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# <u>Q, No. Unit – I (1):-</u>

Define curriculum. Write the characteristics of curriculum.

## <u>Ans. To the Q. No. Unit – I (1):-</u>

Title: - 'Define curriculum and the characteristics of curriculum.'

## Introduction:-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'Define Curriculum and the characteristics of curriculum'. First of all, I want to explain the meaning and definition of 'Curriculum.

## Meaning of Curriculum:-

The term curriculum is derived from the Latin word 'currer' which means run and it signifies a runway or 'a course' which one runs to reach a goal" In education, it is generally identified with a course of study or subjects prescribed for a course. In fact, subjects form only a part of curriculum means the total situation selected and organized by the institution and made available to the teacher to operate and translate the aim of education into reality.

Curriculum is the heart of the education. There are two type concept i.e. traditional concept and Modern concept of curriculum.

Traditional concept – The curriculum was subject-centered while the modern curriculum is child and life centered. Modern curriculum is the combination of two dynamic process.

## Main Discussion:-

## **Definition of Curriculum:-**

Curriculum includes all courses and experiences that can prepare a man for life curriculum should focus on whole man. The definition of curriculum are—

## According to Cunningham:-

'Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)."

## According to A. Bestor (1956):-

The curriculum must consist essentially of disciplined study in five great ideas: (i) Command of mother tongue and the systematic study of grammar literature and writing, (ii) Mathematics, (iii) Science, (iv) history, (v) foreign language.

# According to Bell (1971):-

The offering of socially valued knowledge skills and attitudes made available to students through a variety of arrangements during the time they are at school, college or university.

# According to Caswell and Campbelt:-

'Curriculum is composed of all of the experiences children have under the guidance of the teacher.

## According to RalpTyler:-

The curriculum is all of the learning of students which is planned by and directed by the school to attain its educational goals.'

## The characteristics of Curriculum:-

A curriculum is the instructional and the educative programme by following which the pupil's achieve their goals ideals and aspiration, domains of curriculum and the theoretical and practical principles of curriculum. Curriculum is the heart of the education.

# The characteristics of curriculum are mentioned below:-

# (i) <u>The curriculum is continuously evolving :-</u>

It evolved from one period to another, to the present. For a curriculum to be effective, it must have continuous monitoring and evaluation. Curriculum must adapt its educational activities and services to meet the needs of a modern and dynamic community.

## (ii) The curriculum is based on the needs of the people :-

A good curriculum reflects the needs of the individual and the society as a whole. The curriculum is in proper shape in order to meet the challenges of times and make education more responsive to the clientele it serves.

## (iii) The curriculum is democratically conceived :-

A good curriculum is developed through the efforts of a group of individuals from different sectors in the society who are knowledgeable about the interests, needs and resources of the learner and the society as a whole. The curriculum is the product of many minds and energies.

# (iv) The curriculum is the result of a long-term effort :-

A good curriculum is a product of long and tedious process. It takes a long period of time in the planning, management, evaluation and development of a good curriculum.

# (v) The curriculum is a complex of details :-

A good curriculum provides the proper instructional equipment and meeting places that are often most conducive to learning. It includes the student teacher relationship, guidance and counseling program, health services school and community projects, library and laboratories, and other school-related work experience.

# (vi) The curriculum provides for the logical sequence of subject matter :-

Learning is developmental, classes and activities should be planned. A good curriculum provides continuity of experiences.

# (vii) <u>The curriculum complements and cooperates with other programs of the</u> <u>community :-</u>

The curriculum is responsive to the needs of the community. The school offers its assistance in the improvement and realization of ongoing programmes of the community. There is cooperative effort between the school and the community towards great's productivity.

# (viii) The curriculum has educational quality :-

Quality education comes through the situation of the individuals intellectual and creative capacities for social welfare and development. The curriculum helps the learner to become the best that he can possibly be.

# (ix) The curriculum has administrative flexibility :-

A good curriculum must be ready to incorporate changes whenever necessary. The curriculum is open to revision and development to meet the demands of globalization and the digital age.

These are all about the various characteristics of curriculum. Curriculum is the heart of the education. A good curriculum provides the proper instructional equipment.

# Conclusion:-

In this assignment, I had discussed about the meaning and definition of curriculum and also explained the characteristics of curriculum. Curriculum is the heart of the education.

Thus, we can concluded as curriculum is the instructional and the educative programme by following which the pupil's achieve their goals, ideals and aspiration, domains of curriculum and the theoretical and practical principles of curriculum. A good curriculum provides the proper instructional equipment.

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati: Mani Manikk Prakash.
- (iii) https://www.slideshare.net/mobete/Daryltabogoc/characteristics-of-goodcurriculum.

## <u>Q, No. Unit – I (2):-</u>

Write a note on scope and importance of Curriculum.

## <u>Ans. To the Q. No. Unit – I (2):-</u>

Title: - 'A note on scope and importance of curriculum.'

#### Introduction:-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'A note on scope and importance of Curriculum.' Before, going to discuss about this topic, first of all I want to explain the meaning of 'Curriculum'.

#### Meaning of Curriculum:-

The term curriculum is derived from the Latin word 'Currer' which means run and it signifies a runway or 'a course' which one runs to reach a goal". In education, it is generally identified with a course of study or subjects prescribed for a course. In fact, subjects from only a part of curriculum means the total situation selected and organized by the institution and made available to the teacher to operate and translate the aim of education into reality.

Curriculum is the heart of the education. There are two types of concept i.e. traditional concept and Modern concept.

Traditional concept – The curriculum was subject centered while the modern curriculum is child and life centered. Modern curriculum is the combination of two dynamic process.

#### Main Discussion:-

#### Scope of Curriculum:-

The scope of curriculum is wide. In an educational institutions teacher should wants to mouldlearner'sbehaviours according to need of the society. Here curriculum is the main tool. Through, the transaction of curriculum, teachers does his work. Formerly, curriculum was simple, importing knowledge of 3 R's Reading, writing and Arithmetic was the aim of education.

In planning of education, curriculum development is an important and necessary activity. The scope of curriculum are mentioned below:-

#### (i) <u>Realization of Educational Objectives :-</u>

An organization of education is based on the curriculum. The curriculum development is done in view to realize the objectives of education. Thus, the curriculum is the means for achieving the educational objectives.

## (ii) Proper use of time and energy :-

It provides the guidelines to the teachers as well as to students, what a teachers has to teach and what the students have to learn.

## (iii) Acquisition of knowledge :-

The curriculum is the mean for acquiring knowledge. Actually human knowledge. Actually human knowledge is one but is divided into subject for the convenience and organization point of view. Thus, the curriculum is designed for the different subjects.

# (iv) Determining structure of content :-

Every subject content has its wide structure which is to be taught from lower level to the higher level. Thus, the main task of curriculum if determine structure of content for a particular stage teaching. Thus, the curriculum of different subjects designed from primary level to university level.

## (v) Development of personality :-

The curriculum is also important and significant from personality development of the student. The curriculum is designed which helps in development in good qualities in students. It helps in developing physical, social and moral qualities of the learners.

## (vi) Preparation of Textbooks :-

The curriculum provides the guidelines and bases for preparing text-books for the use of students and subject teacher. If the curriculum is changed or modified, the textbooks are also changed. A good textbook has wide coverage of curriculum content of a subjects.

## (vii) Conducting Examination :-

Our education is examination centered. The students are forced to obtain good mark in the examination. Thus, examination papers are prepared as per curriculum of the subject and student also prepare the content for the examination. Thus, curriculum is basis of teaching, learning and testing.

## (viii) Organizing Teaching learning situations :-

The teaching learning situations are organized in view to the curriculum. Teaching work is also assigned with the help of curriculum.

## (ix) Decision about Instructional Methods :-

The instructional methods are selected and used of the curriculum. The same content is taught from memory of reflective level. It may be teacher centered or learner centered instruction.

## (x) Development of knowledge, skills and attitude :-

The nature of curriculum provides the basis for developing knowledge skills, attitude and creative ability. It also helps in developing leadership qualities.

These are all about the scope of curriculum Development.

# **Importance of Curriculum:-**

Curriculum Development is a purposeful activity. It is undertaken to design or redesign for the realization of certain specific educational objectives. It is a complex, never ending process and needs more attentions. The curriculum should be reviewed and revised on a regular basis of, it is able to serve the changing needs of both students and society.

# Following points are the needs and importance of curriculum development:-

# (i) <u>Clear purpose and goals :-</u>

Curriculum construction provide written curricular goals which ate nothing but intended student development outcomes. These goals and objectives are specified in considerable detail and in behavioural language.

# (ii) Continuous assessment and improvement of quality :-

Valid and reliable assessment of curriculum is necessary. The curriculum followed by an institution should be reviewed regularly in order to maintain its effectiveness in regards to changing needs of the society as a whole.

# (iii) <u>A rational sequence :-</u>

In a curriculum, educational activities are carefully ordered in developmental sequence. This developmental sequence helps to from a well-planned curriculum based on intended goals and outcomes of the curriculum and its constituent course.

# (iv) Making strategy in teaching and learning :-

Curriculum development helps in suggesting suitable teaching-learning strategies, teaching methods, instructional materials etc. It helps in providing for the proper implementation of the curriculum on the part of teachers and learners.

