Students are used to it and it fits their idea of what school should be.
2. Learning discrete skills in step-by-step.
3. It is used to justify the programs achievement.
4. Test scores can be easily examined and explained.
5. It is much efficient in the field of resourceful development.
6. Teachers, adults can easily adopt this approach.
7. The traditional approach is accessible. Traditional curricula and materials, via work book or computer, are widely available to learners who are interested in studying on their own.

### Disadvantages of Traditional Approach

1. The traditional approach omits the importance of learner experience, requiring a learner to accept, rather than challenge, the information being transmitted.
2. This approach can work against an adults needs.
3. This approach to accumulate years of knowledge and skills to apply in the future.

4. The discrete skills automatically transfer to any variety of situations outside the classroom.
5. The role of students are in passive.
6. It supports the view that low literacy skills.
7. Opposed the result of a complex interaction, like communities, economics, families, culture, race, class and institutions of learning.

So, this approach has a "Subject-centred" orientation in which students gain mastery of subject matter predetermined by a set of superiors or 'experts'.

### Learner Driven Approach

- What do you mean by Learner-driven or Student-centered learning of approach to curriculum?  
OR
- What is the importance for the learner in this approach?  
OR
- Write a short note on Learner-driven approach. [June, 2018]  
OR
- What are the advantages and disadvantages of Learner-driven approach?

**Ans : Meaning :** Student centered learning a Learner (student) driven learning is also known as learner-centered education. In the broad manner it is method of teaching that shift the focus of instruction from the teacher to the student. In this learning the aim is to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students.

It also focuses on skills and practices that enable life long learning and independent problem-solving. This theory and practice is based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

Student-centred learning puts students interest acknowledging student voice as central to the learning experience. Learning-driven centered classroom students choose what they will learn, how they will learn and how they will assess their own learning. This theory is in contrast to traditional education also dubbed 'teacher-centered learning', which situates the teacher as the primarily 'active' role while students take a more 'passive', receptive role.

In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast, student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning. The student-centered learning emphasizes each students interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole.

The term learner-driven is tricky. It suggests that the adult learner-not the subject matter-plays a central role in determining curriculum. Students are involved in "developing instructional materials that respond to students' interest and respect their culture and prior learning". This definition sees students taking an active role in developing curriculum; the curriculum is based on their reasons for learning as well as what they bring with them into a learning situation. It also describes the dynamic nature students bring to curriculum and instruction. In this approach people learn new information and skill to what they already know when they relate new people.

According to Bransford, "Learning skills means applying skills which involves practice with the real activities and materials that come out of real life situations."

Marilyn Gillespie writes about this approach. "Teachers begin with tasks learners need immediately in their daily lives and then back into the knowledge, skills and strategies required to perform those tasks. This does not mean that basic skills are not covered, but they are addressed in an iterative rather than a sequential manner."

### Curriculum Importance for the Learners

Curriculum renders a lot of help and assistance to the learners in the way given ahead.

1. Curriculum puts before the students a writing and details about the type of learning experiences needed to be acquired by them for the realisation of the stipulated learning objectives. The nature and extent of the course to be run is thus clear to them. As a result during the teaching-learning process, they may find themselves ready to acquire the given or shared learning experiences because they are already aware with the sequence of the teaching-learning activities going on inside or outside the classroom in a study session. In case any gaps are left in this sequence, this fact can also enter their mind with the help of curriculum content and activities list lying with them. They can then work hard for doing away with such gaps and deficiencies in their learning.
2. Curriculum can also help the learners have a proper evaluation of the prescribed textbooks. They can evaluate the significance or importance of a text book in the light of the learning experiences sequenced and discussed in the curriculum and accordingly plan to provide the similar status to that very text book in their own learning.
3. It acquaints them with the learning objectives and thus make their task of learning purposeful and goal directed. They are well acquainted with the type of behavioural changes expected as learning outcomes from the study of a particular subject or group of subjects, curricular and co-curricular activities and experiences given to them in any class, grade level or stages of school education. Such definiteness of the goals and purposes makes them interested and motivated by creating a state of readiness towards learning and thus proves quite useful for them as a learner.
4. A properly developed curriculum is accompanied with the needed resource material not only for the teachers helpful in their teaching but also for the learner's helping them in their learning individually or in groups. It can be available in the form of suggested suitable experiments, learning activities, projects, assignments and references etc.
5. Curriculum through its properly developed framework helps in setting the proper tone, direction and magnitude of the on going teaching-learning process. This framework or structure of the teaching-learning process alongwith learning objectives remain quite clear before the eyes of the learners. In its light they can have proper planning, execution and evaluation of their course of learning and learning outcomes well for the realization of the set teaching-learning objectives.
6. A properly developed curriculum places before the students, a scheme or produce of the evaluation of their learning outcomes. They can seek

the self-evaluation as well as participate in the summative or diagnostic evaluation activities carried out by the teacher for reaping the desired benefits of a system of continuous and comprehensive evaluation.

In a nut shell, thus, a properly developed curriculum can help the learner in their learning process from beginning to end for the realization of the set learning objectives resulting in the over all growth and development in all the aspects and diemensions of their personality.

### Focus on Basic Issues of Learner-driven Approach

1. Who determines Curriculum?
2. What does knowledge look like?
3. What are the underlying assumptions?
4. What might this look like in action?
5. How is learning assessed?

According to first issue students articulate learning goals that spring from their real-world roles students help plan curriculum. It created through the interaction of student and text. It builds on what learners already know. This approach is relevant to students real life context. The related learning happens in social contexts. Its instruction is transparent and based on purposes students determine learners actively build on knowledge and experience. It looks like a political on the surface and drawn from adults lives in their everyday contexts. The learning assessment performance of the students contextualized goal and its continuing, involving metacognitive strategies.

So, Learner-driven approaches draw upon constructivism, a theory of learning in which "people learn when they relate new information and skills to what they already know, actively practice the new information and get feedback on their performance."

Learners construct their own understanding from what they are exposed to in the classroom and what they are exposed to in the classroom and what they have experienced in the rest of their lives."

The learner-driven approach also draws upon the work of contextual theorists, who believe that effective learning is situated within the social context of real surroundings and situations. Learning skills means applying skills which involves practice with the real activities and matierials that come out of real-life situations.

To develop learner-driven curriculum, teachers need to view learners as active inquirers who use previous experiences - both mental and social - to make meaning of the world. Students learn basic, mechanical, reading and writing skills in the process. According to National Institute for Literacy, "Teachers begin with tasks learners need immediately in their daily lives and then back in to the knowledge, skills and strategies required to perform those tasks. This does not mean that basic skills are not covered, but they are in sequential manner."

### Advantages of Learner-Driven Approach

1. A learner-driven approach to curriculum gives power to the learners : They are identified as the experts in knowing what they need to know.
2. Students see their needs clearly reflected in the classroom, which is very motivating.
3. It creates a direct link between class work and learners need.
4. Learners can more easily transfer new skills day to day.

5. It encourages learners persistence.
6. It develops/provides a rich picture of adult learning and moves beyond the image of DBE merely as "school big people".
7. It gives honors and social and cultural context of the learner.

### Disadvantages of Learner Driver Approach

1. A learner-driven approach often relies on the teacher's ability to create or select materials appropriate to learner's expressed needs.
2. It requires skill on the part of the teachers, as well as time and resources.
3. It lacks of skill time and resources and makes creating curriculum with this approach difficult.
4. It finds difficult for teachers to find and make acceptable balance among the competing needs and interests of students.
5. Some times students feels uncomfortable with the seemingly ambiguous nature of a curriculum.
6. Teachers also feel uncomfortable with asking students with the balance skills instruction and content necessary in this approach.
7. This approach does not recognize the individual backgrounds of students. It does not equity address political and power issues that cause and law literacy skills.
8. The learner-driven curriculum is a luxury that they cannot afford.

### Critical Approach

- What is Critical Approach? Discuss its importance in Curriculum.  
OR
- Define Critical Approach. Write its advantages and disadvantages.  
OR
- Write current theories about Curriculum Development.

**Ans :** In this approach, students are central to the process of constructing and interpreting knowledge. Critical curriculum activities include journals, portfolios and other autobiographical, literary and artistic methodologies focus less on external objectives than on internal experiences.

According to William Doll; Curriculum as a means of gaining personal emancipation sees opportunity for two powerful actions in critical curriculum; self organization and transformation. He writes, "Plans arise from action and are modified through actions..., this translates into course syllabi or lesson plans written in a general, loose, sow what indeterminate manner. As the course or lesson proceeds specificity becomes more appropriate and is worked out conjointly-among teacher, students text." Even both students and teachers are equal partners in solving problems in the classroom and beyond. According to Freire's theory, in developing critical curriculum, teachers must first learn about important issues in their student's lives through conversations, journals, discussions, and lots of listening. In this, teachers identify issues that relate to the experiences and concerns students identify. Reading and writing skills develop in tandem with critical thinking skills, and ultimately, literacy learning becomes a means of transforming students lives and communities. Learners actively create knowledge as they participate in learning by taking a 'Critical look'. By this look, learners gaining power with words translates into gaining personal power and making change in the world.

### Advantages of Critical Approach

1. It does not ignore the difficulties that learners face in life but provides a way for learners together to meet them head on.
2. It does not create a separation between learner's lives and what they are learning, which as in the learner-driven approach, is motivating.
3. It helps learners bridge the "classroom/real world" divide.
4. It is helpful to root out the social injustice movement.
5. It is helpful in social justice embracement.

### Disadvantages of Critical Approach

The critical approach to curriculum has many of the same disadvantages of the learner-driven approach.

1. It takes time.
2. Teachers need a particular set of facilitation skills to teach reading and writing.
3. Learners may be uneasy because they are not familiar about it.
4. The teacher and program need to be committed to supporting learners, rather than abandoning them.
5. Teachers need to recognize the potential himself in this approach.

### Current Theories about Curriculum Development

1. **Focus on the 21st Century :** Wilson et al. (1991) conducted a 3 year collaborative research to develop curricula for the 21st century. The study used a Delphi survey of 150 leaders in business, government, and education. Dominant themes included change and adaptability, global interdependence and cultural diversity, quality of life, technology, and self-actualization.

2. **Holistic, Multidisciplinary Curricula :** Several authors (Hunkins and Hammill, 1994; Relan and Kimpston, 1991) believe that curricula should be holistic, unfettered by pre-established rules, responsive to conditions of constant change and unpredictability, emergent rather than fixed, and inviting synthesis rather than fragmentation of thinking. If curricula are integrative rather than subject-focused, learners will be exposed to a holistic view of knowledge. Subject focused curricula fail to provide learners with the intellectual skills needed in a competitive society, whereas integrated curricula allow learners to be actively involved in their own education. Integrated approaches to curriculum design have been associated with "intermingling" of disciplines such as thinking, reasoning, and problem-solving capabilities. Interdisciplinary curricula offer strong advantages and can best be prepared and delivered by designers working as teams.

3. **Strong Tie to the Workplace :** Askov recommends a strong tie to concerns of the workplace to hold the attention of adult learners. At the same time, however, curriculum development should incorporate learning strategies and thinking processes not merely "Content".

4. **Focus on Outcomes :** Curriculum design should take into account intentions and outcomes. It should encourage students to make choices and explore their consequences. (Coleman, 1991).

5. **Valuing of Cultural Diversity :** Intercultural communication courses are necessary for teachers at every level. Multi-culturalism and cultural diversity will have immense impact on global society, and multicultural issues should be incorporated into traditional curricula. (Sessoms 1994).

In addition to utilizing the thinking outlined above, using a systematic process (a model) for designing and delivering curricula would increase the effectiveness of training and educational experiences. This process includes assessing learning needs and designing, developing, delivering, and evaluating learning experiences. The process also incorporates principles of adult learning, transfer to training, and step-by-step guidelines that help make best use of the time money and expertise invested.

## 10. CURRICULUM PROCESS AND DIFFERENT WAYS OF APPROACHING CURRICULUM THEORY

### Curriculum as Process

❑ What is Curriculum Process? Describe process of curriculum development in detail.

OR

❑ What are essential elements of curriculum development process? Discuss.

**Ans : Meaning :** The curriculum process is a systematic and organized way in which, what will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components. Methods of how content is taught are affected by who is being taught, their characteristics, and the setting. In considering the above three essential components, the following are widely held to be essential considerations in experiential education in non-formal settings :

The essential considerations for curriculum development are :

1. Issue/problem/need is identified.
2. Characteristics and needs of learners.
3. Changes intended for learners. (What the learners will be able to do.)
4. The important and relevant content.
5. Methods to accomplish intended outcomes.
6. Evaluation strategies for methods, content, and intended outcomes.

The above points show that how a curriculum processed in an educational, systematic and organised way to the students.

### Process of Curriculum Development

The following stages have to be followed while developing a new curriculum :

1. **Situational Analysis :** Some important facts and figures must be established first before developing the curriculum. This is done through baseline surveys/or Needs Assessment - e.g.; the potential trainees - (managers, staff, other users, their experiences and education background). The infrastructure at schools, statistics and activities of the schools (existing schools and existing curriculum) are listed. The relevancy of schools of their communities, potential mentors, resources persons and counsellors are also taken into account. Without a situation Analysis, we cannot develop a good and realistic curriculum.

The information gathered should reveal the following :

- (i) Community needs that can be addressed.
- (ii) Strengths and challenges in the different curricular contexts e.g.; Economic, social and political contexts.
- (iii) Need for improvement on present curriculum or starting/development good curriculum.

- (iv) Particular aspects to be reviewed/developed.
- (v) Feasibility and necessary resources available and what is needed.
- (vi) Sources of the required resources and how much of it.

The situational Analysis involves Identifying tasks and problems and seeking possible solutions; identifying difficulties and possible areas of resistance; clues to planning for the resources and the organizational changes that will be required.

2. **Formulating Objectives :** Educational objectives become the criteria for selecting materials, content outlined, instructional methods developed, and tests prepared. Objectives are specific statements of purpose to suggest immediate results. They are more specific than goals and the specificity is increased as one advances from unit to lesson/lecture objectives. They are known as statements of purpose to help our planners develop purposeful instructional programmes. The objectives help, guide the educational process. Curriculum objectives of any program, institution or education system constitute the behaviours which the learners have to show or exhibit if the aim of the course is attained e.g. what skills they should possess, what knowledge and insights they should have, what attitudes and values they should develop. Objectives are derived from analysis of the situation.

They have to reflect :

- The needs of the society
- The needs of the teacher instructor/programme manager
- The needs of the learner/users

This is because curricula are prepared so that people may learn. What is learnt is utilized by the people in society. There are specific consideration we need to make when making objectives : These include :

- Educational philosophy (and other philosophies/vision) of a country.
- Government education policy

SKILL LEVELS DEVELOPED IN THE COUNTRY

- The level of development in the country
- The teaching force and its support systems
- The course or programme delivery systems
- The contemporary society
- International developments
- The target population
- National sets of values
- The evaluation methods

**Psychology :** The way children and adults learn :

- The objectives should be closely related to.
- The national education policy what to teach and assessment of learning.
- The different levels and types of educational programmes.
- Different themes to be covered in the programme.
- Needs and aspirations of the community e.g.; development, health, skills production and harmonious living.

3. **Selection of Experiences and Content :** What educational experiences can be provided that are likely to attain above mentioned objectives?

Criteria for selecting experiences; are they :

- Valid in light of the ways in which knowledge and skills will be applied in out of school experiences?
- Feasible in terms of time, staff expertise, facilities available within and outside of the school, community expectation?
- Optimal in terms of students learning the content?

- Capable of allowing students to develop their thinking skills and rational powers?
- Capable of stimulating in students greater understanding of their own existence as individuals and as members of groups?
- Capable of fostering in students an openness to new experiences and a tolerance for diversity?
- Such that they will facilitate learning and motivate students to continue learning?
- Capable of allowing students to address their needs?
- Such that students can broaden their interests?
- Such that they will foster the total development of students in cognitive, affective, psychomotor, social and spiritual domains?

**Curriculum Content :** Curriculum content is a body of facts, ideas, concepts and skills that are presented, discussed and involved in the course. Due to the ever changing society, both local and international, there is a need to select from the abundance of generated knowledge and skills. There is need to remain current by replacing content that may be outdated Quality, Quantity and Scope. The content selected should reflect the predetermined curriculum objectives and experiences needed by the learner. The following guidelines should be considered for selection of content :

**Prioritize :** Select what is basically needed in specific circumstances. It should therefore not be overcrowded.

**Balance :** Ensure that the content is properly balanced in terms of time and resources available.

**Completeness :** It should properly cater for all the three domains psychomotor (hand skills), cognitive (head knowledge) and effective (heart-attitudes/values).

**Sequence :** It should be properly sequenced i.e.; simple to complex, known to unknown and spiralled.

**Comprehensiveness :** It should include all the necessary details needed for specific learner.

Criteria for selecting content :

- What will lead to student self-sufficiency?
- What is significant?
- What is valid (authentic, "true")?
- What is interesting?
- What is useful?
- What is learnable?
- What is feasible?

Selection of contents is always based on the following criteria :

**Philosophical :** The knowledge we select must be of established value to participants and the society they are going to serve after learning.

**Psychological :** This means that what is selected should meet the needs and interests of the learners. The psychology of adult learners should be learned and applied.

**Sociological/Cultural :** What society has achieved, its institutions, aspirations, traditions, beliefs etc. should guide selection of content. This is because some of these will themselves form the content of courses.

#### 4. Organisation, Structuring or Sequencing of Content/Learning Experi-

ences : Any curriculum content needs to be properly selected and organised. The following include the different ways of organizing contents.

1. **Chronological Order :** Selecting and sequencing content in order of how things happened e.g.; what happened first, followed etc.
2. **Causes and Effect :** The underlying principles resulting into knowledge.
3. **Structural Logic :** This refers to the use of normal procedure to organize content e.g.; wearing a vest before a shirt.
4. **Problem Centred :** Based on a problem to learn.
5. **Spiral :** Continuous re-introduction of the main ideas of a topic as you proceed to the next topic or level.
6. **Psychological :** Organizing content which is based on the interest of learners.

All these are just some of the ways in which content can be organized. As one organizes the content you have to determine the learning experiences e.g.

- Knowledge experiences : (What will they learn?)
- Skill experiences (What do we want there to be able to do?)
- Attitudes/values (What do we want them to feel).

### Elements of Cyclical Curriculum Development Process

Curriculum development and delivery is a cyclic process that involves.

- Identifying learning needs
- Assessing the audience
- Understanding cultural diversity
- Developing goals and objectives
- Evaluating the learning experiences
- Facilitating the learning process
- Selecting methods and aids
- Selecting and tailoring content
- Delivering the learning experiences
- Developing an action plan

The entire process is evaluation oriented. The cycle starts with identifying training outcomes which set the framework for evaluation. It finds its way through the phases shown above steps, (frequently more than one phase is going on at once) and ends after the learning experiences, when performance is assessed against the expected outcomes. This assessment may point to the need for a new journey : a repetition of part or all of the cycle to make adjustments or add new materials that will make the learning experience more effective. Within curriculum design and delivery cycle there are close, yet flexible, interrelationships among the parts. The impact of decisions made in one part usually can be seen in the activities in the following parts. Also the cycle is designed so that the instructor/facilitator can either move sequentially from part to part or modify the sequence to best fit audience learning needs.

For example, the results of an initial needs assessment or situation analysis might indicate a lack of knowledge concerning risk and resiliency factors among various community groups. This might become the basis of new curriculum design and delivery efforts. Even after the goals and objectives have been finalized, new research results could still be incorporated in the remainder of the process (design, development, implementation, evaluation). If the new research points to a change in the goals and objectives, they could also be revised.

### Major Considerations

The following are the essential conditions for successful curriculum design :

- A performance problem or learning need that can be alleviated by training or education must be identified before the learning event can be designed.
- Measurable goals and objectives must be formulated specifying the learning that will occur so that the desired outcome can be achieved.
- All learning activities must enable participants to acquire the knowledge, skills, or attitudes necessary to meet the goal and objectives.
- The learning event must be evaluated to determine whether or not the goals and objectives have been met.

Specific adult learning concepts are applied, as appropriate :

- The learning outcomes, goals, and contents are compatible with the participants skill and experience levels.
- Participants are allowed to participate actively in identifying learning needs, in performing learning activities, and in determining whether the learning goals have been met.
- The content and activities of the learning event help participants learn to solve real; (Possibly job-related) problems.
- Participants are encouraged to see relationships between learning, prior learning, and part experience.

### Curricular Outcomes

Clearly defined intended curricular outcomes enable a faculty to understand, communicate about, and control-manage learning through the curriculum more effectively. Today, clearly stated, written outcomes are essential to good curriculum design, implementation and assessment.

Specifically, Curricular outcome goals and objectives :

1. Provide the solid foundation of intended outcomes.
2. Provide specific direction for the continuous monitoring assessment and evaluation of the actual outcomes the curriculum produces.
3. Reduce the potential towards teaching to the test - the corruption of the curriculum by instruction directed toward chosen assessment indicators; rather, both the instruction and the indicators are aimed at the outcomes previously defined by the faculty.
4. Obviate and dumbing down of curricula in response to increased student diversity and under preparedness by providing firm, clearly identified outcome standards and by requiring the educational process to change in response to altered student needs.
5. Guard against grade inflation and the consequent reduction in student, and perhaps faculty, quality of effort and the devaluation of degrees.
6. Enable a faculty to resist academic drift, where a college or program with one mission or curricular purpose gradually and unconsciously drifts away to some other purpose or purposes.
7. Enable a faculty to deal more straight forwardly and rationally with conflict over curricular content, such as disputes related to departmental turf.
8. Help everyone involved-faculty members, students, administrators, trustees, parents, legislators - understand the institution or program and the results it claims to produce.

9. Increase the perception of institutional openness, candour, and integrity among all of the institutions, customers and stakeholders.

### Curriculum as Product

- Discuss curriculum as product in approaching Curriculum Theory.
- OR
- What is Curriculum Theory? How curriculum works as a product in approaching curriculum theory.

**Ans :** We know that curriculum is a key element in the educational process, its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning. So, curriculum development describes all the ways in which training or teaching organisation plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside a classroom. It can take place in an institutional setting like a school, college or training centre, or in a village or a field. It is central to the teaching and learning process.

Curriculum as product involves making judgements about the effectiveness of a state authorized curricula. It involves gathering information (the assessment phase) and making judgements or decisions based on the information collected (the evaluation phase), to determine how well the curriculum is performing. The principal reason for curriculum evaluation is to plan improvements to the curriculum. Such improvements might involve changes to the curriculum document and/or the provision of resources or inservice to teachers. It is intended that curriculum evaluation be a shared collaborative effort involving all of the major education partners in the state. In the assessment phase, information will be gathered from students, teachers, and administrators. The information obtained from educators will indicate the degree to which the curriculum is being implemented, the strengths and weaknesses of the curriculum, and the problems encountered in teaching it. The information from students will indicate how well they are achieving the intended objectives and will provide indications about their attitudes toward the area of study. Student information will be gathered through the use of a variety of strategies including paper-and-pencil tests (objective and open-response), performance (hands-on) tests, interviews, surveys, and observations.

**Piloting :** The programme and materials designed to be out i.e.; presented or piloted. This helps to establish its viability and feasibility, strengths and weaknesses. These will be reflected in the comments and reports received from the trial evaluation. These comments will guide in making adjustments e.g.; subtraction and addition of content. In summary, piloting helps to refine the programme in question. Piloting activities include; training, monitoring, evaluation instrument design, data collection analysis and report writing. Implementation of programme.

The refined programme is then disseminated to the appropriate institution and delivered to all the target learners at a particular level. This is sometimes called full scale trying out which proceeds institutionalization. Monitoring and evaluation activities are conducted to provide further refinement. The activities under piloting are continued here.

**Monitoring :** This includes on the spot check of activities that are concerned with the implementation of the programme in order to :

As certain whether implementation is according to plan. As certain feasibility and viability. Identify strengths and weakness of the programme. Establish the extent to which the objectives of the programme are being achieved.

1. Expert advice on the implementation process.
2. Collect data that can assist during curriculum review.
3. Collect programme evaluation data.
4. The curriculum should be continuously assessed.

Continuous Assessment also was challenges e.g.; the widespread nature of learners even if it involves e-learning or print modules. The outcome of continuous assessment and final examinations can respectively feed into the formative and summative evaluation of the programme. Evaluation helps to improve on the other elements of the curriculum.

### Participants in Curriculum Development Process

The possible participant in a curriculum development process are as follows :

- |                         |                             |
|-------------------------|-----------------------------|
| • teachers              | • students                  |
| • principals            | • curriculum specialists    |
| • boards of education   | • lay citizens              |
| • federal government    | • state agencies            |
| • regional organization | • educational publishers    |
| • testing organization  | • professional organization |
| • other groups          |                             |

The process of curriculum construction is a cooperative effort. In this national agencies, regional and local level agencies, principals and the teachers as well as community members are involved. In Indian situation for the planning of secondary level curriculum the agency involved at the central level is National Council of Educational Training and Research.

It frames the curriculum and circulates it for adoption to state Departments of Education, Boards of Examination etc. It frames the curriculum in consultation with experts, subject teachers and heads of institutions. Its test is to frame the curriculum in keeping with the National Policy on Education. The curriculum framework prepared by it is only suggestive and it is for the state governments and Boards of Examinations to accept it, modify it or reject it.

Every state government appoints on Board of Examination for Secondary and Higher Secondary Examination. This Board prescribes the curricula which has to be followed in all the institutions which are to be recognized for sending their students for public examination conducted by the board. Each Board has a subject committee which prescribes the content of the courses in that subject.

It may be noted that the process of construction of curriculum at secondary stage is by and large done centrally. Some teachers are involved in it but there is no freedom to the teachers to plan their own curriculum especially in recognized government and aided schools. In a prescribed framework the teachers may have some freedom in tackling the topics while teaching but flexibility in the choice of subjects to be taught and their content is not there. The ideal process of curriculum construction as a productive is that in which the students and teachers have to plan it jointly. The teachers keeping the students interests and potentialities and the environmental situation may plan curriculum in accordance with the principles of curriculum construction described above. But this is not practised in our country.

### Activities handled by teachers as curriculum implementers

Experimenting the curriculum programmes is carefully selected in schools to find out :

- How the teachers telecenter manager and staff and community learners will receive it.
- The extent to which the curriculum meets the needs of the stake holders.
- Areas where the curriculum meets the needs of the stake holders.
- Areas where the curriculum requires modification.
- Whether the curriculum can be easily interpreted and used within the given conditions and resources.
- How well the programmes focus on curriculum aims, objectives, the national goals and education policy.
- Using the data from trial to improve identified areas.

### Participatory Approach

- What is participatory approach? Discuss its importance in curriculum theory.  
OR
- Define participatory approach. Discuss its three fundamental characteristics.  
OR
- How participatory approach is useful in curriculum?

**Ans :** In the participatory model, the teacher and students collaborate to produce a context-specific curriculum based on the needs and desires that the students themselves experience.

This is emphatically not to say that the teacher simply abdicates the leadership role in the classroom; rather he becomes a completely different kind of leader, finding ways to induce the students to identify their own needs and interests, introducing topics and activities in the class which allow students to use language to further their needs and interests, and marshalling educational resources to deepen student's knowledge of the language as a result of their use of it.

In this approach the teacher has identified major themes in students lives. With these "ways in" he can use a variety of ready-to-hand "tools" to draw students into the deliberate use of language to address the issues they see as important. These tools can include fables, proverbs, published works of fiction, even children's books.

One of the most powerful tools is what he calls "cocles", carefully scripted dialogues in which characters reveal very controversial attitudes towards pressing social questions such as racism, crime or sexual harrasment. By involving students in discussion about these codes, they not only acquire the language to address these issues, but they also begin to learn how to take positions on these issues themselves.

**Meaning :** The participatory approach is an educational approach based on the belief that the purpose of education is to expand the ability of people to become shapers of their world by analyzing the social forces that have historically limited their options.

A participatory approach in HRE promotes and values the sharing of personal knowledge and experience of human right, and encourages critical reflection on individual beliefs and values. It is founded on principles of mutual respect and reciprocal learning and seeks out and includes the voice of the learners in the learning process. It enables people with different backgrounds, cultures, values and beliefs to learn effectively together and learn from each other. It encourages social analysis aimed towards empowering adult learners to develop concrete actions for social change that are in according with human rights, values and standards.

### Three Pillars of a Participatory Approach

The three fundamental characteristics or pillars of a participatory approach are :

- Starting with the participants experience
- Critically analyzing and reflecting
- Developing strategies for action

According to Ir. Rob Merkus and Dr. Wout Ottevanger expresses three general principles on which we develop participatory approach. These are given below :

- Curriculum development should always be demand driven not externally imposed.
- Curricula should always be relevant to the environment and circumstances of the students.
- Curricula are always evolving. However managing change must always be such that evolution of curricula is allowed, without it being unmanageable or confusing to the students.

These principles fit in well with those from the literature on the topic. Naturally considering the participatory nature of the proinnova programme, those will hinge closely on the participatory approach to curriculum development but with the remarks on the difficulty of choosing between the models in the back of our mind.

### Advantages of Participatory Approach in Curriculum

1. It develops group cohesiveness and trust.
2. It clarifies personal and organizational health concerns.
3. It makes experience and benefits of and barriers to living a healthy lifestyle.
4. It identifies existing personal and community health resources.
5. It provides meaningful input into the design and implementation of a health programme.
6. It serves as health advocates within community and assist with formulating a strategy for a proposed health intervention.
7. This approach or planning is an under utilized approach to system change. It is conducted within community.

### Disadvantages of Participatory Approach

1. It can become subjective and highly dependent on time and funds permit a combination of structured surveys and participatory exercises.
2. It reduces uncertainty and motivated to individuals.
3. It totally depends on external funding sources.
4. It does not provide opportunities for learners to learn on their own in a term, in a large group and with virtual collaborators.
5. It is not beneficial as a resource for a learner.

## Unit-IV

# Curriculum Design Models

## DISCIPLINE CENTERED DESIGN, LEARNER CENTERED DESIGN AND PROBLEM CENTERED DESIGN

- What do you understand by curriculum development and curriculum design? Describe various models of curriculum development.

**Ans : Meaning :** The "development" describes the process of curriculum-making; "design" describes the end result, or the product of curriculum development. Curriculum development produces curriculum designs.

Curriculum Development can be articulated as a series of steps, such as :

Define educational purposes

Construct activities/experiences that can meet these purposes organize activities/experiences

evaluate whether purposes have been met

These are the 'steps' in the Tyler Rationale

Designs can be articulated or described as an arrangement of curricular "elements" or "components", such as :

"aim"; "rationale"; "audience"; "objectives" etc. In discussing "development", it is possible to describe several competing "approaches" to development.

Ornstein and Hunkins categorize these approaches as technical-scientific, non-technical, non-scientific.

### Technical-Scientific Approach

- curriculum as plan or blueprint
- definable process
- activity, or task analysis
- means/end analysis
- usually "preordinate" (or preordained) objectives
- emphasis on efficiency
- the 'chicago school'

Extremely influential approach

Criticized as too linear, dehumanizing

**Curriculum Design :** What are the "parts" of a curriculum and how do they interrelate? Most curricula include aims, goals, objectives, subject-matter, learning

experiences; evaluation approaches. Some curricula also include needs assessment, rationals, audience; pre-requisites; materials discussion of learning theory. Instructional planning is part of curriculum design concerned with learning experiences.

- **Horizontal Organisation deals with Scope and Integration :** Side by side arrangement of activities. Vertical organization deals with sequence and continuity and longitudinal organisation deals with placement of activities.
- **Design Dimensions :**
- **Scope :** breath and depth of content.
- **Sequence :** how do experiences ensure continuity?
  - (i) issue of whether to get sequence from subject field or developmental stages.
  - (ii) Sequence Principles :
    - Simple to complex
    - Prerequisite learning (part to whole)
    - Whole to part (over view followed by specifics)
    - Chronological learning (world related)
    - Content-related
    - Learning-related
    - Learner-related
    - Utilization-related
- **Continuity :** recurrence, repetition
- **Integration :** (linkages among subject-matters)
- Takes place "only" within learners
- Driving focus on "theme-based" schools
- **Articulation :** Inter-related aspects of curriculum (vertical or horizontal) including assessment.
- **Balance Between :**
  - (i) child-centered and subject-centered curriculum.
  - (ii) needs of individual vs those of society.
  - (iii) needs of common education vs specialized education.
  - (iv) breadth and depth of content.
  - (v) traditional vs. innovative content.
  - (vi) needs of unique range of pupils regarding learning styles.
  - (vii) (added by CAC : balanced with need for teachers to have consistent expectations for all).
  - (viii) different teaching methods and educational experiences.
  - (ix) work and play.
  - (x) Community and school.

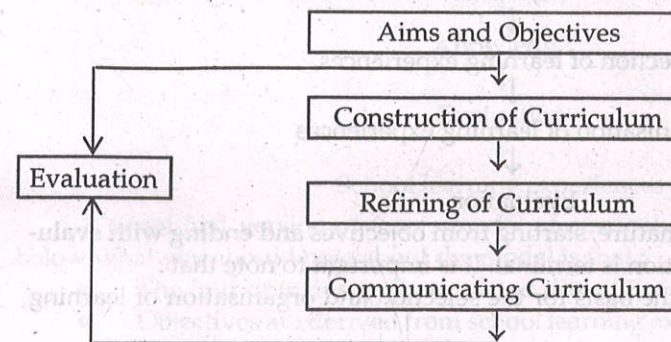
### Different Models of Curriculum Development

Curriculum development is a complex but systematic process. The following models describe curriculum development in order to make this complex activity understandable and manageable :

- The objectives model
- The process model
- Tyler's model
- Wheeler's model
- Kerr's model

### 1. The Objectives Model

The objectives model of curriculum development contains content that is based on specific objectives. These objectives should specify expected learning outcomes in terms of specific measurable behaviours.



This model comprises four main steps :

- agreeing on broad aims which are analysed into objectives.
  - constructing a curriculum to achieve these objectives.
  - refining the curriculum in practice by testing its capacity to achieve its objectives, and
  - communicating the curriculum to the teachers through the conceptual framework of the objectives.
- You will note that in this model :
- Evaluation is done at each stage of the curriculum development.
  - Content, materials and methodology are derived from the objectives.

### 2. The Process Model

Unlike the objectives model, this model does not consider objectives to be important. Using this model pre supposes that :

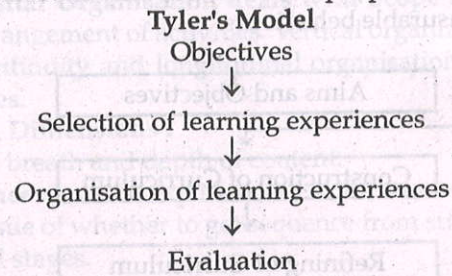
- Content has its own value. Therefore, it should not be selected on the basis of the achievement of objectives.
- Content involves procedures, concepts and criteria that can be used to appraise the curriculum.
- Translating content into objectives may result in knowledge being distorted.
- Learning activities have their own value and can be measured in terms of their own standard. For this reason, learning activities can stand on their own. It is important to note that in the process model :
- Content and methodology are derived from the goals. Each of them has outcomes that can be evaluated.
- The evaluation resulting from the outcome are fed into the goals, which will later influence the content and the methodologies. Unlike the objectives model, there is no direct evaluation of the content and methodologies.

### 3. Tyler's Model

Tyler's model for curriculum development is based on the following questions :

- What educational purposes should the school seek to attain?

- What educational experiences can be provided that are likely to attain these purposes?
- How can these educational experiences be effectively organised?
- How can we determine whether these purposes are being attained?



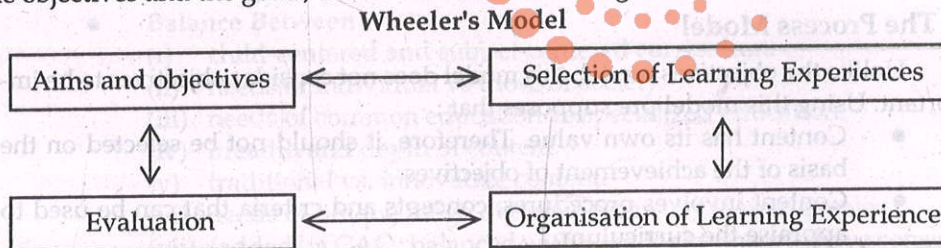
The model is linear in nature, starting from objectives and ending with evaluation. In this model, evaluation is terminal. It is important to note that :

- Objectives form the basis for the selection and organisation of learning experiences.
- Objectives form the basis for assessing the curriculum.
- Objectives are derived from the learners contemporary life and subject specialist.

For Tyler, evaluation is a process by which one matches the initial expectation with the outcomes.

#### 4. Wheeler's Model

Wheeler's model for curriculum development is an improvement upon Tyler's model. Instead of a linear model, Wheeler developed a cyclical model. Evaluation in Wheeler's model is not terminal. Findings from the evaluation are fed back into the objectives and the goals, which influence other stages.



Wheeler contends that :

- Aims should be discussed as behaviours referring to the end product of learning which yields the ultimate goals. One can think of these ultimate goals as outcomes.
- Aims are formulated from the general to the specific in curriculum planning. This results in the formulation of objectives at both on enabling and a terminal level.
- Content is distinguished from the learning experiences which determine that content.

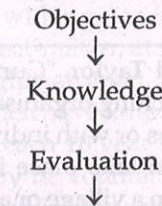
#### 5. Kerr's Model

Most of the features in Kerr's model resemble those in Wheeler's and Tyler's models. However, Kerr divided the domains into four areas :

- Objectives,

- Knowledge,
- Evaluation, and
- School learning experiences

#### Kerr's Model



School learning experiences

A simplified version of Kerr's model of curriculum development is shown below what you should note about the model is that :

- The four domains are interrelated directly or indirectly, and
- Objectives are derived from school learning experiences and knowledge.

In Kerr's model, objectives are divided into three groups :

- Cognitive
- Affective
- Psychomotor

The model further indicates that knowledge should be (urevbu, 1985) :

- Organised
- Integrated
- Sequenced, and
- Reinforced

Evaluation in Kerr's model is the collection of information for use in making decisions about the curriculum.

School learning experiences are influenced by social opportunities—the school community, pupil and teacher relationships, individual differences, teaching method, content and the maturity of the learners. These experiences are evaluated through tests, interviews, assessments and other reasonable methods.

In his model, Kerr asserts that everything influences everything else and that it is possible to start an analysis at any point. In the development of a curriculum, you need to :

- Establish or obtain general goals of education.
- Reduce the general goals to specific instructional objectives, including objectives that cover different domains and levels.
- Assess prior student knowledge and/or abilities.
- Break learning into small sequential steps.
- Identify teacher behaviour.
- Identify student behaviour.
- Write a description of the lesson.
- Evaluate to see if the intended outcomes have been achieved.

What do you mean by "Curriculum Development and delivery is a cyclic process". Describe it.

OR

What is Curriculum Design? Discuss their types.

OR

- Discuss various perspectives of curriculum development and curriculum design.

OR

- Write a note on discipline centered design and learner centered design.

[June, 2018]

**Ans :** According to Rogers and Taylor, "Curriculum development describes all the ways in which training or teaching organisation plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside a classroom. It can take place in an institutional setting like a school, college or training centre, or in a village or a field. It is central to the teaching and learning process."

Here we discuss about curriculum development and delivery as a cyclic process that involves :

- Identifying learning needs
- Assessing the audience
- Understanding cultural diversity
- Developing goals and objectives
- Facilitating the learning process
- Selecting methods and aids
- Delivering the learning experience
- Developing an action plan

The entire process is evaluation-oriented. The cycle starts with identifying training outcomes which set the framework of evaluation. It finds its way through the phases shown above, frequently more than one phase is going on at once and ends after the learning experiences, when performance is assessed against the expected outcomes. This assessment may point to the need for a new journey; a repetition of part or all of the cycle to make adjustments or add new materials that will make the learning experience more effective. Within the curriculum design and delivery cycle there are close, yet flexible, interrelationships among the points.

The impact of decisions made in one part usually can be seen in the activities in the following parts. Also, the cycle is designed so that the instructor/facilitator can either move sequentially from part to part or modify the sequence to best fit audience learning needs. For example, the results of an initial needs assessment or situation analysis might indicate a lack of knowledge concerning risk and resiliency factors among various community groups. This might become the basis of a new curriculum design and delivery effort. Even after the goals and objectives have been finalized, new research results could still be incorporated in the remainder of the process (design, development, implementation, evaluation).

### Types of Curriculum Designs

In developing specific learning activities for a given set of objectives, curriculum designers need to decide whether they want to place the subject matter, the learners or problems at the center. The following sections discuss each category of activity.

1. **Discipline Centered Design or Subject Centered :** Many learning activities in schools emphasize subject matter or academic disciplines. Either a particular subject-area, the broader themes of a discipline, interdisciplinary concepts or themes, the correlations among two or more subject areas, or particular-processes can serve as this organizing center. In each case, the characteristics of the

subject-matter, and the producers, conceptual structures or relationships which are found within or among the subject-matter, dictate the kinds of activities that will be selected.

In centering activities on subject-matter, designers have to avoid the possibility that activities will not "fit" with a given learner or set of learners. This possibility results from the fact that subject-matter, at least as formulated by subject-matter or discipline experts, is often highly abstract. Experts tend to utilize schemes and categorizations (taxonomies) which have little apparent relationship to the experiences of the uninitiated. Trying to teach 10 year old about insects, utilizing the schemes utilized by entomologists may be counter productive. Therefore, curriculum designers need to look for ways of linking subject-matter to students own experience, and concentrate on the developmental structure of the subject-matter (that is, the sequence in which the subject-matter is most easily and naturally learned).

Designers who are developing a curriculum organised around a given subject area will look at the facts, concepts, and skills related to, or encompassed by, that subject area, and plan activities that will lead students from their prior experiences into mastery of the elements of the subject area.

A variant of the subject area centered curriculum is one that is focused on a discipline. In this case, the center of the curriculum is the conceptual structures and processes that define the discipline and inform the work of people within the discipline. Students engage in activities that imitate the activities of scholars in the field. For example, history or sociology students may write research papers that utilize primary source materials; chemistry students will perform key experiments from the history of chemistry; or literature students will write, edit and perform their own play (cf Bruner).

The problem with discipline-centered curriculum is that they are likely to ignore the knowledge and skills that lie between and among the various disciplines but which may be central in the lives or futures of the students. For example, students need to learn the relationship between science, technology, and culture; these relationships are usually ignored by the sciences themselves. One way around this problem is to center activities not on a given discipline but on a broad field including several disciplines. Obvious examples are "Social Studies", general science, and integrated mathematics, which merge several separate "fields" into an interdisciplinary subject area. These broad fields, or interdisciplinary subject area allow for more correlation, integration, and holism than strict disciplinary studies.

Broad fields can also be defined around conceptual clusters, such as "Science, Technology, and Society", Darwinism, The Renaissance, Ancient Greece, or political Economy or overarching themes, such as "Colonialism" or "Rituals". The various concepts, skills and attitudes related to these clusters of concepts, can be "mapped" utilizing a concept map. The inter-relationships among the subject areas and topics involved in the broad field or in the specific implications of an over-arching theme can be the basis for activities in which students compare and contrast related areas, developing interdisciplinary understanding and meta cognitions which can serve to organize the complexity of real-world knowledge.

Web-sites designed to support interdisciplinary or thematic units might include a wide selection of resources, along with a menu of activities or essential questions designed to foster student inquiry into relationships that exist among their resources. A final way that subject-matter can be organizing center of a curriculum is to focus on certain processes, such as "problem-solving", "decision-mak-

ing", "computer programming", or "questioning". Each of these processes can involve a wide variety of subject-matters or specific problems and issues. A variety of activities can guide students toward increasingly sophisticated models of the process - models that include the ways in which the process is varied to meet different goals.

**2. Learner-Centered Curriculum :** With the advent of progressive education in the 19th century, and the influence of psychologists, educators have largely replaced traditional, curriculum approaches with "hands-on" activities and "group work", which the learner determines on his own and what he wants to do in class. Key amongst these changes is the promise that students actively construct their own learning. Theorists like John Dewey, Jean Piaget, and Lev Vygotsky whose collective work focused on how learners learn is primarily responsible for the move to learner-centered learning.

Learner-centred learning, that is putting students first, is in sharp contrast to existing establishment/teacher centred lecturing and careerism. The learner-centred learning is focussed on the students' needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges students voice as central to the learning experience for every learner. Teacher-centred learning has the teacher at its centre in an active role and students in a passive, receptive role. Student-centred learning requires students to be active, responsible participants in their own learning.

**Student-Centred learning** (also called child-centred learning) is an approach to education focussing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of curriculum, course-centent, and interactivity of courses.

**3. Problem-Centred Design :** This type of curriculum is planned prior to arrival of students, but willing to adjust to fit needs of students. This problem can be interdisciplinary, related to life situations, to care designs social problems, social reconstructionism. The educators potentially affect social change through curriculum development. They engage learners in analyzing severe problems facing mankind.

**Example Problems (Clift and Shame) :**

- What policies shall govern our future use of technology?
- At a global level, what shall be our goals, and how can we reach them?
- What shall we identify as the "good life"?
- How shall we deploy our limited resources in meeting the needs of various groups of people?
- How shall we equalize opportunity and how shall we reduce the gap between the "haves" and "have-nots"?
- How can we maximize the value of mass media, especially television? What shall be made of psychological, Chemical, and electronic approaches to behavioural modification?
- What steps can we take to ensure the integrity of our political, economic, and military systems?
- What, if anything, are we willing to relinquish, and in what order?
- And, what honourable compromises and solutions shall we make as we contemplate the above questions?

**Humanistic Curriculum :** This type of curriculum emphasizes development

of fully-functioning students, through focus on subjective, feeling, perceiving, becoming valuing, growing (Maslow); curriculum encourages the tapping of personal resources of self-understanding, self concept, personal responsibility (Carl Rogers).

- **Confluent Education :** Strive to blend subjective and intuitive with the objective.
- Curriculum should provide students with alternative from which they can choose what to feel.
- Participation, non-authoritarian.
- Development of self as most important objective.

### Components Required in Curriculum Development

☐ What do you understand by curriculum development? Discuss different phases of curriculum development.

OR

☐ What is Curriculum Design Models? Discuss the components required in curriculum development.

**Ans :** Curriculum development describes all the ways in which training or teaching organisation plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside a classroom. It can take place in an institutional setting like a school, college or training centre, or in a village or a field. It is central to the teaching and learning process (Rogers and Taylor 1998). In other words the curriculum development can take place in many settings, and may involve many people. Typically, curriculum development involves four main elements :

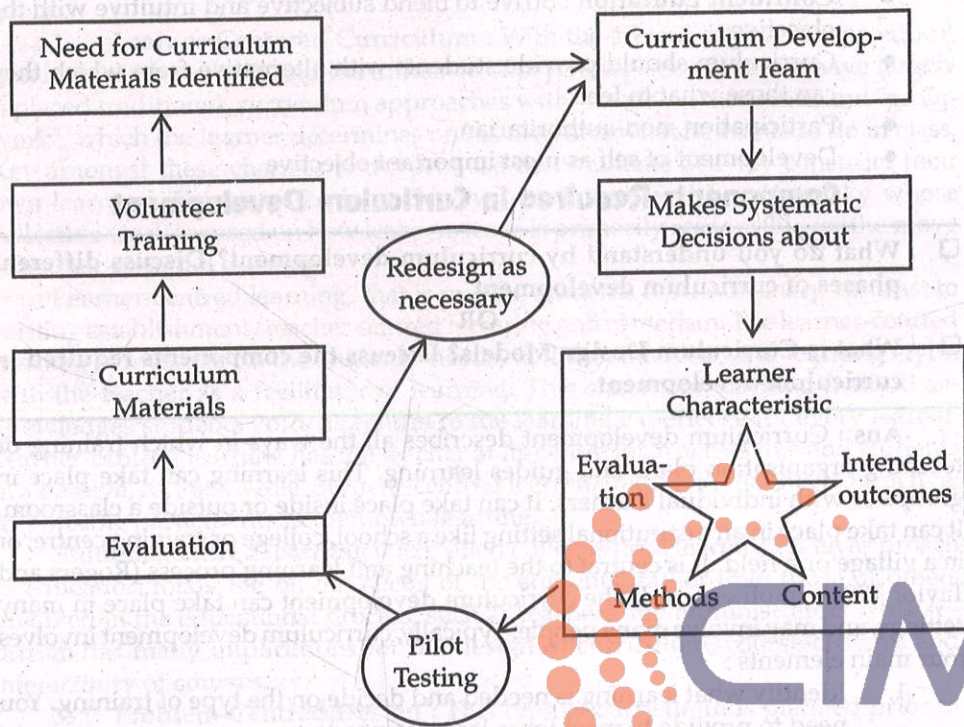
1. Identify what learning is needed and decide on the type of training. You need to provide to meet these learning needs.
2. Plan the training carefully, so that learning is most likely to take place.
3. Deliver the training so that learning does take place.
4. Evaluate the training so that there is evidence that learning has taken place.

### Essential Considerations or Phases for Curriculum Development

1. Issue/Problem/need is identified (issue — what),
2. Characteristics and needs of learners (target audience — who),
3. Changes intended for learners (intended outcomes/objectives — what the learners will be able to do),
4. The important and relevant content —(what),
5. Methods to accomplish intended outcomes — (how),
6. Evaluation strategies for methods, content and intended outcomes (what works).

These components relate to each other and to the curriculum development process. It begins when an issue, concern, or problem needs to be addressed. If education or training a segment of the population will help solve the problem, then curriculum to support an educational effort becomes a priority with human and financial resources allocated. The next step is to form a curriculum development team. The team makes systematic decisions about the learner characteristics; intended out comes (objectives), content, methods, and evaluation strategies. With input from the curriculum development team, draft curriculum products are developed, tested, evaluated and redesigned - if necessary. When the final product is

produced, volunteer training is conducted. The model shows a circular process where volunteer training provides feedback for new materials or revisions to the existing curriculum.

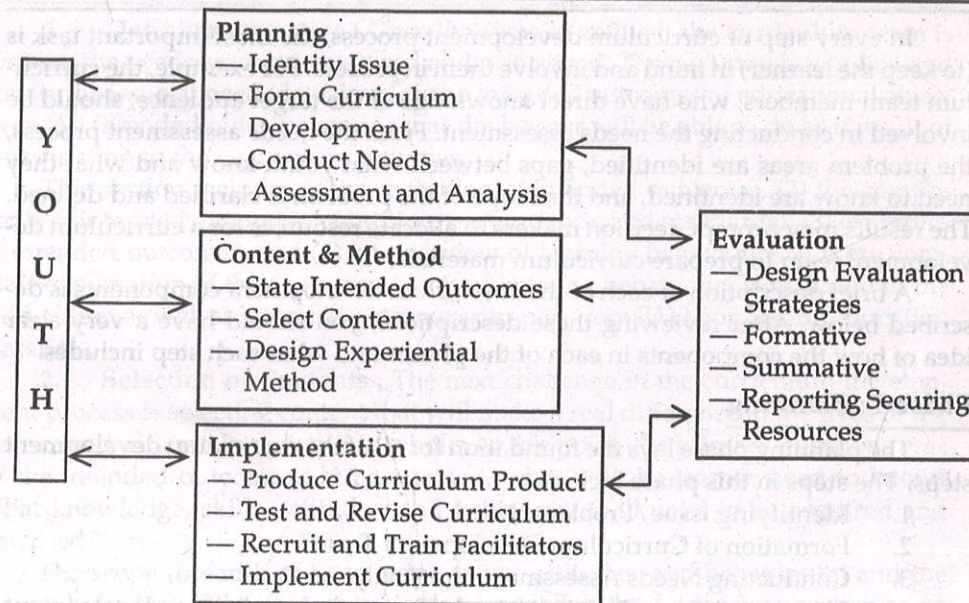


**Phases and Steps in Curriculum Development**

There are following four essential phases of the curriculum development process :

1. Planning
2. Content and Methods
3. Implementation and
4. Evaluation and Reporting

These four phases include 12 essential steps that progress from one to the next. The four phases are inter-related and inter-acting with each other as depicted in the following figure :



Each phase has several steps or tasks to complete in logical sequence. These steps are not always separate and distinct, but may overlap and occur concurrently. For example, the curriculum development team is involved in all of the steps. Evaluation should occur in most of the steps to assess progress. The team learns what works and what does not and determines the impact of the curriculum on learners after it is implemented. Each step logically follows the previous. It would make no sense to design learning activities before learner outcomes and content are described and identified. Similarly, content cannot be determined before learner outcomes are described. The following steps are essential to successful curriculum development and need to be emphasized :

1. **Needs Assessment** : If not conducted, wonderful curriculum could be developed, but the appropriate needs of the target audience may not be met.
2. **Involving Youth** : The target audience and volunteers (or staff) who will be the implementers of the curriculum must be involved (i.e. they participate as full members of the curriculum development team).
3. **Recruiting and Training Volunteer Facilitators** : Competent and skilled curriculum implementers are critical (the printed word cannot teach experiential group process, it does not provide feedback).
4. **Evaluating and Reporting on the Impact of the Curriculum** : Is critical for securing human and financial support from key policy decision makers and for assessing whether the curriculum has achieved the intended outcome.

Two types of evaluation are included in the phases and steps of illustrations :

1. Formative provides feedback during the process of developing the curriculum, and
2. Summative answers questions about changes (impact) that have occurred in learners because of their learning experiences. Summative evaluation provides evidence for what works, what does not work, and what needs to be improved.

In every step of curriculum development process, the most important task is (to keep the learner) in mind and involve them in process. For example, the curriculum team members, who have direct knowledge of the target audience, should be involved in conducting the needs assessment. From the needs assessment process, the problem areas are identified, gaps between what youth know and what they need to know are identified, and the scope of the problem is clarified and defined. The results may prompt decision makers to allocate resources for a curriculum development team to prepare curriculum materials.

A brief description of each of the curriculum development components is described below. After reviewing these descriptions, you should have a very clear idea of how the components in each of the phases and what each step includes.

### Phase-I : Planning

The planning phase lays the foundation for all of the curriculum development steps. The steps in this phase include :

1. Identifying Issue/Problem/Need
2. Formation of Curriculum Development Team
3. Conducting Needs Assessment and Analysis

1. **Identifying Issue/Problem/Need** : The need of curriculum development usually emerges from a concern about a major issue or problem of one or more target audience. This section explores some of the questions that need to be addressed to define the issue and to develop a statement also serves to broadly identify the scope (what will be included) of the curriculum content.

2. **Formation of 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 : (1) The roles and function of team members, (2) a process for selecting members of the curriculum development team and (3) 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.

3. **Conducting Needs Assessment and Analysis** : There are two phases in the needs assessment process. The first is procedure 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 characteristic of the target audience.

### Phase-II : Content And Methods

Phase-II determines intended outcomes (what learners will be able to do after participation in curriculum activities), the content (what will be taught), and the methods (how it will be taught). Steps included :

1. Defining Objective
2. Selection of Contents
3. Designing Experiential Methods

1. **Defining Objective** : Once the issue is defined, the curriculum team is formed, the needs assessed, analyzed and prioritized. The next step is to refine and restate the issue, if needed, to develop the intended outcomes or educational objectives. An intended outcome states what the learner will be able to do as a result of participating in the curriculum activities.

This section includes : (1) a definition of intended outcomes, (2) the components of intended outcomes (condition, performance, and standards), (3) examples of intended outcomes, and (4) an overview of learning behaviours. A more complete explanation of the types and levels of learning behaviours is included in the Addendum as well as intended outcome examples from FAO population education materials.

2. **Selection of Contents** : The next challenge in the curriculum development process is selecting content that will make a real difference in the lives of the learner and ultimately society as a whole. At this point, the primary questions are : "If the intended outcome is to be attained, what will the learner need to know? What knowledge, skills, attitudes; and behaviours will need to be acquired and practised?"

The scope (breadth of knowledge, skills, attitudes, and behaviours) and the sequence (order) of the content topics is provided in the Addendum section as an example and application of how intended outcomes are linked with content.

3. **Designing Experiential Methods** : After the content is selected, the next step is to design activities (learning experiences) to help the learner achieve appropriate intended outcomes. An experiential learning model and its components (i.e. experience, share, process, generalize, and apply) are discussed in this section.

Additional topics include :

1. Learning styles and activities appropriate for each style;
2. a list of types of activities (with descriptions);
3. an activity design worksheet for facilitators; and
4. brief discussions on learning environments and delivery modes.

Ten population education sample activity sheets along with tips for facilitators working with youth and dealing with sensitive topics are included in the Addendum.

### Phase-III : Implementation

The steps in this phase include :

1. Production of Curriculum Material
2. Testing the Revision of Curriculum
3. Recruiting and Training Facilitators
4. Implementation of Curriculum

1. **Production of Curriculum Materials** : Once the content and experiential methods have been agreed upon, the actual production of curriculum materials begins. This section includes : (i) Suggestions for finding and evaluating existing materials; (ii) evaluation criteria, and (iii) suggestions for producing curriculum materials.

2. **Testing and Revision of Curriculum** : This step includes suggestions to select test sites and conduct a formative evaluation of curriculum materials during the production phase. A sample evaluation form is provided.

3. **Recruiting and Training Facilitators** : It is a waste of resources to develop curriculum materials if adequate training is not provided for facilitators to

implement it. Suggestions for recruiting appropriate facilitators are provided with a sample three-day training program.

4. **Implementation of Curriculum:** "Effective implementation of newly developed curriculum products is unlikely to occur without planning." Strategies to promote and use the curriculum are discussed in this step.

#### Phase-IV : Evaluation And Reporting

The steps in this phase include :

1. Designing Evaluation Strategies
2. Reporting and Securing Resources

1. **Designing Evaluation Strategies:** Evaluation is a phase in the curriculum development model as well as a specific step. Two types of evaluation, formative and Summative are used during curriculum development. Formative evaluations are used during the needs assessment, product development, and testing steps. Summative evaluations are undertaken to measure and report on the outcomes of the curriculum. This step reviews evaluation strategies and suggests simple procedures to produce valid and reliable information. A series of questions suggests simple procedures to produce valid and reliable information. A series of questions are posed to guide the summative evaluation process and a sample evaluation format is suggested.

2. **Reporting and Securing Resources:** The final element in an evaluation strategy is delivering the pay off (i.e.; getting the results into the hands of people who can use them). In this step, suggestions for what and how to report to key shareholders, especially funding and policy decision makers, are provided. It also includes a brief discussion on how to secure resources for additional programming.

#### Curriculum Change : Meaning, Need and Factors Affecting Curriculum Change

What do you mean by Curriculum Change? Discuss its relevance in present day Indian Society.

OR

What do you mean by Curriculum Change? Explain its need. [June, 2018]

**Ans : Meaning :** Curriculum is a runway for attaining goals of education. It is considered as a blueprint of an educational programme. The basis for any major curriculum change is significantly to improve the existing curriculum. The process of curriculum change helps in the assessment of future needs of the existing curriculum along with a determination of what needs to be changed and the selection of possible solutions to problems and the means by which the necessary changes can be achieved.

Curriculum change or revision means making the curriculum different in some way, to give it a new position or direction. This often means alteration to its philosophy by way of its aims and objectives, reviewing the content included revising its method and re-thinking its evaluatory procedures.

#### National Curriculum Framework (2005)

The National Curriculum Framework as a means of evolving a national system of education, recommending a core component derived from the vision of national development enshrined in the constitution. The programme of Action (POA; 1992), elaborated this focus by emphasising relevance, flexibility and equality.

The National Curriculum Framework (2005) provides a basis for radical changes in the Indian education system. The Indian Education Review, July, 2008 made some interesting observations, recommending some radical changes from how education is imparted in Indian classrooms. These recommendations include :

1. Linking school knowledge with the child's out-of-school experiences;
2. Discouraging rote learning;
3. Broadening the scope of classroom learning so that it does go beyond the prescribed textbook;
4. Making the examination system flexible and responsive to the child's overall development; and
5. Developing a participatory (school) identity consistent with democratic governance.

None of these recommendations are new, but have been endorsed by eminent international and national educationalists. It is pity that, in India, we have at best been paying lip service to these theories that have been propounded and effectively practised around the world since the ancient times. However, a beginning has been made by NCERT by acknowledging the merits of child centered approach to education and the framers for the NCF 2005 should be recommended for vocalizing some of the problems rooted in our system.

So, the present NCF proposes five guiding principles for curriculum development :

1. Connecting knowledge to life outside the school;
2. ensuring the learning shifts away from rote methods;
3. enriching the curriculum so that it goes beyond textbooks;
4. making examination more flexible and integrating them with classroom life; and
5. nurturing an over riding identity informed by caring concerns within the democratic policy of the country.

All our pedagogic efforts during the primary classes greatly depend on professional planning and significant expansion of Early Childhood Care and Education (ECCE). Indeed, the version of primary school syllabi and text books needs to be undertaken in the light of the well-known principles of ECCE.

NCF draws attention to four other curricular area; work, the arts and heritage crafts, health and physical education, and peace. In the context of work certain radical steps ground that work transforms knowledge into experience and generates important personal and social values, such as self-reliance; creativity and cooperation. It also inspires new forms of knowledge and creativity. At the Senior level, a strategy to formally recognize out-of-school resources for work is recommended to benefit children who opt for livelihood related education.

In the present context, there are new development and concerns to which our curriculum must respond. The foremost among these is the importance of including and retaining all children in school through a programme that reaffirms value of each child and enables all children to experience dignity and the confidence to learn.

Curriculum design must reflect the commitment to Universal Elementary Education (UEE) not only in representing. Cultural diversity, but also by ensuring that children from different social and economic backgrounds with variations in physical, psychological and intellectual characteristics are able to learn and achieve success in school.

In the context of a fast-changing world and a competitive global context, it is imperative that we respect childrens' native wisdom and imagination. Children acquire varied skills naturally while growing up in their environment. They also observe life and the world around them. When imported into classrooms, their questions and queries can enrich the curriculum and make it more creative. Such reforms will also facilitate the practice of the widely acknowledged curricular principal of moving from "Known to the unknown", from "Concrete to abstract", and from "local to global" making children sensitive to the environment and the need for its protection is another important curricular concern.

The emergence of new technological choices and living styles witnessed during the last century has led to environmental degradation and vast imbalances between the advantaged and the disadvantaged. It has become imperative now more than ever before to nurture and preserve the environment. Education can provide the necessary perspective on how human life can be reconciled with the crisis of the environment so that survival, growth and development remain possible. The National Policy on Education, 1986 emphasised the need to create awareness of environmental concerns by integrating it in the educational process at all stages of education and for all sections of society.

Living in harmony within oneself and with one's natural and social environment is a basic human need. A disturbed natural and psycho-social environment often leads to stress in human relations, triggering intolerance and conflict.

India is a multicultural society made up of numerous regional and local cultures. People's religious beliefs, ways of life and their understanding of social relationships are quite distinct from one another. All the groups have equal rights to co-exist and flourish, and the education system needs to respond to the cultural pluralism inherent in our society. To strengthen our cultural heritage and national identity, the curriculum should enable the younger generation to reinterpret and re-evaluate the past with reference to new priorities and emerging outlooks of a changing societal context.

The education system does not function in isolation from the society of which it is a part. Hierarchies of caste, economic status and gender relations, cultural diversity as well as the uneven economic development that characterize Indian society also deeply influence access to education and participation of children in school. This is reflected in the sharp disparities between different social and economic groups, which are seen in school enrolment and completion rates. Thus, girls belonging to SC and ST communities among the rural and urban poor and the disadvantaged sections of religious and other ethnic minorities are educationally most vulnerable. In urban locations and many villages, the school system itself is stratified and provides children with strikingly different educational experiences. Unequal gender relations not only perpetuate domination but also create anxieties and stunt the freedom of both boys and girls to develop their human capacities to their fullest. It is in the interest of all to liberate human beings from the existing inequalities of gender.

Schools range from the high-cost 'Public' (private) schools, to which the urban elite send their children, to the ostensibly 'Free', poorly functioning local-body-run primary schools where children from hitherto educationally deprived communities predominate. A striking recent feature is the growth of multigrade schools in rural areas, based on the mechanical application of 'teacher-pupil ratios' to the need to provide a school within 1 km. of each habitation, yet unsupported by the necessary

curricular concepts or clarity on materials or pedagogy. Such developments unintentionally reinforce privilege and exclusion in education and undermine the constitutional values of equality of opportunity and social justice. If 'Free' education is understood as the 'removal of constraints' to education, then we must realise the importance of other sectors of the state's social policy for supporting and facilitating the achievement of VEE. Globalisation and the spread of market relations to every sphere of society have important implications for education. On the one hand, we are witnessing the increasing commercialisation of education, and, on the other hand, inadequate public funding for education and the official thrust towards 'alternative' schools. These factors indicate a shifting of responsibility for education from the state to the family and the community. We need to be vigilant about the pressures to commodify schools and the application of market-related concepts to schools and school quality. The increasingly competitive environment into which schools are being drawn and the aspirations of parents place a tremendous burden of stress and anxiety on all children including the very young, to the detriment of their personal growth and development, and thus hampering the inculcation of the joy of learning.

Tell in brief about the need to change the curriculum.

OR

Explain the factors affecting curriculum change.

[June, 2018]

Ans : The curriculum development process systematically organizes. What will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components. But time to time it is necessary to change the curriculum according to new development in education. The following steps are needed to change the curriculum :

1. To restructure the curriculum according to the needs, interests or abilities of the learner.
2. To eliminate unnecessary units, teaching methods and contents.
3. To introduce latest and update methods of teaching and content new knowledge and practices.
4. To add or delete number of clinical hours of instruction.
5. To correlate between the students theory courses and clinical learning practices.
6. To select clinical learning experiences based on the objectives rather than on the service needs of the hospital.
7. The students themselves receive little or no experience in assuming responsibilities or in making choices, everything is decided for them by the teacher or the administrator.

There are some dimensions of curriculum change according to their needs. Curriculum change may be classified on the number of dimensions of change. The dimensions are; rate, scale, degree, continuity and direction.

The following are the broad categories of curriculum change :

1. Introduction of a whole new degree program or specialised stream at the undergraduate level.
2. Introduction of a whole new (course-work) degree program at the post-graduate level.
3. Introduction of a new subject, or deletion of an existing subject.
4. Change to or within first-year or other care subject, such as a change to

the first language taught to undergraduate students.

5. Change to or within an elective subject, such as a change in the choice of AI language used in a third year subject.

### Factors Affecting Curriculum Change

#### General Factors :

- (i) Influential or outspoken individuals.
- (ii) Financial pressures, including resource availability.
- (iii) Staff availability or workload.
- (iv) Employer or industry viewpoints.
- (v) Current or prospective student view points.
- (vi) Student abilities or limitations, or intake considerations.
- (vii) Pedagogical argument, or academic merit.
- (viii) Academic "fashion", including the desire to remain in step with other institution.
- (ix) Professional accreditation needs, or syllabi set by professional bodies.
- (x) University or Government requirement or regulation.

In general factors there are other factors like population growth, population pattern, move towards urbanization, consumption of natural resources.

The Health care changes to increase in government control. Increasing need for health professional to work with other professionals as well as the client system. Increasing the professionalization of health workers on increasing socialization of health field. It also increases supply of the health workers perhaps resulting in more supply. It is a rapid obsolescence of practice, skills, and knowledge level.

### Process of Curriculum Change

According to Fredgreaves there are seven stages in processing curriculum change :

**Stage-1 :** If a curriculum development and evaluation committee does not exist, one should be formed. It should act as a coordinating group for implementing the planned curriculum change.

**Stage-2 :** Appraise the existing nursing and educational practices which are representative of the current operating curriculum. Study carefully the existing curriculum and identify its strengths and weaknesses by considering its overall intentions and purposes, including the basic values and beliefs which are currently part of the institutes philosophy. In this stage consider the extent to which the curriculum is offering educational and training experiences for the students.

**Stage-3 :** Make a detailed study of the existing curriculum content to see whether it is still relevant and appropriate to meet a knowledge base adequate for the changing role of the professional nurse.

Give consideration to whether the skills, attitudes and knowledge to be learned are still worth while and whether the present developing conceptual frameworks of nursing knowledge are sufficiently represented in the curriculum.

**Stage-4 :** Establish criteria for decisions about what needs to go into the curriculum and what needs to come out and how the curriculum materials and methods might be changed.

**Stage-5 :** This involves the design and writing of the new curriculum changes and these may include the revised-philosophy and aims of the curriculum including the new intentions and purposes.

It also includes the revised objectives and the reformed content along with new teaching-learning approaches. Some of the existing evaluation procedures would need adjustment to fill in line with new content and methodology.

**Stage-6 :** In this stage the actual implementation of change is put into action. It successfully involves having knowledge of the change and the securing the participation of those people to enable the implementation. Teachers, students and others need to be well informed with respect to the changes that are to take place.

**Stage-7 :** Following implementation of new changes, it is important to evaluate the effects of those changes and it is with evaluation that this final stage is concerned.

Evaluation is directed at the identification and collection of data and its analysis, in order for the effects of changes to be measured and appropriate decisions and judgements made.

Above all these stages of curriculum change. One of the famous educationist gives some step in processing of curriculum change. According to Lachiver Tardif (2002) curriculum change is managed in a logical five step process :

1. An analysis of the current offerings and context;
2. The expression of key program aims in a mission statement;
3. A prioritization of resources and development strategy;
4. The implementation of the targeted curricula change;
5. The establishment of monitoring tools and processes.

So changes in the nursing educational curriculum will provide a new position or direction to our profession in the modern world. It is unlikely that the rate of change will ever slow down to give the stable periods that were common in the past, so the implication is that we have got to get used to living with rapid change and adjust accordingly.

What is curriculum development? Describe various factors affecting curriculum development.

Or

Explain how the process- of curriculum development is influenced, by philosophical, social and psychological factors? How does a teacher affect the Curriculum Development Process?

**Ans.** Factors affecting curricular development: Several factors affect all curriculum development in meeting the needs of 21st century learners in both organized academic settings and corporation learning centers. Blueprinting curriculum development requires selecting learning goals, designing knowledge delivery models while creating assessment methods for individual and group progress. Factors affecting curriculum development include government norms, which in turn brings other factors into the process. Valid curriculum development requires awareness of the diversity of the target community socially, financially and psychologically. The following factors influence curriculum development :

- Philosophical factors
- Political factors
- Social factors
- Economic factors
- Technological factors
- Environmental factors
- Psychological factors

### Philosophical Factors

National ideology and philosophy have a tremendous influence on the education system. The education system and curriculum are based on the philosophy prevalent in the society. Rationalists believe that true knowledge is achieved by the mind and knowledge is a series of revelations. Curriculum should be subject matter of symbol and idea. Empiricists believe that true knowledge is derived from evidence and authentic knowledge comes from the senses. Curriculum should be subject matter of physical world. Pragmatists believe that knowledge changes constantly; is experienced, cannot be imposed on learners, is a personal activity and is socially constructed. On the teacher hand Existentialists believe that knowledge is personal and subjective and depends on one's own unique perception of the world. Education should be less formal, and the curriculum should be diverse.

### Political Factors

Politics influences curriculum design and development starts with funding. Both private and public educational institutions rely on funding for hiring personnel, building and maintaining facilities and equipment. All aspects of curriculum depend on local, state and national political standards. From defining goals, interpreting curricular materials to approving examination systems, politics affects curriculum development. Politics has a tremendous influence on the education system because:

- Politics determine and define the goals, content, learning experiences and evaluation strategies in education.
- Curricular materials and their interpretation are usually heavily influenced by political considerations.
- Political considerations may play a part in the hiring of personnel.
- Funding of education is greatly influenced by politics.
- Entry into educational institutions and the examination systems are heavily influenced by politics

### Economic Factors

Economics influences curriculum development. One of the reasons why education is financed by governments is to improve the country's economy. Therefore, the national curriculum should concern itself with the requirements of the economy. Perhaps you are wondering how the economy of the country affects the curriculum. The children you teach will need to be employed. The skills needed by industry should be translated into the content and learning experiences of these children. The skills, knowledge base and attitudes required by industry should be developed in the classroom. You might have noticed some advertisements for vacant posts in your local media. Employers have basic requirements. Educational institutions find themselves working to meet these basic requirements academically and professionally. Acquiring a higher academic or professional qualification enhances ones upward social mobility. The market forces dictate what should be included in the national curriculum. It also subtly determines the quantity of learners at different levels. As a teacher, you require classroom supplies such as :

- textbooks,
- charts,
- equipment, and
- chemicals for science experiments.

These materials are products of industry. Without these materials, learning is,

compromised. It is therefore crucial that serious consideration be given to economic demands while designing the curriculum. Curriculum developed for in house training in corporations focuses on educating employees for promotions that bring better returns in profits. Nations financing education expect an economic return from educated students contributing to the country's economy with global competition abilities in technical fields. Curriculum content influences learner goals, standards for academic achievement with an underlying influence of the nation's economy.

### Technological Factors

Technology driven curriculum development is the norm of the 21st century. The computer technology of the 21st century influences curriculum development at every level of learning. If you are not computer literate, you may feel that you are not up-to-date. In your area, you may have noticed that a number of schools have introduced computing as one of the subjects. The intention is to equip the learners with the requisite computer skills and knowledge. In addition to computers, other forms of electronic media are being used in teaching. These have provided a variety of learning experiences and have facilitated individualized learning. Learning centers and classrooms increasingly provide computers as requisite interaction for studies among students. Technological multimedia use influences educational goals and learning experiences among students. Curriculum designers cannot afford to ignore technology and its influence on the curriculum.

### Social Factors

When we examine the curriculum being offered in our country, one question we may need to deal with is the extent to which social factors or social considerations influenced the design of the curriculum. Society has its own expectations about the aims and objectives that should be considered while designing the curriculum. It also has a perception of what the product of the school system should look like. It is therefore necessary for curriculum designers to take into account these societal considerations. If this does not happen, the curriculum becomes irrelevant. As you know, a number of religions co-exist in our country and include Christians, Muslims, Hindus and adherents, of other religions. Their views must be considered while designing a curriculum.

Social diversity including religion, culture and social groupings affects curriculum development because these characteristics influence the types of topics and methods for teaching information. The design, of curricular materials and their presentation should accommodate the culture of the society that the curriculum is seeking to serve. You should, however, be sensitive to the fact that the curriculum can be used to perpetuate inequities. You may have a curriculum that is gender biased against female children because it includes instructional materials that portray negative attitudes towards women and girls.

Pause for a moment and consider the number of groupings in the society in which you live. These can be professional associations, cultural groups and religious organizations. The list is endless. These groups can bring their views to bear on curriculum design. This is so because any curriculum of value must result from the broad consultation of a wide range of stakeholders.

Developing relevant curriculum takes into account society's expectations, accommodating group traditions and promoting equality.

### Psychological Factors

Apart from the factors detailed above, curriculum design is also influenced by child psychology. Theories of learning and child development have to be considered while designing the content of the curriculum and how it is delivered. Learning can be maximized by ensuring that activities and experiences are introduced at the most 'teachable' moment.

### Environmental Factors

Environmental issues affect curriculum development. Over time, people have become insensitive to their surroundings and natural resources. This has affected the sky, the land and the sea. The end result is that humanity is being adversely affected by these inconsiderations. Industrial wastes have polluted the world. For example, the ozone layer in the atmosphere, which protects us from harmful radiation from the sun, is being depleted. People want this redressed. It is through education that remediation can be effected. Consideration for the environment must necessarily influence curriculum design to ensure the survival of future generations.

World awareness and action toward reversing and ending pollution continues affecting curriculum development. Typical elementary classrooms teach recycling and healthy environmental practices. Higher education in the sciences offer environmentally-focused degrees. In designing a suitable and relevant curriculum, curriculum planners should always consider political, social, economic, technological and environmental factors and theories in the field of child psychology.

### Role Of Teachers In The Curriculum Development Process

The teacher's role in the curriculum process is critical because he/she is responsible for implementing the curriculum in the classroom. Many districts will revise and update their curriculum every few years.

Teachers often are invested in the writing and revision of the curriculum, performing the majority of the work.

- **State and National Standards :** When school board revise and update their curriculum, teachers make sure that all of the state and national standards for the grade level or course are being met by the class curriculum.
- **Textbook Adoption :** The Schools often purchase revised copies or new textbooks during curriculum revision. Teachers are given sample copies to review and test in the classroom. Then, the teachers select the textbook that fits the needs and present it to the school board for adoption.
- **Developing Activities :** Teachers develop new activities continually to transact the curriculum. These activities help the teachers meet state standards.
- **Developing Assessment Products :** Teachers develop tests, layered curriculum projects, and portfolios as assessment products. These assessment products ensure that the students are learning the curriculum.
- **Differentiate Instruction :** Teachers differentiate the curriculum for their students. Teachers revise and adapt the curriculum so that all learning modalities are met. They also adapt the curriculum to meet the needs of students of various abilities in the classroom.