Basic of Curriculum Copy Notes

ICT 5th Semester

by

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Unit-1

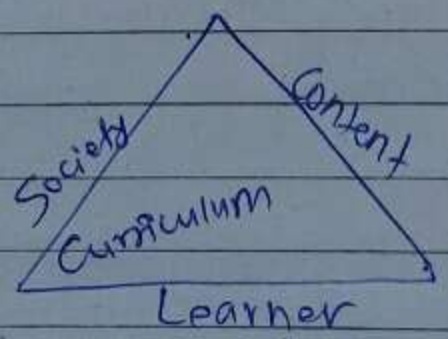
Introduction to Curriculum

The word 'curriculum' comes from the latin word 'curricula' which means 'race course' or 'race' itself i.e. a place of deeds or serial of deeds.

In the past, curriculum was regarded as the framework of subject matter that was targeted in the classroom. But at present, curriculum is not limited within the limitation of syllabus. Curriculum means for achieving goals and objectives of education.

Curriculum helps to develop all aspects of development of a learner. It decides what kind of development aspects should be focused, how they are being developed, how the skill, capacity and concepts of learner can be developed. So, curriculum is applied branch of education and curriculum is a process which aims at reducing the gap between theory and practice as well as intention and reality.

Curriculum can be viewed from three points of view - Learner, Society and Content.



Different concepts of curriculum are as follows:

i) Etymological meaning of curriculum
ii) Narrow meaning of curriculum
iii) Wider meaning of curriculum.

Some definitions of Curriculum :

1) "Curriculum is a plan ~~of~~ for learning" - Hilda Taba

2) "Curriculum is continuous reconstruction as a result of experiences." - John Dewey (1902)

3) "Curriculum is all experiences (directed and undirected) unfold the abilities of the learner." - Franklin Bobbit (1918)

4) "Curriculum is a succession of experiences and enterprises providing development for life." - Harold Rugg (1927)

5) "Curriculum is the experiences provided by teachers to enhance the learning". - Hollis Caswell (1935)

A curriculum refers to a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education.

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1.1. Curriculum as Subject

It is traditional concept of curriculum. In this view, curriculum is processes of tranmitter of knowledge. It emphases on traditional textbook approach so the curriculum is syllabus or course of study. This type of curriculum design tends to focus on the subject matter rather than the individual. For example, subject-centred curriculum may focus on Maths or Computer. It describes what needs to be studied and how it should be studied. In this, teachers are provided a pre-determined list of things that they need to teach their students, along with specific examples of how these things should be taught.

Characteristics:

* This curriculum includes different subjects as its components such as language, maths, science etc.
- There is more emphases on teaching-learning of subject matter.
- Subject matter are selected and organized before teaching situation.
- It believes that education is schooling and formal education.

1.2. Curriculum as Course of study and Syllabus

The course of study /syllabus is refined detail of the curriculum at a particular stage of learning for a particular subject. It is the part of curriculum. It emphases to provide theoritical and subjective knowledge and information on the basis of curriculum. It is usually classroom teaching and lecture oriented. Knowledge, skill and attitudes can be developed in line with the credit hour mentioned in the curriculum. Since course of study is a part of curriculum, examinations of particular subject is taken to evaluate whether the goal determined by particular curriculum is achieved or not.

However, curriculum and course of study/ syllabus are sometimes used synonymously though in fact they are different. Thus, curriculum is regarded as totality of subject matter, activities and experience that constitutes a learner's life and a course of study is the material that sets forth such items as the objective and content of a given subject, activities and textbook for the teacher to be used to attain desired results.

- It includes topic of content.
- It is developed by psychologists, teachers etc.
- Provide basic knowledge, only theoritical basis.

1.3 Curriculum as experiences

The experienced curriculum refers to how the child responds to, engages with, or learns from the events, people, materials, and social or emotional environment of the classroom. The concept of experienced curriculum is not synonymous with either child-centred curriculum or teacher-centred curriculum.

So the curriculum plan must be based on consideration of all elements in the experiences of the learners. It is based on the active learner and co-ordinates of teacher. It is determination of learning experience to be learned by students, so that it is learner centred oriented curriculum.

Characteristics

- It is centred principally towards the need, interest and utility of the learners.
- It gives emphasis on promoting the all round growth of the learners instead of their cognitive growth only.
- Students learn actively by their direct experiences and by problem solving.
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1.4. Curriculum as Objectives

Objectives are statements that describes the end-points or desired outcomes of the curriculum, a unit, a lesson plan or learning activity. They specify and describe curriculum outcomes in more specific terms than goals or aims do. Objectives are also the instructions or directions about what educators want the students to be able to do as a result of instruction.

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1.5 Curriculum as plan of learning

The concept of curriculum as a plan of learning is the total effort of the school to bring about desired outcomes in school and out of school situation. Curriculum includes the goals, objectives, content, process, reason and meaning of evaluation of all the learning experience planned for pupils both in and out of the school and community through classroom instruction and related program.

Plan of: What to teach?
How to teach?
How to evaluate?

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Unit-2

Bases for Curricular Decision Making

Debates continue on what is curriculum and on how to outline the basic foundations (or boundaries) and domains (knowledge) of field. An optimestic view (आशावादी दृष्टिकोण) should be that almost all ~~of~~, if not all, the knowledge concerning is available in the literature, but at present it is "widely scattered and a either 'unknown of unread' by a majority ~~and~~ of those who teach or practice curriculum.

A pessimistic view is that the field lacks purpose and direction because it has extensively "adapted and borrowed subject matter from a number of disciplines.

2.1. Philosophical bases

Philosophy is central to curriculum because the philosophy is advocated or reflected by a particular school and its officials influences the goals or aims and content, as well as the organization of its curriculum. Usually, schools reflect several philosophies which adds to the ~~drag~~ dynamics of the curriculum within the school.

Philosophy deals with the larger aspects of life, the problems and prospects of living and the way we organize are thoughts and facts. it is an effort to see life ~~it~~ and its problems in full perspective.

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2.1.1. Philosophy and Curriculum

Curriculum is "what" is taught each day in classrooms, and the reason why it is done. Curriculum can be thought of as a map that lists goals which must be reached by students along their educational journey. However, philosophy is the driving force behind curriculum that motivates and prepares both the teacher and students for success.

Philosophy is not only what is done in our classroom, but more specifically "how" it is done. Philosophy is also what educators believe about themselves, either positively or negatively, and they bring these beliefs into the classrooms. These beliefs also effect students and their educational outcomes.

- Philosophy provides educators, teachers and curriculum makers with framework for planning, implementing and evaluating curriculum.
- It helps in answering what educational institutions are for, what subjects are important, how students should learn and what materials and methods should be used.
- In decision making, philosophy provides the starting point and will be used for succeeding decision-making.

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"Philosophy is the beginning point in curriculum decision making and is the basis for all subsequent decisions regarding curriculum" – John Goodland

2.1.2 Idealism and Curriculum

Idealism is a philosophy developed by Plato. One of the many tenets of idealism is truth that can be found through reasoning, intuition, and divine relation. There is such as thing as absolute truth and the world is composed of ideas primarily.

For curriculum, idealist concepts come through when people believe that learning is mostly an intellectual process. Teaching connects ideas together when teaching the students. The education is highly structured and one of the best examples of this is the liberal arts education. The humanities are viewed as the most important subjects because these fields deal with ideas. The science are lower on the scale because they deal with observation.

Idealistic curriculum is thought oriented and it stresses on those subjects which are related to the spiritual world.

It provides for the training and cultivation of moral, intellectual and aesthetic activities.

For the aesthetic and moral development,

Herbart gave prime importance to subjects like history, fine-art, music, poetry, ethics and religion.
For the intellectual development of the child literature, language, science, social studies and mathematics are included in the curriculum.

Idealistic curriculum is based on intellectual (truth), moral (Goodness) and Aesthetic (beauty) activities.

In contrast, we can say that idealistic curriculum insists on values and ideas.

a) It gives more important to religion, ethics, music and art.

b) This curriculum is thoughtful centred curriculum. In this, only those subjects have been emphasized which are helpful in personality development.

c) This curriculum lays more importance to those subjects who reflect the achievements of human culture and civilization.

d) It includes the subjects related to social, spiritual, intellectual, moral, religious and aesthetic activities.

e) According to Home "Information will become knowledge, books will become tools and best ideas will become ideals".

2.1.3 Naturalism and Curriculum

Naturalism is a theory of philosophy which believes everything comes from nature and return to nature. The propounder of this ~~theory is~~ philosophy is Jean J. Rousseau. It focuses on nature more than person and society because the existence of ~~nature~~ person and society depends on nature.

Naturalism believes that the senses are the gateway of knowledge. ~~Naturalist~~ According to this philosophy, the specific curriculum is not needed for the child. It focuses to develop the curriculum according to the nature and interest of child. It does not give emphasis on formal education and textbook knowledge. In such type of curriculum, scientific subjects occupy main place and humanities subject occupy subridary place. It focuses the subjects like: games & sports, physical sciences, health, culture, material sciences etc.

<u>Summary</u>

Following bases are adopted to construct the naturalistic curriculum:

→ Naturalist do not advocate a fixed curriculum.
→ Curriculum must be child-centred. to the present and future needs of child.
→ No need of moral and religious education.
→ Opposition of formal and bookish knowledge.

→ It believe in science subjects.
→ Curriculum should contain games, sports, physical culture, biology, physics, nature study, language, history, geography, and other allied subjects.
→ It gives place for skills and other useful educational activities.
→ It lay stress on physical education and health training and home science also.

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2.1.4. Pragmatism and Curriculum

The word 'pragmatism' has been derived from the Greek word 'pragmatikos' which means practicability or utility. According to this philosophy : first the activity or experiment is done and then on the basis of results. So, it is also called instrumentalism and experimentalism.

This philosophy believe that the external changes occur in everything. This philosophy is not emphasis on curriculum. In this view, education is a process of participation which is related to individual and social experience. According to Pragmatists, student should be given opportunity to learn in a natural atmosphere without any interference and tension.

So, the following bases are adopted to construct the pragmatist curriculum:

i) Principle of child interest
ii) Principles of dynamism and flexibility
iii) Principle of utility → Subjects like language, literature, physical education, hygiene, history, geography, civics, sociology, psychology etc. Priority is given to social sciences to make students good, cooperative and useful citizens. Natural science comes next.
iv) Principle of vocational activity and experience - agriculture, wood craft and industrial sciences.

v) Principles of integration.

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2.1.5 Realism and Curriculum.

The word 'realism' has been derived from the Greek word 'Res' which means the object. So the meaning of realism is the "relation of object". The principle of this philosophy is: to believe in truth and reality. It focuses on reality of object than principle or opinion.

According to realists only those subjects should be included in the curriculum which prepare the child for day to day living. Realist emphasized prime importance to nature, science and vocational subjects whereas secondary place to arts, literature and languages.

Important points of Realism and Curriculum:

i) It is subject-matter centred.
ii) People has to study a required number of subject to meet certain social demands.
iii) Course should be designed which is useful and related to the reality of life.
iv) It is emphasis on inductive method. It does not emphasis on curricular bookish knowledge.
v) The curriculum should be scientific and specific knowledge oriented.
vi) It also should develop the interest, experience and habit of child.
vii) Emphasizes the subject matter of physical world, particularly science, social science and mathematics.

(iii) Such curriculum should include subjects like : Natural Science, health, physical exercises, sports, history etc

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2.2 Society and Culture

Society can be defined as a collection of individuals who have organized themselves into a distinct group and the members of the group must perceive themselves as having things in common which enables them to belong.

Society	Culture
1. Society means an organized group of people who live together in a particular region and are associated with one another.	1. Culture refers to the set of beliefs, practices, learned behaviour and moral values that are passed on, from one generation to another.
2. It is a community of people, residing in a specific area, sharing common culture over time.	2. It is something that differentiates one society from the other.
3. It shapes the social framework through pressure.	3. It unites the social framework through influence.
4. It represents structure that provides the way people organize themselves.	4. Rules that guide the way people live.
5. It includes people who share common beliefs and practices.	5. It includes beliefs, values and practices of a group.

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6.	Examples: Economy, village, city etc	Examples: Fashion, lifestyle, taste & preferences, music, art, etc

Society and culture both are regarded as the foundations of curriculum development. The social includes the issues of social structures, social nature, needs, interests, necessities and demands on other hands, cultural reveals the cultural aspects of the society.

The following aspects of this topic discussion:

2.2.1. Society, Culture and Curriculum

Society can be defined as a collection of individuals who have organized a common shared aspect. Each and every society has its own social norms and values, code of conducts, religions, culture, language, custom, ideas etc. which are regarded as culture as a whole. So, curriculum reflect the needs and necessities of the society and culture. The curriculum which is unable to address the social expectations, become failure. It needs to fulfill the social need and necessity as the change. It means, curriculum should make a learner to be as the society demands. Curriculum need to be relevant to be society. So, the curriculum should consider the social norms and values.

2.2.2. Socio-cultural factors influencing curricular decisions

Curriculum must address the socio-cultural needs and demands. If the needs and the aspirations of the society are not addressed by the curriculum, the society remains underdeveloped as well as the whole system of education does not make any sense.

It is necessary to make the curriculum which really addresses the socio-cultural aspect. It is possible only when the problems of society and culture are diagnosed.

Curriculum plays a significant role in culture and society as follows:

i) Curriculum helps to transfer the culture from one generation to successive generation.

ii) Curriculum helps to socialize the individual.

iii) Curriculum helps to reconstruct the society & culture.

So objective of curriculum should be made on the basis of socio-culture.

The contributions of socio-cultural aspects on the curriculum through the socio-cultural contributes on the following points:

i) To make curriculum fact oriented.

ii) To determine the important types of knowledge to the certain society.

iii) To determine what sort of norms and values are

significant.

iv) To determine what sort of skills should be specialized or promoted.

Socio-cultural factors influencing curricular decisions are:

- Social need
- Social demand
- Social value
- Social culture
- Social norms
- Current problems of society
- Social & individual activities
- Values, norms, religious beliefs
- Social life
- Social value

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2.3. Nature of Knowledge:

Nature of knowledge means the different pattern, rhythm, kind and the variety of knowledge which vary to each other in terms of the characteristics and traits.

Nature of knowledge is an essential foundation of curriculum development. What sort of knowledge is important in the society and what is the nature of present existing knowledge are the factors which should be analyzed in detail.

2.3.1. Knowledge as Contents and process:

Each knowledge has its own form of information and it has a specialized method of enquiring or a strategy of a acquired knowledge.

What sort of knowledge is important is still an apple of discord between educationist and psychologist. Throughout the history not a single knowledge took significant place forever but a variety of knowledge took important position in different time. Sometimes Mathematics has given much importance, sometimes science and technology replace that.

Content is another important element of curriculum. When the selection of objectives in curriculum development, that determination of content provides the necessary learning experience.

2.3.2 Level of Contents

Content contains full responsibility of the curriculum development of intellectual capacity, knowledge, skill, ability etc of an individual. Content helps to enhance the knowledge, skill and experience of a learner. Generally content means the answer of what is to ~~the~~ be taught or learned. Moreover, content is the strong and effective aspects of a learner.

2.3.3. Explosion and ~~obsolence~~ Obsolescence of knowledge

The extreme development of science and technology, introduction of new knowledge takes place frequently. Everyday new knowledge origins and due to the development of media, it spreads all over the world immediately. Constantly changed knowledge and origin of new knowledge blooms the questions as what sort of knowledge should the education provide? ~~In this~~ In this question that the curriculum has to deal with because of explosion of new knowledge.

- One of the major influences of knowledge on curriculum development process is related to high rate of envolvement of new knowledge, which is termed as 'explosion of knowledge'.

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~~Nature of knowledge~~

- When great changes ~~occur~~ in the field of knowledge take place in shorter period, it is called explosion of knowledge.

- Obsolescense is the state of being old fashioned and no longer useful even if still be in good working order.

One of the major biproduct of problem associated to explosion of knowledge is problem of obsolescence of knowledge. Rapid growth in field of new knowledge is causing the obsolescence of older knowledge. It is a natural process of substitution of old knowledge by newer one, but when it is caused by change in value system, it poses a great problem in front of curriculum planner.

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24 Nature of learner

- Need, interest and maturation level

A need is lack of something which, if provided would facilitate learners usual behaviour. The lack of something is experienced by the child. Needs are associated with goals. The needs in human being can be physiological e.g. oxygen, food, water etc.

Interest may refer to motivating force that impels us to attend, a person, a thing or an activity or it may be the effective experience that has been simulated by activity itself. Various kinds of interests of students can be exploited to facilitate their learning. As the child grows older his interests diversify & stabilize.

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Unit - 3

Curricular Components

~~The curriculum components are as follows:~~

The multiple aspects which are accumulated in curriculum, are called components of curriculum.

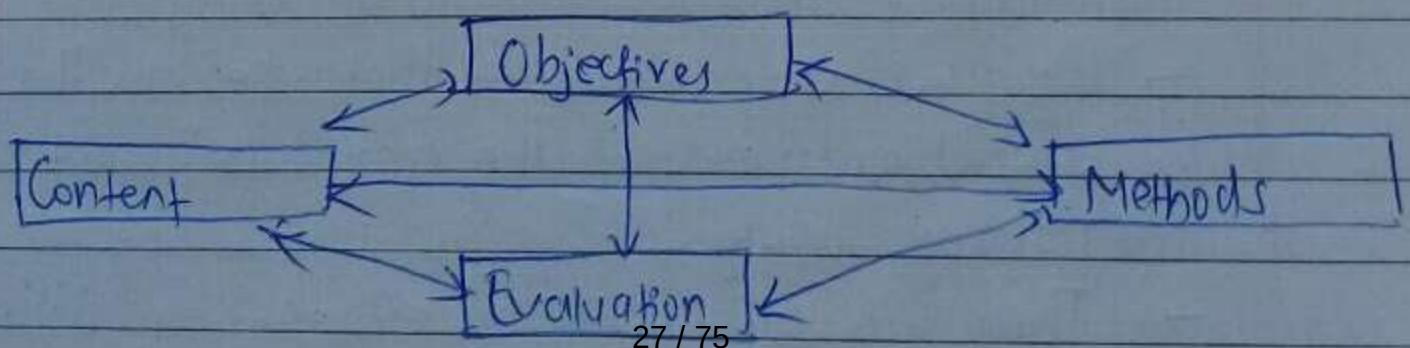
Unless the components of curriculum are clarified, the curriculum constructor and practioner remains confused. According to R.W. Tyler, "a good curriculum is expected to process the following components:

i) General and Specific objectives
ii) Contents
iii) Teaching learning strategies
iv) Evaluation

According to D.K. Wheeler, a proposed curriculum development are as follows:

i) Aims, goals & objectives
ii) Selection of learning experiences
iii) Selection of contents
iv) Organization and Integration of Learning experiences and contents
v) Evaluation

According to Audrey Nicholas



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3.1 Aims, goals and Objectives

3.1.1 Concept and Relationship:

1. Aims

- Aims means the overall desirable outcome of the educational process.
- It is comprehensive (i.e. not clear).
- Aims are broadly phrased.
- Its used to non-technical words.
- Its long term in nature, so the students may or may not be attained in the life.
- Its span time is long.

2. Goals

→ Goals means achieving the targeted of objectives.
→ It ~~is non~~ used non-technical words.
→ It is medium term time used.
→ Curriculum goals refers to school outcomes.
→ Goals are derived from an aim. An aim is attained after the attainment of many goals.

3. Objectives:

→ Objectives are the first components of the Curriculum development.
→ Objectives are statements that describe the end-points or desired outcomes of the curriculum, a unit, a lesson plan or learning activity.
→ They are statements of expected or desired or

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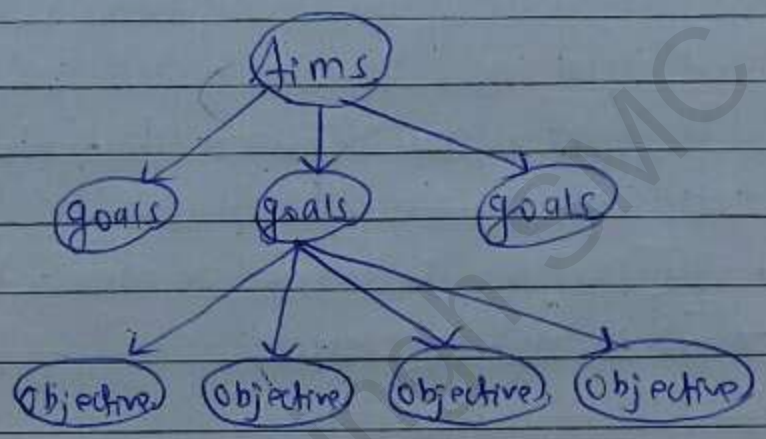
intended outcomes.

→ It is desired or expected changes of students behaviour.

<u>Relationship</u>

Following diagram depicts the relationship between aim, goals and objectives:



- Aims – the most general level
- Goals – reflect the purpose with outcomes in mind.
- Objectives – reflect the most specific levels of educational outcomes.

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3.1.2 Types of objectives: general & specific

1. General Objectives

→ The general objectives are such type of objective which is expected to be achieved at the end of the class in ~~general~~ average.

→ It is common objective which is expected to be fulfilled as a whole.

→ It develops certain knowledge, skills and capacity in the learners.

→ It can be achieved in long term.

→ It is not clear.

Action verbs of general objectives

To appreciate, to understand, to remember, to feel, to know, to believe, to enjoy, to familiarize, to realize, to acquaint etc.

2 Specific Objectives:

→ Specific objectives are the particular expectations to be fulfilled at the end of the class.

→ It aims at developing certain knowledge, skill, concept and capacity that leads a learner to meet the expectation of general objectives at last.

It is smart in nature:

- S = Specific
- R = Reliable
- M = Measurable
- T = Time bounded / Testable
- A = Attainable

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Action verbs of ~~general~~ specific Objectives:
: to match, to explain, to select, to sketch
· to use, to mention, to describe, to define
to discuss, to make, to write

	General Objectives		Specific Objectives
1.	Covers wider scope.	1.	Covers specific scope.
2.	It cannot be attained in specific time and program.	2.	It can be attained in specific time, program.
3.	It helps to make specific objectives.	3.	It helps to ~~make aims and goal~~ attain general objectives.
4.	It is not explicitly measurable.	4.	It is measurable and attainable.
5.	Easy to make & save time, labour & resources.	5.	Difficult to make & needs much time, labour.
6.	It takes long time to achieve.	6.	It takes short time to achieve.
7.	It is not clear, non-behavioural, non-observable, and difficult to judgements.	7.	It is clear, simplified, and easy to judge achievements ~~and~~ but avoids abstract behaviours.

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3.1.3. Classification of Objectives: Cognitive, affective and psychomotor

Objectives are classified as follows:

1. Cognitive domain (Bloom, 1956)
2. Affective domain (Krathwhol, 1964)
3. Psychomotor domain (Simson, 1972)

1. Cognitive domain (Bloom, 1956)

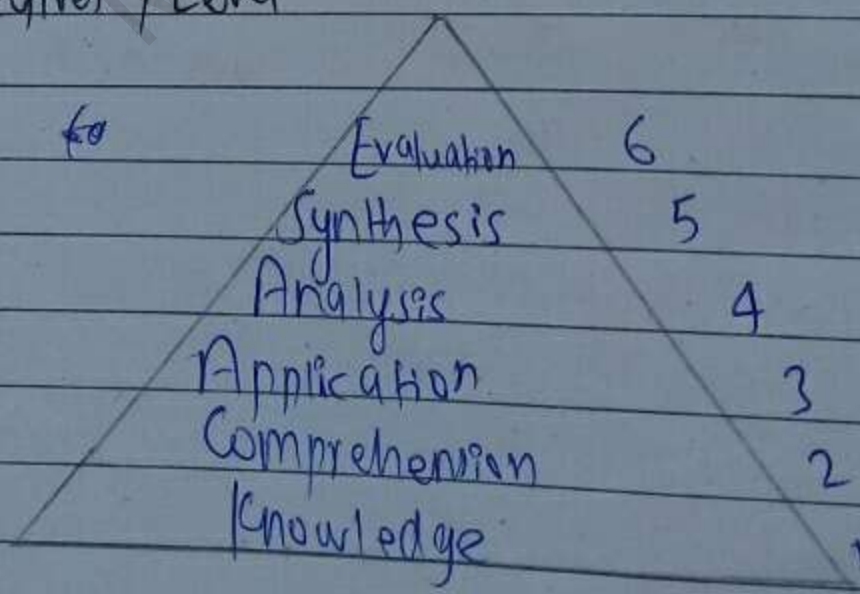
The cognitive domain is known as development of thinking process.

Intellectual abilities & skills, gaining information about facts, events and objects on the bases of mental activities.

It includes the objectives of knowledge which aims to develop the mental & intellectual capacity of learners.

Bloom classifies the objectives of cognitive domain hierarchically from simple to complex order as follows:

Objectives / Level



i) Knowledge:
→ Lowest level
→ It consists the components like: Recall or memorization & recognition.
→ Action Verbs:
- To recall
- To write
- To identify
- To measure
- To describe
- To distinguish

Example → At the end of this class, the students will be able to describe the vertebrate animal.

ii) Comprehension:
It means the ability of the learner to comprehend the taught contents.
It consists the components like: Translation, interpretation, selection, organization & speculation.
Action Verbs:
- To identify
- To translate
- To construct
- To classify
- To explain
- To justify

For example → At the end of the class students will be able to explain the features of computer.

iii) Application:
Practical of a learned thing in the practical day to day life is called application.
Action verbs:
- To use
- To solve
- To judge
- To compute
- To show
- To transfer

Example:- At the end of the classes, students will be able to solve.

iv) Analysis:
To study the content by classifying the organization of content into different part is considered as analysis. It is higher level intellectual level of study.

The action verbs:
- To debate
- To select
- To compare
- To separate
- To relate
- To identify

Example - At the end of the class, the students will be able to separate.....

v.) Synthesis:
To accumulate or synthesis various learned knowledge, skill and experience ~~into~~ is regarded as synthesis.

Action Verbs:
- To combine
- To summarize
- To plan
- To formulate
- To argue
- To produce

Example - At the end of the class students will be able to plan the curriculum in B.Ed ICT.

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vi). Evaluation

To evaluate, whether the teaching of content is on the bases of objectives or not is called evaluation.

It is higher level of knowledge.

The action verbs:

- To judge
- To select
- To compare
- To choose
- To define
- To identify

Example - At the end of the class the students will be able to judge the lesson in his/her book.

2.

2. Affective Domain:

The effect of learning to the learners' emotional aspects is called learning of affective domain.

The affective behavioural variable are defined as the interest, attitude, values, appreciation & adjustment of the individuals.

The affective domain can be classified as following:

i) Receiving
ii) Responding
iii) Valuing
iv) Organization
v) Characterization

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i) Receiving:

Learner's in interest of receiving or attending any stimulus, activity and events is regarded as receiving or attending.

It consists of components like: interest, awareness, willingness to receive and controlled attention.

The action verbs:

- To receive
- To agree
- To accept

Example → At the end of the class, the students will be able to agree the lesson of class 5 in math.

ii) Responding:

~~The To respond towards some stimulus, events and~~

The activities participation of learners' in teaching learning activities is called responding.

In teaching learning activities only the positive respond is always expected.

The action verbs:

- To present
- To respond
- To recognize
- To play
- To discuss
- To enjoy

Example – At the end of the class, the students will be able to discuss the lesson in his/her friends.

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iii) Valuing

To respond towards some stimulus, events and activities is called valuing.

Action verbs:

- To value
- To change
- To explain
- To judge
- To prepare
- To help

Example – At the end of the class, the students will be able to prepare the lesson plan correctly.

iv) Organization

To accumulate different values into one is called organization.

The action verbs:

- To relate
- To explain
- To organize
- To define
- To compare
- To order

Example – At the end of the class, the students will be able to define the text book and curriculum.

v) Characterization

To decide about the various knowledge, skills, behaviour and activities of learning is called Characterization.

This level includes individuals view, perception & thought.

The action verbs:

- To change
- To complete
- To review
- To accept
- To face
- To purpose

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3. Psychomotor domain

Psychomotor domain includes knowledge, skills and capacity which are learned by physiological procedures.

These activities or behaviours are carried out through the involvements of mental senses and physical adjustments.

The psychomotor domain can be classified as following:

i) Perception
ii) Set
iii) Guided response
iv) Mechanism
v) Complex overt response
vi) Adaptation
vii) Origination

i) Perception:

Perception is the first step of psychomotor skill learning.

To perceive is necessary to learn anything.

The action verbs:

- To distinguish
- To Confirm
- To describe
- To explain
- To differentiate

ii) Set or Preparation

To prepare for certain stimulus is called set. It includes mental, physical and emotional preparation.

The action verb:

- To start
- To act
- To response
- To show

iii) Guided response :

To adopt or accept the direction or to perform the activities on the basis of rule and regulation for learning any ~~more~~ motor skill is considered as guided response.

The action verbs:

- To demonstrate
- To orient
- To construct
- To add
- To measure
- To combine

iv) Mechanism

Mechanism in learning means to perform the action as machine.

The action verbs:

- To apply
- To change
- To prepare
- To say
- To make
- To organize

Example - At the end of the class students will be able to change...

v) Complex Overt Response

To perform and apply the learned things as necessary is called complex overt response.

It is regarded as an ordinary response of complex tasks.

The action verbs:

- To response
- To practice
- To try
- To move
- To change
- To activate

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Example - At the end of the class, students will be able to change the learning into the exam paper.

vi) Adaptation

Application of learned things into the behavioural activities in terms of situation or condition is called adaptation.

The action verbs:

- To Reconstruct
- To adapt
- To change
- To adjust

Example - At the end of the class, the students will be able to adapt...

vii) Origination

In the process of teaching activities, learners may perform their own creativity is called origination.

The action verbs:

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3.2. Content: Selection and Organization

Content is another important component of curriculum. After the selection of objectives appropriate determination of content provide the necessary learning experience.

Content contains full responsibility of the development of intellectual capacity, knowledge, skills, ability etc. of an individual.

Content is selected to improve behaviour in desired way which also evaluates the learner gains those behaviour or not.

A. Criterian for Selection of Content:

i) Criterion of validity: Content is valid when it is authentic or true and objectives to be measured through its ~~value~~ use.

ii) Criterion of significance: Subject matter of the content must be important, meaningful and factual.

iii) Criterion of interest: Content need to be interesting if the content is not interesting, a lesion will not be ready to learn.

iv) Criterian of learnability: Content must be learnable. Only the intellectual and practical subject matter

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and learner practical life.

v) Criterion of relevancy: Content must be related with present socio-economic condition of the society, political condition, present socio-cultural phenomena, need and expectation of society and nation & so on.

vi) Criterion of utility: Content must be made on the basis of need and interest of individuals, expectation of the society and nation.

vii) Criterion of authenticity: ~~Content must be~~ The subject matter must not be selected on the basis of speculation or hypothesis rather it must be authentic.

B. Criterion of Organization of Content:

i) Continuity: After effective selection of content, it ~~which~~ ~~be~~ to be organized hierarchically from simple to complex. It must be in a systematic order in terms of level, grade, learners' age variation, interest, skill and their learning experiences.

ii) Relevancy: The content must organize the subject matters which are relevant to the needs and expectation of an individual, society, nation and the world.

iii) Scope and adequacy :→ Scope is determined on the basis of objectives. Scope includes all ~~the~~ of those elements which are related to curriculum like level, grade, age, interest, ability etc of a learner.

iv) Sequence : Sequence means presentation of learning experiences or learning subject matter in systematic and organized way. Learning experiences must be placed from:

a. Simple to complex
b. Part to whole
c. Concrete to abstract hierarchical order

v) Integration: Subject matter must be integrated or accumulated to each other in terms of their nature, characteristics etc. Integration is also necessary for the continuity of curriculum. Integration can be divided into two parts as follows:

a) Vertical Integration :

Vertical integration means a systematic continuation of subject matter from the lower level to higher level. In it, on the basis of subject matter of lower class, the subject matter of ~~so~~ upper class are determined.

b) Horizontal Integration :

In horizontal integration, the subject matters, which are included in curriculum of one level help other subject matter of the same level. For example:

eg: Integration between mathematics and Science or English and Nepali of the same grade.

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3.3 Teaching-learning experiences

The methods, procedures, process, techniques and designed plans through which the selected subject matters are accomplished or reached to the learners are called teaching learning process.

There is close relationship between subject matter & teaching methods.

A- Criterion for Selecting Learning Experience

i) Validity
ii) Comprehensiveness
iii) Variety
iv) Suitable
v) Relevancy of life
vi) Pupil/ Students participation planning
vii) Pattern :- balance, accumulation, continuity

B. Criterion for Organizing learning experience

i) Continuity
ii) Sequence
iii) Scope
iv) Cumulative learning
v) Integration
   a) horizontal integration
   b) Vertical integration

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Factors affecting in teaching learning experiences:

i) Nature of the content
ii) Instructional goals or objectives
iii) Psychology of the learners
iv) Time
v) Motivation
vi) Available teaching materials
vii) Appropriate learning situation
viii) Feedback
ix) Ability of a teacher
x) Condition of learners

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2.4. Evaluation/ Assesment of student learning

Generally to appraise whatever the learners achieve intended objectives or not is called evaluation.

Curriculum evaluation is the process delineating, obtaining and providing information useful is making curriculum decisions and judgement.

Types of Evaluation:

i) Formative evaluation:

It is continuous process. It is not enough to evaluate the achievement of learners in one time. It is difficult to find out the achievement of goal properly by evaluating once at the end of the academic year.

Continuous evaluation is carried out through observation, method, interviews, oral examination and in same extent written examinations. It aims at ~~rein~~ reforming the behaviour to the correct way.

Example - unit test, class test, homework

ii) Summative evaluation:

Evaluation on the basis of summative is called summative/subject evaluation. It is carried out at the end of subject teaching. Generally, written examination at the end of academic year falls

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under this categorys.
Example - Final test, last test

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Unit - 4

Process of Curriculum Development

4.1. Concept of Curriculum Development

Defn 1: Curriculum development is defined as planned, a purposeful, progressive and systematic process to create positive improvements in the educational system.

Defn 2: It is defined as the process of selecting, organizing, executing, and evaluating learning experiences on the basis of needs, abilities ~~of~~ and interests of the learners and the nature of society or community.

Curricum development means a continuous or never ending process. The curriculum developed once cannot cover the changing needs, and interest of people, society, related knowledge and advanced technology. So, it should be changed time to time to cover the present need.

Curriulum development is a continuous process for the effective teaching learning activities. Its outcome is known through student's achievement of learning. It's assessment is made on the basis of change of behaviour of the learners.

In curriculum, ~~the~~ development, the main focus of the curriculum is to develop the students. The curriculum is designed to realize the objectives in terms of change of behaviour.

4.2. Steps of Curriculum Development

Curriculum development process should be scientific, logical, clear and sequence able order. So, the following steps are taken ~~to~~ for curriculum development:

i) Need Identification

Before developing the curriculum, the need and interest of students, teacher, parent, individual, society and the nation should be identified. For such tasks, discussion, workshop presentation, suggestion should be taken from the different person, organization.

ii) Determination of goal/aims and objectives:

After identifying various needs, the curriculum developer should formulate the aims/goals and objectives. Such objectives must represent the real need of learners, society and country. The developed objective should describe the content, should be stated specifically, should indicate the various learning behaviours, ~~such~~ should be realistic and should be enough to give all types of outcomes.

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iii) Selection and organization of Content:

The organized form of knowledge, skills, value, attitude etc. of the learner is called content. The content should be selected and organized on the base of desired aims/goals and objectives of curriculum. The selected content should be ~~organized~~ arranged appropriately in a sequential order to meet the need of the learners, such as from simple to complex, from whole to part, from past learning to present learning, in chronological order etc.

The criteria of selection of content are:

i. Criteria of validity
ii. Criteria of significance
iii. Criteria of interest
iv. Criteria of learnability
v. Criteria of Authenticity and Comprehensiveness.
vi. Criteria of democratic values and norms.
vii. Criteria of social reality.

Criteria for organization of Content:

i. Scope
ii. Sequence
iii. Integration
iv. Cumulative learning
v. Continuity
vi. Relevancy

iv) Selection and organization of learning experience:

Learning experiences means those learned knowledge, skills and concept which the learner learned by different activities. Learners get learning experiences through formal, non-formal and informal education.

The curriculum developer should develop the learning experiences on the basis of following criteria:-

i) Providing opportunity to the learners to practice expected behaviour.

ii) Criteria of satisfaction from the learning experience

iii) Criteria of learning experience that brings several outcomes.

iv) Learning experiences within the range of the abilities of the students.

v) Learning experience should be need oriented.

vi) Learning experience should be appropriate with curriculum objectives.

~~v) Curr~~

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v) Curriculum evaluation:

Evaluation means the apprasal of expected outcomes of teaching. Evaluation ~~helps~~ ~~to~~ enables the learners to understand their strength and weakness and the teacher to access the efficiency of her teaching.

Curriculum evaluation helps to determine the following points:

→ The goals and objectives of curriculum are achieved or not?

→ What are the problems faced while implementing the curriculum?

→ The learners are satisfied or not from the developed curriculum?

→ The needs and demands of the society and nation are fulfilled or not?

So, the curriculum evaluation is the important steps of curriculum development for the further development and implementation of curriculum.

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4.3 School level Curriculum Development Process in Nepal:

For the systematic development of curriculum, NESP was formed in 2028 B.S. From this period, the systematic development and implementation of school level curriculum was applied all over the nation with the help of Curriculum development center (CDC). CDC was formed under the provision of NESP, 2028.

The CDC has prescribed the following School level Curriculum development process under the provision of National Education Commission NEC, 2049 and National Curriculum Framework-2063:

i) Collection of Opinions and Suggestions:

In this step, the member of committee formed by CDC visit the different places of the country to take the opinion from the people who directly or indirectly involved in curriculum.

ii) Formulation of Specific Objectives:

The specific objective of curriculum is formulated on the basis of the opinion collected on step one.

iii) Organization of Draft Committee

Here, different-different draft committee (subject committee) are formed for

each and every classes and subjects. The role of subject expert is important in this step.

iv) Discussion in Subject Committee

The curriculum ~~dev~~ design in step 3 is discussed on subject committees formed under the CDC. After huge discussion, the weakness and points to be improved are suggested.

v) Revision Based on Suggestion

In this step, curriculum improved on the basis of the suggestion given by subject committee then the improved curriculum is again sent to subject committee for the final approval.

vi) Approval of Curriculum

The curriculum approved by subject committee is sent to the National Curriculum Development and Assessment Council which gives the final approval of developed curriculum.

vii) Curriculum Implementation

The curriculum approved by National Curriculum development and Assessment Council is implemented by curriculum development center. On the basis of this, teacher guidance, text book and other teacher material are developed by different subject experts.

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Unit-5

Existing School Level Curriculum of Nepal

5.1. Level wise goals: Pre-primary, Basic and Secondary

1) Pre-primary level goals (3-5 years)

- To provide opportunity to develop physical, mental, lingual and social aspects of an individual.
- To encourage students to remain healthy and secure.
- To help in maintaining general disciplines.
- To develop positive behaviour & attitude towards school.
- To prepare for the primary/basic level education.

2) Basic level goals (6-

- To develop positive feeling towards democratic values as well as towards the nationality.
- To develop basic knowledge of Nepalese history, society and cultural diversity of our country.
- To ~~develop basic~~ help in developing constructive and creative skills.
- To make children aware on importance of child rights as well as human rights.
- To develop ~~positive~~ positive view towards the work and respect for labor ~~and~~ & salary.
- To develop personal and social values like cooperation, discipline, morality, honesty etc.
- To develop civic awareness.
- To contribute for all round development of children by developing their physical, intellectual, emotional and so

Social factors.

3. Secondary level goals:

- To develop positive attitude towards the norms and values of democracy and diverse cultures of the nation.
- To prepare capable, self dependent, skillful, and trained human resource for the development of nation.
- To develop language ability like listening, speaking, reading and writing for lively participation in day-day social life.
- To acquire appropriate skills required to solve day to day problems.
- To develop technical and vocational skills and cultivate habit to respect labor.
- To build capacity to compete at national and international levels.
- To develop occupational skills and the capacity to earn a livelihood to be a self dependent.

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5.2 Structure of Curriculum of each level:

According to ~~2063~~ NCF 2063 curriculum is divided into following levels:

A. Basic level

It includes education from Grade 1-8. This level is further classified into three phases.

i) phase I : Grade 1 to 3 } Primary
ii) phase II : Grade 4 to 5
iii) phase III : Grade 6 to 8 – Lower Secondary

~~i) Phase I : Grade~~

i) Primary level : Grade 1 to 3

It follows the curriculum framework developed in Chaitra 2059 B.S. English has become compulsory subject from academic session of 2060 B.S and revised textbooks and being implemented from 2063 B.S. It has provision of local curriculum of 100 marks:

S.N.	Subjects	Weightage (weekly)	Full marks
1.	Nepali	8	100
2.	English	5	100
3.	Mathematics	6	100
4.	Social Studies & Arts	5	100
5.	Science & EPH	5	100
6.	Local subject (Elective)	4	100
		34	

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ii) Primary level : Grade 4-5

It is the second phase of basic level. It has two local subjects. First is of 100 full marks and second is part of social studies, creative art, health & physical education, in which 20% is of local curriculum.

S.N.	Subjects	Weightage (weekly)	Full Marks
1.	Nepali	8	100
2	English	5	100
3.	Mathematics	6	100
4.	Social Studies	5	75
5.	Arts	3	25
6.	Science & Environment	4	50
7.	EPH	4	50
8.	Local Subject (Elective)	4	100
	Total	39	600

iii) Lower Secondary level: Grade 6 to 8

It has been implemented from academic year 2070. It has included trade, occupation & technical education as local subjects.

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a. General Education

S.N.	Subjects	Weightage (weekly)	Full Marks
1.	Nepali	5	100
2.	English	5	100
3.	Mathematics	5	100
4.	Social Studies & Population Education	5	100
5.	Science & Environmental Education	5	100
6.	Health & Physical Education	3	50
7.	Moral Education	2	50
8.	Occupation, Trade & Technical Education	5	100
9.	Local Subject (Mother Tongue)	5	100
	Total	40	800

b. Sanskrit

Under course of "Trade, occupation & technical education subjects like Karmakanda, Jyotish, Ayurveda, Yoga, Natural therapy, animal husbandary, home science etc can be taught.

Subject weightage is 5 hrs weekly and total marks is 800.

Subjects → Nepali, English, Mathematics, Social & Population Education, Science & Environment Education, Sanskrit Grammar, Trade, Occupation & Technical Education, Sanskrit language.

c. Gurukul

Nepali, English, Mathematics, Social Studies & Pop. Edu., Sanskrit Grammar, Vedas or Ethics, Trade Occupation & Technical Edu., Sanskrit Education. (800 marks)

d) Gonpa & Bihar
Nepali, English, maths, social & Pop. Edu., Bhote language (pali). Sanskrit and other, trade occupation & technical education, local subjects / Buddha education / Sambhota.

e) Madarsa education
Nep., Eng., Maths, Social & Pop. Edu., Science & environment edu., Conduct education (Diniyat), Kuran (Arabic), Urdu.

B. Secondary level : Grade 9-10

a) General education

S.N.	Subjects	Weightage (weekly)	Full Marks
1.	Nepali	5	100
2.	English	5	100
3.	Maths	5	100
4.	~~Social Studies~~ Science	5	100
5.	Social Studies	5	100
6.	EPH	5	100
7.	OPT-I (Maths, hist, geo, pop edu, Sociology)	5	100
8.	OPT-II (Computer, edu, agri, music etc)	5	100
	Total	40	800

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b) Sanskrit

Nepali, English, Maths, ~~Social~~ Science, Social, Compulsary Sanskrit, Elective I & II.

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5.3 ~~Competencies~~ Components of Subject wise Curriculum

i) Introduction

In this part, introduction of subjectwise curriculum is included. Introduction of subjects according to class & level is included.

ii) Levelwise Competencies

a) Competences of basic education:

- Learn language, logic and mathematical skills and become able to use them.
- Sharing of thought & information, research or use of communication technology.
- Help in management of population, environment and future development.
- Development of moral and good social personality to adjust in society.
- Respect vocational skill and use them.

b) Competencies of Secondary Education

- Attain responsibilities of conscious citizen by studying personal values, democratic values for nation & nationality.
- Identify the mathematical problems of daily life and solve them.
- Building social prospective behaviour by gaining knowledge.
- Active participation in environment protection &

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management of population with well aware of health.

iii) Gradewise learning outcomes

Learning outcomes are statements that describe the knowledge or skills student should acquire by the end of the particular class, course, or programs and help students why that knowledge and those skills will be useful to them.

Example of learning outcomes:

- Identify and describe political, religious, economic and social uses of art in Nepal.
- Identify range of works of art and artist.
- Analyze the role of art and artist in Nepal.

Learning outcomes are a subset or type of learning objective.

iv) Skills Scope and Sequence and elaboration of Contents

Scope is the total breadth of the activity in subject field. In simpler words, scope is the coverage of the curriculum and following are the considerations in determination of scope:

→ Curricular Coverage
→ time
→ diversity
→ maturity of learners
→ Complexity of Content
→ level of education

A scope and sequence is an important steps in design of effective curriculum. Elements of scope and sequence curriculum include:

- title of each unit,
- Sequence of each unit for year/stage,
- duration of each unit
- Syllabus outcomes included in each unit
- Any specific subject requirements
- Additional information based on common practice in particular subject

Sequence is the placement of curriculum content or learning experiences from the start point of time. It is the order in which you will cover the material.

Contents and experiences are arranged in hierarchical manner. It is the particular order in which related events, movements, or things follow each other.

There are four principles for the sequence of curriculum:

- Simple to Complex → Content and experiences are organized

from simple to complex, concrete to abstract, easy to difficult.

- Prerequisite learning → They are fundamental thing to be learned ahead.

- Whole to part learning → Overview before the specific content or topics, related to Gestalt principle.

- Chronological learning → The order of events is made as a basis of sequencing the content and experiences.

v) Facilitation process for learning

Facilitation is a process where a facilitator guide the group members in meaning to share ideas, opinions, experiences and expertise in order to achieve a common goal and agreeable action plan.

Facilitation learning is where the students are encouraged to make more control of their learning process.

Advantages of facilitated learning:

- the learner is actively involved
- learners interact with & learn from each other
- no need for large amount of learning materials
- A variety of learning methods are used

Facilitated learning include:

- on demand tutorials, presentations, keynote addresses
- online or face-to-face group discussions & exchanges

- file & link sharing
- surveys & polls
- Brainstorming sessions
- Projects & case studies

ii) Assessment of Student Achievement

Purpose

- to define valued outcomes for students
- to capture student's time & attention
- to generate appropriate student learning activities
- to help students internalize the discipline standards
- to identify opportunities for improvement

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1. Write the levelwise goal and explain the basic and secondary level goals.

→ The level wise goals ~~of~~ are mentioned below:

A. Pre-Primary level goals

→ To provide opportunity to develop physical, mental, lingual and social aspects of an individual.
→ To encourage the student to remain healthy and secure.
→ To help in maintaining general disciplines.
→ To prepare for the primary level education.

B. Basic level goals

→ To develop positive feelings towards democratic values as well as towards the nationality.
→ To develop the basic knowledge of Nepalese history, as well as basic social and cultural aspects of our country.
→ To help in developing constructive and creative skills.
→ To ~~bel~~ make the children aware ~~of~~ on importance of Child rights as well as human rights.
→ To ~~hela~~ develop the feeling of ~~good~~ citizenship and help in becoming a good citizen of the country.
→ To develop the feeling of positive view towards the work and ~~to~~ respect towards the salary.

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C. Secondary level goals

→ To acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
→ To promote love for and loyalty to the nation.
→ To enhance understanding and respect for own and other peoples cultures and their place in contemporary society.
→ To enhance understanding and appreciation of interrelationships among nations.
→ To promote positive environmental and health practices.
→ To develop ability for enquiry, critical thinking and rational judgement.
→ To develop into a responsible and socially well adjusted person.
→ To identify individual talents and develop them.
→ To enhance enjoyment in learning.

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2. Write the meaning of curriculum development.

→ Curriculum development is defined as the process of selecting, organizing, executing and evaluating learning experiences on the basis of needs, abilities and interests of the learners and the nature of society or community.

Curriculum development is continuous or never ending process. The curriculum developed once cannot cover the changing needs and interests of people, society, related knowledge and advanced technology. So, it should be changed time to time to cover the present need.

Curriculum development is continuous process for the effective teaching learning activities. Its outcome comes through students achievement of learning. It's assessment is made on the basis of change of behaviour of the learners.

In curriculum development, the main focus of the curriculum is to develop the students. The curriculum is designed to realize the objectives in terms of change of behaviour.

3. Explain the goal and aim of curriculum development.

→

Aims means the overall desirable outcomes of the educational process. Generally, aim mean general purpose. That is, it is comprehensive. It is not clear enough to plan or direct any educational plan /programme to achieve the purpose. Aims are broadly phrased statements of educational intent that are usually phrased in one technical language. They are long term in nature and may cover a time span of many years, even the entire school life of a child. Aims may or may not be attained in the life of students.

Goals are more specific, precisely worded statements of curriculum intent that are derived from aims and generally phrased non-technical language. Goals are medium to long term depending upon how they have been translated from aims. A general goal means the ends, the result or the achievement towards which effort is directed. Four our purpose curriculum goals refer to school outcomes. Many goals are derived from ~~the~~ an aim or an aim is attained after the attainment of many goals.

4. Write the meaning of philosophy and curriculum.

Curriculum is "what" is taught each day in our classrooms, and the reason why it is done. Curriculum can be thought of as a map that lists the goals which must be reached by the students along their educational journey.

However, philosophy is the driving force behind the curriculum, that motivates and prepares both the teachers and students for success.

Philosophy is not only what is done in our classroom, but more specifically "how" it is done. Philosophy is also what educators believe about themselves, either positively or negatively and they bring these beliefs into the classrooms. These beliefs also affects the students and their educational outcomes.

"Philosophy is the beginning point in the curriculum decision making and is the basis for all subsequent decisions regarding curriculum".
- John Woodland

5. Explain the society and culture for curriculum development.

→ Society and culture both are regarded as the foundations of curriculum development. The society includes the issues of social structures, social nature, needs, interests, necessities and demands on the other hand, culture reveals the cultural aspects of the society.

Curriculum is regarded as the knowledge, skills, values and attitudes presented to the learners in order to change their behaviour to become functional members of their society. A well planned curriculum must reflect the culture of the people for which it is planned for it to be a functional curriculum.

Society can be defined as a collection of individuals who have organized a common shared aspects. Each and every society has its own social norms and values, code of conducts, ~~reg~~ religions, culture, language, customs, ideals etc. which are regarded culture as a whole. So, curriculum reflects the needs and necessities of the society and culture.

The curriculum which is unable to address the social expectations, becomes failure. It needs to fulfill the social need and necessity as the change. It means, curriculum should make learners to be as the society demands. Curriculum need to be relevant to the society. So the curriculum should consider the social norms and values.

Culture is maintained or modified through education by way of curriculum development. This is because where educational institutions discharge them duties well; they influence the total life of the society. This is the society's culture; and curriculum is a reflection of what people in the society feel, believe and do.

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6. Write the meaning of curriculum as subject.

→ Curriculum as subject is traditional concept of curriculum. Curriculum is a process of transmitting of knowledge. So Curriculum as subject is the substantive hardcore of curriculum. Curriculum must include ~~the~~ an outline of the subject matters to be taught. It emphases on traditional textbook approach. So, ~~that~~ Curriculum is syllabus or course of study. In this concept of curriculum limits planning to the selection and organization of information that learners are to be acquired.

In earlier time, this characteristics of curriculum or students encounter the seven liberal arts, usually divided into the trivium (grammar, rhetoric and dialectic) and the quadrivium (Arithmetic, geometry, astronomy and music).

In this way, the concept of curriculum as subject matter was started and developed. It emphases on perennialism philosophy.