UGC-NTA NET/SET/JRF-JUNE 2020

PAPER- II

EDUCATION   CODE: 09

I WILL DO IT

I CAN DO IT

I'LL TRY TO DO IT

HOW DO I DO IT?

I WANT TO DO IT

I CAN'T DO IT

I WON'T DO IT
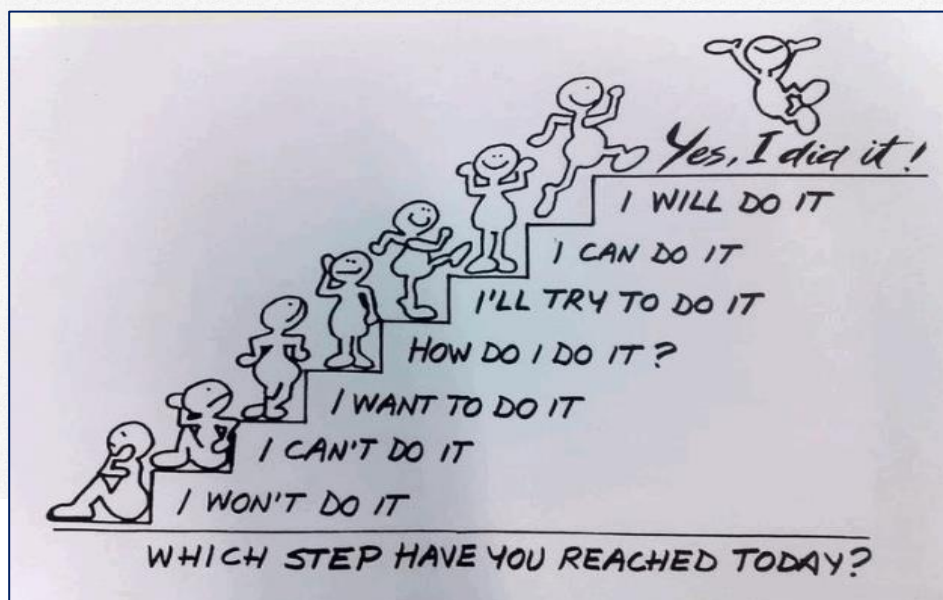
WHICH STEP HAVE YOU REACHED TODAY?

Yes, I did it!

UNIVERSITY GRANTS COMMISSION

Education   Code:9

Unit-5 : <u>Curriculum Studies</u>

<u>Sub-unit: 1 Concept & Foundation of curriculum planning</u>

SL. NO.	TOPICS
1	5.1.1 Concept of curriculum
2	5.1.1.2 characteristics of curriculum
3	5.1.2 principles of curriculum
4	5.1.3 strategies of curriculum development
5	5.1.4 stages in the process of curriculum development
6	5.1.5 Foundation of curriculum planning
7	5.1.5.1 Philosophical bases of curriculum planning
8	5.1.5.2 Sociological bases of curriculum planning
9	5.1.5.3 Psychological bases of curriculum planning
10	5.1.6 Benchmarking
11	5.1.6.1 Types of benchmarking
12	5.1.7 Role of National level of statutory bodies
13	5.1.7.1 UGC
14	5.1.7.2 NCTE
15	5.1.7.3 University of curriculum development

Sub-unit : 2 Models of curriculum design

SL.NO.	TOPICS
16	5.2.1 Introduction of models of curriculum design
17	5.2.1.1 Different bases of models of curriculum design
18	5.2.1.1.1 Taba's Grassroot model
19	5.2.1.1.2 Tyler's model
20	5.2.1.1.3 Wheeler's model
21	5.2.1.1.4 Saylor's & Alexander model
22	5.2.1.1.5 Good Lad's model
23	5.2.1.1.6 Open classroom model
24	5.2.1.1.7 Kaufman Roger's Interpersonal model
25	5.2.1.1.8 CIPP model
26	5.2.2 competency based model
27	5.2.2.1 Characteristics
28	5.2.2.2. Advantages
29	5.2.2.3 Disadvantages
30	5.2.3 Activity model
31	5.2.3.1 Requirement
32	5.2.3.2 Advantages
33	5.2.3.3 Disadvantages
34	5.2.4 Intervention model

Sub-unit-3 Approaches to curriculum & Instruction

SL.NO.	TOPICS
35	5.3.1 Instructional system
36	5.3.2 Instructional media
37	5.3.2.1 Advantages
38	5.3.3 Instructional techniques
39	5.3.4 Instructional material
40	5.3.5 Curriculum evaluation approaches
41	5.3.6 Models of curriculum evaluation
42	5.3.6.1 Tyler's model
43	5.3.6.2 Contingency model
44	5.3.6.3 Scriven's Goal free model
45	5.3.6.4 Kirkpatrick's model

Sub-unit-4 Curriculum change

SL. NO.	TOPICS
46	5.4.1 Meaning of curriculum change
47	5.4.2 Types of curriculum change
48	5.4.3 Factors of curriculum change
49	5.4.4 Approaches of curriculum change
50	5.4.5 Role of students
51	5.4.6 Role of teachers
52	5.4.7 Role of educational administration
53	5.4.8 Concept of curriculum research
54	5.4.9 Scope of curriculum research
55	5.4.10 Types of curriculum research

Section-1: <u>Unit at a Glance</u>

<u>Sub-unit-1</u>

❖ **Concepts of Curriculum:**

Etymologically, the term curriculum is originated from the Latin word "currere" that means run or run-way or a running process. Thus, curriculum means a course to be run for arriving a certain goal. Entirely of planned learning experiences demonstrated in a formal educational setup & curriculum is documented by written form.

❖ **Strategies of curriculum development:**

There are few strategies that acts a role in the curriculum development and they are described below:

1. Problem identification:
2. Needs assessment of learners:
3. Goals and objectives:
4. Educational strategies and implementation
5. Feedback and evaluation:

❖ **Stages in the process of curriculum development:**

There are four stages in the process of curriculum development that are discussed below:

1.Planning:

2. Curriculum designing:

3. Curriculum implementing:

4. Evaluation:

❖ **Foundations of Curriculum Planning:**

The foundation of curriculum sets an external boundary of the knowledge of curriculum and defines what constitutes valid source of information from which are accepted theories, principles and an idea relevant in the field of curriculum.

❖ **Philosophical bases of curriculum planning:**

Philosophy=Love of Wisdom

Different perspectives of curriculum in Philosophy:

Idealism and curriculum: The idealists access the issue of curriculum from the domain of ideas and ideals. Idealistic curriculum gives for the training and cultivation of the moral, intellectual & aesthetic activities.

Realism and curriculum: The real situations, conditions & circumstances of the present-day life of human beings, realists' accent to provide prime place to nature, science & vocational subjects whereas secondary place to arts, literature & languages.

Pragmatism and curriculum: It is a practical and utilitarian school of philosophy. It has impacted the educational curriculum to the maximum extent.

Existentialism and curriculum: Existentialists stress that education should always be child-centred approving full freedom to learners for his natural development on the basis of the interest, ability & needs.

Naturalism and curriculum: According to Naturalists, curriculum should build of subjects and items that reflects such as natural activities, natural interests, individual differences & sexual issues of children; therefore, they improve their individuality naturally.

❖ **Sociological bases of curriculum planning:**
Sociology=Science of society

Education is the process that occurs in society, for society & by society. The changing nature of the cultural perspectives has its influence on education. Education has to adjust itself to the alternative situation. That's why, curriculum should be according to the alternatives & should improve desirable changes in students.

❖ **Psychological bases of curriculum planning:**

Psychology means the science of soul. It forms of the accumulated knowledge that exhibits the learning process and allows the teacher, who is acting the curriculum to make intelligent decisions concerning the behavior of the learner.

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❖ Benchmarking:

It is a tool for developing performance by comparing the performance or standards . It can be strategic or cyclical.

The goal of benchmarking is to give key personnel, grievance of processes, with an external standard for metering the quality and cost of internal activities. It also assisting to know where an opportunity for development may be situated.

According to Kemper, "Benchmarking is a continuous, systematic process for measuring and comparing the work process of an institution to those of another, by bringing an external focus to internal activities, actions or performances."

❖ UGC (University Grants Commission):

University Grants Commission established in 1953. Later, it was formed a statutory body under the University Grants Commission Act of 1956. It refers standards for infra structural facilities, curricula and qualification of teachers, salary of teachers and other factors necessary for fulfilling the quality of higher education.

❖ NCTE (National Council for Teacher Education):

The NCTE as a statutory body came into the NCTE Act, 1993 on 17th August, 1995. It has headquarters at New Delhi and four regional committees at Bangalore, Bhopal, Bhubaneswar and Jaipur.

❖ University in Curriculum development:

- It facilitates the cooperation with community colleges, to assure that the materials are fitted for college's student and instruction's methods.
- It confirms materials can be obtained electronically by students, approving their use for distance learning

Sub-unit: 2

Introduction:

The 'Curriculum design' is used to narrate the purposeful, deliberate and systematic institution of curriculum within a class or course. It is a way for teachers to plan instruction. When teachers design curriculum, they prescribe what will be done and what schedule to pursue. It means to the formulation of the components or elements of a curriculum. Designing a functional curriculum need a realizing of educational philosophy, psychological principles & pedagogical process.

Different bases of Models of curriculum design:

Bases	Direction	Models
Traditional	• Academic/Discipline	• Taba's Grass root model • Tyler's Rational Model • Wheeler's Model • Kerr's Model
	✚ Social function	✚ Good Lad's Model
	❖ Individual needs & interest	❖ Open classroom model ❖ Roger's Interpersonal model
Contemporary	• Competency ✚ Intervention ▪ Outcome	• Richard's model ✚ Miller & Seller's model ▪ Stuffluebeam's CIPP Model

Sub-unit-3:

❖ **Instructional System:**

Students in the educational process are subjected to many conditions to learn various things. These situations are improved deliberately by the teacher. Even earlier thinking about the topic to be learned and how the students will learn, the teachers think as to what will be the goals that should be presented by the students. Then, only the teacher may think as to what should be the learning experiences to be made.

❖ **Advantages of Instructional Media:**
- The allotment of learning materials can be proved with help of instructional media, various illustrations among teachers can be concealed and can minimize the information gap between students, wherever situated.
- The learning process becomes more distinct and attractive.

❖ **Instructional material:**

Self-instructional components	Print materials, assignment, demonstrations, direct teaching
Textual elements	Books, structured notes and textual study materials
Audio-visual self-instructional materials	Multi-media, broadcast media, language laboratories
Computer based self-instructional materials	Computer-assisted learning, CAI

❖ **Curriculum Evaluation Approaches:**

1.Bureaucratic evaluation

2. Autocratic evaluation

3. Democratic evaluation

4. Formative evaluation

5. Summative evaluation

Sub-unit-4:

❖ **Meaning of Curriculum change:**

Curriculum change refers forming the curriculum separate in few ways, to give it a new situation. This frequently refers reconstruction to its philosophy by path of its aims and goals, rethinking the content involved, repeating its methods and reviewing its evaluatory methods.

❖ **Types of curriculum change:**
1. Planned change:
2. Coercion:
3. Interaction change:

❖ **Factors Affecting Curriculum Change:**

There are various factors that affects curriculum change as discussed below:

1. Political Factors:
2. Technological Factors:
3. Social Factors:
4. Economic Factors:
5. General Factors:

❖ **Approaches to curriculum change:**

Approaches to curriculum change are as follows:

1. Bottom-Up approach:

It suggests that the process of curriculum accepts its basic inspiration from the bottom of the structure of educational institutions, at the level of teachers and students. The pressure comes from the teachers and the students who have instant experiential access to the day to day factors impacting the effectiveness of the existing curriculum.

2.**Systematic and panic approach**:

A systematic way of rethinking a curriculum involves needs assessment, design, planning, teacher's training, materials preparation, alteration, effectuation, controlling, feedback and evaluation.

3Appreciative inquiry approach:

The term appreciate inquiry was first proposed by David Cooperrider and Suresh Srivastava. It is a powerful approach that creates on the positive substance of organization in both action planning and transformational change.

❖ Role of students in curriculum change:

Students have their self-knowledge and skills, that they have built through learning experiences. The issue of receipt students engaged in curriculum planning is not new

❖ Role of teachers in curriculum change:

The role of teacher in the procedure of curriculum change is that of a specialist from the discipline. Their knowledge has to be upgraded to support and measures the students in new authentic tasks.

❖ Role of Educational administrators in curriculum change:

Effective educational administrators value strong standards, lucidity in communication and clearness in pure professional relationships to implement and maintain curriculum change and promote student's development and achievement

❖ Curriculum research:

Curriculum research is a systematic essay to gain a better realization of all components of curriculum.

❖ Scope of Curriculum Research:

The scope of curriculum research is very wide in nature as it entangles invention of new teaching process, effective use of teaching aids, curriculum transaction strategies & creating new knowledge, concerning the methodology.

❖ **Types of Research in Curriculum studies:**

The types of research in curriculum studies are described:

1. Experimental Research:
2. Fundamental Research:
3. Action Research:
4. Search Conference:
5. Questionnaire Surveys**:**

Section- 2: <u>Key Statement</u>

Every candidate appearing for NET/SET examination should follow these key (main) points. These can help them for a better understanding regarding this unit very quickly.

Basic Key Statements: Curriculum (5.1.1), Child-centric (5.1.2), Sociology (5.1.5.2), Psychology (5.1.5.3), Philosophy (5.1.5.1), Projected media (5.3.2), Non- projected media (5.3.2), Print media (5.3.2), Electronic media (5.3.2), Distance learning (5.3.3), Seminar (5.3.3), Group project (5.3.3), Demonstration (5.3.3), Bureaucratic (5.3.5), Autocratic (5.3.5), Democratic (5.3.5), Formative evaluation (5.3.5), Summative evaluation (5.3.5), Intrinsic evaluation (5.3.5), Curriculum change (5.4.1), Action research (5.4.10), Fundamental research (5.4.10).

Standard Key Statements: Ubiquitous (5.1.2), Feedback (5.1.3), Idealism (5.1.5), Realism (5.1.5), Naturalism (5.1.5), Pragmatism (5.1.5), Existentialism (5.1.5), Competency (5.2.2), Instructional media (5.3.2), Flexy- study (5.3.3), CAL (5.3.3), Contingency model (5.3.6.2), Coercion (5.4.2).

Advanced Key Statements: LPG (5.1.2), Benchmarking (5.1.6), Curriculum design (5.2.1), Grassroot model (5.2.1.1.1), Open classroom model (5.2.1.1.6), CIPP model (5.2.1.1.8), Activity model (5.2.3), Simulation technique (5.3.3), Role play (5.3.3.), Antecedents (5.3.6.2), Bottom-up approach (5.4.4), Panic approach (5.4.4), Appreciative inquiry (5.4.4).

Section-3: <u>Key Facts & Figures</u>

Sub-unit: 1 Concept & Foundation of curriculum planning

5.1.1 Concepts of Curriculum:

Etymologically, the term curriculum is originated from the Latin word "currere" that means run or run-way or a running process. Thus, curriculum means a course to be run for arriving a certain goal. Entirely of planned learning experiences demonstrated in a formal educational setup & curriculum is documented by written form. Curriculum forms overall the situations which the school may select and knowingly be established for the purpose of developing the personality of its students and for working behaviour shifting in them. A curriculum maker is interested in designing a functional curriculum would necessity an understanding of educational philosophy, psychological principles & pedagogical procedures.

According to Tanner and Tanner (1995), "A curriculum is a plan or program of all experiences which the learner encounters under the direction of a school."

According to modern concept of curriculum, it does not build only the academic subjects, traditionally taught in schools but it includes the net total of experiences that pupil acceptance through the various activities that go on in the classroom, school, library, workshop, playgrounds and in the many informal concretion between teachers and students. In that way, curriculum concerns the life of the students at all dots and supports in the evolution of an equabled personality. The core curriculum does not accent problem solving. An administrative model of curriculum is to highlights on staff's hierarchy.

The curriculum is thought as a combined whole including the teacher, learner, teaching and learning methodologies, expected and unexpected experiences, outputs and outcomes possible into a learning foundation.

5.1.1.2 Characteristics:

- It must be always expressing from one period to another. It must adjust its educational services and activities to fit the needs of modern and dynamic community.
- It is established on the needs of the people.
- It forms of complex details as it involves health services, guidance and counselling, projects and also supplies the proper instructional requirements that are frequently most conductive to learning.
- It complements and associates with other programs of the community. That's why, curriculum is understanding to imperative of the community.

5.1.2 Principles of curriculum:

- ❖ Principle of child- centric education
- ❖ Principle of concerned with life
- ❖ Principle of utilizing creating & formative powers
- ❖ Principle of interaction of play & work activities
- ❖ Principle of knowledge of culture and civilization
- ❖ Principle of sum total of experiences
- ❖ Principle of whole behavior pattern
- ❖ Principle of utility
- ❖ Principle of future based
- ❖ Principle of diversity and flexibility
- ❖ Principle of ubiquitous of all activities
- ❖ Principle of development of democratic substance
- ❖ Principle of correlation
- ❖ Principle of conservation
- ❖ Principles of creativity
- ❖ Principle of LPG (Liberalization, Privatization and Globalization)
- ❖ Principles of value

5.1.3 Strategies of curriculum development:

There are few strategies that acts a role in the curriculum development and they are described below:

1. **Problem identification**: The problem areas are used to be consolidated to fit the needs of the curriculum as it will associates to develop the content formation. It is an essential strategy in curriculum development as it focuses the issues of concern that needs alteration for an effective curriculum.

2. **Needs assessment of learners**: Curriculum development should include the intended outcomes of the role of an assessment, a high-quality program, the latest status of student's achievements and actual program content. An effective curriculum development process usually expresses a structured needs assessment to accumulate information and to conductor the curriculum development process.

3. **Goals and objectives**: Curriculum goals are general and wide statements that conduct towards long-term outcomes. Goals are always for arriving the objectives and are usually grounded on the ideas that they conduct students towards being capable to be productive members of the society.

4. **Educational strategies and implementation**: An innovative and productive approach will assist the students to accumulate relevant information from the sources provided by their teacher. Proper implementation of an educational strategies will get maximum output in the process of curriculum development.

5. **Feedback and evaluation**: The trifles review and analysis of quantitative and qualitative information of the programmes, impact and on people's perceptions of its strengths and weaknesses modes the basement for the next round of curriculum development and improvement. Feedback assists the teacher to progress and changes the framework of curriculum as it provides an explanation of performance.

5.1.4 Stages in the process of curriculum development:

There are four stages in the process of curriculum development that are discussed below:

1.**Planning:** The curriculum planning reflects the vision, mission and goals. Philosophy of strong education belief of the school is also included the curriculum planning. Planning be translated to classrooms desired learning outcomes for the learners. The planning stage maintains the foundation for sum of the curriculum development steps that are pick out the needs according to the curriculum and to lead assessment and analysis.

2. **Curriculum designing:** It is the way in which curriculum is conceptualized to involve the selection and organization of the content, the selection and organization of learning experiences as well as the selection of an assessment procedure to dimension acquired learning outcomes. A curriculum design will also involve the resources to be fulfilled and the statement of the desired learning outcomes.

3. **Curriculum implementing:** Action the plan that is based on the curriculum design in the learning environment. The teacher is the facilitator of learning and simultaneously with the learners uses the curriculum as to design to what will come out in the classroom with the end in view of acquiring the intended learning outcomes. Curriculum implementation is where action takes place.

4. **Evaluation:** It determined the extent to which the intended outcomes have been acquired. This procedure is continuous in finding out the progress of learning. An evaluation will determine the factors that have supported the implementation. It will help in making improvements and taking corrective measures. The result of an evaluation is very important for curriculum planners and implementers.

5.1.5   Foundations of Curriculum Planning:

The foundation of curriculum sets an external boundary of the knowledge of curriculum and defines what constitutes valid source of information from which are accepted theories, principles and an idea relevant in the field of curriculum.

5.1.5.1 Philosophical bases of curriculum planning:

Philosophy=Love of Wisdom

It helps to ordain the driving motive of education as well as the roles of several participants. Philosophy presents the system of thinking from which those objectives are built. Philosophies alter in perception of truth ranging from ultimate to comparative & from moralistic to scientific.

Different perspectives of curriculum in Philosophy:

Idealism and curriculum: The idealists access the issue of curriculum from the domain of ideas and ideals. Idealistic curriculum gives for the training and cultivation of the moral, intellectual & aesthetic activities. For the intellectual improvement of the child, languages, literature, social studies, social science & mathematics are involved in the curriculum. For moral development of the child, religion, ethics, metaphysics etc. are included in the curriculum. For aesthetic development of the child, arts, poetry etc. are included on the curriculum.

Realism and curriculum: The real situations, conditions & circumstances of the present-day life of human beings, realists' accent to provide prime place to nature, science & vocational subjects whereas secondary place to arts, literature & languages. Realism maintains that education should be closely linked with the actual realities of life.

Pragmatism and curriculum: It is a practical and utilitarian school of philosophy. It has impacted the educational curriculum to the maximum extent. It enables the child to solve his daily issues. And it also led a better and happier life by building new values.

Existentialism and curriculum: Existentialists stress that education should always be child-centred approving full freedom to learners for his natural development on the basis of the interest, ability & needs. That's why, the learners must select his own curriculum linked to the economic, social, political & other issues which he will have to face during his lifetime. Action and choice instead curriculum & explanation-based curriculum are also included in these types of curriculum.

Naturalism and curriculum: According to Naturalists, curriculum should build of subjects and items that reflects such as natural activities, natural interests, individual differences & sexual issues of children; therefore, they improve their individuality naturally and normally. That's why, curriculum contain sports, physical culture, biology, physics, language, geography, history & other allied subjects.

5.1.5.2 Sociological bases of curriculum planning:

Sociology=Science of society

Education is the process that occurs in society, for society & by society. The changing nature of the cultural perspectives has its influence on education. Education has to adjust itself to the alternative situation. That's why, curriculum should be according to the alternatives & should improve desirable changes in students.

The social re-constructionists are displeased with the political, social & economic order of society. They advocate a curriculum which provides visibility of an ideal society and assure reconstruction of current society on the basis of that vision. The students will improve deep realizing of the society & they will combat for better social order.

5.1.5.3 Psychological bases of curriculum planning:

Psychology means the science of soul. It forms of the accumulated knowledge that exhibits the learning process and allows the teacher, who is acting the curriculum to make intelligent decisions concerning the behaviour of the learner.

Selection of curriculum content and its organization are founded on several theories of psychology such as laws of learning, theories of interest and attention, transfer of learning, growth and development, creativity and personality development. It is accepted by sum that curriculum should be made on theories of learning and motivation and on the aptitude and ability of the learner. It is grounded on some theories of learning such as:

Behaviourists Theories- It includes with an aspect of stimulus i.e. response and reinforcement scheme.

Cognitive Theories-They observe the learner in relationship with total environment.

Phenomenology Theories- They accent an affective domain of learning.

5.1.6 Benchmarking:

It is a tool for developing performance by comparing the performance or standards . It can be strategic or cyclical.

The goal of benchmarking is to give key personnel, grievance of processes, with an external standard for metering the quality and cost of internal activities. It also assisting to know where an opportunity for development may be situated.

According to Kemper, "Benchmarking is a continuous, systematic process for measuring and comparing the work process of an institution to those of another, by bringing an external focus to internal activities, actions or performances."

5.1.6.1 Types of Benchmarking:

Benchmarking as a process, is both complicated and expansive in terms of what type and for what purpose it can be used. In the past, it was frequently used for compare data only. But it is used as a more explorative, research informed process & is accomplishment inspiration in the higher education sector and it also used for decision-making processes at an institution level.

It can also be characterized as

Quantitative- Where the highlights are on quantifiable outputs of data.

Qualitative- which finds at the systems and processes that releases the result & benchmarks are commonly attributes of good practices.

The various types of benchmarking are follows:

1.**Internal**- The work processes are compared between division, department & other internal university sectors. Merits of that benchmarking are the comfort of data collection and the explanation of areas for incoming external investigation.

2. **Competitive**-An institutions achievement is measured against its peers & competitors. In this benchmarking, a third party rather than an institution itself, mostly gathers and resolution the data because of its property nature.

3**. Functional**- In this type of benchmarking is a benefit for breakthrough developments by analysing high execution processes across a form of students.

4. **Generic**- In this type of benchmarking makes the widest use of data collection from various kinds of organizations.

5.1.7 Role of National level of Statutory Bodies:
5.1.7.1 UGC (University Grants Commission):

University Grants Commission established in 1953. Later, it was formed a statutory body under the University Grants Commission Act of 1956. It refers standards for infra structural facilities, curricula and qualification of teachers, salary of teachers and other factors necessary for fulfilling the quality of higher education.

Role of UGC:

- Its roles as updates of curriculum which is the emergent ingredient of its academic system
- It coordinated with other related bodies unto curriculum development like NCTE.
- For curriculum development, the committees for each subject is participated
- It updates the curricula in several subjects at the UG/PG levels.
- It incorporates training programmes, workshops, seminars and conferences
- It prescribes the central government and state governments on the measures for the reformation of university education
- It allows to give fellowships and scholarships to students
  So, UGC plays an effective role in the curriculum development process.

5.1.7.2 NCTE (National Council for Teacher Education):

The NCTE as a statutory body came into the NCTE Act, 1993 on 17th August, 1995. It has headquarters at New Delhi and four regional committees at Bangalore, Bhopal, Bhubaneswar and Jaipur.

Role:

It has recommendations to the central and state governments, universities, UGC and its identified institutes in matters of making plans and programmes for teacher education.

NCTE roles as necessary changes in curriculum. It made National Curriculum Framework for teacher education (2009). This curriculum has given a systematic and comprising framework for teacher education and also focuses the strategies to implement it.

5.1.7.3 University in Curriculum development:
- It facilitates the cooperation with community colleges, to assure that the materials are fitted for college's student and instruction's methods.
- It confirms materials can be obtained electronically by students, approving their use for distance learning

- It cooperates with the community college's members in each region to help the discrimination and use of these materials
  Thus, university plays an effective role in curriculum development process and tries to confirm that it can give proper guidance to the learners.

Prevoius Year Questions
June-2014

1. The core curriculum does not emphasize

A) Democratic procedures

B) Problem solving

C) Total experiences in the school

D) Unit and lesson plans prepared by the teachers

2. A curriculum maker is interested in designing a functional curriculum would need an understanding of

A) Educational philosophy

B) Psychological principles

C) Pedagogical procedures

D) All of the Above

Answer with Reference

Sl. No.	Answer	Reference No.
1.	B	5.1.1
2.	D	5.1.1

December-2014

1. The most appropriate approach for implementing an administrative model of curriculum is to focus on

   A) Hierarchy of staff

   B) Democratic values

   C) Participative values

   D) Horizontal coordination

2. National curriculum Framework for Teacher Education in India 2009 was developed by

   A) NCERT

   B) NUEPA

   C) NCTE

   D) NAAC

Answer with Reference

Sl. No.	Answer	References
1.	A	5.1.1
2.	C	5.1.7.2

June-2016

1. Which of the following do lay foundations for curriculum?

A) Societal priorities, government and resources

B) Philosophy, sociology and psychology

C) Study material, training facilities and societal needs

D) Psychological base of education

Answer with Reference

Sl. No.	Answer	References
1.	D	5.1.5

Sub- unit-2: <u>Models of curriculum design</u>

5.2.1 <u>Introduction:</u>

The 'Curriculum design' is used to narrate the purposeful, deliberate and systematic institution of curriculum within a class or course. It is a way for teachers to plan instruction. When teachers design curriculum, they prescribe what will be done and what schedule to pursue. It means to the formulation of the components or elements of a curriculum. Designing a functional curriculum need a realizing of educational philosophy, psychological principles & pedagogical process.

5.2.1.1 Different bases of Models of curriculum design:

Bases	Direction	Models
Traditional	• Academic/Discipline	• Taba's Grass root model • Tyler's Rational Model • Wheeler's Model • Kerr's Model
	♦ Social function ❖ Individual needs & interest	♦ Good Lad's Model ❖ Open classroom model ❖ Roger's Interpersonal model
Contemporary	• Competency ♦ Intervention ▪ Outcome	• Richard's model ♦ Miller & Seller's model ▪ Stuffluebeam's CIPP Model

5.2.1.1.1 Taba's Grassroot Model (1962):

She thought that teachers who educate curriculum should practice or participate in improving curriculum. Which guided to the model she called grass roots model.

Taba said Tyler's model was much of Administrative Model. Taba's model has 7 major steps.

- **Steps of Taba's Model:**
    1. Analysis of needs
    2. Formulation of objectives
    3. Election of content
    4. Organization of the content
    5. Selection of learning experiences
    6. Organization of learning experiences
    7. Evaluation & Modification

5.2.1.1.2   Tyler's model

Stages:

Objectives

⬇

Selection of learning experiences

⬇

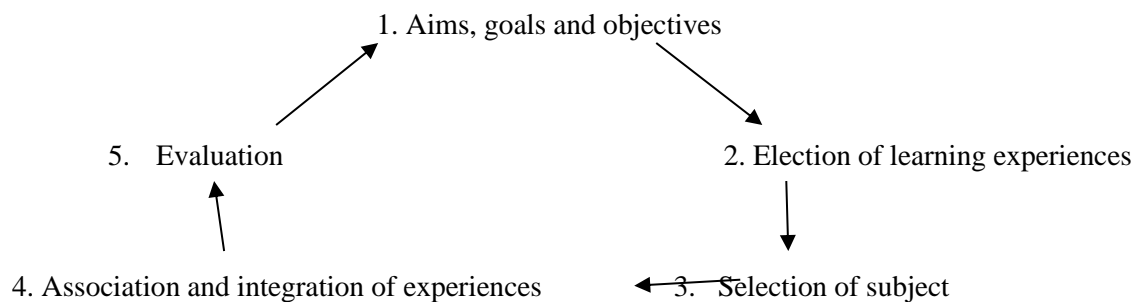Organization of learning experiences

⬇

Evaluation

The model is linear in nature, beginning from objectives and ending with evaluation. It is essential to be noted that:

- ✓ Objectives form the basis for the election and organization of learning experiences
- ✓ Objectives form the basis for measuring the curriculum
- ✓ Objectives are originated from the student, contemporary life and subject expert.

To Tyler, evaluation is a process by which one fits the initial anticipation with the results.

5.2.1.1.3 Wheeler's Model:

1. Aims, goals and objectives

5. Evaluation   2. Election of learning experiences

4. Association and integration of experiences   ←   3. Selection of subject

Wheeler considered that:

- ✓ Aims should be thought as behaviors directing to the end product of learning that output the final goals.
- ✓ Aims are prepared from the general to the specific in curriculum planning. These results are made of objectives at both a qualifying and a marginal level.
- ✓ Content is prominent from the learning knowledge which bend that content.

5.2.1.1.4 Saylor and Alexander Model:

Saylor and Alexander (1974) observed curriculum development as comprising of four steps.

1. **Goals & objectives:** The model shows that curriculum planners start by marking the major educational goals and fixed objectives they wish to fulfil. Each major goal illustrates a curriculum domain and the 4 major goals are: personal development, human relations, continued learning skills and specialization.
2. **Curriculum designing:** The goals, objectives and domains have been founded, planners' pace into the process of the curriculum designing. Here decision is formed on the suitable learning opportunities for each domain.
3. **Curriculum implementation:** Curriculum design plan based on teachers would regulate instructional objectives and then picked related with teaching methods and strategies to acquire the intended learning result among students.
4. **Evaluation:** The evaluation should engage the sum educational programme of the school and the curriculum plan, the usefulness of instruction and the performance of students.

5.2.1.1.5   Good Lad's Model:

Educational aims are originated from values.
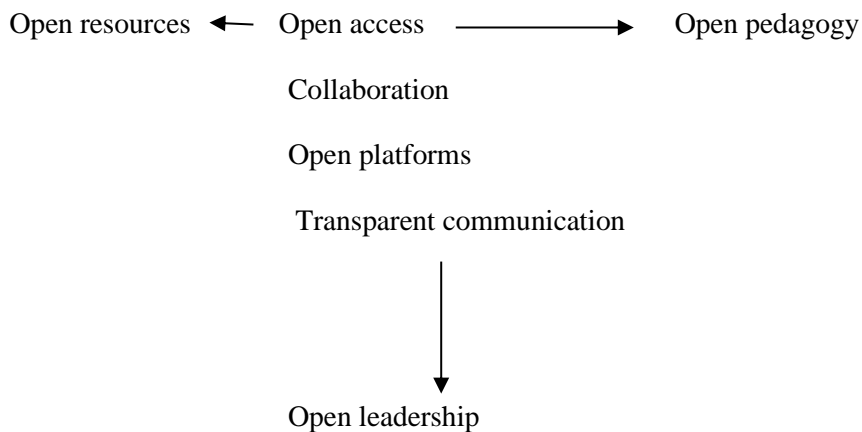
values are attached in assumptions.

- ✓ Objectives originated from educational aims
- ✓ Learning advantages from objectives
- ✓ Process is rational and deductive
- ✓ Institutions may not contribute to the achievement of pre-selected aims or some schools may be better fitted to the success of these aims.
- ✓ Students may reflect the values before they come to school
- ✓ Aims may be subjective but unrealistic given certain incommodity

In this model, educational aims are the analysis of values of the attending culture. These aims are converting into educational objectives, which are explained in behavioral terms. Learning chances are provided based on the learning objectives, such as, giving courses or readings. The curriculum planners design and elect constructing centers, which give learning opportunities for a group of students.

5.2.1.1.6 Open Classroom Model:

This model involves, supplies support for and challenges all learners at any rank level. It is designed to meet to set learners of all ages.

Open learning characteristics:

Open resources ← Open access ⟶ Open pedagogy

Collaboration

Open platforms

Transparent communication

↓

Open leadership

5.2.1.1.7 Kaufman Roger's Interpersonal Model:

- ➢ Disagreement should be recognized in terms of products of actual behavior
- ➢ Not in terms of systems
- ➢ Disproportion between present status and future status

5.2.1.1.8 Stuffluebeam's CIPP Model (1971):

CIPP model developed by Stuffluebeam, which evaluates context, input, process and product.

Key emphasis: Decision- making

Purpose: To simplify logical and maintaining decision-making

Strengths: Delicate to feedback

Steps: Context, Input, Process and Product

- ❖ **Context:** Evaluation includes reading the reality in which the projects is run.
- ❖ **Input:** It consists of-
    1. Appropriateness of elected objectives
    2. Similarities between objectives and content
    3. Appropriateness of the instructional technique and assessment procedures
- ❖ **Process**: Evaluation testing the implementation sight of the curricular programme.
- ❖ **Product**: The three factors such as Context, input and process, the extent to which the objectives are being acquired and settled.

Evaluation: Prescribe efficient alternatives, setting activity quality control systems.

5.2.2   Competency based Model:

According to Anshari R Sastrawinata, "Competence is a statement that marks the appearance of a fixed ability undisputedly that a blend of knowledge and skills that can be noticed and measured."

It means to system of instructions, grading, assessments and academic reporting that are founded on students that they have learned the lesson and skills that they are desired to learn as they improve through their education.

There are some perspectives that are follows:

- Knowledge
- Efficiency
- Realizing
- Feeling
- Value
- Interest

5.2.2.1 Characteristics of Competency based model:

- Learning is surveyed according to how well the learner carry out in connection to competencies
- Performance based learning process is used in instructional system
- Highlights on the outcome of the learning
- The student is allowing to learn at their own pace
- Student's improves by demonstrating competence, that means they have to prove that they mastered the lesson and skills required for a specific course.

5.2.2.2 Advantages:

- The learning centres on real world ability and competency development programs
- Participants create confidence as they attain in mastering fixed competencies
- Students learning is improved because of the fixation of expected outcomes and dynamic feedback
- The quality of assessment and teaching is developed.

5.2.2.3 Disadvantages:

- It works well with similar learning environment and less good with others
- It highlights on early needs and is less focused on making learners with the flexibility needed for much unstable future
- It takes an objectivist approach to learning
- It does not suit all kinds of learners

5.2.3   Activity Model:

The curriculum design promoted to meet needs, context and purposes. Activity is the natural urge of the child. It is applied as a media or means for giving knowledge and skills. In this model, activity is the greatest motivation, given to the child to enjoy the freedom of exposing himself fully. According to Tanner and Tanner "Activity Model is an attempt to manage learning as an active process."

5.2.3.1 Requirement of activity model:

School must have proper infrastructure, broad facilities or displays and decorations, well lighted and there must be separate ground for gardening.

Training of teachers, classroom equipments, activity rooms, transportation facilities, students grouping and flexibility in administrative arrangements.

5.2.3.2 Advantages:

- It rotates around those childrens who are either not an academically talented or have not shown interest in school. It attends to stimulate these types of students into sharing and eventually absorbing information.
- It forms the teaching fun.
- Students feel a sense of performance, when the task is completed
- Students are able to alteration that experience easier to other learning conditions
- Students who are included in activities are reflect in their own learning experiences.

5.2.3.3 Disadvantages:

- A fundamental departure from traditional ways of learning and teaching
- It has not consolation of learning cultural heritage
- The facts and principles that are learned, are not permanently maintained
- Schools are also not prepared completely

5.2.4   Intervention Model:

It is designed to meet the compounded needs of children with mild disabilities. The interventions promoted through this are called the strategies intervention model. They can be grouped into three major categories according to Deshler and Schumaker. The first category of interventions is called learning strategy interventions, were manifested because many students with disabilities are ineffective observer, who lack information processing skills to compete with broad range of content and complexity of tasks, they meet in secondary classes.

The second category of interventions are called content enhancement routines & it is use to prolong their delivery of content information and progress their student's understanding and remember of the content. Many cognitional and emotional challenged students have difficulty in constructing, understanding, collecting and remembering of information.

The third category of intervention are called empowerment interventions, which are activated towards empowering students to perform at their best and to build positive relationships with others, in the school setting. For instance, several social and motivational strategies have been improved to enable students to interact in a positive way with peers and teachers as well as to engage in self-advocacy.

Previous Year Questions

June- 2014

1. The core curriculum does not emphasize

A) Democratic procedures

B) Problem solving

C) A well-defined body of subject matter

D) Integration of different subject matters

2. The core curriculum consists of the
   A) Subject matter, children must learn in school
   B) Subject offered by the school authorities
   C) Total experience in the school programme
   D) Unit & lesson plans preparation by the teachers

3. A curriculum maker, interested in designing a functional curriculum would need an understanding of

A) Educational Philosophy

B) Psychological principles

C) Pedagogical procedures

D) All of the above

<u>Answer with Reference</u>

Sl. No.	Answer	References
1.	B	5.2.1
2.	C	5.2.1
3.	D	5.2.1

December- 2014

1. In Grassroot model of curriculum, directly accountable functionary for curriculum implementation is

     A) Learner

   B) Teacher

C) Headmaster

D) Parents

<u>Answer & Reference Table</u>

Sl. No.	Answer	Reference
1	B	5.2.1.1.1

June-2016

1. Which combination is related to curriculum development?
1. Hilda Taba
2. Taylor
3. Alexander & Saylor
4. Hilgard

Codes

A) 1,2 and 4
B) 1,3 and 4
C) 2,3 and 4
D) 1,2 and 3

Answer with Reference

Sl. No.	Answer	Reference
1.	D	5.2.1.1

Sub-unit-3: <u>Approaches to curriculum & instruction</u>

5.3.1   Instructional System:

Students in the educational process are subjected to many conditions to learn various things. These situations are improved deliberately by the teacher. Even earlier thinking about the topic to be learned and how the students will learn, the teachers think as to what will be the goals that should be presented by the students. Then, only the teacher may think as to what should be the learning experiences to be made.

To prepare the students learn, the teachers scientifically elects the methods and approaches to teach different elements necessary for interacting and manipulating by students and teachers. Teacher also considers about the ranking of the materials and methods to prepare the student learn in a scientific process. This scientific process is also known as the instructional system.

5.3.2   Instructional Media:

Non-Projected Media:	- Models - Printed materials - Field trips - Audio aids - Visual aids
Projected Media:	- Overhead transparencies - Slide - Presentations - Filmstrips - Computer - multimedia
Print Media:	- Textbooks - Newspaper - Magazines - Journals - Posters - Tickets - Calendar - Cards
Electronic Media:	- Radio - Tv - Computer

5.3.2.1 Advantages of Instructional Media:

- The allotment of learning materials can be proved with help of instructional media, various illustrations among teachers can be concealed and can minimize the information gap between students, wherever situated.
- The learning process becomes more distinct and attractive.
- Progressing the quality of student's learning outcomes. It can help students to understand the material.
- It enables the learning process that can be done at any place and at any time.
- It can encourage positive attitude towards learners and study materials. The learning method becomes more interesting that encourages learners to love science and love to search their own sources of knowledge.
- It assists the teachers to teach more successfully and enable the learners to learn more easily.

5.3.3 Instructional Techniques:

Learner-centred techniques:	Personalized system of instruction:	The self-instructional units, formed course unit may comprise pre-set assignments; work on exercises and models that assist the student to proceed easily through the course.
	Flexy-study:	This method is the individualized learning materials through correspondence and presents the tutorial sessions in the institutions
	Distance learning	A course through the distance mode can think on the total experience and identify the essentially student-centered nature of the programme which helps individualized study
	Programmed learning	A procedure of auto-instruction in which all of the instructional load is carried by teaching machine. It is a new way towards automation & individualized instruction.
	Computer assisted learning	It is an interactive simulated learning technique, which is presented to interacting reaction of the learners.
	Individual project	The learner is agreed the freedom to select a unit of activity to work on and this freedom of choice assures learner assurance to the project.
Group Learning Techniques:	Tutorial	A tutorial is a prescheduled expanded classroom condition, teacher selects the topic and discussion in the group for depends upon the students act and interact with the teacher,
	Seminar	A seminar is an instructional technique of higher study that includes paper reading &

		followed by the group discussion which clarify the complex aspects of theme.
	Group discussions	The students are free to ask questions and contribute to the controlled discussion through comments, such as the large groups.
	Group project	A small group discusses the problem, employment and interaction within the group for personal development
Experiential learning techniques	Discovery learning	It requires the individual learner leads to personal abilities of various forms, as find out the solution to a problem
	Student centred instruction	An auto- directed instruction, learners have the efficiency to recognize their needs and to think over them for gives the structure of his/her learning process
	Simulation technique	Simulation improve the use of critical & evaluative technique. It is a role-playing technique in which learner performs the role in an artificially environment.
	Role play	Role play is a useful tool to learner feelings while role playing and to comment on their self-roles for presents training objectives
	Case study technique	It is a path of constructing and analyzing data for the objective of studying a social unit
Teacher-centred techniques	Lecture method	It is generally one-way communication where in a learned person illustrate the subject's perplexities to motivated audience in usual educational situations
	Demonstration method	This method is used mainly to build the psychomotor and manipulation skills of the students and get possibility to actually participate in the practical sessions

5.3.4 Instructional material:

Self-instructional components	Print materials, assignment, demonstrations, direct teaching
Textual elements	Books, structured notes and textual study materials
Audio-visual self-instructional materials	Multi-media, broadcast media, language laboratories
Computer based self-instructional materials	Computer-assisted learning, CAI

5.3.5 Curriculum Evaluation Approaches:

Gatawa (1990) has recognized curriculum evaluation approaches:

Competency based approach	Bureaucratic Evaluation	This evaluation is usually founded by the government or the Ministry of Education. The Ministry of Education could assess a course of study taught in schools to find out whether they need development.
	Autocratic Evaluation	Governments or ministries generally inquire independent evaluators such as consultants to act this evaluation.
	Democratic Evaluation	It highlights on the experiences and response the curriculum inducers have had with the programmes or project being evaluated.
Academic based approaches	Norm-referenced Evaluation	It assesses student's performance relative to another student's performance. The performance of current students or of previous students can be compared.
	Criterion-referenced Evaluation	It evaluates student's actual performance and compares it with the goals of instruction identified in the syllabus
	Formative Evaluation	Information about the learner's direct retention of efficiency and knowledge, memory over time and behavior were used to shape instruction as it passed.
	Summative Evaluation	This evaluation measures whether or not the project can fulfill as the originators and designers desired. It also measures the training that teachers might necessary in order to fulfill a program successfully. It ordains whether a new curriculum programme, syllabus or subject is better than the one it is desired to replace or other alternatives. It refers terminal test.
	Scientific Evaluation	In this approach all endeavors are highlighted on the learners. Student's performance in various situations are compared by path of test scores. Quantitative measures are obtained for data collection and statistical tools are engaged for data analysis.
	Humanistic Evaluation	A humanist would study a program meanwhile in place, not one fixed by the evaluator. If persons are ascribed to a treatment, that is because the policy under study calls for assignment. Naturalistic investigators would ask variety questions of variety projects.
	Intrinsic Evaluation	It is used to measures the overall quality of a curriculum. It includes watching at the different components of curriculum design like that the objective, order, articulation, balance and other aspects.

5.3.6   Models of Curriculum Evaluation:

Curriculum is a process of whole learning experiences, knowingly designed & transacted for understanding certain goals. It means to a continuous process of storing, analysing, synthesizing & explaining information to aid in realizing what students know & can do.

5.3.6.1 Tyler's model:

It focuses on formulation of objectives through cleared analysis of feedback from learners, society and subject matter.

- **Key emphasis:**

Instructional goals

- **Purpose**

To assess learners progress towards objectives

Steps:

According to Taylor (1949), the steps in evaluation were as follows:

1. Standing of wider goals of the programme.

2. Arrangement and setting of objectives is behavioural time

3. Identification of circumstances where the achievement of the objectives is reported

4. Improvement of measurement techniques

5. Collection of student achievement data

6. Comparison of data with behaviorally related objectives

5.3.6.2 Stake's contingency model:

Stake (1969) mentioned a model for carrying on curriculum evaluation that highlights on representation and pronouncement. This model marked on a full description of the educational project and the curriculum method.

- **Key Emphasis:** Description and judgement of data
- **Purpose:**

    1. Replays to audience necessary for information

    2. Ascending more toward projects activities than results

    3. Presents all audience desire points

- **Steps:**
1. **Antecedents:** Antecedents mean to situations remaining previously to teaching and learning
2. **Transactions:** Transactions are the confrontation in the learning situation
3. **Outcomes:** Outcomes take into consideration the desired as well as the unintended, which grow during the effectuation of a programme.

This model identifies that many standards operated depending on the instructional setting, instructor and learner. The recognitions of rational contingency between the antecedents, transactions and outcomes is an essential feature of this model.

5.3.6.3 Scriven Goal Free Model:

Proponent: Michael Scriven

Goals are only a subset of expected effects

- Intended effects
- Unintended effects

Roles of Curriculum evaluation:

Scriven separates between two main roles of curriculum evaluation: the "formative" and the "summative".

- **Formative evaluation-** during the improvement of the programme. Formative evaluation is carried on during the method of curriculum development. The evaluation outputs may contribute to the alternation or formation of the curriculum
- **Summative evaluation-** It is carried on afterward offering the curriculum once or twice.

5.3.6.4 Kirkpatrick's Four Levels Model (1994):

In Kirkpatrick's four level model, each successive evaluation level is constructed on information given by the lower level.

According to this model, evaluation should ever start with level one, and then, as time and account sanction, should movement sequentially through levels two, three and four. Instruction from each earlier level serves as a foundation for the subsequent level's evaluation.

Level 1- Reaction: Evaluation at this level assessing how participants in a training project respond to it. It endeavors to answer questions concerning the participants appreciations.

Level 2-Learning: Measuring at this level moves the evaluation far learner gratification and ambitions to measure the extent students have improved in skills, knowledge or attitude.
Level 3-Transfer: Measuring at this level, the transfer that has occurred in students' behavior for the training program.

Level 4-Results: This level measures the success of the projects in periods that managers and executives can realize enhancement production, advanced quality, reduced costs, decreased frequency of accidents, onward sales and even over profits or return on investment.

Previous Year Questions

June-2017

1. Summative evaluation implies

A) Use of daily quizzes

B) Monitoring of learning through homework

C) Terminal task

D) Weekly grading of students

2. Which of the following is a case of formative evaluation of curriculum?
A) Conducting an evaluation of the curriculum concerned before the course is completed
B) Evaluating the curriculum concerned getting it appraised by students and teachers
C) Evaluating the curriculum concerned, in the middle of the course, collecting the views of students and parents and providing feedback
D) Evaluating the curriculum concerned by teachers based on the performance by students

Answer with References

Sl. No.	Answer	References
1.	C	5.3.5
2.	C	5.3.5

Sub-unit: 4 Curriculum change

5.4.1 Meaning of Curriculum change:

Curriculum change refers forming the curriculum separate in few ways, to give it a new situation. This frequently refers reconstruction to its philosophy by path of its aims and goals, rethinking the content involved, repeating its methods and reviewing its evaluatory methods. When change is formed in the classroom, it can promote the social efficiency of students and focus on identical procedures for teaching historical, technological, organizational and political lessons. Instructional objective change is to be placed at the peak of the ' curriculum triangle' while effecting a change.

5.4.2 Types of curriculum change:

According to Bennis, three types of curriculum change which are follows:

4. **Planned change**: Planned change, those who are engaged have identical power. It is distinct what everybody needs to do. People have a tone; they are in contract and everybody is going together.

5. **Coercion:** This type of change has a important disequilibrium of power. One group determines the objectives and has the ability. Sum other groups are lopped from the discourse and are anticipated to obey. Often governments or administrators will make a curriculum and merely dump it on the teachers. Besides input, there is a lofty risk of failure because people necessary ownership in order to motivate.

6. **Interaction change:** This approach includes same amounts of power among all those who have an interest. The problem is communication and perfection. The methods for effectuation is not thought out and improved. This command to people who are agreeing but unpredictable of what to do.

5.4.3 Factors Affecting Curriculum Change:

There are various factors that affects curriculum change as discussed below:

6. **Political Factors:** Politics impacts curriculum design and development begins with funding. Both private and public educational institutions count on financing for hiring personnel, construction and protecting facilities. Politics has terrible impacts on the education system as it determines and demarks the objectives, amount, learning experiences and evaluation processes in education. Curriculum components and their implementation are usually involved by political considerations.

7. **Technological Factors**: The intention is to prepare the learners with the vital computer skills and knowledge. In addition to computers, other forms of electronic media are also applied in teaching. Technological multimedia impact educational objectives and learning experiences among students. So, change in technology also leading to curriculum change.

8. **Social Factors:** To fulfil the societal necessity as society has its self-anticipations about the aims and objectives that should be deliberated while designing the curriculum. Developing pertinent curriculum takes into account society's anticipations, compromising group traditions and promoting equality.

9. **Economic Factors**: Curriculum planner should try to set up a closer relationship between education and economic development, which are to a wider extent inter-dependent on each other. An industrial country like England gives force on technical and industrial education because the economy of that country is grounded on industrial production. For instance, many schools have fixed to phase out workshop programs in support of the more modern technology programs because the local economics had little demand for those type of skills.

10. **General Factors:**
    o Student limitations to realize the content
    o Professional accreditation certainly
    o University or government requirement

5.4.4 Approaches to curriculum change:

Approaches to curriculum change are as follows:

7. **Bottom-Up approach:**

It suggests that the process of curriculum accepts its basic inspiration from the bottom of the structure of educational institutions, at the level of teachers and students. The pressure comes from the teachers and the students who have instant experiential access to the day to day factors impacting the effectiveness of the existing curriculum. In this case, the curriculum can be seen as the outcome of a deliberate collaborative enterprise involving the teachers, learners, subject-matter and the situational context or environment. The teachers and learners are recognized as the actual creator of the curriculum.

Bottom-Up approach gave more regard to the needs of the learners and curriculum based on this approach is continuous, important, rich, own-organized, open and existentially understood by the participants.

8. **Systematic and panic approach**:

A systematic way of rethinking a curriculum involves needs assessment, design, planning, teacher's training, materials preparation, alteration, effectuation, controlling, feedback and evaluation.

Tyler proposed a systematic path of improving curricula and instruction. He applies four questions that begs to determine goals, work out learning experiences, elect and organize learning experiences so as to accomplish specified results and gives a program to evaluate results.

According to UNESCO-IBE (1999) the panic approach is caused by a circumstance where local or international pressures reason rapid solutions to be formed to structured planning.

From the above descriptions of the Panic Approach, it looks that the approach is responsive rather than proactive, that it is preferred where curriculum judgement makers are under pressure to give moment solutions to educational situations that dissimilar the systematic approach.

9. Appreciative inquiry approach:

The term appreciate inquiry was first proposed by David Cooperrider and Suresh Srivastava. It is a powerful approach that creates on the positive substance of organization in both action planning and transformational change. It assisting to create view for a system based on people's personal experiences, expertise, sense and efficiency.

According to this approach, curriculum change will come about as a result of a highly interactive method that gets people from all levels of organization all together to learn from one another and with another, creating relationships and enlarging collective knowledge. Through this approach, during the curriculum design phase academic staff recognizes key facts of institutional procedures and structures that will be necessary to help the concept of their collectively formulated new or revised curricula. Appreciative Inquiry approach builds transformative learning experiences for both educators and learners.

5.4.5 Role of students in curriculum change:

Students have their self-knowledge and skills, that they have built through learning experiences. The issue of receipt students engaged in curriculum planning is not new. It can be described far back to the idea of Kilpatrick and Rugg, child – centred culturalists who sketched the role and ideas of curriculum, forming that includes students in planning objects, units, lesson's plans and school's programmes that allowed for important student's input. Ornstein and Hankins further considering students as a most essential source for curriculum development.

They compete that students should have a tone in curriculum improvement and alteration. Their input is essential in its self-right, but making them to participate in curriculum development also reflects them and motivates them to take liability for matters that care them. So, change in curriculum prepares students for challenging world of 21st century, imperative to assure that students are inferred to take increasing responsibility of their self-learning.

5.4.6 Role of teachers in curriculum change:

The role of teacher in the procedure of curriculum change is that of a specialist from the discipline. Their knowledge has to be upgraded to support and measures the students in new authentic tasks. It is broadly acknowledged that the demonstrators are key actors in curriculum innovation. Curriculum innovation generally requires a change in teacher's practice.

However, expert teachers do not tend to change their present practice freely because it is depth in their faith and in the practical knowledge, they have deposited during years of teaching. To attain change in teaching practice, teachers should not only implement innovation, but they should also become lively engaged in the development of innovation. In general, it is assumed that teachers improve co-ownership of new curriculum when they are actively engaged in its improvement.

5.4.7 Role of Educational administrators in curriculum change:

Effective educational administrators value strong standards, lucidity in communication and clearness in pure professional relationships to implement and maintain curriculum change and promote student's development and achievement. They play an important and direct role to impact on student's learning. They oversee and monitor teaching and learning in the school, facilitate the improvement of successful aims and create culture dedicated to successive improvement of teaching and learning.

5.4.8 Curriculum research:

Curriculum research is a systematic essay to gain a better realization of all components of curriculum.

The research attempts to realize the present state of curricular thinking in schools and universities. It tries to detect that substance of education i.e. knowledge, efficiency and progression and more important perspectives in scheming a qualitative curriculum. Educators must rethink the curriculum on timely base and form intelligent use of assessment in curriculum designing and planning.

5.4.9 Scope of Curriculum Research:

Research in curriculum is hard primarily because the term curriculum means to everything of essential in education but fixed very small in particular. Research is a deeply inquiry into a problem which needs an outgiving solution. Curriculum research needs a lot of experience with respect to its planning, designing, implementing and processing.

The scope of curriculum research is very wide in nature as it entangles invention of new teaching process, effective use of teaching aids, curriculum transaction strategies & creating new knowledge, concerning the methodology.

5.4.10 Types of Research in Curriculum studies:

The types of research in curriculum studies are described:

6. **Experimental Research**: Researchers manipulates one variable and control the rest of the variables. The process, program & treatment in this type of research are also inaugurated and the conclusion is seen. The objective of experimental research is to predict phenomena.

It is useful for society as it supports to improve everyday life. Here, the problems are recognized and accordingly the problem is solved with consideration to the curriculum. Under this research, the changes in the curriculum are formed so that in the teaching-learning activity the primary problems of the students are solved. In this research, the force is placed on experimentation. In this research, the basic changes can be formed in the curriculum.

7. **Fundamental Research:** It can be mentioned as pure research. Its purpose is to improve theories by discovering wide generalization and principles. It has small to do with the application of findings. This type of research has attracted the doctoral candidates and only a little portion of teachers who have been casual rather than operative consumers are participants in the research.

In this type of research, teacher studies several perspectives and then incorporate them. Under fundamental research, the curriculum is formed learner-centered so that the students could realize the topics easily. In the development of curriculum, the role of teacher is if ultimate importance.

8. **Action Research:** Underlying the action research approach, one sees essential assumptions about the nature of research and of knowledge itself. The investigators are not inactive observers whose only interest is to gather data, they view for causes and make generalizations which can be changed into recommendations.

Objectives of action research are follows:

- To develop the exercises going on in the schools
- To form teachers and educational administrators research minded
- To make the environment of the school more helpful for efficiency teaching and learning process

The action research is a process where teacher analysis his teaching and tries to improve his teaching methods. Through action research the curriculum is made qualitative and quantitative.

9. **Search Conference:** It is a method of participatory planning which qualify a group of people to recognize and criticize problems and plan future action. A search conference inverses the traditional planning pathway by inspiring democratic participation of the whole group. It has been applied within success in curriculum development.

10. **Questionnaire Surveys:** The questionnaire technique includes gathering primary data through the election of an adequate sample from the population and entails the improvement of structured sets of questions on specific problems. It is a flexible method of achieving information. That's why, data can be gathered in the form of questions from the teachers as well as students and that will assist to improvise the curriculum.

Previous Year Questions

June-2019

1. Which of the following is to be placed at the peak of the 'curriculum triangle' while effecting a change?
1. Instructional objective change
2. Learning experiences change
3. Time perspective change
4. Evaluation of learning outcomes

Options 1.1

2.2

3.3

4.4

2. Which of the following factors affect curriculum change?

A) Socio-cultural context

B) Political concerns

C) National priorities

D) Religious affiliation

E) Stakeholder's needs and aspirations

Indicate your answer from the options given below:

1. B), D) & C)
2. A), C) & E)
3. C), A) & D)
4. D), B) & A)

Options 1.1

2.2

3.3

4.4

Answer With References

Sl. No.	Answer	References
1.	1	5.4.1
2.	2	5.4.3