# (v) Helps in the selection of learning experiences :-

Curriculum development is needed for appropriate selection and organization of learning experiences. It helps in the selection of study matter and other activities so that learners are able to acquire goals and objectives of teaching.

# (vi) Helps in continuous and comprehensive education :-

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

# (vii) Provides for the logical sequence of subject matter :-

Learning is developmental classes and activities should be planned. A good curriculum provides continuity of experience.

# (viii) Helps the teacher to assess students :-

Curriculum helps the teacher to assess students, understanding throughout the academic session, provide models of discussion that stimulates and supports thinking and offer ways for the teacher to learn more about the subject matter.

# (ix) It ensures the adjustment of pupils :-

Curriculum ensures the adjustment of pupils with the socio-cultural and economic conditions and values of the society which is one of the primary purpose of education. This is the most suitable for the students to adjust themselves.

# (x) Helping the process of all round development :-

Curriculum can also be helps the process of all round development of students. Curriculum deliberately plans for the balanced development of all aspects of personality of the pupils.

# (xi) Server as a time management and organizational tool :-

Curriculum can server as a time management and organizational tool. Teacher and students can prepare for future readings and assignments. It helps them to develop skills of time management, learn important life skill such as communication, organization and goal setting within stipulated frame of time.

# (xii) Upholds the social and cultural values of the society :-

A good curriculum always uphold the social and cultural values of the society that find expression through various academic and non-academic contents and courses. Thus curriculum helps in the inculcation of socio-cultural values of the society among the students

# Conclusion:-

In this assignment, I had discussed the meaning of curriculum and scope of curriculum and importance of curriculum Development.' Curriculum is the heart of the education.

The scope and importance of curriculum is wide. In educational institutions teachers should wants to mouldlearnersbehaviours according to need of the society. Here, curriculum is the main tool. Thus, we can concluded as curriculum was simple, imparting knowledge of 3R's Reading, writing and Arithmetic was the aim of education.

- (i) Saikia, Dr. Mukut (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.
- (ii) Mahanta Dr. N.N and Borah, H.N (2019). Foundation of Curriculum Development, Panbazar, Guwahati: Mani Manik Prakash.
- (iii) https://physicacatayst.com/graduation/curriculum-development-need-importance/

## <u>Q, No. Unit – I (3):-</u>

Discuss in what way curriculum may be related to educational objectives, structure and organization.

## <u>Ans. To the Q. No. Unit – I (1) :-</u>

<u>Title:</u> 'In what way curriculum may be related to educational objective, structure and organization.'

## Introduction:-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'In what way curriculum may be related to educational objectives, structure and organization.' Before going to discuss about this topic, first of all I want to explain the meaning of curriculum.

## Meaning of Curriculum:-

The term 'curriculum' is derived from the Latin word 'currer' which means run and it signifies a 'runway' or 'a race course' which one runs to reach a goal. In education, it is generally identified with a course of study or subjects prescribed for a course. In fact, subjects from only a part of curriculum means the total situation selected and organized by the institution and made available to the teacher to operate and translate the aim of education into reality. Curriculum is the heart of the education.

Now, I am going to discuss about 'In what way curriculum may be related to educational objectives, structure and organization in detailed.

## Main Discussion:-

## In what way curriculum may be related Educational Objectives:-

It is a philosophical process which goes on keeping in view the needs and aspirations of students, teachers, school, community and the nation. Determination of objectives is essential in any activity because it determines the direction of the activity on one hand, and enable the person to remain on the track all the time.

NCERT has defined objectives in the following words:-

'Objectives is a point on end in view of something towards which is directed and a planned change sought through the activity what we set out to do'.

According to this definition, objectives include the following points:-

# (i) Action :-

Action is must in order to achieve any objectives.

## (ii) Direction :-

Objectives determines the direction of action. They keep the person in action on the track all the time.

# (iii) Planned modification :-

When action is done in definite direction, desired changes in the behaviour of learner of brought about.

# Relationship of Educational objectives and curriculum:-

Educational objectives are specific statements of educational intention which outline either general of specific outcomes. Almost all definition are different approaches to curriculum seem to agree that objectives are the most important of the three major components:-

- (i) Objectives.
- (ii) Content or subject matter
- (iii) Learning experiences.
- (iv) Objectives point to 'where' the curriculum should be led to.
- (v) Content or the subject matter define the 'what' of curriculum.
- (vi) Learning experiences explain 'how' to proceed in this Endeavour.
- (vii) Objectives in a curriculum ate generally stated in terms of expected outcomes of education. A sequential list of topics to be covered in a course given an idea about what will be taught in that course.
- (viii) But it cannot tell what will be expected outcomes of education.
- (ix) Such a list of contents is useful for planning and guiding instruction, but it cannot give a statement of the objectives.

# Structure of curriculum construction:-

The present educational structure is the product of historical tradition and consequences. A large number of educational experts, administrators and teachers have welcomed it as the panacea of all ills in the field of Indian Education.

The new structural pattern as proposed by the Education commission and as it exists in India has tremendously affected the online field of education secondary, higher secondary, collegiate and university education.

The Education Commission (1964-66) suggested the following educational structure:-

- (1) The new Educational structure will consists of -
  - (a) One to three years of preschool education.
  - (b) A primary stage of 7 (4+3) to 8 (5+3) years divided into a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years.
  - (c) A lower secondary stage of 3 or 2 years without any specialization.
  - (d) A higher secondary stage of two years of general education or one to three years of vocational education.
  - (e) A higher education stage having a course of three years or more for the first degree of varying durations.
- (2) Age of admission to class I ordinarily but to be less than 6.

- (3) First public examination to come at the end of first ten years of schooling.
- (4) The system of streaming in school of general education to be made beyond class X.
- (5) Two types of secondary schools, high schools providing a ten year course and higher secondary schools providing a course of 11 or 12 years.
- (6) Bigger and more efficient schools about one fourth the total number to be upgraded.

In pursuance of the recommendation of the Education Commission (1964-66), the (10+2+3) structure was incorporated in the National Policy statement which was issued by the central Government in 1968. The policy statement declared a broadly uniform educational structure all parts of the country.

## **Organization of Curriculum:-**

In the organization of curriculum a number of relationship should be taken into consideration. These are -

## (i) <u>Articulation :-</u>

Articulation means correlation, articulation requires that children shall move through the system on a continuous basis and that they shall not be embrassed or educationally handicapped because of the fact the parts of the school system operate on different philosophies at different stages of a programme of curriculum organization.

## (ii) Balance :-

Curriculum should be well balanced i.e. due weight age should be given to each and every aspect of curriculum. Balance should be in terms of subject matter and the learner.

## (iii) <u>Continuity :-</u>

There should be continuity in organizing the content. As for example, in Furner's spiral curriculum, it is observed that the contents are recurred i.e. there is a continuity of topic. The concept of plant and plant life continues from basic stage.

# Organization of the curriculum in the light of the recommendation of the Kothari commission (1964-66):-

## (i) <u>Curriculum at the lower primary stage (I – IV) :-</u>

At this stage, the child should receive instruction in the basic tools of learning such as reading, writing, elementary mathematics and learn to adjust himself to his physical and social environment.

## (ii) <u>Curriculum at the higher primary stage (V – VII) :-</u>

At this stage the curriculum will broaden and deeper. The study of second language will be added to the mother tongue. Study of mathematics, natural and

physical education should be included. At this stage teaching methods will become more systematic and standards of attainment more specific.

# (iii) Curriculum at the lower secondary stage (VIII – X) :-

At this stage, the curriculum should meet the needs of the adolescent as well as the needs of the democratic society. Study of subjects will gain in vigour and depth at this stage. Education in moral and spiritual values will be provided on a more systematic basis.

# (iv) Curriculum at the higher secondary stage (XI – XII) :-

An extensive and varied programme of vocational education should be provided at this stage. At this stage, the general education courses will be diversified in such a manner as to enable to study a group of any three subjects. (An additional language, History, Geography, Economics, Logic Psychology, Sociology, Art, Physics, Chemistry, Mathematics, Biology, geology, Home science) in depth with considerable freedom and elasticity in the grouping of subjects.

# Conclusion:-

In this assignment, I had discussed about in what way curriculum may be related to educational objectives, structure and organization. Curriculum is the head of education.

At last we can concluded as the structure and organization of curriculum is a complex and difficult process. Many problems are involved in this process. These are content and learning experiences. Thus, in order to make curriculum more effective and fruitful due attention should be given to content and learning experience.

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.

# Q, No. Unit – II (4):-

In what way, philosophy is related to the different aspects of curriculum construction? Discuss in details.

## Ans. To the Q. No. Unit – II (4):-

<u>**Title:**</u> 'In what way philosophy is related to the different aspects of curriculum construction.'

## Introduction:-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'In what way, philosophy is related to the different aspect of curriculum construction.' Before going to discuss about this topic, first of all I want to explain about the meaning of curriculum construction.

## Meaning of curriculum construction:-

Curriculum is the heart of the Education. The term 'Curriculum' has been derived from a Latin word 'Currere' which means 'a race course' or 'a run way' on which one runs to reach a goal.

Curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society.

Now, I am going to discuss about in what way philosophy related to the different aspects of curriculum construction.

# Main Discussion:-

# Philosophy related to different aspects of curriculum constructions:-

Education should be based on solid foundation of philosophy. It provides right direction to education. Philosophy is the ideas, attitudes and belief about the nature of knowledge. Philosophy decides the content of education.

# Philosophy and Curriculum:-

The activities which are organized for the students and experiences which are provided to them in order to attain the goals of education is called curriculum. When philosophy determines the goals of education, it may also determine the curriculum to achieve those aims. Philosophy solves all these problems of curriculum construction and development in the following ways:-

- (i) Philosophy evaluates all the human experiences and knowledge from the point of view of usefulness.
- (ii) Philosophy divides, these experiences into sections and subsections and determines what portion of knowledge a person should study on the basis of his need and interest.

- (iii) Philosophy determines how much tidbits of knowledge and experiences should be provided to an individual at different stages of his life.
- (iv) Philosophy gives us knowledge what is worth of teaching and what is not. Thus, it talks in terms of value of life and ethics of education.
- (v) Philosophy tell is which part of curriculum should be given special emphasis and why.
- (vi) Since knowledge and experience change with time, philosophy adapts itself to the changing needs and modifies the curriculum accordingly.

# Western Philosophies and curriculum:-

# Idealism:-

Plato was one of the propagator of Idealism. Idealism influenced many great philosophers from time to time. According to idealism, the aim of education is to discover and develop abilities and moral aspect of man for the betterment of society. For this purpose, the idealism said that in curriculum development emphasis should be on subjects like literature, history, philosophy and religion for the development of mind.

# <u>Several schemes of curricula propounded by different Idealist philosophers are given</u> <u>below:-</u>

# (i) <u>Plato's Scheme :-</u>

Language literatures, History, Geography, Math's, Scienceetc. are taught for intellectual training. Arts, Music, Poetry etc. are taught for aesthetic training and religion, Ethics, Metaphysics etc are taught for moral and spiritual training.

# (ii) <u>HerbertsScheme :-</u>

He gave priority to subjects like literature, History, Arts, Music, Poetry and political, Economy to promote moral values and ideals and science subjects were given less importance.

# (iii) <u>Ross's Scheme :-</u>

He classified human activities into physical and spiritual physical education and life skills are taught for physical development. According to Ross, Curriculum should have four types –

# (a) <u>Physical Subjects :-</u>

Physical and health education, literature, language, history, geography.

- (b) Moral Subjects :-Ethics.
- (c) <u>Aesthetic Subject :-</u> Fine arts, music and poetry.
- (d) <u>Religious subjects :-</u> Religion and metaphics etc.

## Naturalism:-

Nature is everything, there is nothing beyond it. Nature is also termed as materialism. The protagonist of Naturalism, are – I.I. Rosseau and other are – Aristotle, Darwin, Tagor. It emphasis on the nature in every field of education. It is a philosophy which considers nature as everything and does not believe in existence of God. It gave importance to the matter and the physical world.

Naturalism considers child and his natural development more important than the curriculum. Important characteristics of naturalistic curriculum are given below:-

- (i) The purpose of education is to develop the child fully according to his innate tendencies and abilities. So, wide range of curriculum is needed.
- (ii) It favour only that education which is directly related to life. So, subjects taught should be useful for each stage of life.
- (iii) Teaching of literacy subjects is useless because they cannot give any material satisfaction or pleasure.
- (iv) Moral or religious education is also not needed for a child. This education does not prepare him for material life.
- (v) Curriculum should be constructed keeping in view the life stages of the child and his aptitude. So, different things will be taught at different age. Thus physical education in infancy and training of senses in childhood is emphasized. Subject education should start only in adolescence.
- (vi) No books be recommended the early period of education. Natural development of the child will be encouraged through physical exercise and activities.

## Pragmatism:-

The word 'Pragmatism' has been derived from the Greek words 'Pragmatism' means action and 'Pragmatics' means practicability or utility. Thus, it is a philosophy based action or experimentation and criteria of an action on experimentation is its utility.

Technically, pragmatism is a philosophy in which activity on experiments in done first and on the basis of its results, idea on principles is formed.

# <u>Accordingly to this philosophy following principles must be taken into account while</u> <u>constructing curriculum for children:-</u>

# (i) <u>Principle of utility :-</u>

Only those subjects, activities and experiences should be included in the curriculum, Languages, physical education, Geography, History, science, Mathematics, Agriculture and Home science (for girls) may be most suitable subjects in all societies. Vocational and technical education should also be included in the curriculum.

## (ii) <u>Principle of Interest :-</u>

All things should not be taught to all children. It is against the principle of democracy of anything is imposed on them. Students should be given full freedom to opt their choice of subjects according to their specific interests.

# (iii) Principle of Activity or Experience :-

In pragmatism teaching of academic subjects and advocates practical subjects for this purpose independent, purposeful and social activity should be included in the curriculum to help the students to fulfill their need of the society.

# (iv) Principle of Integration :-

All subjects and objectives should be integrated in order to make the knowledge as one point. In order to develop clear understanding in children subjects should also be corrected at various grades of study. According to these philosophy, all knowledge is like a tree and different subjects are its branches.

#### Realism:-

Realism is derived from the Greek work 'RES' which means real which further is related to object Realism is an outlook the existence of an object according to which the objects of the word are real, i.e. they are like appear to us hence, it is an angle of vision according to which we see and perceive are realities. Realist believe that knowledge acquired by senses is true. Hence whatever we perceive by our senses is real nature and the true entity of the world.

## **Realism and curriculum:-**

- (i) According to realists only those subjects should included in the curriculum which prepare the child for day to day living.
- (ii) Realist emphasized prime importance to nature, science and vocational subjects whereas secondary place to arts, literature and language.
- (iii) They have commended about thirty subjects for the curriculum. They have advocated free choosing by the children from these subjects.
- (iv) At the same time they have made clear that teaching of mother tongue is the foundation of all the development and vocational subjects.
- (v) Hence the essential subjects in the curriculum should be language and vocational subjects.
- (vi) Subjects should have a sense of utility (hence inclusion of science).
- (vii) Stress on objects than words.
- (viii) Stress on previous knowledge of students.
- (ix) Subjects in curriculum should be correlated.
- (x) Inclusion of daily life subjects is the curriculum, modern lang, physics, chemistry, bio, botany, hygiene tours, math's, astronomy, science.

These are all about the western Philosophy and curriculum. Now, I am going to discuss about Indian Philosophies and curriculum:-

#### Indian Philosophies and curriculum:-

# (i) Curriculum of Vedic Education :-

The curriculum of Vedic Education was brood based. It included several subjects for the intellectual development of students. Grammar, rhetoric, astrology, logic, Nirukti and kalpa were the main subjects.

# (ii) Curriculum of Post Vedic Education :-

Post Vedic education included more subjects than the Vedic Education. In the post Vedic Curriculum besides religious subjects many worldly subjects were also included. The curriculum consisted of Veda, History, Puranas, Grammar, Mathematics, Brahma-Vidya, Nirukti, astronomy, Dance, Music etc.

# (iii) Curriculum and Buddhism :-

As Buddha stressed actions so curriculum of Buddhist education includes practical activities. These practical activities included physical, intellectual, moral and social actions. The curriculum prepared for marks in the study of subjects like suttanta, Vinya and Dhamma. Besides these three main subjects, other subjects of Buddhist education were spinning, weaving, printing of cloth, tailoring, sketching, accountancy, medicine, surgery and coinage.

# (iv) Curriculum and Jainism :-

Jaina system stressed that the five has to face the consequences of its deeds. Jaina curriculum includes those subjects which lead students towards different actions or activities. Thus, the Jaina curriculum is activity centered Jaina curriculum also emphasized vocational education. The Jaina curriculum includes social science, natural science's moral education, vocational education and various curricular activities and Yoga exercise.

# (v) Curriculum and Muslim Education :-

At the primary stage, the curriculum was limited to the study of 3R's (reading, writing and arithmetic). At this stage a child had to memories some portions of koran. Maktabs more the seat of primary education for the children of common people. Hindu children were also admitted into the maktabs and they also had to read Arabic and Persian by providing practical knowledge students were taught how to draft application and write letters.

Madrasas were the institutions of higher Muslim Education. After the completion of education at Maktab a child is admitted in the Madrasas. Besides religious education. Subjects like literature, grammar, logic, laws and prosody were taught ion Madrasas.

# Conclusion:-

In this assignment, I had discussed about 'In what way, philosophy is related to the different aspects of curriculum construction, Curriculum is its heart of the Education. It is a tool in the hands of the teachers.

Thus we can concluded as Education is based on solid foundation of philosophy. It provides right direction to education. Philosophy is the ideas, attitudes and belief about the nature of knowledge. Philosophy decides the content of education.

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.

## <u>Q, No. Unit – II(5):-</u>

In what way, psychology is related to the different aspects of curriculum construction? Discuss in details.

## Ans. To the Q. No. Unit – II (5):-

<u>**Title:**</u> 'In what way, psychology is related to the different aspects of curriculum construction'.

## Introduction:-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'In what way, psychology is related to the different aspects of curriculum construction'. Before going to discuss about this topic, first of all I want to explain about the meaning of curriculum construction.

## **Meaning of Curriculum Construction:-**

Curriculum is the heart of the Education. The term 'curriculum' has been derived from a Latin word 'currere', which means 'a race course or 'a run way' on which one runs to reach a goal.

Curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society.

Now, I am going to discuss about in what way psychology related to the different aspects of curriculum constructions.

## Main Discussion:-

# Psychology is related to the different aspects of curriculum construction:-

Psychologyis called science of behaviour. Education is a means to change the behaviour of learner. In this effort, curriculum plays an important role infact curriculum is a bridge in between teaching learning process of education.

Curriculum development should be on solid foundation of psychology. Curriculum developers besides knowing general psychology should also know educational psychology and child psychology.

Curriculum developers should have clear knowledge about the laws of learning as propounded by Thorndike. As these laws are important in teaching learning. They also know the motivational level of learners.

## School of Psychology and curriculum:-

Psychology has developed in the form of different schools. The emergence of these schools of thought not only influenced the development of various trends and approaches for assessment of behaviour but also affected of psychology are enumerated below :-

## (i) <u>Structuralism :-</u>

Wilhelm, Wundt, a German professor was mainly responsible for the evaluation of this school of psychology. He focused his experiments on conscious experience involving one's thoughts, feelings, sensations, perception and ideas.

It provided introspection as a method of studying behaviour. Despite wide spread criticism, introspection is still regarded as one of the important methods for studying behaviour consequently, curriculum construction can benefit from the use of this method.

## (ii) Functionalism :-

William James the father of psychology in USA, is regarded as one of the pioneers of the functional school of psychology. Functionalism regarded as a more scientific and mere practical system of psychology than structuralism.

It laid emphasis on function ability of the contents of the curriculum by advocating that only those thing should be taught to the children which they could apply in everyday life. Functionalism with the introduction of certain valuable techniques and devices like the questionnaire, inventory, mental tests and various other means for the objectives description of behaviour.

## (iii) <u>Behaviourasim :-</u>

Behaviourism as a method of studying behaviour focused its attention totally on the observable behaviour. For this purpose, it tried to reduce all of men's activity, including his thinking, feeling and volition to the level of that behaviour, which could be observed and objectively recorded.

Behaviourism, highlighted the role of motivation and definition of the aims and purpose of learning and shaping behaviour. Behaviourism gave rise to new ideas and innovations in the field of learning, organizing curriculum and instruction.

## (iv) Gestalt Psychology :-

According to Gestalt psychology, an individual perceives the thing as a whole and not as a mere collection of its constituents on elements.

In the construction and organizations of the curricula and syllabi, due consideration is being given to the Gestalt principle. The concerned subject matter of a particular subject is always organized as a whole and the curriculum comprising different subjects and activities is formed as to reflect unity and cohesiveness among them.

## (v) <u>Constructivism :-</u>

Constructivism is a recent development in the field of education. Simply stated it is a learning process which allow a students to experience an environment first hand, thereby giving the reliable, trust worthy knowledge. The student is required to act the environment to both acquire and test new knowledge. It is new theory in the teaching learning process that believes that learning is creating meaning of the world through a series of constructs. It has the great support in the part of the learner independency and individuality.

These are all about the various type of curriculum constructions which are related to psychological foundations of curriculum.

# Conclusion:-

In this assignment, I had discussed about 'In what way psychology is related to the different aspects of curriculum construction.' Curriculum is the heart of the Education and it is a tool in the hands of the teachers.

Thus, we can concluded as curriculum development should be on solid foundation of psychology. Curriculum developers besides knowing general psychology should also know educational psychology and child psychology.

- (i) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.
- (ii) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.

## <u>Q, No. Unit – II (6):-</u>

In what way, social is related to the different aspects of curriculum construction? Discuss in details.

## Ans. To the Q. No. Unit – II (6):-

Title: - 'In what way, social is related to the different aspects of curriculum construction'.

## Introduction:-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'In what way, social is related to the different aspects of curriculum construction'. Before going to discuss about this topic, first of all I want to explain the true meaning of curriculum construction.

# Meaning of Curriculum Construction:-

Curriculum is the heart of Education. The term 'curriculum' has been derived from a Latin word 'Currere' which means 'a race course' or 'a run way' on which one runs to reach a goal.

Curriculum is also tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society.

Now, I am going to discuss about in what way social is related to the different aspects of curriculum constructions.

## Main Discussion:-

## In what way, social is related to the different aspects of curriculum constructions:-

School is a social institution, schools are founded by the society to and social needs. Technically, school is a place where teachers under a preplanned system. This process is over with the help of student interaction and teachers are evaluated to certify the degree of success that they have achieved. School wants to modify the behaviour of learners so curriculum should have a solid sociological foundation.

Sociologists believe that an analysis of contemporary society in order to meet the pressing problems of a society must determine the goal and content of education. <u>Now, I am</u> going to discuss about some social points which are related to the different aspects of <u>curriculum constructions:-</u>

(i) <u>Fundamental rights, beliefs, duties, values and moral principles of people in the</u> <u>society :-</u>

When curriculum is constructed, it should be included such type of social topic like fundamental rights, beliefs, duties and values which provides the knowledge of their rules of society. Students must have knowledge of their rights, duties, beliefs and also what are their moral values etc. It helps the students to related with social.

# (ii) Curriculum is related with the needs of society :-

Curriculum should be constructed as per needs of the people of the society. Because society is under a constant pressure of change so, it should be prepared as per then needs and demand.

## (iii) Curriculum should be flexible and dynamic :-

Curriculum should be flexible and dynamic to meet the needs of the changed society. It should be flexible and changeable for the effective realization of society determined objectives.

## (iv) Social, Economic and Political conditions :-

Students must have know the economic conditions of their society, what type of political rules have followed, they must know the history of their society. Therefore, such type of topics should be included which provided the knowledge of their society.

## (v) Home and family situation of pupils :-

Home and family situation of pupils plays a vital role in constructing a curriculum with relation to the society. It means that when the curriculum is constructed, it should be included some courses like vocational course. Life skill development course which helps them to become self-employed. Therefore, it should be constructed as per the condition of the family and home.

# (vi) Values of culture of Society :-

Every essential cultures of the society should be included in the curriculum. Then, the students should preserve their cultures in future and know the values of every cultures of the society. Therefore, when curriculum constructed such type of topic should be included.

## (vii) <u>Required modification of curriculum in relation to society :-</u>

Curriculum is required to be modified to meet the demands of the changing society towards the students. Education itself is an instrument of social change which need to be changed with time eg. Earlier the education system was Patriarchy system it means mainly emphasis on men-works, but in now-a-days, it should be gender free education system, because it means that the education system is changed with time.

## (viii) Prepare the child for Global/world society :-

Curriculum should be constructed as per the conditions of the Global world society. The curriculum shouldemphasized what type of association what type of agencies and condition of the global society etc. are in the world so, curriculum should include such type of topics, which helps the teachers to prepare their child for global world society.

# (ix) Brotherhood feelings :-

Social leads to the development of genuineness i.e. we feelings. It means providing equal education without any discrimination. Therefore, when curriculum is constructed such type of objectives should be fixed.

# (x) Designing for the future society :-

Curriculum is constructed based on the designing for the future society. It should means that a student's how can they work for their society in future independently, such topic should be give more emphasis on the curriculum.

# Conclusion:-

In this assignment, I had discussed about, 'In what way social is related to the different aspects of curriculum construction.' Curriculum is the heart of the Education and it is a tool in the hands of the teachers.

Thus, the dimension of social environment in education is extremely important. The whole enterprise of education proceeds by the participation of the individual in the social consciousness of the race. It is the society that provides direction and goals to the educational activities.

- (i) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.
- (ii) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.

# <u>Q, No. Unit – II (7):-</u>

In what way, culture is related to the different aspects of curriculum construction? Discuss in details.

# Ans. To the Q. No. Unit – II (7):-

<u>Title: -</u> 'In what way, culture is related to the different aspects of curriculum construction'.

# Introduction:-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'In what way, culture is related to the different aspects of curriculum construction'. Before going to discuss about this topic, first of all I want to explain the true meaning of curriculum construction.

# Meaning of curriculum construction:-

Curriculum is the heart of the Education. The term 'curriculum' have been derived from a Latin word 'Currere' which means 'a race course' or 'a run way' on which one runs to reach a goal.

Curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards for successful living in society.

Now, I am going to discuss about in what way culture is related to the different aspects of curriculum construction.

# Main Discussion:-

# In what way, culture is related to the different aspects of curriculum construction:-

The word culture has been understood by different people in different ways. Some people think that it is a way of living, talking and behaving. Some people regards culture as a universal attitude towards life.

Culture is an important component of society. Culture manifests in the behaviours of man. Many activities of man regulate and control by culture. Do and don't of society is a part of culture. There are two types of culture material and non-material culture. It is generally asked how culture helps in the development of personality.

# Culture and Curriculum:-

In view of importance of culture in the life of individual. Educationists are of the opinion that curriculum should have a solid foundation of culture.

According to Saylor and Alexander cultural foundation of curriculum based on following points:-

(i) Teachers themselves are participants in the society and usually have been thoroughly educated in the culture of the group for whom they plan a school programme.

- (ii) The school will inculcate the values, ideas, beliefs, traditions and mores of the social group.
- (iii) School educates its pupils to live in a particular society at a particular society at a particular time in its group life.
- (iv) The culture shapes pupils development and personality and determines their educational needs.
- (v) Curriculum planning and teaching take into account of the social as well as the innate aspects of pupil's motivation.
- (vi) The relative importance of the knowledge, understanding and concepts to be learned by the young is culturally determined.

Culture is not genetically inherited, it is rather acquired so, curriculum will be constructed to acquire the desired culture by the people.

# Conclusion:-

In this assignment, I had discussed about in what way: culture is related to the different aspects of curriculum construction.

Culture is not genetically inherited it becomes the need of the society in the sense that its acquisition increases material or spiritual comforts. Curriculum will be so developed as to increases these comforts. Besides all elements of culture is not universal some of them are optional. As a result, culture differs from society to society. This variability culture will also be accommodated in the curriculum to increase the adjust ability of people in the society.

- (i) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.
- (ii) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.

## <u>Q, No. Unit – II (8):-</u>

In what way, technology is related to the different aspects of curriculum construction. Discuss in details.

#### <u>Ans. To the Q. No. Unit – II (8):-</u>

<u>Title: -</u> 'In what way, technology is related to the different aspects of curriculum construction'.

#### Introduction:-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'In what way, technology is related to the different aspects of curriculum construction' Before going to discuss about this topic, first of all I want to explain the true meaning of curriculum constructions.

## Meaning of Curriculum Construction:-

Curriculum is the heart of the Education. The term 'Curriculum' has been derived from a Latin word 'Currere' which means 'a race course' or 'a run way' on which one runs to reach a goal.

Curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for success ful living in society.

Now, I am going to discuss about, in what way technology is related to the different aspects of curriculum construction.

#### Main Discussion:-

### In what way, technology is related to the different aspects of Curriculum Construction:-

When technology is used for the purpose of accelerating and facilitating educational processes with certain objectives in view, that technology is called educational technology. In educational technology, humans and machines both have their respective roles and both work as complements to each other in the process of education. It means that man uses his intellectual and experiences along with the machines and devices and by using his arts he organizes the teaching. Learning process in the best possible manner.

#### Three approaches of educational technology related with curriculum:-

## 1. <u>Hardware Approach (Educational Technology – I) :-</u>

The very use of different types of machines in teaching is known as hardware approach. It is also called mechanization of education through the use of teaching machines. T.V., radio, computer etc. It has also been given the name of audio-visual aids provided that they have been prepared by applying scientific and technological

principles. For example, application of radio, television, tasks easy and effective by using the teach millions of students together by using on T.V. and internet by repeatedly. Now, I am going to discuss about the role of T.V., radio, Computer, internet outside the class.

# (i) <u>Television :-</u>

T.V. differs from the radio in the sense that it is audio and visual both we can see the incident occurring round the globe on it immediately after the occurrence of the incident through telecast.

As far as application of T.V. in education is concerned, it is still in the stage of infancy in India. These programmes were telecast in the evening and on Sundays but there was no mechanism developed at that time to measure the effectiveness of such transmitting programmes.

## (ii) <u>Computer :-</u>

It is the latest electronic device that is audio and visual both. It accepts data, performs operations on that data in sequence and outputs the results. The specification includes details about the amount and type of the nature of the peripheral equipment that can be connected to the computer.

The basic micro computer system consists of an input device the central processing unit of the computer and storage device and the output device, display unit on a monitor and printing terminals.

Computer always works according to the programme given to it. Whatever instruction or programme the students gives to the computers, it will always act accordingly and output will also come out on the same line.

## (iii) <u>Internet :-</u>

It is the abbreviation of international network. The computers connected to this system are automatically connected to world wide website. If we have missed any television or radio programme, we cannot have access to that programme again but if that programme to loaded on the website we can repeatedly hear and see the programme. The major advantage of this system is that it has made 24 hour communication possible especially between those countries which have great difference in their local timings.

Latest teaching strategies and latest researches in different field can be obtained through internet immediately and we need not to have to wait for their publication in magazines and journals.

## (iv) <u>Radio :-</u>

It is an important and easily accessible audio and serving three important general purpose, 'news', 'views' and 'recreation'. It is the cheapest equipment of al the radio broadcast is now reachable to 100% population of the country. This increases their general awareness of the world students listen the ideas of learned

people, politicians and educationists from across the world on the radio. Apart from these there are hundreds of programmes of music, songs and play broadcast on the audio which attention them round the clock.

Before broadcast of any educational programmes, its information regarding its timing, nature and the class for which it is designed etc. is given to listeners in the midst of other radio programme. Following steps are followed in using a radio lesson in the class:-

# (i) <u>Selection :-</u>

Lessons related to the curriculum are selected. It should be record by the teacher also so that he may carry cut necessary preparation before presenting the radio lesson in the class.

# (ii) Introduction :-

Before presenting a radio lesson in the class. It should be properly introduced by the teacher so as to clarify its aims and objectives and its relevance to the course.

## (iii) Elaboration :-

Whatever graphs, charts, notes etc. the teachers has prepared in the context of the programme, should be used properly in the class during the radio lesson to elaborate the necessary points and to give his comments.

# (iv) Discussion :-

Once the radio lesson is over, it should be discussed by the teacher with his students through comprehensive and evaluating question. It will help the teacher to elaborate the missing points of the lesson.

## (v) Directions :-

Once the radio lesson is on the teacher should instruct his students to note down the important points. If a radio lesson is trapped, he can step the tape in the middle as many times as required.

# 2. Software Technology (Educational Technology II) :-

It is the application of lows of behavioural sciences on principles of psychology, philosophy and sociology coupled with the general laws and principles of natural sciences in education and training. This technology is related to the mental aspect of the task and it deals with writing educational objectives in behavioural terms, selecting suitable strategies for the presentation of the subjecy matter proper use of reinforcement devices and evaluation of educational outcomes has termed this technology as constructive educational technology. It consists of the following steps:-

(i) Analysis of instructional problems.

(ii) Writing objectives in behavioural terms.

(iii) Selecting suitable teaching strategies.

- (iv) Reinforcing the students on right response.
- (v) Selecting on constructing measuring instruments for evaluating instructional outcomes.
- (vi) Decision making and improvement.

It is clear from the above discussion that hardware and software both the technologies are supplementary to each other. A good instructional material needs both of them simultaneously.

# 3. System Analysis (Educational Technology III) :-

This technology is exclusively related to the problem of educational administration and management. Problem of school administration and management are analyzed and studied scientifically and quantitatively under this technology. This study is based on mathematics. Then solution of these problem is also arrived at by taking the help of quantitative interpretations. Thus, this technology can make educational effective. Procedure of system analysis is given below:-

- (i) The number of inputs involved in a school system is calculated first. Then, it is interpreted in terms of educational outcomes.
- (ii) Some modification in the inputs are made for example, it in any school teacher student's ratio was 1:40 and result of the school was 80%. Now this ratio can be decreased to 1:40 to achieve 100% result in the school.
- (iii) The effects of change in output are studied and they are matched with objectives of system analysis.
- (iv) The input output ratio of one school system is compared with that of other school system.
- (v) The best alternatives are chosen on the basis of the conclusion drawn.
  - In recent years science and technology has gained remarkable popularity because of their multi-channel avenues of employment. They have also opened new horizon for social and economic status and security.

# Conclusion:-

In this assignment, I had discussed about in what way technology is related to the curriculum construction.

Thus, we can concluded as another of science and technology education is that more emphasis is given on theoretical aspects rather than practical aspects. This is an undesirable trend. A proper balance between experimental and theoretical aspects should be maintained. Subjects like experimental physics and chemistry should be developed.

- (i) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.
- (ii) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.

## <u>Q, No. Unit – II (9):-</u>

In what way, scientific is related to the different aspects of curriculum construction? Discuss in details.

## <u>Ans. To the Q. No. Unit – II (9):-</u>

<u>Title: -</u> 'In what way, scientific is related to the different aspects of curriculum construction'.

#### Introduction:-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'In what way, scientific is related to the different aspects of curriculum construction'. Before going to discuss about this topic, first of all I want to explain the true meaning of curriculum construction.

## Meaning of curriculum construction:-

Curriculum is the heart of the Education. The term 'curriculum' has been derived from a Latin word 'Currere' which means 'a race course' or 'a run way' on which one runs to reach a goal.

Curriculum is a tool in the hands of the teachers to give training to children in the art of living together on the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society.

Now, I am going to discuss about in what way scientific is related to the different aspects of curriculum construction.

## Main Discussion:-

#### In what way, scientific is related to the curriculum construction:-

Modern age is an age of science and technology. It also called as an age of knowledge explosion. By science, we mean search of truth based on experiment and technology is practical side of science. Rapid development of science and technology have diluted the imaginary wall among countries of the world. After all the whole social scenario had changed owing to the development of science and technology. In such a changed situation some elements of science and technology is necessary in the curriculum.

Science has now become a compulsory subject in the school curriculum because of its multifarious value to the individual as well as the society.

# Values of Science:-

#### Intellectual Values:-

The primary goal of education should be the intellectual development of the individual. Scientific education is best fostered as a part of general emphasis on intellectual activity. Science education provided ample scope for development of thinking and reasoning power of the individual. It provides basis for development of human consciousness. Study of science has given us a real insight of ourselves and the environment around us. Scientific

study has certain discipline. It also helps him to observe correctly and critically and to draw inference accordingly.

## Utilitarian Value:-

We are living in an age of science and technology. The contribution of science and technology have tremendous impact upon our day to day life. Science has made our life richer and fuller. It is essential for everybody to know about the achievements of science to achieve one's own ends. To make life more comfortable some elementary knowledge of science at least is desirable. As such, effective living in the present day complex society demands more emphasis considered from the point of view that science education makes the student to become better disciplined in his dealings in the life situation and tends to solve different problems systematically in a scientific way.

## Vocational value:-

We are now living in a world of work. In order to lead the life of an effective citizen in the society, each individual must be able to choose the right type of vocation benefiting to him, enter into it and to improve competency in it. Science education forms the basis of so many studies which are purely vocational in nature. For example, a student of science can choose science also forms the basis of many useful hobbies and other productive activities in the life of the students.

#### Cultural Value:-

According to the report of Indian Education Commission. If science is to become a mighty force in the Indian renaissance, it must drive its nourishment from our cultural and spiritual heritage and to bypass it, science must become an integral part of our cultural and spiritual heritage.' Science also determines the culture and civilization of a country from time to time.

Science education has a direct influence in displaying many traditional beliefs. Scientific knowledge and beliefs have helped in eradication of superstition from the society and this in creating a better social order and gradually bringing about corresponding political and social change.

### Aesthetic Value:-

In the process of being exposed to the contribution of Science, the learners develop aesthetic sense and sense of appreciation. The whole charm of science lies in the aesthetic aspect. The scientist feel an intrinsic charm in revealing the harmony of nature. The search for universal laws and comprehensive theories is of the manifestation of the aesthetic motive Guided by this motive, scientist have written about their work in a sort of prose & poetry.

#### Moral Value:-

Truth, goodness and beauty are three important conditions that make our life effective and worth living education should aim at the inculcation of values among the

learners science is an activity where truthfulness is the most essential condition for success. A true scientist or a student of science very much involved in the search for unbiased scientific truth. In the process of scientific investigation the scientist is required to impartially. I common language the application of scientific laws and principles for the purpose of making daily life easy and comfortable is technology. By this application, we construct such machine and devices which accelerate and systematize our daily life. Thus, the moral integrity manifested in scientific work is due to the nature of the subject matter.

These are all about in what way scientific is related to different aspects of curriculum construction.

## Conclusion:-

In this assignment, I had discussed about. In what way scientific is related to the different aspects of curriculum construction.

At last we can concluded as It is an important development in respect of science and technology education is that more emphasis is given an theoretical aspects rather than practical aspects. This is an undesirable trend. Thus, there is an urgent need to introduce element of flexibility and innovation in science and technology.

- (i) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.
- (ii) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.

### <u>Q, No. Unit – III (10) :-</u>

What are the principles of curriculum construction? State the steps involved in curriculum construction.

### Ans. To the Q. No. Unit - III (10) :-

<u>**Title :-**</u> 'The principles of curriculum construction and also the steps involved in curriculum construction.

### Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'The principles of curriculum construction and also the steps involved in curriculum construction'. Before going to discuss about this topic, first of all I want to explain the meaning of curriculum construction.

## **Meaning of Curriculum Construction :-**

Curriculum is the heart of the Education The term 'curriculum has been derived from a Latin word 'Currere', which means 'a race course' or 'a run way' on which one runs to reach a goal.

Curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate 'those standards of moral action which are essential for successful living in society and for getting true satisfaction out of it. It is very essential that the curriculum should be based on sound principles.

Now, I am going to discuss about the principles of curriculum constructions and also the steps involved in curriculum constructions in detailed.

### Main Discussion :-

## The Principles of curriculum constructions :-

Curriculum construction which forms an important part of curriculum development. It is an essential that the curriculum should be based on sound principles. The following are the principles should be kept in mind when framing a curriculum :-

## (i) <u>The conservative Principle :-</u>

It has been stated that nations live in the present, on the past and for the future. This means that the present the past and the future needs of the community should be taken into consideration. Thus, the function of the school is to preserve and transmit the traditions, knowledge experience and way of life to the present generation.

### (ii) <u>The forward looking Principle :-</u>

Curriculum subjects and materials should be forward looking so that the child is able to solve the various problems. The capacity for adjustment should also enable the child to modify the environment according to his needs.

## (iii) The creation principle :-

Those subjects should be assigned prominent place in the curriculum which develop the creative and constructive capacities and abilities of children. The objective of education is to discover and to develop special interest tastes and aptitudes.

# (iv) The activity Principle :-

The curriculum should be taught in terms of activity and experience, rather than of knowledge to be acquired and facts to be stared. Growth and learning take place only where there is an activity. 'Experience' rather than 'instruction' is to meet the needs of the various stages of growth.

# (v) Child-centric Principle :-

Curriculum should be child centered. The interests, needs, capacities, abilities, age and the level of intelligence of children should be kept in full view and close attention while constructing a suitable curriculum.

# (vi) Principles of individual difference :-

Psychologically, all individuals are not a like, Individuals differ in abilities, interests and aptitudes. The curriculum should be framed in such a way so that every individual can have opportunity for self experience and development. This means that the curriculum should be based on the psychology of individual difference.

# (vii) Principle of character building :-

Curriculum should provide those activities and experiences which promote human and social values. There should be provision for a number of co-curriculum activities.

# (viii) Principle of Community centered :-

Requirements of the community must also be reflected in the curriculum. A child belongs to the society and he will remain enable the child to adjust in the society properly. This is possible only when purpose of the society is fulfilled. Thus, sociological foundations of education must also be taken into account while developing curriculum for the child.

# (ix) Principle of Loyalties :-

The curriculum should be planned in such a manner that it teaches a true sense of loyalty to the family, the school, the community, the town, the province, the country and the world at large. It should enable the child to understand that there is unity in diversity.

## (x) <u>Principle of developing Democratic spirit :-</u>

As India has accepted the ideal of a democratic republic curriculum should contain and emphasize those activities and experiences which promote democraticbehaviour patterns based on democratic ideals and values.

These are all about the various principles for curriculum development.

## The Step involved in Curriculum Construction :-

The process of curriculum construction is a multi-step ongoing and cyclical process. Through the different models of curriculum development differ in terms of the steps and their sequence in the construction of a curriculum, there is general consensus that following steps are important in this regard :-

# (i) <u>Planning the curriculum :-</u>

The first important step in curriculum construction is planning the curriculum. It is the process through which the arrangement of curriculum plans or learning opportunities are created. It involves deciding upon goals and emphases, determining curriculum content, selecting learning resources and classroom procedures, preparing for the duties of teaching, evaluating progress and looking toward next steps. The process of planning a curriculum involves research that reviews recent issues and trends of the discipline. This step includes :-

# (i) Identify the problems or issues :-

The need for curriculum development usually emerges from a concern about a major issue or problem. Before going to construct the curriculum the problem or issues of the topics should be identified.

## (ii) Form curriculum development team :-

Ones the nature and scope of the issue has been broadly defined, the members of the curriculum development team can be selected. Topics covered this section include :-

(a) The roles and functions of team members.

- (b) A process for selecting members of the curriculum development.
- (c) Principles of collaboration and teamwork.

## (iii) Conduct needs assessment and analysis :-

There are two phases in the needs assessment process. The first is procedures for conducting a needs assessment. Analysis is the second part of this needs assessment step, describer the techniques of the curriculum construction.

# (2) Developing the Curriculum :-

Once the planning for the curriculum has been done after studying the issues, trends and needs of student curriculum developer should build a philosophy that will guide the development of curriculum. The purpose of the philosophy is to describe the fundamental beliefs and inform the process of instructions. It also helps in deciding the goals and objectives of the curriculum.

### (3) Organizing the curriculum :-

The organization of curriculum objectives should reflect the philosophy and the preferences of the teacher who will use them. The organization may be used on grade level of students, units, topics, sequence of knowledge or big ideas. Thus, the delineation and sequencing of content through objectives provide information to teachers for effectively implementing the curriculum.

### (4) Implementing the curriculum :-

Implementing the curriculum means putting the new curriculum into practice. The process of curriculum development does not end with the publication of the new curriculum, but it continues with the implementation, updating and evaluation of the curriculum. The implementation of any new curriculum requires time and support. It is important to note that the new curriculum to be fully implemented and integrated into day-to-day practice requires proper time and support.

### (5) Evaluating the curriculum :-

While implementing the curriculum it is important to update the curriculum and keep it as living, changing document. At the end of process of curriculum development a careful evaluation of the effectiveness and impact of the curriculum must be done in order to improve it for future use. The detailed review and analysis of the information on the impact of the curriculum and its strengths and weaknesses forms the foundation for the next round of curriculum development and improvement.

These are all the various steps which are involved in curriculum construction.

### Conclusion :-

In this assignment, I had discussed 'the various principles of curriculum construction and also the steps involved in curriculum construction' in detailed.

At last, we can concluded as curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society and for getting true satisfaction out of it. It is very essential that the curriculum should be based on sound principles.

### Reference :-

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (iii) <u>https://www.fao.org/3/ah650e/ah650e03.htm</u>.

## <u>Q, No. Unit – III (11) :-</u>

Briefly explain system approach to curriculum development.

# Ans. To the Q. No. Unit - III (11) :-

Title :- 'Explain system approach to curriculum development.'

## Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'Explain system approach to curriculum development.' Before going to discuss about this topic, first of all I want to explain the true meaning of curriculum development.

# Meaning of curriculum Development :-

Curriculum is the heart of the education. The term 'curriculum' has been derived from a Latin word 'Currere', which means 'a race course' or 'a run way' on which one runs to reach a goal.

Curriculum development can be defined as the step-by-step process used to create positive improvements in the course offered by a school, college or university. The world changes every day and new discoveries have to be roped into the education curricula. Curriculum development is a process of improving the curriculum various approaches have been used in developing curricula.

Now, I am going to discuss about the system approach to curriculum development in detailed.

## Main Discussion :-

## System approach a curriculum Development :-

A system is a holistic way of viewing things. It refers to a whole, which is made up of separate parts that work in cooperation and coordination to make for efficient performance.

The educational system approach to curriculum development Is based upon clearly identified and documented procedures that are designed to facilitate policy making and decision making and to ensure continuing programme improvement.

In a typical system component parts or elements are closely interrelated either directly or indirectly, and any change in one or more elements affects other elements and the overall performance of the system. However, this affect may be either beneficial or adverse. A classic system is shown in the figure presented below :-

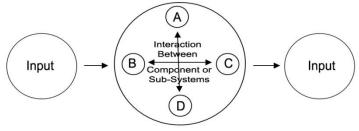


Figure : A Classic System

The system approach was suggested for the first time as the General System. Theory by Ludwig von Bertalanffy. The system approach originated from the computer systems has become major approach of curriculum development in recent times. In this approach, inputs are transformed into outputs through a process. Outputs may again enter into the system through a mechanism of feedback.

The process of teaching and learning can be analyzed using the system model. The people, resources, knowledge ans information may be considered as inputs to a teaching, learning system, and the performances, changed behaviour and ideas and skills as desired by the objectives of education may be considered the output of the teaching learning system.

Thus approach has lead to the development of system approach to curriculum design. This systems approach to curriculum development tries to design the input to a curriculum in such a way that helps the best possible acquisition of knowledge and skills through the learning process and thereby maximize the quality of the output or produce the desired outcomes.

# There are another four system approaches to development of curriculum are :-

# (i) Behavioral Approach :-

Behavioral approach to curriculum is usually based on a blueprint. In the blueprint, goals and objectives are specified, contents and activities are also arranged to match with the learning objectives. The learning outcomes are evaluated in terms of goals and objectives set at the beginning. The curriculum implementation as evaluating the learning outcomes as a change of behaviour. The change in behaviour indicates the measure of the accomplishments.

# (ii) Managerial Approach :-

The managerial approach became a dominant curriculum approach in the 1950's and 1960's. The principal is the curriculum leader and at the same time instructional leader who is supposed to be the general manager. The curriculum manager look at curriculum changes and innovations as they administer the resources and restructure the schools.

# (iii) System Approach :-

The system approach to curriculum was influenced by system theory. In the systems approach to curriculum the parts of the total school district or school are examined in terms of how they relate to each other.

# (iv) Humanistic Approach :-

This approach is rooted in the progressive philosophy and child-centered movement. The humanistic approach considers the formal of planned curriculum and the informal or hidden curriculum.

# **Conclusion :-**

In this assignment, I had discussed about the system of approach is to curriculum development. Curriculum development can be defined as the step-by-step process used to create positive improvements in the courses offered by a school, college or university.

Thus, we can concluded as the educational development is based upon clearly identified and documented procedures that are designed to facilitate policy making and decision making and to ensure continuing programme improvement.

# Reference :-

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (iii) https://reytagee92.blogspot.com/2016/11/7th week-reflection.html7m=1
- (iv) https://tophat.com/blog/curriculum-development-models-design/
- (v) https://en.m.wikipedia.org/wiki/curriculum-development.

### <u>Q, No. Unit – III (12) :-</u>

State the different phases (curriculum planning, curriculum organization / implementation and curriculum evaluation) of curriculum administration.

#### <u>Ans. To the Q. No. Unit – III (12) :-</u>

<u>**Title :-</u>** 'The different phases (curriculum planning, curriculum organization / implementation and curriculum evaluation) of curriculum administration.'</u>

#### Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'the different phases (curriculum planning, curriculum organization / implementation and curriculum evaluation). Before going to discuss about this topic, first of all, I want to explain the true meaning of curriculum and curriculum administrative.

Curriculum is the heart of the education. In education, it is generally identified with a course of study or subjects prescribed for a course. I fact, subjects from only a part of curriculum means the total situation selected and organized by the institution and made available to the teacher to operate and translate the aim of education into reality. Effective curriculum administration needs proper coordination between the teacher students, school and the society in which they operate.

Now, I am going to discuss about the different phases (curriculum planning, curriculum organization and curriculum evaluation) of curriculum administration in details.

#### Main Discussion :-

### The different Phases of curriculum Administration :-

Curriculum administration is the exercise of responsibility development, coordination, implementation, support, evaluation and judgement of academic plans. Curriculum administration especially includes establishing and maintaining an educational environment in which academic plans can be implemented effectively and improved continuously. It focus on three areas of curricular responsibility :-

The first focus is the joint responsibility of faculty and administration as they develop, implement and foster adjustments of courses and programs.

The second, the responsibility of administration for the environment in which academic plans are developed.

The third is the leadership needed for substantial and transformational curriculum charge, that is the path for change.

Curriculum administration has also been equated with curriculum leadership. In simple vocabulary, curriculum administration or leadership is the act of exercising functions that ensures the achievements of curriculum goals. The goal of curriculum administration is to maximize students learning by providing quality in the content of learning. Curriculum administration focuses on learned i.e. the curriculum.

Now. I am going to discuss about the different phases of curriculum administration in detailed.

# There are different phases of curriculum administration which are mentioned below :-

The different phases of curriculum administration are – (i) Curriculum planning, (ii) Curriculum Organization or Implementation, (iii) Curriculum Evaluation.

# (i) Curriculum Planning :-

Before designing a curriculum planning is necessary. It will help a curriculum development to conceptualize the process and to organize the features & curriculum they want to develop. Thus, in curriculum development process curriculum planning is an integral part.

On the other hand the internal part of curriculum planning is decision making in short the entire process of curriculum designing is interrelated with the decision making situation. In simple words, curriculum planning is the decision-making process about the content and the organization of the course or curriculum. Curriculum planning help to identify and focus on the strong and successful parts of the program and at the same time to identify and improve the weak parts of the programmes.

# The Essential Elements of curriculum Planning are :-

- (i) Analysis of common problem around which the curriculum is to be developed.
- (ii) Making decision about the goals, contents, methods and means of evaluation.
- (iii) Developing a philosophy upon which various curricular decisions are to be based.
- (iv) Analyzing learner's characteristics and examining environment.
- (v) Keeping up to date with relevant knowledge.
- (vi) Researching ways for improving teaching.
- (vii) Evaluating the effectiveness of the curriculum planned.
- (viii) Re-planning and revising the curriculum when necessary.

Curriculum planning is usually aimed at making provision for effective learning and teaching, and thereby developing student's knowledge and skills.

# (2) Curriculum organization :-

Curriculum organization is an important aspect of curriculum development. Educational have formulated a number of approaches of curriculum organization. Some of these are discussed below :-

# (i) Topical Approach :-

This is the simplest form of approach of curriculum organization. Here topics of a particular subject are selected and arranged in an order. Such topics identified from textbooks from higher classes and sometimes from the social context. One problem of this approach is that here it is difficult to provide coherence, sequence and balance.

### (ii) Logical and psychological approach :-

It is known as logical approach as the topics of the syllabus are arranged on the topic of some members of syllabus committee. In teaching learning process, when sequential order is based upon psychological principles, such as readiness, reinforcement, application of scientific principles etc. It is also called psychological approach on the basis of these some logical organization can also be developed.

### (iii) Subject centered approach and disciplined centered approach :-

Subject centered is another approach of curriculum organization. This approacg is based on two parameter – (a) Learners will acquire concepts and will understand the structure of science and (b) the methodology of the subject or inquiry approach will be method to acquire these concepts.

### (iv) Activity centered approach :-

It is generally believed that students learn between if they learn some activities. In this approach, learner acquires concept or knowledge while they engage in some activities. Moreover learner gets satisfaction in this approach.

### (v) The environment based approach :-

The base of the curriculum should be environment. That means the contents of the curriculum should be drawn from physical, natural, social, cultural and political environment of learners. Through curriculum pupils should get on opportunity to know about biodiversity and ecosystem, such curriculum also help students resources.

### (vi) Integrated or interdisciplinary approach :-

The curriculum should not be a watertight compartment. There should be a link among common features of different subjects. It will make understanding essay.

### (vii) Spiral Approach :-

The difficulty level of the content of the curriculum should be according to mental level of learners. Content should also satisfy the individual needs of learner and it should be arranged in a spiral manner.

### (viii) Contemporary and functional approach :-

Contemporary approach means subject should be organized around scientific or historical events and any other events and their effects on the people. On the other land, functional approach includes problem solving activities creative activities.

These are all about various steps to organize a curriculum.

### (3) Curriculum Evaluation :-

Curriculum evaluation is a very important and integral part of the process of curriculum development. It is an essential and vital aspect of any system of education. It

serves as the basis for making policy decisions regarding curriculum for feedback on continuous modification of curriculum and process of curriculum implementation.

Curriculum evaluation is a continuous process which is complimentary to curriculum planning. Curriculum evaluation supplies necessary information to facilitate decisions at various stages of curriculum development. Evaluation may related to the entire curriculum as whole or only to some of the components of the curriculum. Two approaches of evaluation are adopted for this purpose :-

### (i) Formative Evaluation :-

Formative evaluation is an ongoing process occurring during the course of curriculum development. The main purpose of formative evaluation is to contribute to the improvement of the curriculum by providing necessary feedback and information. This ongoing evaluation, that simultaneously progresses with curriculum development provide immediate feedback and information so as to make necessary corrections while the program is being developed.

Formative evaluation may include collecting student performance after lessons, units or midterm evaluation.

## (ii) <u>Summative Evaluation :-</u>

Summative evaluation is conducted after the curriculum has been implemented to evaluate its final effects. Summative evaluation is done on the basis of stated goals and objectives to see how effective the curriculum has been in achieving the goals and objectives.

The purpose of summative evaluation is to measure accountability and this evaluation is not necessarily used to improve the curriculum or the educational process.

### Conclusion :-

In this assignment, I had discussed about the different phases (curriculum planning, Curriculum organization and curriculum evaluation) of curriculum administration on details.

Thus, we can concluded as curriculum administration is the exercise of responsibility and authority to ensure the successful development, coordination, implementation, support, evaluation and judgement of academic plans. Curriculum administration especially includes establishing and maintaining and educational environment in which academic plans can be implemented effectively and improved continuously.

### Reference :-

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.

### <u>Q, No. Unit – III (13) :-</u>

Write a note on determinants of curriculum.

### Ans. To the Q. No. Unit - III (13) :-

Title :- 'A note on determinants of curriculum.'

### Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', 'A note on determinants of curriculum.' Before going to discuss about this topic, first of all I want to explain the meaning of 'curriculum'.

### **Meaning of Determinants :-**

Determinants means a quality obtained by the addition of products of the elements of a square matrix according to a given rule.

Curriculum is the heart of the education. In education it is generally identified with a course of study or subjects prescribed for a course. In fact subjects from only a part of curriculum means the total situation selected and organized by the institution and made available to the teacher to operate ans translate the aim of education into reality.

Curriculum determinants is important in education because it helps teachers to deliver an effective and quality education.

Now, I am going to discuss about the determinants of curriculum in detailed.

### Main Discussion :-

### A note on Determinants of Curriculum :-

Society is under a pressure of constant change, curriculum is to meet the needs of society. Therefore, curriculum is also dynamic. There are a number of factors that determine the nature of curriculum. Therefore, these are called determinants of curriculum, these are mentioned below :-

## (i) National Aspiration and Needs :-

The needs and aspiration of a nation is an important determining factors of curriculum formulation. The most important and urgent reform needed in education is to transform it, to endeavor to relate it to the life, needs and aspirations of the people and thereby, make it a powerful instrument of social economic and cultural transformation necessary for realization of the national goals. It helps to fulfill the needs and aspiration of people and education satisfy all norms of democracy.

## (ii) <u>Culture :-</u>

Culture is another determinant of curriculum. Culture has marked effect on curriculum development. Culture has to perform two duties. Transmission of cultural heritage and Improvement of cultural heritage. Culture also aims at transferring experiences and knowledge to learners suggesting appropriate change to meet of the changed society. Culture and curriculum is inter related. Therefore, educationists are of the opinion that learners should be acquired with culture. For the balance development of personality of learners culture should be an integral part of curriculum.

### (iii) Social Charge :-

Another important determinant of curriculum is social change i.e. the content of curriculum is determined by social; change. Schools are social institutions deliberality set up by society to do a number of things such as preservation and transmission of culture to the younger generations to modify the behaviour of learners etc.

Curriculum includes those learning experiences that are considered important by the society. The society is that are considered important by the society. The society is under a constant pressure of charge, therefore it is constantly changing, owing to social change curriculum should also be changed, curriculum planners and designers should always keep this point in mind. Thus, social change regulates the curriculum.

### (iv) Value System :-

Value is another determinant of curriculum. Educationist is concerned for the erosion of value is public life.Therefore, they advocated for the inclusion of values in curriculum. National educational Policy (1986) can be mentioned. The growing concerned over the erosion of essential values and cyniasim has brought to focus the need for readjustments in curriculum in order to make education a forceful tool for the civilization of social and moral values.'

### (v) Management of Education :-

The curriculum and management of education are loosely related to each other. These have been influencing to each other since very beginning. Now education is state subject. Thus, every state our country has its own curriculum and education system. At primary stage education is child centered and at secondary stage is subject centered. Now, there is main emphasis on vocational courses and technical education. The major approach of education is objective centered, so the curriculum is also objective centered.

### (vi) Examination system :-

The nature and structure of curriculum is based on the examination system. There are two types of examination system essay type and objective type. The essay type questions are based on the broad aspect of the content while objective type questions are based on specific elements of contents. Thus, the curriculum and methods of teaching are influenced by the examination system.

### (vii) Form of Government :-

The needs of nation and society are fulfilled by education and its curriculum. The form of government has direct influence on education process. Our country do not have

national system of education. Every state has its own system of education and form of curriculum.

# (viii) Board of studies :-

The form of curriculum is developed by board of studies. There are different board studies for the different stage of education. The number of board of studies employ their experience, interests, attitude and mental abilities of the course which is approved by the number of committee.

# Conclusion :-

In this assignment, I had discussed about the meaning of determinants and curriculum also discuss about a note on determinants of curriculum. Curriculum is the heart of the education. In education, it is generally indentified with a course of study on subjects prescribed for a course.

At last, we can concluded as society is under a pressure of constant change, curriculum is to meet the needs of society. Therefore curriculum is also dynamic. There are a number of factors that determine the nature of curriculum.

# Reference :-

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.

## <u>Q, No. Unit – III (14) :-</u>

Write a note on different approaches to curriculum.

### Ans. To the Q. No. Unit - III (14) :-

Title :- 'A note on different approaches to curriculum.'

### Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'note on different approaches to curriculum.' Before going to discuss about this topic, first of all I want to explain the true meaning of 'curriculum'.

### Meaning of Curriculum :-

Curriculum is the heart of the education. The term curriculum has been derived from a Latin word 'Currere' which means a 'race course' or 'a run way' on which one runs to reach a goal.

Accordingly, a curriculum is the instructional and the educative programme by following which the pupils' achieve their goals, ideals and aspiration of life.

According to Allan C. Ornstein, 'a curriculum approach eflects a holistic position or a meta-orientation encompassing the foundation of curriculum.

Now, I am going to discuss about a note on different approaches to curriculum in detailed.

### Main Discussion :-

## Different approaches to curriculum :-

A curriculum is the instructional and the education programme by following which the pupils achieve their goals, ideals and aspiration, domains of curriculum. Curriculum practitioners and implementers usually focus on one or more approaches in planning, implementing and evalua the curriculum.

### Some important approaches to curriculum have been briefly discussed below :-

## (i) <u>Behavioural Rational Approach :-</u>

The Behavioural Rational approach is logical and prescriptive which is sometimes called a means-end-approach. This approach is based on the scientific and technical principles the include models, plans and step-by-step strategies for curriculum development. The activities are organized keeping the objectives in view, and finally evaluation of outcomes is done in relation to the goals and objectives. Though this is the oldest approach it skill influences thoughts in the field of curriculum development.

## (ii) Managerial System approach :-

According to this approach the school or the educational institution is a social system. This approach emphasizes on planning the curriculum in an organized way based on programs, schedules, space, materials, equipment, personnel and resources. The managerial aspect of this approach focuses on the supervisory and administrative aspects of curriculum that relate to the organization and implementation of the curriculum. This approach views curriculum specialist as a practitioner rather than a theoretician and the leader as a change agent, resource person and facilitator.

### (iii) Intellectual Academic Approach :-

This approach analyses and then synthesizer the major perspective, trends and concepts about the curriculum. This approach is based on philosophical, historical and social positions. This academic approach treats and issues and integrating various instructional, teaching, learning, guidance, evaluation and administrative procedures.

### (iv) Naturalistic Approach :-

It emphasizes on the planning process based on the descriptive studies of the total process as it naturally covers in both national planning groups and in individual classroom for planning within a group content deliberation is the key concept in curriculum development. It is the process which develops decides upon which relevant facts generate alternative solution.

In curriculum development is considered something individual teachers do as they plan their course of study. