



ALAGAPPA UNIVERSITY

(Accredited with 'A+' Grade by NAAC)
Karaikudi - 630 003. TAMILNADU



DIRECTORATE OF DISTANCE EDUCATION

202

**M.B.A.
(Education Management)**



**PAPER - 3.4
CURRICULAM DESIGNING**

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(II Semester)**



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Paper 3-4 : CURRICULUM DESIGNING

UNIT 1

Curriculum as a Field of Study: Concept – Themes – Theory of Curriculum – Nature of curriculum theories – Conceptual modelling of the curriculum – Process theories – Structural theories and theories of curriculum implementation.

Curriculum Influences: National, Political, economic, cultural, social, intellectual influence – Curriculum inquiry – Forms of curriculum inquiry.

UNIT 2

Curriculum: Balance – Dimension of curriculum – Levels of curriculum – Balance, relevance and curriculum potential.

UNIT 3

Curriculum Development at School Levels: Historical perspectives – School based curriculum planning and development – Advantages and disadvantages – Process of curriculum development.

UNIT 4

Curriculum Management: Ground work – Curriculum development – Objective – Learning characteristics – Instructional contents – Strategies – Learning resources – Structure of a curriculum – Curriculum installation and maintenance.

UNIT 5

Curriculum based Assessment: Purpose – Traditional norm referenced standardised teaching and general outcome measurement – Specific sub-skill, Mastery measurement.

UNIT 6

Curriculum Evaluation: Qualitative characteristics – Origin – Activities – Educational connoisseurship and criticism – Curriculum renewal – Challenge for future.

REFERENCE BOOKS:

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UNIT 1

Objectives:

On completion of this unit you will be able to :

- a. define curriculum
- b. describe the philosophical, sociological and psychological bases of curriculum
- c. explain how curriculum is designed adopting essential principles.
- d. Understand how curriculum server as a tool for natural development.

CURRICULUM – MEANING

In education Curriculum is a important component for teaching learning process. Curriculum includes all the planned experience provided by the school to assist the pupils in attaining the designated learning out comes to the best of their abilities. [Neagley & Evan, 1967]

A curriculum is the formulation and implementation of an educational proposals to be taught and learned within a school or other intuition and for which that institution accepts responsibility at three levels, its rationale, its actual implementation and its effects, Jenkins el, Shipman, 1975]

We can define curriculum as, an inventory of items of information, skills, etc., which have to be taught to the leanness.

In other hand, a curriculum is a charter or plan which dictates the educational activities in an institution.

The word curriculum has been used in many ways. It usually stands for:

- A school's written courses of study and other curriculum materials
- The subject content taught to the students.
- The courses offered in a school; and
- The totality of planned learning experience offered to students in a school.

It is quite easy to establish that all the above interpretations are included in curriculum and yet curriculum is more than what is implied by each of these. It is often remarked that definitions often hinder our undertaking of such key concepts in education. There have been such wide changes in our thinking about the role of school in socialisation of the individual, the nature of the student and his development, and the nature of knowledge that definitions of curriculum have become almost irrelevant. Take for example some of the famous definitions of curriculum:

- A curriculum is structured series of intended learning outcomes (Johnson, 1967). This explanation emphasises that learning outcomes and not learning experience constitute the curriculum. These outcomes are linked with objects.
- A curriculum is an attempt to communicate the essential principles and features of an educational concept in such a form that it is open to critical scrutiny and capable of effective translation into practice (Lawrence Stenhouse, 1975). Here, curriculum has been viewed as attempt, an activity aimed at communication.
- A curriculum is the formulation and implementation of an educational proposal, to be taught and learnt within schools or other institutions and which that institution accepts responsibility at three levels: its rationale, its actual implementation and its effect (Jenkin and Shipman, 1975)
- A curriculum is an organized set of formal educational and/or training intentions (David Pratt, 1980).
- A curriculum is all of the experience that individual learners have in a programme of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework theory and research or past and present professional practice (Glen Hass, 1987). The curriculum is thus a list of planned learning experience offered to the students under the direction of the schools, in other words, curriculum is a blueprint of experience that have been planned for the students.

The Dictionary of Education gives the following definition

- ☞ Curriculum is a systematic group of courses or new sequence of subjects required for gradation or certification in a major field of study.
- ☞ Curriculum is a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for gradation or certification or for entrance into a professional or vocational field.
- ☞ Curriculum is a body of prescribed educative experience, under school supervision, designed to provide an individual with the best possible training and experience to fit him for the society of which he is a part or to qualify him for a trade or a profession.

THE MEANING OF CURRICULUM

With the twentieth century, the curriculum of schools and colleges has been defined in several ways. Some people have called the curriculum the accumulated tradition of organized knowledge contained in school and college subjects. Other people have considered it to be the modes of thinking and inquiring about the phenomena of our world. Still others have called the curriculum the "experience of the race".

More precise definitions of the curriculum emphasize (1) guided, pre-selected experiences to which children and youth should be exposed; (2) plans for learning; (3) ends or outcomes of being educated; and (4) systems for achieving educational production (for example, by concentrating on the attainment of behavioural objectives).

John Schaffarzick, as Chairman of the National Institute of Education's Curriculum Development Task Force, conducted a poll of people's beliefs about what a curriculum is. The extent of uncertainty among Americans who are expected to know is reflected in the spread in meaning of the following phrases accepted by respondents in defining curriculum:

- What is taught
- How it is taught

- Teacher's materials
- Student's materials
- School experiences
- All experiences
- A combination of phrases from this list.

Philosophical Base of Curriculum

Philosophy is the study of man to give meaning and purpose to human life through the development of answers to basic problems of life. Philosophical foundations may be defined as the elements of philosophy which have a bearing on the choices made in regard to the purposes and content of the school.

A philosophy of education influences and to a large extent determines, our educational decisions and alternatives. If we are unclear or confused about our own philosophy, then our curricular plans are bound to be unclear and confusing.

Under philosophical foundations we have to consider three important philosophies which have influenced the educational system.

They are:

Idealism

Realism and

Pragmatism.

The curriculum of the school under idealism revolves around ideas. Worthy ideas are drawn from the past and are recorded in books with due emphasis placed on history and literature as the source of ideas. Special emphasis is paid to master-pieces that record the various aspects of humanity.

According to Idealism, the Curriculum materials, used for instruction, would centre around broad ideas particularly those contained in great works of literature and/or scriptures. Since it is based on broad ideas and concepts, idealism is not in line with the beliefs of those who equate learning with acquisition of specific facts from various disciplines.

Idealism puts considerable emphasis on selection of materials for children in order to give them the best that the culture can offer them. The noble ideas gained, will be utilized by the learners in developing his own society. Idealism allows for broad instruction in liberal and vocational education. As explained by Horne, the purpose in studying these subjects is "as means to the great end of living completely through understanding life. Information will become knowledge, books will become tools and the best ideas will become ideals".

Realism : Realists consider education a matter of reality rather than speculation. The Paramount responsibility of the teacher, then, to impart to learners the knowledge about the world they live in. What scholars of various disciplines have discovered about the world, constitutes this knowledge. The realists view the subject expert as the source and authority for determining the curriculum.

Realism and curriculum : The purposes of education under realism are to induct the learner into the culture, to help him understand and adjust to the natural order of things over which he has little or no control.

- i) The curriculum under realism consists of the physical and social sciences that explain natural phenomena. Less emphasis is placed on language and more emphasis is given to mathematics of which is the symbolic language found to be essential for describing the universe accurately. According to Brondy, "the objectives of curriculum are habits or tendencies to acquire, use, and enjoy truth. It is suggested that the way to form these habits is by mastery of organized subject matter. Once we realize what it means to master such subject-matter, we shall be, disabused of the notion that it is merely the memorization of facts. The realist curriculum builders exert a great deal of effort in organizing facts into subject-matter fields.
- ii) Curriculum, according to pragmatists, should be so planned that, it teaches the learners to "think critically" rather than "what to think". Teaching should, therefore, be more exploratory, in nature than explanatory. And, learning takes place in an active way as learners solve problems, which help them widen the horizons of their knowledge and reconstruct their experiences in consonance with the changing world.

- iii) **Pragmatism** does not presuppose a body of knowledge that must be mastered by each student. The focal point for organizing the curriculum is the interests of children rather than the traditional subject-matter organization. It does not mean that the subject-matter has no place in the curriculum. It only emphasizes that the subject-matter is to be used in relation to the needs and interests of the learners at a time when it can make a contribution to his experience in solving problems. The pragmatist place a great deal of emphasis on method of approach to learning in curriculum planning.
- iv) **Existentialism:-** An existentialist curriculum would consist of experience and subjects that lend themselves to philosophical dialogue and acts of making choices, steering self-expensive activities, experimentation and media that illustrate emotions and insights. As professional, the teacher serves as a resource facilitating the individuals reach for personal meaning rather than imposing some predetermined values or interests on him/her.

Sociological Bases of Curriculum

The curriculum is general has to respond to the pressures of society as well as the characteristic as well as the characteristics of student. Under the pressures of society the curriculum has to develop enlightened citizenry through effective teaching. The citizens have to be trained in the participation of civil and political administration of the community. The curriculum should be planned in a comprehensive manner to serve the student of all aptitudes and interests. The area of social differences among children should find due recognition in the planning stage.

The curriculum worker has to consider the following factors in the development of curriculum

- i) Social structures the common characteristics of each group in terms of class and caste composition should be examined by the curriculum worker. He should study the common characteristics of each group, for example, the topic in cleanliness may have to be developed differently in a class of student coming from

economically backward homes, than in a class of students coming from middle class homes.

- ii) **Environment and its relationship with intelligences:** for a long time it was thought that intelligence was purely biological and fixed. If a student had a low I.Q., it was assumed that his learning would continue to be limited to the capacity. Now there is adequate evidence to prove that environment plays a definite part in the intellectual functioning of the children. According to B.S Bloom the deprived children can be expected to improve their I.Q.'s to the extent of 10 to 15 points by providing more adequate environment.
- iii) **Aspirations of student:** The aspirations of students often depend upon the home environment and are also related to social class. Students have indicated that the lower classes function on the basis of immediate gratification while the upper class may respond well to delayed gratification. To justify a particular learning experience to a lower class student, on the basis that he may need it at a later stage when he grows up, makes little sense from his frame of reference. In the other hand, a student coming from an economically forward section may respond well simply by being told that a learning experience may be helpful when he gets to college. The curriculum, therefore, should be planned in manner that would build positive attitude in the part in the student and raise his level of aspiration.

The curriculum and the social institutions: The curriculum is influenced to a large extent by social institutions, namely, the family, the church, the school, the community and the government

- i) **The family and the curriculum:** The family is the first social institutions and the only socialising agency with whom the child has contact until his schooling begins. As a result of the influence of the family the child is further socialized in the school through the activities of the curriculum. However, all families do not provide and their professional background make a lot of difference between one family and another. The curriculum worker should be aware of the role of family in different cultures of society. He should have specific information about the family life of students for which the curriculum is planned. In certain families we come across incidents where parents

do not care for their children. The presence of certain distant certain homes. In such cases the schools may have to take up the responsibility of the home in respect of the knowledge of the family structure in the community. The experience planned in the curriculum should be related to the needs of the people served by the school.

ii) **The school and the curriculum:** The school is a unique social institutions that reaches several of the homes in a community. The school in the melting pot that brings together students from various social starts. The students who compose the school with their varied background affect the curriculum conditions. The rural schools differ from the urban schools. The management under which the school functions also makes a difference in the facilities commanded by the school. In our country there is no uniform pattern of facilities and comforts for the teacher and students as provided by the management, while some schools enjoy all the facilities of equipment and furniture other schools may enjoy this only for the namesake. In some cases the difference in the set-up of institutions makes a difference in organization of curriculum activities. The curriculum worker has to keep in mind the difference of working conditions that exists in different institutions.

iii) **The Government and the curriculum:** The government as an institutions may affect the curriculum followed in schools in a variety of ways. For e.g, the department of education has to powers to regulate the funds made available to the schools. The management which may be a local body may have the powers to interfere with the day-to-day administration of the school. The inspecting officer may have his own likes and dislikes in emphasising certain do's and don'ts in a school, in all such cases the government and the managing bodies may be examined in regard to the role-function and level as an institution affecting the curriculum the forces in society which influence the development of curriculum have been discussed briefly in the above paragraphs. It is clear from this discussion that the curriculum is constantly influenced by several social institution as indicated above.

To make education respond to social changes, a curriculum should be framed keeping in mind, among other the following

- i) Growth of technology
- ii) Structure of family
- iii) Cultural diversity

What we mean by each one of these is discussed below in the given order

i) Growth of technology

Today, the young are growing up in a world that is very different from that of a generation or two ago. Connected with this is the fact that ours is a society enslaved to information.

In addition to the creation new kinds of jobs, the information – society will influence other aspects of all workplace. At one level such influence will motivate societies to use computer and other information- processing devices to replace manual workers, at phases, workers have/had to be brought to a central location where good are/were produced. Given the availability of communication technology, this kind of centralization will no longer be necessary for every activity. One can simply work at home using micro-computer. And, increased value will be placed upon persons who can network their credentials to fill the emerging needs in the information society.

Underlying all this is a serious challenge to the ethics of work that has pervaded our society and schools/ colleges. Among the values the schools/ colleges have promoted are those related to the productive industrial worker- punctuality, loyalty, acceptance appearance etc. In the decentralised information – society, workers will find themselves largely working alone, setting flexible work patterns, working hours and servicing more than one employer. Further more replaced by new technology, many will have difficulty finding new jobs because they lack certain skills. Thus, the combination of the growth of technology and the information society may lead to serious review of the traditional ethics of work and its place in our society. Obviously, curriculum will have to undergo a change in order that it matches with and captures the social change.

ii) Structure of the family

The family has been viewed as the basis of the complex social fabric. The picture of the family consisting of both natural parents and their children is steadily fading, replaced by a much more complicated diversity of family structure. For example, separation, divorce and child birth without marriage have given rise to the phenomenon of single parent homes. Geographical mobility is reducing the bonds of the centrally located, extended family of grandparents, aunts, uncles and other relatives. Traditionally, while men used to go out to work, women managed the home. Now we can find increasing numbers of families in which both the father and the mother work.

How does it influence the educational institutions?

The school/college as we know it today evolved in the context of the traditional family structure. Mothers were expected to provide a stable and predictable environment for young people.

When children had problems in school/college, parents could be called upon to devote time and energy to support the values and efforts of the school/college. Today, these expectations are no longer certain. As the structure of family has changed, so has its role and function in relation to the school/college.

Traditionally our lives have been focused on common social features of life and even conformity. Today, however, people have begun to seek more diversity in life styles, seeking new pathways and alternative routes. Among the many institutions that are affected by the new wave of individualism and diversity is the school/ college. The reason is that school/ college have served as major sources for promoting common values among the youth. This new trend in life patterns and values poses serious questions in curriculum planning changing perception and reality of sex roles and this disgust will also have a tremendous impact on curriculum development.

iii) Cultural Diversity

We are moving away from "a melting-pot" society to a "salad bowl" one, the increasing trend away from a homogeneous culture towards one of diversity / plurality is quite conspicuous.

This shift of movement can be attributed to the following phenomena

- diversity in values and life- styles (being different is now a socially sanctioned idea)
- renewed interest in ethno-history (people have developed a new interest in their own histories and personal heritage)
- development in telecommunication (people have been reminded of their links with cultures in other parts of the world)

traditionally, an educational institution has been viewed as the major social agent in the “melting-pot” process. Now it is caught in an ambiguous position between its traditional role and the emerging trend towards diversity. The question how the curriculum should portray cultural values, then, gains importance in curriculum development today.

Having reviewed the social changes and pointed to their impact on curriculum planning, we might say that though at different stages of advancement, the human society in general is in transition from an industrial to a post- industrial phase of our history.

Identifying the general direction that the new phase will take is particularly challenging since there is no historical precedent for post-industrialism. As long as a society is dynamic, the debate over the aims of education will stir up changes, perhaps this, is good, perhaps this is what makes society viable and able to resist decay.

Psychological Foundation of Curriculum

The ideas gained from psychology which have a bearing in the learning process are called the psychological foundation of education, psychological foundations consist of the accumulated knowledge which guide the learning process and allows the teacher who is executing the curriculum to make intelligent decisions regarding the behaviour of the learner. Although psychology is an ancient subject, it is not very old as an organized and systematic discipline. So this subject has raised more questions than it has answered. The relationship between psychological Foundations and curriculum has been presented in the questions given designed to show the relationship between learning experiences and, psychological foundations.

1. The physiological development of the learner influences the curriculum

There is relationship between the physical condition of the body and learning. This applies to size, shape and the psychological make-up of the individual. The nervous system also comes under physiological make-up the body. Hence, physiological psychology has to decide what detailed items may be in the curriculum designed of different age – groups.

2. The age of the learner influences the curriculum?

Now curriculum has been structured on an age-grade basis. In western are more popular than grade-groups. Structuring the curriculum on the basis of age in not suitable for every individual learner. However, psychology presents a vast body of knowledge which indicate whether the placement of subject matter at a particular grade level is found or act when we plan experience for large group of students. It is easier to structure experiences on the basis of the average student and to plan experience separately for the individual who deviate from the norm considerable. This is a better practice than to prepare a curriculum for each individual child without any reference to the average age – grade placement of subject – matter.

3. The mental development of the learner affects the curriculum

There is reliable evidence to indicate to indicate that the mental development of the learner takes place along with physical development. Therefore, a requirement in the curriculum of the marking of concepts when the child has not reached the stage of being able to generalize and to understand concepts would be an un realistic requirement. Learning tasks should by provide for the child which cope with medal ability and which provide enough success that be is able to meet the situation psychologically. But the resent research studies in the field of education indicate that what has been formally thought of as difficult subject matter can be presented in a very simple and meaningful form to the child at an early age.

4. Problems of learner influence the curriculum

The introduction of educational guidance in schools may be said to be the result if the realization that problems of the learner for influence the curriculum. There is a equate evidence to prove that personal problems, etc, influence the development problems, physical problems etc, influence the learning of children. The planning of learning experienced must to be done, on the basis of which

takes into account the individual psychological problems of learners. For e.g. a child who is concerned about a financial problem of his family may not be able to concentrate and participate in learning experience as effectively as another child who does not also affect the learning efficiency to some extent.

5. Interest of the learner and curriculum

Psychology tells us that the interests of the learner are crucial in detaining the effectiveness of learning. Children are more prone to be interested in certain types of activities at certain age-levels than they are at others For e.g., and elderly boy of 13 years old may be than a six year old boy.

6. Needs of the learner and curriculum

Knowledge in the field of psychology indicated that three are needs that all youngsters have in common, though they may not have those to the same degree, for e.g, the need for security while planning the learning experiences of students, this need should be kept in mind.

Developmental Activities

Psychology has significant implication for planning the curriculum especially in the area of development task. Development tasks are those which are related to the physical development, emancipation from adjustments. The use of the concept of development tasks in curriculum serves three purpose. One, it helps to determine the purpose of schools, it helps to determine what experience should be provided to serve these purpose. Third, it helps determine when these experience should be interjected into the life of the learner.

Learning, theories and curriculum

For the sake of convenience we have classified the major theories of learning into the following groups

- i. behaviorist theories which deal with various aspects of stimulus- response and reinforcement scheme.
- ii. Cognitivist theories which view the learner in relationship with the total environment.

- iii. Phenomenology which emphasizes the affective domain of learning. Let us take up each one of them in the given order and examine its contribution to curriculum.

Behaviourism and Curriculum

A curriculum, according to behaviourists should be based on the following concerns

- 1) Remediation, skills acquisition, considerations of basic or advanced learning
- 2) well-defined, short-term and long-term objectives
- 3) appropriate instructional materials and media to suit the learners abilities
- 4) Shaping behaviour through prescribed tasks, phase by phase activities, close supervision of activities and positive reinforcement
- 5) diagnosing, assessing and reassessing the learners needs, objects, activities, tasks and instruction with a view to improving the curriculum.

Cognitivism and Curriculum

Most curriculum specialists tend to show greater adherence to cognitivism than to behaviourism. It might be so because.

The cognitive approach leads to logical methods for organizing and interpreting

The cognitive approach is rooted in the tradition of teaching based on the subject matter.

Curriculum specialists should be ware of the fact that a school/college should be a place where students are not afraid of asking questions, being wrong and taking cognitive risks and playing with ideas. Further college/ schools/ should be more humane places where students can explore and fulfill their human potentials. Obviously, curriculum has to play a vital role to actually realize these objectives.

Phenomenology and Curriculum

Because each individual has specific need and interest related to his or her self- fulfillment and self realization, there can't be a generally prescribed humanistic curriculum, humanistic learning may enhance the mental health of the learners, harmonies personal feelings among students, teachers, and curriculum specialists, yet its processes rely mainly on personal experience and subject interpretations that leave them open to criticism. Therefore, there is great need to examine and understand what is relevant in humanistic curricula.

Basic Human Needs and Curriculum

Physical and health needs are generally recognized and frequently dealt with through various programmes such as those on fitness, nutrition and health problem. Mental health needs such as those pertaining to acceptance, belonging, security and status have been widely studied but little emphasized in a curriculum.

In this sub-section, we shall touch upon just two points which concern the topic under consideration:

- i) Self- actualization
- ii) Development tasks

Self- actualization

Those responsible for curriculum development must pay attention to the concept of self- actualization. We all recognize the importance of school/ college and community base goals for learners. Self – actualization on the other hand includes satisfying the desire to know and understand in relation personal needs and interest. Moreover it has been noticed that when personal purpose are ignored, learners seem to be less successful in meeting the set goals, if curriculum plans reflect a balance between institutional and personal needs, the impact on both may be substantially enhanced.

Development tasks

The implication is that educators/ curriculum planners should understand behaviours manifested by a learner indicating her/his readiness and need to deal

with a particular development task as we facilitate the learners success in these needs/ tasks their overall success can be ensured.

Further, in developing a curriculum the development of an environment in which learners feel genuinely secure should be ensured, when a curriculum develops such an environment, learning takes places smoothly because the needs of students and what the curriculum provides for are complementary to each other.

CURRICULUM DESIGNING – A PRACTICAL EXPERIENCE

We all know that curriculum refers to all the planned experience provided by an institution of learning; these experiences assist the learners in achieving the designated learning outcomes to the best of their abilities. The educational activities are decided by the curriculum.

The term curriculum may mean the programme of studies like English, Physics, etc., this may also mean topics that constitute the course of study in a subject. Curriculum also means planned learning experiences intended to bring about changes among the learners. Thus curriculum is a blueprint of experiences that have been planned for the learners .(Doll : 1964). As a plan for action curriculum serves as a guideline for devising strategies to effect intended learning outcomes.

To arrive at one single definition of curriculum is a futile attempt and it is desirable to remember that curriculum can be defined better contextually than textually.

Curriculum Design

Curriculum experts suggest subject – centered, learner - Centered and problem – centered designs; however my experience as a curriculum designer showed that this distinction is artificial and there is perfect fusion of all the three types of designs.

My experience in Curriculum Designing:

While I was invited to be a resource person about 10 years ago for the Personal Contact Programme of Diploma in Distance Education course offered by IGNOU in the Regional Centre at Chennai, I was assigned the topic of

'Curriculum construction'. I had been neither a student nor a teacher of this subject and initially 17 hours before the lecture I felt uncomfortable.

While I was traveling by train I started thinking on the subject, a spark struck me. As a person who has designed a post-graduate programme in Child Care and Education offered by Alagappa University, I thought of sharing my experience and jotted down the steps which I used in designing the curriculum.

This mental exercise led to the following aspects in curriculum designing. These are the basic principles of curriculum designing.

BASIC PRINCIPLES

1. Identifying the Need:

In the field of pre-primary education, the need for trained manpower is ever on the increase. The trust given to this area in terms of curriculum, teaching strategies and training programme in the Programme of Action (1992) is significant.

A sample survey of teachers already working at Kindergarden level and the managers of nursery schools emphasized the need for a course in Child Care and education. The parents also felt that in the hands of teachers with better knowledge of handling children, their wards can be sure of safe foundation in learning.

The interviews revealed a strong need for a course in Child Care and education.

2. Formulating the objectives:

After identifying the need, it was felt that the objectives should be clearly formulated. In this context the classification of objectives by Bloom (1956) was considered.

The title was framed in such a way that it reflected the major purpose of the course. While spelling out the objectives the three domains were considered.

(i) Knowledge Domain:

To enable the learners to understand the child in the growing context of family and the society, the concept of child care, the rights of the child, different

needs of special children, planning and organization of institutions giving child care, alternative child care experiments and research on children.

(ii) Affective Domain:

To develop a favourable attitude towards working with children with proper understanding of their psychology, to change the existing attitude about the education of young children that the stress is on the pre-reading, pre-writing and pre-number activities and not on the learning of the 3 R's. Attitude of teachers towards play by children that it is a learning activity and not a waste of time was also intended to be developed.

(iii) Psychomotor Domain:

Since the curriculum for pre-primary children is activity-based, it is necessary to develop skills for the care giver or the teacher. These activities will promote the various domains of child development like gross-physical, sensori-motor, language, and cognition, emotional – aesthetic and personal – social.

3. Selecting and Structuring the content of the Curriculum:

Once the objectives are finalized, it became necessary to structure a number of papers with appropriate contents.

For the first year contents of general, elementary and fundamental nature were included and for the second year applied aspects were included.

Curriculum for regular course and that for correspondence course were structured differently.

The papers included for the M.A. course through distance education were.

- iv) Principles of Child Development
- v) Child Health and Nutrition
- vi) Education of the young child
- vii) Child in the Emerging Indian Society
- viii) Play Activities for the Preschool child
- ix) Rights of the Child and Child Care in India
- x) Education of children with specific Needs
- xi) Planning and Organization of Institutions of young children

- xii) Research in Child Studies
- xiii) Preschool – Parent – Community Partnership

Sixteen papers for regular course Ten for correspondence course were selected.

For each paper a number of practical activities were suggested to endorse and apply theoretical concepts.

A project on a problem related to child care and education was intended to be introduced but due to dearth of qualified guides for students in distance education this was dropped. However the practical activities programme had an important component of case study of a child.

While structuring the content, principles like general to specific, logical link, avoiding repetition, etc., were considered.

4. Deciding on the Scope of the Curricular Contents and their Transaction:

The units in the papers were evenly distributed to indicate the scope of 'lecture' hours. Lecture was not the only method; role-playing, gaming, debate, discussion, action researches, video spots, audio lessons, guest interactions were a few strategies.

5. Curriculum Evaluation:

It was initially difficult to fix up evaluations in the form of question paper setters and answer script values. One-fifth of weight age was given to practical work.

The Board of Studies Constituted for approving the syllabus was interdisciplinary with experts both from the field of child development, pre-primary education and education in general.

6. Curriculum Revision:

The course was launched in 1997 and was revised during 2002. It was decided to include two more papers in lieu of the practical activities since there were difficulties. The entire curriculum for practical activities was given as a theory paper and another paper was on Pre-school-Parent-community linkages.

The account given is an interesting experiment on curriculum designing. This shows any teacher who is serious about introducing new concepts.

upgrading the existing syllabus, can do it following steps of curriculum designing with suitable modifications.

Review Questions:

1. Define Curriculum
2. Show how different philosophies of education are reflected in the curriculum
3. Explain how sociological foundations determine the curriculum.
4. Bring out the psychological determinants of curriculum
5. "Curriculum serves as tool for national development" comment.
6. What are the major determinants of curriculum?
7. How does idealism influence curriculum?

* * *

UNIT II

Objectives: -

On completion of this unit you will be in a position to:

- a) List the factors influencing curriculum construction
- b) Understand the influence of culture in the construction of curriculum.
- c) Explain how various technological, economic, political changes influence the curriculum.
- d) Describe curriculum as an input and an output in the system

FACTORS INFLUENCING CURRICULUM CONSTRUCTION

When in design the curriculum many factors influence it. The structuring of the curriculum is a complex task, since several factors have to taken into consideration in during the job. Here we identify the different factors determining the shape of the curriculum.

National Aspiration and Needs

Many things influence the composition or texture of the curriculum among these influence figure the aspirations and needs of the people, who constitute the nation. The Indian Education Commission (1966) his spelt out the aspirations and needs of the Indian nation, and has suggested an internal transformation of the educational system to help realize these aspirations and needs, in the following word;

“In a world based on science and technology, It is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction, the principal objectives of which is to raise the standard of living of our people. So it has becomes urgent to reevaluate the role of education in our national development, to identify changes needed for educational development and to implement programmes with determination and vigour.

“As suggested by the Report of the Indian Education Commission the following form part of out national aspiration:

- i) Self- sufficiency in food
- ii) Economic growth and full Employment
- iii) Social and National integration
- iv) Political development

The realization of the national aspiration involves changes in the knowledge, skills, interests and values of the people as a whole. This is basic to every programme of social and economic betterment. Rebert Helibroner describe the journey to economic development undertaken by a traditional society as "the great ascent" and points out that the essential conditions for its success is human changes on a grand scale.

"If this "change on a grand scale" is to be achieved, there is one instrument, and one instrument only, that can be used namely, education. Other agencies may help but the national systems of education is that only instrument that can reach all the people. It is not, however a magic wand to wave wishes into existence. It is a difficult instrument whose effective use requires strength of will, indicated work and sacrifice. But it is a sure and tried instrument which has served other countries well in their straggle for development. If you can give the will and skill, do so for India.

"This emphasis on the social purpose of education, on the need to use it as a tool for the realization of national aspirations or for meeting national challenges, does not imply any underestimation of values for the individual. In a democracy, the individual in as and in himself and the primary purpose of education is to provide him with the widest opportunity to develop his potentialities to the full But the path to this goal lies through social reorganisation and emphasis on social perspectives. In fact, one of the important principles to be emphasised in the socialistic pattern of society, which the nation desires to create is that individual fulfillment will come, not through selfish and narrow loyalties to personal or group interest. But through the dedication of all to the widest loyalties of national development in all its parameters.

"The following programmes are needed to related education to productively.

1. **Science Education:** Science education should become an integrate part of school education ultimately becomes a part of all courses a university stage also.
2. **Work- experience:** work experience should be introduced as an integral part of all education
3. Every attempt should be made to orient work experience to technology and initialization and to the application of science to predictive processes including agriculture.
4. **Vocationalisation:** Secondary education should be increasingly and largely vocationalled, and in the higher education, a greater emphasis should be placed in agricultural and technical education.

“The achievement of social and national integration is an- important objective of the educational system. The common school system of public education, social and national service, promotion of national consciousness through cultural heritage will be some of the steps to be taken to strengthen national consciousness and study.

Culture

The term “culture” is a complex one: but here it may be taken to mean the whole way of life of a given society particularly as represented by a comprehensive mode of beliefs, values, ideas and life – styles.

The relationship between education and culture are highly subtle and complex. Sometime the role of the teacher is seen to be that of transmitting elements of the culture of his society to the pupil. Many teachers who teach, see their tasks as one to foster a constructive critical attends to their pupils, so that they some to see what they themselves judge to be culturally desirable of undesirable. It would seem impossible that one could ever property come to totally reject the whole of one’s culture. To belong to a culture is necessary feature of human existence, and one can belong to it even passively.

Thus cultural approach to curriculum leads to the definition of curriculum as cultural map. Analysis of cultural column from the points of view of needs and forms of knowledge is insufficient. The curriculum has to guide and orient pupils towards the culture in which they wish to live their lives.

Culture in this context may be thought of as the system of customs, norms, values, beliefs, techniques, institutions and set of pupils are elements within culture as are the forms and fields of knowledge. The analysis of pupil needs and of the forms of knowledge takes us part of the way towards undertaking the relationship of curriculum to culture. But a more direct approach to culture itself will provide us with a more comprehensive framework for curriculum decision making. The relationship of curriculum to culture ought to make possible, in principle, at least, a culturally creative role for the school and for the teacher. For the pupil, it ought to permit and encourage the freedom of mind and of the emotions from which innovations, experimentation and creative actions flow. These conditions ought to be satisfied if we regard education as it self as essential human growth process rather than a mechanism for socializing youth into a passive acceptance if whatever social circumstances happen to prevail.

A cultural map curriculum ought of both a way of identifying and analyzing the principal features of culture which are of interest to us educationally. The central themes and groupings of subject matter in the curriculum need to be so denied correspond to the tendencies and features of contemporary culture which we are able to identify.

We need teachers who have a culture orientation and who are writing and able to think of their particular interest and expertise within the framework of a culture map.

Pupils are to be presented with learning problems which focus on the fundamental tasks of awareness, knowledge, personal competency and creativity with reference to the many features of the cultural map. The notion of map is similar in many respects to what is already in the sophisticated curriculum. The subjects taken as a whole, are sometimes defended as the foundation of a liberal education, of a comprehensive programme of individual, and social development.

The basic areas of experience may include, play, work experience, political actions, social interaction, interpersonal relationship etc. the cultural – map approach to curriculum consists of identifying these key area, anything the modes of expression and communication which characterise these area, and devising appropriate techniques and strategies whereby pupils may become initiates, bearers and indeed transform of the culture which there inherit.

A major problem of education in the present time is the failure of the education system to enable most working class children to reach levels of education attainment comparable with those of middleclass children. Though the problem existed prior to the industrial revolution in the western countries. It has become more acute due to increased industrialisation. The classes system, consisting of the 'employer' and the 'worker' classes which was a lot blurred. Prior to the industrial revolution, became more polarized later, and the two classed found their interest opposed to each other. There have been attempts at equalization between the two classes, and steps are taken to improve the living conditions of working class people. But two points are of importance to the educationalists – first, that there are still sections of the working class people in the western societies, who are economically backward, which has an effect on education, and second, that the historical backward influence impedes students to life and education.

More recent economic changes in western societies have education and curriculum implications. They are one, changes in the demand for certain kinds of skills due to changes in the occupational structure and second, changes in the amount of time spent at work in schools. Though it is important that education should not be subordinated to the technological and economic needs of society, it would be wrong to ignore the manpower requirements. The situation in western societies today is that manpower shortage exists at two levels-firstly, there is a huge shortage of qualified recruits at the middle-range because the schools do not produce sufficient numbers of persons who want to work in industry as scientists, mathematicians, technologists and technicians, which may be attributed to be a curriculum problem in schools; secondly, there is shortfall in highly trained graduate engineers and scientists in industry, which is due to a failure of the higher educational institutions and universities, to adjust their curriculum.

There is also shortage of top and middle management personnel in industry in the west, which problem is also attributable to the curriculum problem. Generally speaking, in the western industrialised societies, the working class people benefit less from education than middle class people, and also, education has tended to lag behind the economic needs of society. All these facts cannot be ignored when discussing curriculum as selection from culture. This situation, present in the industrialised societies of the west, is to a large extent true of the developing society of India.

iii) Political Changes

Political changes have been going on hand in hand with the technological and economic changes, in most western societies, from the beginning of the nineteenth century. India, since it was a colony of England till recently, could not taste these changes till a few decades ago. Political changes and the impact of these changes on our education, is a recent development in India.

The move in the direction of democracy started in the 13th century in England, with the wresting of the 'Magna Carta' from the royal ruler and it was the earliest so, anywhere in the world. Such a move in the direction of democracy started with the Declaration of Independence in the U.S.A., and on different dates in the many democracies of the west. But the extent to which power and influence have been redistributed to people is open to argument. Still, it would be unrealistic to argue that because they have achieved the state of one-man/one-woman-one-voice, they are completely democratic. It would be fair to state that these democracies are today democratic in the sense that they are not totalitarian, and that freedom and social justice are valued.

Education has been, and to some extent still is, an area of conflict mainly for political reasons. In the 19th century education was considered as necessary for religious and economic reasons. In England, it was considered necessary for the poor to learn just enough basic literacy and numeracy work as factory workers, but not so much that they would get ideas above their station or become destabilised with their lot. Once the adult franchise was established, they found it politically necessary for the electorate to be well enough educated to choose their leaders wisely. But there were leaders who despite democracy and adult franchise wanted to keep the lower strata of society firmly in their place. A significant feature of the attitude of the Government towards education in England was, the introduction of the 'Revised Code' which enforced payment of grants to elementary schools by rates; this resulted in the reduction of grants to elementary schools, which was very unfortunate. Public concern with elementary education was limited to meeting certain minimum requirements in a changing society viz, the need to ensure discipline and to obtain respect for private property and social order. This does not deny the fact of the vocal presence of some enlightened souls, who showed a far broader vision in education of whom H.G. Wells was one.

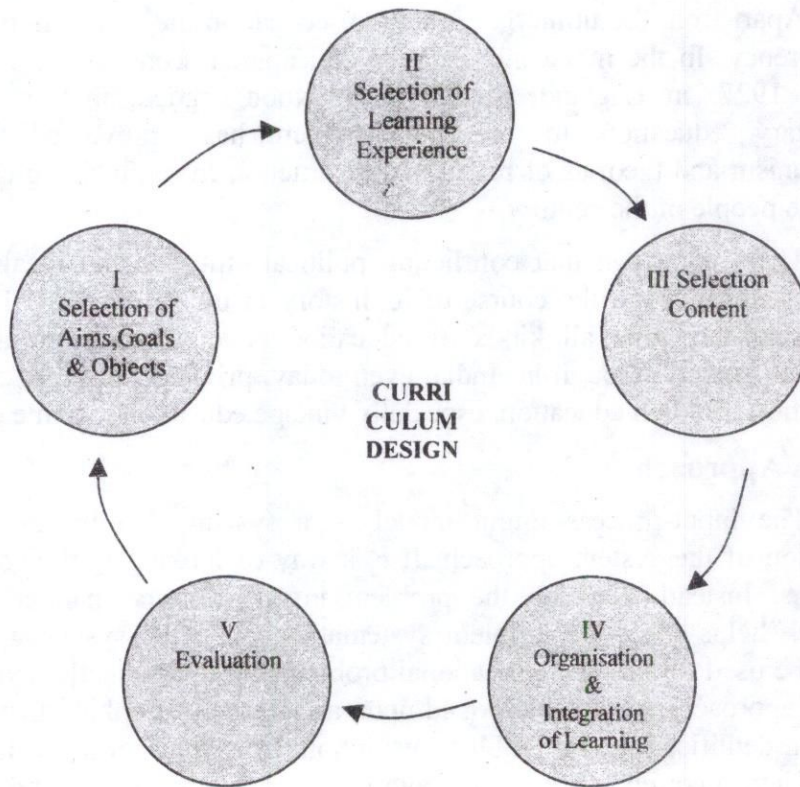
Apart from the utilitarian motive of education the civilization motive also has currency. In the nineteenth century educational scene in the west Even as late as 1927, in England, Sir Cyril Norwood argued, that it was largely elementary education to the poor which has "prevented Bolshevism, Communism and theories of revolt and destruction from obtaining and real hold upon the people of the century.

Thus, it is seen that conflicting political attitudes and ideals influenced views in education in the course of its history in the recent past. Today, it has been established that all kinds of education is appropriate for all levels of peoples in society, though in India, even today, privilege and money have their surreptitious hold on education, especially vintage education to some extent.

System Approach

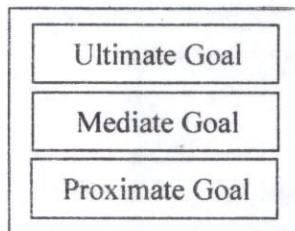
The input-process-output model of a system also brings out another dimension of the system approach. It is a way of looking at things, process or problems. Instead attacking the problem in an arbitrary manner, the system approach helps solve the problem systematically. So the system approach is a tool to be used for solving educational problems more efficiently and effectively. System approach can also be looked upon as a mode of thinking that emphasises problem identification and problem resolution. It enables an individual to define the problem precisely, consider the alternatives available and to choose the most efficient alternative (on the basis of the performance criteria) to solve the problem and achieve the goal(s).

In order to use the system approach, the curriculum designer has to go through following stages:



Selection of Aims, Goals and Objectives

A curriculum is essentially a planned educational programme. It has definite objectives and it facilitates their attainment. When we talk of educational objectives, we should remember that these objectives are derived from goals. These goals are again conceived at three levels viz: ultimate (or long term) goals, mediate (or short term) goals and proximate (or immediate) goals.



In India we have the 10+2 year pattern of schooling. These twelve years of schooling fall into four clear stages, viz: the primary, the middle, the secondary and the senior secondary. The ultimate aims could deal with the outcomes of 12 years of schooling or they could be about any of the above mentioned five stages. In other words, these ultimate aims describe the end-products of education spread over a period of time. They are usually expressed in terms of statements of desirable knowledge, attitudes, feeling and actions, integrated in terms of personality pattern in appropriate situations of life.

Mediate aims may refer to a stage of education or a particular content area, e.g., languages, sciences, etc. The mediate aims are derived from ultimate aims and they promote them. Mediate aims are usually expressed in terms of intended behaviours in a class of situations at given stages of education. These stages of education usually mean various grades e.g. Grade VII, Grade IX, etc.

The proximate aims are also called specific objectives. These deal with classroom level behaviour. These may be expressed as what the teacher wants to attain through teaching a lesson or a unit or what the students will be able to do after learning a lesson or a unit. In the first case, they are called instructional objectives; in the second, they are behavioural objectives or learning outcomes.

Selection of Learning Experience

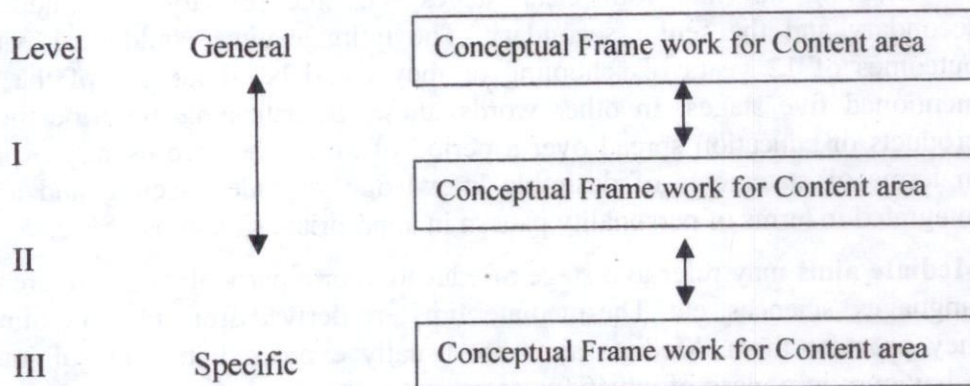
Learning experience facilitate change in behaviour and, as a result of this, attainment of aims and objectives, various learning experience deal with the human being's functioning in particular situations, their interest or problem solving. These learning experiences provide physical, mental or emotional experiences of their mix.

Teaching various subjects, various subjects, various activities in a laboratory, on the playfield or through projects, discussion, group work, etc., are example of educational learning experience. Care has to be exercised in order to ensure that the selected learning experience indeed help in the attainment of a specific educational aim / objective. The selected learning experience should be relevant to learners in terms of their maturity level.

Selection of Content

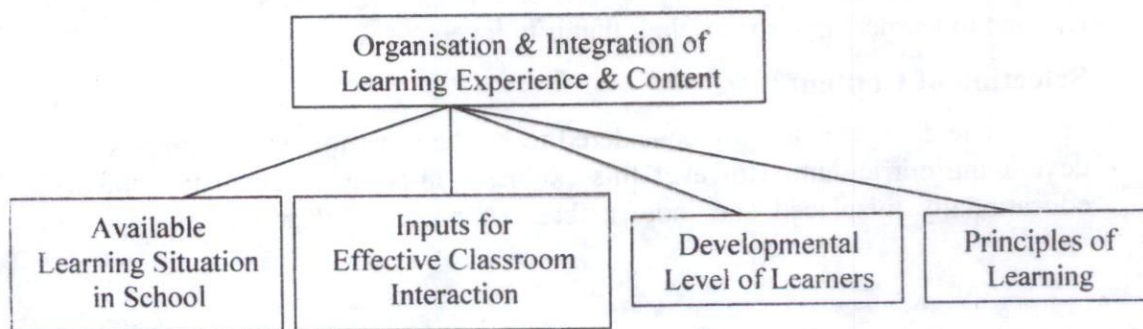
The content is usually considered to be the most important component of developing curriculum. However this exclusive importance given to content is educationally misplaced and indefensible. To put content at the centre of the

curriculum is to put the cart before the horse. The overall approach to the curriculum shall determine our approach to the task of selection of content.



The process of selection of content can be viewed at three levels. The first level deals with selection and clarification of the conceptual framework related to the content area. The so called modern mathematics of the 1960s and the conventional mathematics provide a good example of this. The second level is concerned with selection of basic themes or key concepts which along with other basic themes or concepts constitute the framework of knowledge in a given subject. The third level is the most specific. At this level the content items are matched with the basic theme/concept they belong to and also with the objectives of the curriculum.

The essential task at this stage is to develop sequences of educational activities based on selected experiences and content. This fusion of selected experience and content has a definite purpose which is derived from educational objectives. Hence it is called a sequence of learning experience. The organizing principles for this integration and sequence should ideally be effective classroom interactions, the development levels of learners, and principles of learning by children for whom the curriculum is meant.



Evaluation

This stage is the last one in the curriculum process. Evaluation is a process of judgment based upon relevant evidence. This evidence may be quantitative (e.g. marks awarded in various tests) and/or qualitative (e.g. observation-based information). Evaluation may be based on aims, goals or objectives of the curriculum. Objectives-based evaluation is more specific and usually more useful for teachers. Surely evaluation should be treated as a micro-level concept as well as a macro-level concept. At the micro-level, evaluation deals with intended objectives, actually attained objectives and an analysis of the gap between these two and how it can be reduced. Such analysis is usually based on measurable objectives. But there are, what Eisner (1979) describes, expressive objectives which can not be measured but which are otherwise quite as important.

Review Questions:

1. Write an essay on the factors influencing the construction of curriculum.
2. Show how culture of a society influences curriculum construction.
3. Write an essay on the system approach to curriculum construction.
4. How can curriculum be an output in the system?

* * *

UNIT 3

Objectives:

- On completion of this unit you can
- Understand the process of curriculum planning
 - Describe the characteristics of a good textbook
 - Explain how syllabi and textbooks reflect the curricular objectives
 - Point out the possible drawbacks in construction of curriculum
 - Suggest remedies for such problems

CURRICULUM PLANNING

Curriculum planning is a complex activity involving the interplay of ideas from the curriculum field and other related disciplines. However, the ultimate purpose of curriculum planning is to describe the learning opportunities available to students.

Thus curriculum planning is ultimately concerned with the experiences of learners

The relationship of content and process accentuates the need to consider curriculum and instruction not as distinct entities, but rather as interdependent concepts in the planning process.

Curriculum planning involves decisions about both content and process.

Curriculum planning typically involves decisions about some combinations of areas and issues since it is difficult to consider any one in isolation. Curriculum planning is not the sole responsibility to privilege of any one group. It is, in essence, a product of teamwork.

Curriculum planning, thus, involves many groups of people and levels of operation and is a continuous process.

We shall arrive at a working definition of the term 'curriculum planning'. We can define the term 'curriculum planning' as continuous process in which participants at various levels contribute towards making decisions about,

- The purposes of learning
- How those purpose might be carried out through teaching-learning situations
- Whether the purposes identified and means selected are both appropriate and effective.

Thus, *curriculum planning* is a generic concept that includes both curriculum development and instructional design. *Curriculum development* encompasses instructional design, and instructional design denotes a highly specific activity focused on methods of teaching and learning.

CHARACTERISTICS OF A GOOD CURRICULUM

Since the Curriculum reflects a nation's philosophy and character, care should be taken to make it as comprehensive as possible. The syllabi will be designed based on the curricular framework and textbooks will be written based on the syllabi.

As good curriculum will:

1. Reflect the philosophy of a nation.
2. Represent the culture of the people.
3. Consider the political situation and demands of the contemporary society.
4. Based on the historical tradition and roots of the culture.
5. Neither be too broad as to be evasive nor be too narrow without allowing any flexibility.
6. Will be based on practical experience of the people without stressing too much on theory.
7. Will be relevant to the society since through the curriculum the goals of education are achieved.
8. Will be comprehensive taking into consideration the needs of the society.

9. Take into consideration the level of development of the learners, their nature and learning readiness.
10. Will state the goals in unambiguous terms
11. Suggest strategies to achieve these goals
12. Suggest alternatives, if there are constraints in reaching the objectives
13. Have built in mechanism for evaluation and feedback at every stage – designing, transaction and implementation.
14. Provide room for reconstructing experiential aspects
15. Will prepare the learners for immediate and long-term future.
16. Will consider cognitive affective and psychomotor compete
17. View to be developed among the learners.

Characteristics of a Good Text Book

The characteristics of a text book have been categorized under three main headings.

1. The Author:

Everybody and anybody should not be encouraged to write textbooks. Only such persons who have long experience of teaching the subject and possess requisite qualifications should be allowed to become the authors. Some minimum qualifications should be fixed. Nowadays a panel of authors writes the textbooks. In the case, care should be taken for logical continuity and not to have repetitions. It is better that some small orientation and training should be given to the authors.

2. Mechanical Features:

The text books should have attractive binding and printing. The quality of papers and type of letters used should be fine and appealing. They must have captivating photographs, thick binding and smooth pages.

3. Subject Matter:

1. Subject matter should cover the whole syllabus.

2. There must be proper selection and organization of subject matter.
3. Subject matter should be arranged systematically and should be developed in psychological sequence.
4. It should fulfill the aims and objectives of science teaching.
5. Subject matter should be fully illustrated with pictures and sketches.
6. It should serve as a guide for demonstrations and individuals experiments.
7. Subject matter should be written in very simple clear and lucid language.
8. Since the text books are in regional languages, the scientific terminology should also be given in English, within brackets.
9. Only standard terminology in regional languages, evolved by the Central Ministry of Education and State Governments should be used.
10. Each chapter should begin with an introduction and end with a summary.
11. Headings and subheadings must be in bold types and quotations must be in italics.
12. The book should contain a detailed table of contents in the beginning and an index at the end.
13. At the end of the book there should be a glossary of scientific terms with their English equivalents.
14. Sufficient emphasis should be given on making use of community resources.
15. Some memory aids are to be suggested to facilitate learning.
16. Each text book should be accompanied by a laboratory manual and a teacher's guide book.
17. For each lesson, problems (solved and unsolved) and assignments should be given.

18. It should mention proper use of teaching aids.
19. It should be reasonably priced.

Principles of Writing Text Book

UNESCO Planning Commission has given the following principles in writing text books.

- (i) It should feed the requirements of syllabus and help in the improvements of syllabus.
- (ii) The facts should be modern and comprehensive.
- (iii) It should link science with practical life.
- (iv) The content should contain not only the established facts but also the problems which are being researched and thereby arousing the interest in the pupils in those problems.

DEVELOPMENT OF SYLLABI AND TEXT BOOKS

Syllabi are undoubtedly one of the oldest teaching tools in formal education. They are vehicles by which organization and structure of intended learning's are communicated from teacher to teacher and teacher to learner.

Control of syllabi has been seen as a way of controlling curriculum, and attempts to shape curriculum rely heavily upon syllabi as the vehicles. Most syllabi come in written form: course outlines, units of work, guides, and lists of materials to be taught, suggested or prescribed methodology for the teacher.

The building of syllabi constitutes, in most educational systems, the major curriculum development efforts. There are different philosophical positions on how best to develop a syllabus in order to guarantee its implementation in the educational system and this is the subject of curriculum development literature. The common framework of a syllabus includes the provisioning of curriculum construction.

The first step in organization of the syllabus is to establish a rationale for the unit of instruction, being planned. Within this rationale, ordinarily, curriculum developers will assume a position on why subject matter should be

taught. Usually the rationale involves the society in which the learner will live or the learners need for the subject matter. Decisions in the area of rationale are quite crucial because they predicate many other following decisions on provisioning of other constructs within the syllabus. There are positions on needs of society and needs of the learner which reconcile and bring them together as well as advocate the pre-eminence of one or the other in the decision-making process (Dewey 1948). Once the rationale is explicated, the other construction of aims and objectives, organization of specific subject matter (scope and sequence), modes of transaction (methodology of instruction), and evaluation are usually provisioned for the user of the syllabus. Syllabi can be developed for learners as well as for teachers.

DEVELOPMENT OF TEXT BOOKS

One factor affecting the development of text books is structure. Structure refers to the way ideas are connected together in logical organizational patterns. A few basic rhetorical structures appear to reflect fundamental patterns of human thought:

- (a) Simple listing – a listing of items or ideas where the order of presentation of the item is not significant;
- (b) Conclusion/evidence- a special case of simple listing consisting of a proposition and a list of reasons serving as evidence for that fact;
- (c) Comparison/contrast-a description of similarities and differences between two or more things;
- (d) Temporal relationship between items or events considered in terms of the passage of time;
- (e) Cause effect-an interaction between at least two ideas or events, one considered a cause or reason and the other and effect or result; and
- (f) Problem solution-similar to the cause-effect pattern in that two factors interact, one citing a problem and the other a solution to that problem.

These basic structures can be subsumed in higher order structures that underlie particular text genres (e.g., narratives, newspaper articles) and content areas (e.g., biology, history) (Anderson and Armbruster 1984).

The structure of text can be conveyed in many ways: (a) words denoting relationships (because, before, for example, in comparison); (b) explicit statements of the structure; (c) previews or introductory statements, including titles; and (d) summary statements. Information in the text that point out aspects or structure has been called "signaling" (Meyer 1975). Research has shown that *better organized text, and text that makes the organization clear to the reader (for example, through the use of signaling)*, increases the likelihood of the reader's understanding, remembering, and applying information learned from the text (Mayer 1979).

Another characteristic of text that influences learning outcomes is local coherence, also called cohesion by linguists. Local coherence is achieved by several kinds of simple linguistic links or ties that connect ideas together within and between sentences. Among the most common links are various forms of reference (e.g., pronoun, anaphora, etc.) and conjunction or connectives (e.g., and, or, but, because, however). Research has established the importance of cohesive ties in understanding and remembering text. For example, repeated references that help to carry meaning across sentence boundaries can decrease reading time and increases recall of text as an integrated unit.

Another aspect of content that affects learning outcomes is the proportion of important to unimportant information, or main ideas to details. In a series of experiments by Reader and Anderson (1980), college students who read summaries one-fifth the length of original texts were better able to recognize important facts and learn new, related material than students who read the full version. Reader and Anderson (1980) conclude that text that helps students focus attention and avoid having to time-share between main points and details is an effective way to aid learning.

In sum, various features of the text itself- structure, local coherence, content-influence learning from reading. Characteristics of the reader, however, probably play an even, or crucial role in learning from textbooks.

DRAWBACKS IN CURRICULUM CONSTRUCTION

Curriculum construction demands a thorough understanding of the principles and factors related to curriculum.

There is a common complaint that education is the only business where the consumers refuse to accept the products. This is because of the defects in the designing of the curriculum.

The common problems are:

1. Remoteness – not related to the needs of immediate future.
2. Not Relevant
3. Not adequate
4. Not related to practical life-too much of a tilt in favor of theory
5. Rigidity – Not allowing updating or enriching
6. Obsolescence – Outmoded irrelevant the one's not considering recent trends
7. Not related to learners capabilities and nature.
8. Incomplete – not being comprehensive
9. No room for interval criticism
10. Failure to suggest implementation strategies.

If the suggestions given under the desirable characteristics, of a good curriculum construction process are followed, their most of the drawbacks can be overcome.

OVERCOMING PRESENT DRAWBACKS IN CURRICULUM CONSTRUCTION

One of the important concerns of the majority of countries is to respond to merging economic issues. There is a preoccupation with equipping pupils with the basic knowledge and skills needed to be self-sufficient and productive citizens in an increasingly globalize, rapidly changing, uncertain, competitive and highly technological economic environment. As such, a motivating factor for curriculum reform becomes the urgency to design education programmes that would people for the job market.

In addition to responding to economic issues, there is a serious move to integrate Information and Communication Technologies (ICT) as a major

priority in many countries as these can enhance the possibilities for instruction and learning of all pupils at all levels of schooling. Information Communication Technologies are perceived as supplementing rather than replacing traditional but effective educational tools and methods. These technologies offer vast opportunities for the development of contacts and exchanges with the rest of the world, and therefore is a real stake in the process of globalization.

Some of the other priority areas predicted for the next five to ten years include maintaining basic skills, e.g. literacy and innumeracy; values education in a pluralistic society; vocational education and enterprise studies; encouragement of independent, self-directed learning; development and refinement of school-based assessment; and education for participation in a global society.

Important, countries of South and South-East Asia regions have expressed preoccupation with developing curricula, which foster respect for and preservation of cultural traditions and indigenous values and ways of life while preparing young people to be part of the modern global society.

A commonly expressed goal is the fostering of moral values and ethics among pupils, whether through religious or secular education. Promoting and developing attitudes, which would foster peaceful co-existence and international understanding, i.e. learning to live together, is a priority of majority of national curricula. Closely linked to this goal is that of fostering the concept of citizenship, which will promote national integration and unity.

To develop in students a broad vision of the world, respect for human rights and peace; to discharge one's duties as a responsible citizen; understand the importance of ethical and human values practice them with responsibility and express one's opinions within the law; and to develop respect for life and other human rights and democratic principles, including peace, pluralism, justice, equality and freedom.

Review Questions:

1. What are the characteristics of a good textbook?
2. Explain the elements of a good curriculum
3. How will you plan for the curriculum?
4. What are the possible limitations of curriculum construction?
5. Suggest remedies for drawbacks in the curriculum

UNIT 4

Objectives:

On completion of this unit you will be able to

- a) decide curriculum as an input in the system
- b) suggest a list of traditional and nontraditional strategies of curriculum transaction
- c) explain the various methods of teaching at higher education level
- d) identify the components of effective curriculum transaction

CURRICULUM IMPLEMENTATION

The objective of a curriculum is not only to mould the child to a particular shape, status or career but to facilitate the process of growth and development according to his/her nature or interest and aptitude.

A curriculum must be implemented if it is to make any desired impact or students are to attain its goals. And, unless it is implemented it cannot be evaluated for betterment.

In spite, of careful planning and design, it is possible that a curriculum fails to meet the needs for which it is developed. In our experience, we would have also come across educational programmes that does nothing more than gather dust on shelves. Further, much that is planned and developed often does not get implemented.

Why is it so?

The focus of those who are charged with the task of curriculum framing has hitherto, been on planning and design. As a result, curriculum implementation has never been considered a crucial stage. In fact, surprisingly, it has been taken for granted. It has to be, on the contrary, treated as important as the other stages in the curriculum activity. It will certainly ensure success of a curriculum. With this general observation in mind, we shall now look at various other issues of curriculum implementation.

Implementation: A process of change

Although many curricularists agree that implementation is an essential aspect of curriculum development, it is only in the last fifteen years that implantation has become a major educational concern. Many assume that implementation is simply another step in the curriculum planning process. They, therefore, expect to proceed from the planning and design stages to the actual implementation stage with relative ease.

How far is this assumption tenable?

Let us consider some observations made by a few thinkers in this regard. Fullan and Pomfret (1977) remark that "effective implementation of innovation requires time, personal interaction and contact, in-service training and other forms of people – based support". There is, therefore, no substitute for the primary of personal contact among implementers, and between implementers, and between implementers and planners/consultants, if the difficult process of unlearning old roles and learning new ones is to occur.

Leithwood (1982) like most other curricularists considers implementation a process that attempts to reduce the difference between existing practices and practices suggested by innovators or change agents. In other words it occurs in stages and it takes time to win people over to a change. Ornstein and Hunkins (1988) sum up these observations and view implementation as a separate component in curriculum action cycle. It is the logical step once a programme has been developed and piloted. However, they point out that implementation involves attempts to change individuals knowledge, actions and attitudes. Obviously, it takes time. They also suggest that implementation is an interaction process between those who have created the programme and those who are to deliver it. And we may add those who are to use it.

Thus the purpose of curriculum development, regardless of level, is to effect a change in order to enable the students to attain the society's and perhaps more importantly the students' own goals. And, implementation, as an essential part of curriculum development, brings into existence the anticipated changes. The changes can occur in several ways. The two most obvious ways are

- i) **Slow change:** For example, when we incorporate minor adjustments in the course schedule, when we add some books to the library or when we update the unit plan, etc.

- ii) **Rapid changes:** It is the result of new knowledge or social trends influencing the curriculum, such as computers being introduced in the curriculum, etc.

PLANNING IMPLEMENTATION

Apart from curriculum planning in general terms, it is essential that we need to plan the implementation of a curriculum. It will certainly help us successfully implement the curriculum. Planning process addressed needs and changes necessary and requisite resource for carrying out intended actions. Put it differently, implementation -- planning should focus on the factors:

- People
- Programme
- Process

Although, these three factors are inseparable, usually we consider any one of them for implementation. For example, the opinion has been that really facilitate implementation of a major change, curriculum developers should need to deal primarily with the people-factor. Some however, consider that the primary focus should be the programme. The argument here seems to be that people will adopt, if we furnish them with different ways to meet the objectives of programme. Still others think that attention should centre on the organization, i.e., process, within which the people work. As one factor is connected to the other we need to consider all the three factors together for successful implementation.

Curriculum as an Input in the System

The word 'system' is used by scientists from various field such as sociology, politics, Management, etc and it is also used by a layman. While using the term all of them refer to the 'wholeness' aspect of something. Let us see, four main characteristics of a system.

- A system has certain functions to perform
- A system has many components; each of these may have a different function to perform but all of these together contribute to the function(s) of the system.
- The components of a system are interrelated and interdependent.

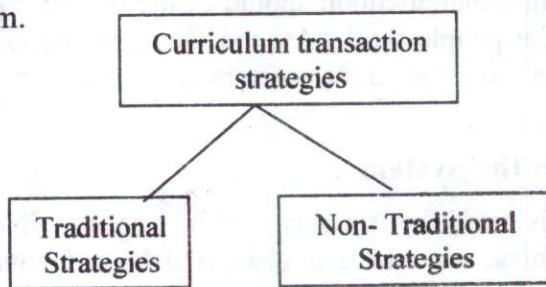
- Any alteration in one component affects the structure & functioning of whole system. In the educational system, curriculum is also an important input along with the students. The process of curriculum transaction is successful only by the proper input (ie) effective and suitable curriculum design.

This curriculum design is the basic skeleton apart, which the flesh and blood of curriculum transactional process can be built. In the educational system, the planned input (learning material) and process (learning strategies) are organized to cater to the needs of the students. The learning materials is sequenced in such a way that it leads the student to achieve the desired standard of output (ie) terminal performance

Curriculum Transaction Strategies at Higher Education Level

There is a tendency on the part of the teachers at higher education level to concentrate more on dispensing of knowledge to the students rather than uncover the syllabus for the students to explore, analyse and critically study the subject. Professional preparation of teachers at tertiary level has not been given a serious consideration.

Teaching at the higher level is not mere dispensation of knowledge but development of independent creative thinking ability, social consciousness and commitment to the common weal and national integration along with a good value system.



1. Lecture
2. Symposium

1. Demonstration
2. Seminar
3. Workshops
4. Brainstorming
5. Case analysis
6. Team teaching

METHODS OF INSTRUCTION

Teaching methods have been classified as traditional and modern; those applied for large groups, small groups and individual. The Guest Lecture delivered in the Dept of Bank Management on 18.10.96 for a UCC Refresher Course for college teachers. International Encyclopedia of Education (1994) in an article in Heuristic methods of teaching classifies teaching into (i) expository methods such as lecture, demonstration, (ii) direction methods such as discussion, group tasks and activities, gaming, simulation brainstorming, buzz, role play and question – answer and (iii) discovery methods such as self-directed learning.

Lecture Method:

Since the starting of the higher education till date lecture is the only one method monopolizing the teaching strategies. About the importance of lecturing Pear (1993) has stated: “The decrying of the wholesale use of lectures is probably justified. The wholesale decrying of the use of lectures is just as certainly not justified”. The lecture is a flexible method as teachers can adapt themselves to the subject-matter, achievement level of the students, time limit, available apparatus and equipment and all these and all these at a very short notice.

Guidelines to Young Lecturers

1. Clearly structure your lecture
2. Indicate major sections at the end
3. Make the main points clear and understandable
4. Make clear even the minor points
5. Give relevant examples
6. Give interesting examples
7. Watch out for reaction and feedback, invite questions and ask questions; encourage participation; involve your audience.
8. Pace your lecture appropriate to the level of the learners
9. Be adequate, do not try to cover everything and give too much functional information.
10. Make your lecture audible

11. Use blackboard and other aids effectively.
12. Read widely around the subject area from different sources.
13. Prepare your lecture well.
14. Present your lecture well.
15. Capture the attention of the students through various strategies, verbal, audio-visual, etc.
16. Make your lecture interesting by giving day-to-day life examples.
17. Look at your audience, meet their eyes; do not talk just to the first row, do not talk when you are writing or facing away from your audience, do not distance yourself.
18. Give up-to-date material from journals and scientific meetings etc.
19. Don't read from your notes or dictate or transcribe notes.
20. Project your enthusiasm for a topic; don't look bored, enjoy it. Be interesting and humorous but not much.
21. Summarise the main points of the lecture effectively.
22. Prepare handouts for the students.
23. Use appropriate stress and information.
24. Present in informal conversational style
25. Make natural body movement with meaningful gestures.
26. Don't punctuate every sentence in the lecture with 'Er.....' to Er is human, but it is unforgivable! Such lectures will have the same effect on the listeners as a cup of warm milk and two sleeping tablets!
27. Don't read from the book; it will be dull and prosy, nothing is gained by such a lecture expect the trivial interest of seeing a person instead of book!
28. Don't lose touch with your listeners.
29. Put plenty of variety into the voice.
30. Supplement the lecture with demonstration discussion, debate, audio-visual aids and student participatory techniques.
31. Sequence the lecture points logically.
32. Use nonverbal communication along with verbal presentation.

DEMONSTRATION

This refers to 'teaching by slowing'. This has the advantage of visual communication. There is a balancer between demonstration given by teachers and practice given to the student in a good construction.

Demonstrations can be made both inside the classroom and outside the classroom. They are in fact teaching by example. They demonstrate application of various principles and concepts in different day to day life situations. By seeing theory in action, the non-formal learner develops more faith in the theory and the innovation-formal learner develops more faith in the theory and the innovations suggested by it. The glaring example is the case of demonstration paddy fields to show the extent of yielding of various types of paddy seeds. There are also demonstration fields for showing the effectiveness of different manures. In classroom situation, there are demonstrations conducted for verification of different experimental findings and working of different machines or tools.

Demonstration created interest in the concept or theory being demonstrated. These are more effective, when the learners take part in demonstration. A good instructor, always formulated the plan of demonstration with the help of the students. The environment is manipulated in such a way that the learners feel, that they themselves are suggesting various steps of demonstration. The materials to be demonstrated should be all visible for the whole group. In a classroom situation, the demonstration table should be placed at such a height that materials kept on it are the eye level of the learners. The demonstration should be undertaken in well lighted place unless it is required otherwise. In case of smaller objects being involved in demonstration, the process is televised. For instance the operation carried out in a human body or in a body of a small animal can be very well observed by fitting television camera for the purpose. Every demonstration has generally five steps-planning, execution, evaluation repetition or modified demonstration if necessary and dissemination.

Seminar

This is essentially a discussion meeting where in the participants express their views on a specific subject. The main purpose is to elicit shades of opinion on various aspects of the subjects.

Symposium

This is a method of teaching in which persons having specialized knowledge speak and share their thoughts and ideas with others. The main purpose is to bring to light the 'expert' views on the subject and thus to enrich the knowledge of a controversial issue.

Workshops

While discussion demands much talk, in workshop participants produce something like 'curriculum' or low-cost teaching aids after getting an orientation.

Brainstorming

This is a form of discussion which enables the group to do collective creative thinking. The emphasis in brainstorming is upon eliciting as many ideas from the students as possible, for a more careful consideration at a later time.

The Panel

The panel is a type of discussion in which four or five persons, usually experts, sit around a table in front of an audience and carry on a discussion. There are no prepared speeches; it is all informal and spontaneous. The members are seated and speak in an informal conversational style.

There is a moderator who meets the members of the panel beforehand to plan the course of discussion. He opens the panel discussion by introducing the topic and the members of the panel. He starts the discussion by posing a question. He does not participate in the discussion but keeps the discussion moving and encourages a free exchange among the panelists. At the end of the discussion he makes a general summary and throws the discussion open to the audience. At this point, the panel becomes a forum.

There are four steps and three ground rules in Brainstorming

Steps

1. Statement of the problem

The leader should state a problem giving the essential facts relevant to the problem.

2. Restatement

For about 5-10 minutes, students try to restate the problem so that the problem is seen from different angles.

3. Brain storming – idea getting

The leader takes the best restatement of the problem and asks the students to call out the possible solution.

4. Listing

The students call out at random, any possible solution or modification of other's solutions. No reasons are given. One person quickly writes all the solutions on the black-board. This continues for 20-25 minutes.

Case Analysis

The case method involves the presentation of a problem situation. This method is useful in starting a discussion and keeping it moving as well as in creating interest.

The case method

- i) trains the participants in decision making.
- ii) Teachers then skill in sizing up a situation.
- iii) Improves their ability to work together.
- iv) Enriches and brooders their knowledge.

Develops in them a more resourceful attitude towards problems.

The characteristics of a good case for discussion are:

- i) The situation should be interesting and realistic
- ii) The facts in the case must be specific in details.
- iii) The case must be designed to evoke discussion.
- iv) The case should not contain the solution but permit the group to draw its own.

This involves the presentation of problem situation and analysis of the problem. This is also known as case analysis.

Team Teaching

This is "a form of organization in which individual teachers decide to pool resources, interests and expertise in order to devise and implement a scheme of work suitable to the need of their students and the facilities of the institution" (Warwick, 1971).

Team teaching better described as differentiated staffing, represents, an effort to capitalize in the special talents of individual teachers and thus to improve their productivity. At the same time, the goal is to increase individualized learning of students.

A basic purpose of team teaching is to recognize better the individual differences among teachers so that each one capitalize more in his/her special interest and talents. At the same time, the good is to provide students with more than one teacher in given subject field of grade so that each student has a better opportunity to relate to teacher that he/she likes best of finds most stimulating.

Review Questions:

1. Describe curriculum as an input in the system.
2. Explain the traditional methods of teaching at higher education level.
3. What are the non-traditional teaching strategies at higher education level?
4. "Lecture is the most used and abused method of instruction". Comment.
5. Choose a topic from your subject and show how you will teach it applying any are of the following techniques:
 - (I) Seminars
 - (II) Symposia
 - (III) Workshops
 - (IV) Brainstorming
 - (V) Case analyses
 - (VI) Team teaching

* * *

UNIT 5

Objectives:

On completion of this unit you will be able to:

- a) describe the resources for curricular transaction
- b) understand the use of electronic devices in curricular transaction
- c) explain the uses of chalkboards, OHP, LCD as devices in curricular transaction
- d) understand the value of laboratory and field experience in the process of curriculum transaction
- e) explain the value of library as a resource for transacting curriculum

RESOURCES FOR CURRICULUM TRANSACTION

There are various resources used for curriculum transaction. We can clarify them as print based resources and non-print based resources.

Print-based Resources

- Reference book and manuals
- Textbooks
- Periodicals, technical and professional magazines and journals collections.
- Instructional materials.

Non-print based Resources

Non-print based resources include audio visual equipments such as tape player, audio cassette player, slide projectors, computers, television, etc.

Apart from the material resources there are other resources also which can be effectively utilized for instructional purposes. These may be teacher himself, his students and the environment within which instructional activities are carried out.

Teacher as a Resource

As most of the classroom activities are dominated and controlled by the teacher, his knowledge, skills, experiences and competencies decide to a large extent the effectiveness of teaching.

Student as a Resource

In a classroom there are students with varied personalities, socio-economic backgrounds and intellectual abilities. All of them also have varieties of experience. If all these are explored and integrated into the teacher's teaching, teaching certainly becomes very effective. They can produce materials resources as part of their project work, assignments, or field work.

Environment as a Resource

Difficult concepts can be made more intelligible with the help of examples related to the daily life of the students. Hence, the environment to which a learner belongs must be taken into account while transacting learning experiences in the classroom. It also contributes to the development of teaching aids.

INSTRUCTIONAL MATERIALS

There are so many instructional materials as text books, recorded cassettes, video tapes, TV & Radio broadcasts, etc. Self-instructional materials can also be included because learners can use them independently, during the process of instruction. Various types of self-instructional materials are available in the market. These are programmed learning texts, semi-programmed learning modules, capsules, etc.

LIBRARY

As Prof. S.R. Ranganathan states. "In a school that educates pupils for a changing world, the school library is a live work shop".

Libraries are fundamental to study, research, and instruction in higher education. A variety of terms used to describe the school library in today's educational milieu are a result of changes in both content and concept. The traditional school library which contained primary books and other print

materials however, as graphics and production of materials as well as reprographic and video equipment and more recently minicomputers began to be used by both students and teachers, the phrase 'media center' or 'resource center' came into existence. Both print and non-print materials are included in the word 'media'. The pedagogical and economic soundness of merging all media in one center soon became evident; 'school library media (resource) center' became the accepted terminology.

The school library/media center is to aid the instructional goals and objectives of the school. It gives continuous support to the teaching and learning programme; provides impetus to educational change; ensures maximum access to the widest possible range of resources and services; equips students with the basic skills to obtain and use a wide range of resources and services; and leads them towards a lifetime use of libraries for recreation, information and continuing education. One of the problems, which each school must solve for itself, is to decide which books should be kept in the laboratory and which in the main library.

The teacher should inculcate in the pupils the love for reading and ability to use reference books. The pupils may be asked to write a brief review of the books they have read.

ELECTRONIC DEVICES

Electronic devices are those, which can be operated only through the power of electricity. They are a little bit sophisticated devices used in curriculum transaction. Few examples are: radio, television, tape recorder, films projectors, computer, LCD, etc. Technology help in one daily work right from can openers to complex mechanics like computer and jet airliner. Anything that improves human efficiency is technology and electronic devices in the teaching-learning process are the gifts of technology that improves the efficiency of the process.

Learners of the present day are more mobile and desire to learn in their homes, offices or while traveling. That is why new concepts such as 'mobile learning' or 'education through mobile phones' are recently emerging. The present trends is that people want to obtain the required knowledge just before are right at the time they have the need for it.

AUDIO-VISUAL DEVICES

Radio, Television, tape recorder, is few audio-visual devices. They are the materials, which are the sources of audio, learning experiences. There are the recordings of radio-broadcastings and tape recordings of educational programmes. The TV and films, which are audio-visual materials that have an effect as audio-visual part.

CHALK BOARD

Black board is one of the necessary equipments of the class and is the commonest and the most indispensable aid for the teacher. It is the most valuable device for making instruction concrete and comprehensive. There are different kinds of chalkboards. They are hinged boards, wallboards, roller boards etc. Hinged boards can be used on both sides. Wallboards are fixed ones, while roller boards can be rolled and taken to any place we want. The teacher can develop subject matter visually in accordance with the subject matter. Neatness, systematic and legible backboard work may bring about effective teaching process. Although the chalkboard is most commonly used as a medium of verbal communication, it can be also used as a surface upon which to draw visuals. It helps to illustrate instructional units and serve as adjuncts to verbal communication. Graphics, such as sketches and diagrams, charts and graphs, may be drawn on the chalkboard for display to the class. Nowadays ground glass boards and green colour boards are also used.

1. It attracts and holds the attention of pupils.
2. Vague Sketches and diagrams can clear vague statements.
3. Pupils learn the techniques of drawing diagrams.
4. Breaks the monotony of lecture work and affords variety
5. Economical both in time and money.

OVERHEAD PROJECTOR

Because of its many virtues, the overhead projection system had advanced rapidly in the past three decades to become the most widely used audiovisual device in North American classrooms.

The typical overhead projector is a very simple device. Basically, it is a box with a large aperture or "stage" at the top. Light from a powerful lamp

inside the box is condensed by a special type of lens and passes through a transparency (approximately 8 by 10 inches) placed on the stage. A lens and mirror system mounted on a bracket above the box turns the light beam 90 degrees and projects the image back over the shoulder of the presenter.

Transparencies may be composed of photographic type film, clear acetate, or any of a number of other transparent materials capable of being imprinted with an image by means of chemical or heat processes.

Transparencies may be used individually or may be made into a series of images consisting of a base visual with one or more "overlays" attached to the base with hinges. Complex topics can be explained step-by-step by flipping on a series of overlays one at a time that add additional features to a diagram

Advantages

The overhead projection system has a number of unique features that give it the tremendous versatility for which it is acclaimed by so many instructors.

Its bright lamp and efficient optical system generate so much light on the screen that the overhead can be used in normal room lighting.

The projector is operated from the front of the room with the presenter facing the audience, allowing direct eye contact to be maintained.

Most overhead projectors are light in weight and easily portable. All are simple to operate.

A variety of materials can be projected, including cutout silhouette, small opaque objects, and many types of transparencies.

Projector materials can be manipulated by the presenter. You can point to important items, highlight them with colored pens, add details during the lesson (notes, diagrams, etc.) by marking on the transparency with a marking pen, cover part of the message and progressively reveal information in a step-by-step procedure. As noted about, complex visuals can be presented in a series of overlays.

Instructors can easily prepare their own transparencies (several common methods of production are explained later in this section)

Information that might otherwise have to be placed on a chalkboard during class session (lesson outlines, for example) may be prepared ahead for

presentation at the proper time. Research indicates that retention of main points improves significantly when visual outlines are presented.

LCD (Liquid Crystal Display Projector)

This has become a convenient device dominating in all the conferences, seminars; power-point presentation using LCD has become order of the day. This is an extension of overhead projector which can be comfortably used only for a smaller group of 30-40 participants. The visual appeal, audio and video films, textual messages highlighting the major points, interactive ness, summing up are essential features of LCD. The size of image projected on the screen is flexible to suit the size of the group. This has essentially the principles of projection in addition to the advantages of computers.

The limitations in its usage; the speaker very often projects long printed/typed sentences, voluminous data on which no participants will be interested. Within a limited time, the speaker has to cover major points using audio and video techniques in addition to the lecture.

Another problem with using LCD is when the speaker is looking at the audience, they may be looking at the screen and when the audiences look at the speaker, he/she may be looking at the projection as a result of which eye-to-eye contact becomes minimal.

In stead of exhausting all the points through LCD-supported lecture, it is better to deliver the lecture first using LCD wherever absolutely necessary and finally for summing up the points may be stressed again.

Importance of Laboratory

1. It deepens student's understanding
2. The attain the skill of experimentation, interest, scientific attitude and appreciating tendency.
3. they get opportunity to work and get direct experience through laboratory world.
4. They attain the skill of keen observation and skill of mathematical calculation.
5. they are able to develop the skill, and take care and maintain laboratory in a proper way.

6. Anything that is given in theory can be verified experimentally in the laboratory.
7. children's curiosity is satisfied and they retain the knowledge for a longer time.
8. They acquire scientific attitude and thinking capacity
9. Pupils form good habits like co-operation. Resourcefulness and self dependence
10. All the three domains objectives as put forward by Blooms are fulfilled by means of experimental work in the laboratory.

EXCURSION AND FIELD TRIPS

Community resources can be used to enrich supplement and correlate a teacher's classroom work. Rural and urban committees give us opportunity which is immense value from educational point of view. Chemical and other industrial plants, air ports and sea ports, engineering works weather bureau radio station etc., are some of the places work visiting. Visit to these places, are too organized for specific educational purposes.

The values of excursion are

1. They furnish first hand information.
2. Supplement and enrich classroom instruction.
3. Correlate school life with the outside world.
4. Develop spirit of scientific enquiry.
5. Provide basis for number of projects.
6. Develop spirit of co-operation.

USING INTERNET AND COMPUTERS FOR EFFECTIVE CURRICULUM TRANSACTION

The computer with its virtually in strenuous response to student input, its extensive capacity to store and manipulate information, and its unmatched

ability to serve many individual students simultaneously, is becoming more and more widely used as an aid to instruction.

There are two types of Computer-Based Instruction: computer-assisted instruction (CAI) and Computer-Man-aged Instruction (CMI). In CAI the student interacts directly with the computer, which stores the instructional material and controls its sequence. In CMI the computer helps teachers administer and guide the instructional process.

Observers who have watched the development of young people as they work with computers, particularly in computer programming, note a tendency for orderly, logical thinking to be carried over in other areas of the students' work. Deductive reasoning thus becomes the "hidden curriculum" or concomitant learning-an unintended but welcome side effect of contact with computers.

Advantages of Computers

The computer can be viewed generally as a tool for enhancing the various technologies of instruction (through CAI) and of instructional management (through CMI). It is the interactive nature of computer-based instruction that underlies most of its advantages. As an active mode of instruction, it requires learner response (the R of the ASSURE model). Specific advantages are:

- Simply allowing students to learn at their own pace produces significant time savings over conventional classroom instruction.
- Memory capacity allows students' past performance to be recorded and used in planning next steps.
- The teacher's "span of control" is enlarged as more information is put easily at his or her disposal, helping to keep control close to the point of direct contact with the learner.
- The novelty of working with a computer raises student motivation.
- The Computer provides reliable instruction from learner to learner regardless of the teacher/trainer, the time of the day, or the location.

Computer-based training (CBT) can improve efficiency and effectiveness. Effectiveness refers to improved learner achievement, while efficiency means achieving objectives in less time or at lower cost.

As budgets decrease and student population increase, the need for serving larger classes and more diverse people becomes an absolute necessity in the struggle to provide equal access to education around the globe. On line learning has become one of the responses to this need. Consequently, more and more training options are being developed using online learning as a part of, or the whole of, the education experience.

Though many people believe online learning is a new phenomenon brought about the spread of the Internet, the fact is that computer-based learning goes back about four decades, when large main frame computers began to become a main stay of government and business. In the 1960s extensive programs were written for a variety of training of research purposes, with an emphasis on development of simulations and thinking tools.

The overall philosophy of Computer-Assisted Education through the 1960s and 1970s focused on electronic curriculum materials-self-study programs that students could use to learn specific content. Computers are used to provide a series of interactions consisting of content followed by a problem or question. The students would respond and some type of feedback would be presented. This instructional design was based on a sound theoretical basis of behavioral and early cognitive learning theory. Furthermore, there was ample empirical evidence to show that students studying in this manner did achieve the objectives or learning outcomes. However, as computer technology became more sophisticated and personal computers (PCs) became more the norm both for business and for individual home use, it became clear that the previous computer-assisted approach was too limited and did not provide sufficient learning beyond memory and recall. In order for educators to truly embrace the use of computers, there was a need to provide more complex problem-solving and critical thinking opportunities.

With the advent of the Internet in the early 1990s, computers became accepted as superb devices for communication and information sharing. What really impressed students and teachers was the capability to interact electronically, search through databases, and work together to solve problems. So, interactivity remained of utmost importance. However, it was no longer the student-to-computer interaction was prized. Instead, it was the person-to-person interaction with the computer serving only as an intermediary.

In higher education and corporate training, quality online education is now shaped by exploration and discovery, collaboration, connectivity, community, multi-sensory experiences, and authenticity related to student-centered needs.

Online delivery of education has been seen as an important way to meet the growing need for higher education. Furthermore, many countries with large rural populations, or large illiterate and poorly-educated populations, coupled with an enormous shortage of trained teachers, see online education delivery as an important means to providing consistent educational opportunities to large numbers of people.

As an example, in the India Vision 2020 educational plan, it is predicated that country-wide learning systems will encourage more private industry participation that will be complementary to the existing government education programs and policies. These private-public partnership will be involved in setting priorities, gaining institutional commitment, determining organizational structures with re-engineered processes, and creating better management and leadership within education. Furthermore, the Vision 2020 plan documents that these partnerships will be driven by learner needs and educational choices that maintain student autonomy and job mobility. They will allow adult learners to move easily from one location to another and to still be able to continue their education without losing forward progress toward a degree or program completion.

The India Vision 2020 plan covers all levels of education. It proposes strategic alliances between universities, colleges, schools, industry, subject experts, cable operators, communication service providers, and many others. The partnerships are multi-level to reduce government dependency on funding. Multi-communication technologies that can provide multi-lingual and multi-cultural options for education are to be used.

Some might ask, "Why are countries, such as India, Sri Lanka, China, and many in South America embracing technology so readily when it seems much of the population hardly has electricity, not to mention computers?" The answer is that these countries understand that knowledge and technology independence – enhanced by universal education – is a key strategy for their economic survival, their future growth and competitiveness in a global economy. Furthermore, these nations and many other proponents of technology see this global education

as a way of removing the disparity between rich and poor, between developed and less-developed countries, and through shared learning and communication between disparate people eventually, perhaps, even make a difference between peace and war.

TECHNOLOGY AND THE LEARNING PROCESS:

Online education has the ability to take advantage of the changing forms of communication. With the World Wide Web offering differing communication perspectives, the learning context is increasingly technologically rich. You will have access to a wide range of both media and sources of education. Online learning makes it possible for you to communicate in dual modes: that of receiver and communicator. Online students work in cyberspace, looking at content, surfing for information, utilizing Web pages, conferencing in chat rooms and receiving/sending content on list serves. As video technology progresses and becomes more accepted on the computer desktop, you will also have opportunities to see, hear, speak, and even raise your hand of acknowledgement.

Collis (1996) identified four basic patterns of communication in the learning environment: telling, asking, responding, and discussing. Each of these patterns of communication is affected by technology.

- *Telling*: In the *asynchronous* mode, telling has traditionally been communicated through the printed text, but increasingly it is taking on a new form in Web pages. Many conventional linear texts, articles, reports and original works are now available on the Internet, as well as multimedia graphics with descriptive text and links to other resources. Telling is the only experience that does not require human interaction with the student.
- *Asking*: When you need an answer, you naturally request interaction. This can take place through text messages via email, through real-time text chat systems (including telephones). Asking requires a response and thus human interaction.
- *Responding*: Responding online is supported in delayed time through asynchronous systems such as email or discussion

boards, and much more immediately through synchronous systems such as chat and instant-messaging and telephones.

- *Discussing*: Collaborative work among small groups of students, with or without the instructor present, can take place over an extended time through discussion boards or lists, or for much shorter periods via instant-messaging, chatrooms, whiteboards, or video/audio-conferencing. Discussing also requires human inter-action.

USING E-MAIL

For most online education courses you will need to have a minimum set of email skills. The list below identifies these skills.

- Enter personal details for email address and mail server
- Collect email from the mail server
- Receive an attachment and store it on your computer
- Open and print a word processor attachment
- Reply to an email message
- Create and send a new email message
- Address a new email message
- Attach a word-processed document to an email message

USING ELECTRONIC WHITEBOARDS

Corporations are abandoning the paper, markers, easels and traditional whiteboards as methods of boardroom note taking and diagramming and schools are tossing out their chalkboards. They're turning instead to electronic whiteboards – input devices that allow for interactive collaboration, application-sharing and remote conferencing, in addition to importing hand-written notes directly into the computer.

“Whiteboarding”, in electronic terms, also refers to a wide range of software packages. Those applications may allow two or more computers to share typing and mouse-controlled sketching. Both users can type and draw

together, as if they were sharing one computer, and that work is immediately seen on each computer screen. More complex software packages also include application sharing, voice communications and even videoconferencing over the Internet. A variety of software products are available for interactive whiteboard use, and most managed learning environments include a whiteboard as one of the communication tools.

AUDIO CONFERENCING

Audio conferencing is the most common and least expensive form of teleconferencing. All participants in an audio conference (also known as an audio bridge) are connected via a telephone call. This call may be made using normal telephone lines, or it may be made using the computer.

If your course uses normal telephone lines, this call is routed through an operator. Typically, individual students use their regular home or office telephones and dial into a toll-free number. The operator then creates a "bridge" to connect all the lines and allow everyone to speak and to hear each other. The key is to respect the order of speaking and to be careful not to interrupt when someone else is talking.

If the audio conference is taking place over the computer, you will need to have a microphone installed with your computer. You would be directed to login to a particular Web site where the conferencing facilities are available. Then you would talk through your microphone to participate in the discussion. If at all possible, it is best to participate in the discussion. If at all possible, it is best to participate in this type of conference with a headset. In that way, you don't have to worry about your speakers being turned on or disturbing others near you.

Audio conferencing is used for lectures, discussions of a particular topic, student oral presentations, and question-and-answer periods. If you are in an online education environment that never meets face-to-face, an audio conference gives you the opportunity to hear the voices of your instructor and participants and to gain information through their tone and inflection, which you may not accurately interpret in emails, discussion boards, or chat. Some student's find that once they have identified the voice and nuances of another person's speech pattern, in the future they associate that same pattern with the written messages

they receive over the Internet. This pattern provides a context for all future communication.

DESKTOP VIDEOCONFERENCING

Many desktop videoconferencing products have been introduced that have the ability to project an image of the person who was called in a small window on the computer screen. The software programs allow users to see one another and to work on documents at the same time. Common components include a software program and tiny cameras that sit on top of the computer screen. Each product enables you to see another person with the same equipment.

Video establishes strong connection among participants. Since a teacher can see and hear remote learners in real time, he or she can use conversation and body language to enhance communication. Frequent interaction increases understanding and encourages more personalized instruction. Interactive teaching strategies, such as questioning and discussion, can also help engage and motivate learners by making them active participants. Videoconferencing also allows for connection with external resources. Remote experts can help validate understanding provide feedback, and introduce practical examples.

Desktop videoconferencing is still rarely used in online education today because of the degradation of video quality over regular phone lines. Good quality videoconferencing uses a great deal of bandwidth, making interaction slow. The picture can become so jumpy or irregular that it is frequently difficult to see what the other person is doing. However, with the increasing use of satellite links for the Internet and media centers set up on college campuses, it is likely that this technology will become a key interface in the near future.

Review Questions:

1. Write an essay on the various low-cost resources for curriculum transaction
2. How will you use electronic devices as resources for curriculum transaction?
3. What are the projection devices for curriculum transaction
4. Explain the basic principle of projector
5. Show how laboratory can be used effectively as a resource in instruction
6. Critically examine the place of field experience in curriculum transaction

UNIT 6

Objectives:

On completing this unit, you will be able to:

1. understand the meaning of evaluation
2. state the objectives and mention of evaluation
3. differentiate formative from summative evaluation
4. list the various tools of evaluation
5. justify the need for curriculum revision
6. explain how curriculum designing and redesigning are continuous process.

CURRICULUM EVALUATION

Curriculum evaluation refers to the varied and numerous appraisals we habitually make of the aims of education as realized in practice and of the programmes and activities of learning, which are provided to meet these aims. Extending this approach, and with the assistance of sociologists and philosophers, we can include in our evaluations the intentions that lie behind actions and the forces and factors in the environment which facilitate or complicate their realization. It is in this sense that curriculum evaluation is a normal, even a commonplace activity.

At another level, we can think of evaluation of the curriculum as referring to those explicit, planned, designed and organized reviews and assessments by which we systematically appraise the curriculum, applying procedures and methods in a deliberate fashion. This is to take the specialized, professional approach, which leads into consideration of the curriculum as experienced in the everyday situations of teaching and learning, or innovative projects and experiments, and of policies and plans for the reform of the curriculum.

MEANING OF EVALUATION

- Evaluation is ultimately an attempt to determine worth or value (Sriven, 1967)

- Evaluation is an observed value compared to some standard (Stake, 1983)
- Educational evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives (Stufflebeam, 1971)
- Evaluation is the process of conceiving, obtaining and communicating information for the guidance of educational decision-making with regard to a specific programme (Mac Donald, 1973)
- Evaluation is the process of delineating, obtaining and providing information useful for making decisions and judgements about curricula (Mc Cormick and James, 1989)

OBJECTIVES OF EVALUATION

The following are the major objectives of curriculum evaluation

- **To find out the effectiveness a curriculum:** The curriculum evaluation is more comprehensive and includes students' evaluation plus the feeling generated among the students regarding appropriateness of the various components of the curriculum.
- **To remove 'dead wood' and update are existing curriculum:** It is essential to remove obsolete ideas and practices from a curriculum and include current development in the curriculum. In order to make objective decisions about inclusion or deletion of content or practices a curriculum evaluation exercise would again be necessary.
- **To review a curriculum under implementation:** It may be required by policy planners and decision makers to get an immediate feedback on the implementation of a curriculum in order to make amendments if required for effective realization of all the objectives related to it. A curriculum evaluation exercise would be necessary for this purpose.
- **To develop a new curriculum:** If you wish to develop a new curriculum for a vocational course at the secondary stage, it would be worthwhile to evaluate a current curriculum from a different system before adopting it to our emerging requirements.

METHODS OF EVALUATION

The methods of evaluation vary from a questionnaire-based evaluation to unstructured interview. The method of collecting information would depend on the objectives of evaluation. When we required more qualitative descriptions of the implementation of the curriculum, instructed are structured observation can be used when we required quantitative data regarding various aspects of a curriculum being designed, a check-list can also be used. Similarly many other techniques can be used depending on the purpose of evaluation and the stage of evaluation i.e., whether evaluation is being done at the development stage or at the implementation stage.

EVALUATION DURING CURRICULUM DEVELOPMENT

One of the major tasks during the development of a curriculum is to prepare on exhaustive of specific objective to be achieved through the curriculum. Once the list is prepared, it has to undergo an evaluation cycle. The list may be supplied to a set of practicing teachers for the specific, addition and deletions, if any.

A second major task which requires the support of on evaluation exercises during the development of a curriculum is the instructional materials that have been prepared to achieve the objectives. These materials have to the tried out on a sample of students for the feedback on the learning routs and difficulties. A field tryout with a small sample is ideal in getting adequate evaluation information from a sample. This can be used for further improvement of the materials. Data collected from the inbuilt evaluation exercises of the learning material can also be used in modified in the learning material.

EVALUATION DURING CURRICULUM

Implementation

After the curriculum has been tested and the curriculum materials are duly modified, it is important that the teachers and administrators or oriented and trained for proper implementation of curriculum.

Evaluation is necessary at the time when curriculum is implemented as well as after each offering of the course. The propose of evaluation at the stage is two-fold (a) to find out the areas of support needed for effective

implementation of the curriculum in schools; and (b) to control the quality of the product i.e., the educated person.

MEASUREMENT

Measurement is an act of assigning numerical index (i.e. quantification) to what ever being assessed in some meaningful and consistent manner. For example, Suresh scored 32 out of 50 in English test. When we assign a score 32/50 on a given test performed by Suresh, we are doing an act of measurement. Measurement only quantifies the data obtained through observations, rating scale, tests or any other devices.

EVALUATION

Evaluation is a wider and more inclusive term. This includes all the three; test, measurement and assessment. When we compare the score of a learner with those of other learners and judge whether it is good/ average/ satisfactory/ unsatisfactory/ bad, we are doing the act of evaluation. Here is an illustration. To say Suresh has scored 32 out of 50 in a test is a report of measurement. But, to say 'Suresh is good in English' is an evaluation.

Measurement answers 'how much' where as evaluation 'answers' 'how good' or 'how well'. Put differently, the latter adds meaning or value judgment to measurement. From what we have just now seen, we can note that evaluation includes three components.

- Quantitative description (e.g. Raman has scored 60 in Mathematics)
- Qualitative description (e.g. Raman is able to solve Mathematical problems systematically).
- A value judgement (e.g. in view of the above facts, Raman is good in Mathematics).

In one sense we can say that:

Quantitative description (measurement) And/or

Evaluation = Qualitative description (non measurement) + Value judgement

FORMATIVE EVALUATION :

Formative evaluation is conducted during the planning and development phases of curriculum. Formative evaluation is carried out during the process of curriculum developers and enables them to correct flaws detected in the

curriculum. Formative evaluation thus contributes to the modification during the formation of the curriculum. The results of formative evaluation may help in the following two activities: selection of course components, and modification of course elements.

Formative evaluation is carried out at two levels—curriculum development process level (process evaluation) and curriculum implementation level (product evaluation). Let us elaborate these two levels of formative evaluation of curriculum.

Process Evaluation:

Process evaluation refers to evaluating the curriculum implementation processes, like the variety of methods and media used and their appropriateness. Similarly, the attainment of long term objectives which can not be measured in tangible forms can only be inferred through a particular way of curriculum implementation. This is done through process evaluation.

Product Evaluation:

The product of a curriculum is the student with his learning outputs in terms of knowledge, skills or attitudes. Evaluating him or her continuously during in implementations of the curriculum will be a formative evaluation of the product. The data obtain from this evaluation can be continuously used modified the learning experiences so that all the objectives of the course are attained by all students. This level of attainment of objectives is called 'mastery level'.

SUMMATIVE EVALUATION

Summative evaluation procedures of a course provide feedback from tutors and students. For example, tutors can give their own reactions to the teaching materials, and also accounts of problems their students have encountered in their studies and assignment. The experience of tutors in making the course work can provide particularly useful information for subsequent modifications to or adoptions of the teaching materials and instructional arrangements. Feedback is gathered from conventional students while they are in the classroom and responding to a teacher's questions. In the case of distance teaching, students, feedback is collected while they are taking a course or shortly

after its completion. The student feedback from one presentation of a course helps to determine revisions for subsequent presentations. The information can be collected through mail questionnaires.

ACHIEVEMENT TEST

Achievement tests (usually called attainment tests in the United Kingdom) are used throughout school systems around the world. They may be carefully developed and document "standardized tests", or informal collections of problems put together by the teacher. They may be used primary for sorting the students, or for encouraging them to study harder-but the basic unifying characteristic of all such tests is that they purport to measure what the student has learned.

Purpose of achievement tests:

The purpose of achievement tests is to measure progress in school up to a particular point in time.

Construction of achievement tests:

The principles and methods for constructing standardized achievement tests are as follows:

First, the purposes of the instrument must be clearly decided. Second a detailed outline is made of the content are discussed with educational experts and with classroom teachers. Such discussions usually result in clarifications and changes in both the statement of purposes and the outline of content. Next, items are composed for each part of the outline of content, and these are inspected by numerous persons for their clarity, representative ness, and importance. In this process, some items are discarded, some modified, and others added. The items are then administered to large numbers of (usually more than a thousand) students. After items analysis the test is then administered to thousands of children across the country that form a representative sample of all those students with whom the instrument will be used.

Statistical analyses are then made to obtain norms for the country as a whole and for separate geographic regions, states and local school systems. The norms usually are reported in several different forms, including percentiles,

standard scores, transformed standard scores, grade equivalents, age equivalents, and others. Finally, after all these things have been done, manuals must be carefully written for the administration, scoring, and interpretation of the test. The test is then ready to be placed 'on the market'. From the foregoing, it is obvious that the construction of a new standardized measure of achievement requires a great deal of time, money, research, and expert attention.

Major uses of achievement tests:

- Grade Placement
- Grouping for instruction
- Planning Daily Instruction
- Evaluating School Objectives and curricula
- Guidance
- Evaluation of Instruction
- Research

ATTITUDE SCALES

An attitude is a way of responding to someone or something. The person's opinion is his attitude. It is something learned, and it is relatively permanent. Attitude consists of three elements: "what do you think?" (the cognitive component); "how do you feel?" (the emotional component), and "how do you tend to act out your thoughts and emotions?" (the behavioral component)

Measuring Attitude:

Most often social scientists measure attitudes the same way market researchers or ordinary people would, by asking people a number of questions about their beliefs, through interviews or questionnaires. Let's take a look at two of the most popular paper-and-pencil attitude scales, the Likert Scale and the Semantic differential,

The Likert Scale:

Likert, (1932) lists a number of statements or attitudes and asks the subject to respond on a continuum from "strongly agree" to "strongly disagree".

A statement, or series of statements, are presented, such as, "The drinking age in my state should be raised to 21". The subject is then asked to indicate the extent to which she or he agrees or disagrees. Likert used a 5-point spread, from strongly agree, to agree, to undecided, to disagree, to strongly disagree. The subject gives the appropriate number of letter, and each response is given a point value, from 1 to 5 (or as many numbers as the scale includes – the range typically may go from 3 through 7). A person's attitude score is the sum of all his or her ratings.

The Semantic differential (Osgood, Suci, & Tannenbaum, 1957) focuses on the meaning of a word or concept to an individual, asking the subject to rate the concept ("father," "nuclear power", "Democrat", etc.) in terms of a series of dimensions, such as fair-unfair (evaluation of the item being assessed); strong-weak (perception of its power); and hot-cold (Perception of its activity level).

Relying on such self-reports poses problems. For one thing, the way a question is asked often affects the answer given. In a recent poll, 39 percent of Americans said that government spending for public welfare should be cut, while only 7 percent thought that "aid to the needy" should be cut (Marty, 1982) For another thing, people are not always honest with themselves on their true attitudes, let alone with researchers. So it's usually best to use several different methods to measure attitudes.

One indigenous method is the bogus pipeline, an important-looking machine that subjects believe can search out their real attitudes by measuring their physiological responses (Jones & Sigall, 1981). Researchers using the pipeline have elicited from college students statements that are more racially prejudiced and (from men) less favorable toward women's rights than they did with standard attitude scales.

Simplest and in many ways the best, method of measuring attitudes through self-report is to present the persons with a list of statements embodying various degrees of positive and negative feelings. He is asked to indicate this agreement with each, either as a dichotomous response or in the form of a rating scale. An example concerning attitudes toward women education is as follows:

- | | | |
|------------------|------|----|
| 1.Strongly Agree | ---- | SA |
| 2.Agree | ---- | A |
| 3.Agree Slightly | ---- | AS |

4. Disagree Slightly ----- DS
 5. Disagree ----- D
 6. Strongly Disagree ----- SD

(1) Education is important for women	SD 1	D 2	DS 3	AS 4	A 5	SA 6
(2) Women should stop with school education	SD 1	D 2	DS 3	AS 4	A 5	SA 6
(3) Women should go for higher education in all disciplines.	SD 1	D 2	DS 3	AS 4	A 5	SA 6
(4) Women can develop self-confidence through education	SD 1	D 2	DS 3	SA 4	A 5	SA 6

In practice, such a scale would probably contain at least ten statements. Numerous statements are needed for two reasons. First, to reduce the "chance" influence (measurement error). Second, it is necessary to leave numerous statements so that, in addition to learning about over-all attitudes, it is possible to learn the particular ways in which students react negatively and positively.

INTEREST INVENTORY

The development of inventories to assess interests and values has been a major preoccupation of a number of testing and personal psychologists. In the inventory approach, quite a series of statement is presented the examine, naming jobs, activities, and situations, and the examine indicated preferences between or liking for one or more of the choices. Response typically takes one of two contrasting forms-a categorical response

Vocational Preference Inventory (VPI)

Consulting Psychologists Press,

Grades 12-16 and adults.

The VPI consists of 160 occupational titles to which the examinee indicates like or dislike. The inventory yields 11 scores, 6 of which can be used as vocational interest type scales: realistic, intellectual, social conventional, enterprising, and artistic. The remaining 5 scales are personality scales: self-control, masculinity, status, infrequency and acquiescence. The inventory is based on Holland's theory of six personality types. Many reviewers consider the VPI as the best instrument for vocational counseling or research.

Personality Test

Personality is the total functioning of individual interacting with this environment. The different attributes which constitute the personality are, character, social traits, situational adjustment, etc. The three major methods which are currently being used to measure personality are (1) self-report, (2) Projective techniques (3) Observational methods.

Self-report

Self-report inventories should provide valuable measures of personality. The individual "accompanies himself" wherever he goes and is in a position to observe himself in many types of social interactions. However such self report inventories involve a number of outstanding problems, among which are (1) people sometimes are not highly aware of their own personality characteristics, at least not in terms of how they would be judged by others; (2) more self-report inventories are rather transparent, and although there is no evidence that students in general tend to distort their responses strongly, they usually could do so if they tried; and (3) a number of technical problems are encountered in the use of personality inventories, such as "response sets" and lack of clarity in the meaning of items. In spite of the foregoing and other problems inherent in the use of self-report inventories, they constitute the best general tool presently available for measuring personality traits, and at the present time there is no approach even conceivably available of replace self-report measures.

Projective techniques:

The advantage of projective techniques (at least potentially) is that they can go beyond what the individual knows about himself and is willing to report. The difficulties with projective techniques are that (1) they require an expert examiner, (2) some examiners are much better than others at interpreting the results, and (3) they are prohibitively time-consuming and expensive for routine testing in schools. Presently, some efforts are being made to develop better standardized and more easily employed projective tests, and eventually these may add materially to the available methods.

Observation:

The use of observation to study personality has a real-life quality not shared by self-report inventories and projective techniques.

Minnesota Multiphase Personality Inventory (MMPI)

It is a self-description inventory which is frequently employed by guidance counsellors and school psychologists.

The scale labels and the types of group upon which they were originally based are presented briefly below:

1. Hypochondriasis (Hs). Individuals showing excessive worry about health, often accompanied by report of obscure pains and disorders.
2. Depression (D). Individuals suffering from chronic depression, feelings of uselessness and inability to face the future.
3. Hysteria (Hy). Individual who have reacted to personal problems by developing physical symptoms.
4. Psychopathic Deviate (Pd). Persons showing lack of deep emotional response, irresponsibility, and disregard of social pressures and the regard of others.
5. Paranoia (Pa). Persons tending to be excessively suspicious and sensitive, with feelings of being picked on or persecuted.
6. Psychasthenia (Pt). Patients troubled with excessive fears (phobias) and compulsive tendencies to dwell on certain ideas or perform certain acts.

7. Schizophrenia (Sc). Patients characterized by bizarre and unusual thought to behavior, and subjective life tending to be divorced from the world of reality.
8. Hypomania (Ma). Persons tending to be physically and mentally overactive, with rapid shift in ideas or action.
9. Masculinity – femininity (Mf). Persons tending to identify with the opposite sex, rather than their own.

Review Questions:

1. Explain the meaning of evaluation.
2. What are important aspects curriculum evaluation?
3. Differentiate formative evaluation
4. Describe the various tools of evaluation
5. Explain achievement test as a tool for evaluating the curriculum
6. Critically examine the place of interest inventories/ attitude scales/ personality tests as tools of curriculum evaluation

* * *

MODEL QUESTION PAPER
Paper 2.3: CURRICULUM DESIGNING

Time: 3 Hours

Max. Marks: 100

SECTION - A (5 x 8 = 40)

Answer any Five questions

All questions carry equal marks

1. Define curriculum. Show how different philosophies of education are reflected in the curriculum.
2. How does idealism influence curriculum?
3. How can curriculum be an output in the system?
4. How will you plan for the curriculum?
5. What are the non-traditional teaching strategies at higher education level?
6. How will you use electronic devices as resources for curriculum transaction?
7. What are the projection devices for curriculum transaction?
8. Explain the meaning of evaluation. What are important aspects curriculum evaluation?

SECTION - B (4 x 15 = 60)

Answer any **Four** questions

9. "Curriculum serves as tool for national development" comment.
10. Write an essay on the factors influencing the construction of curriculum.
11. What are the possible limitations of curriculum construction? Suggest remedies for drawbacks in the curriculum
12. "Lecture is the most used and abused method of instruction". Comment.
13. Write an essay on the various low-cost resources for curriculum transaction
14. Critically examine the place of field experience in curriculum transaction
15. Explain attitude scales, personality test and achievement test as tools for evaluating the curriculum

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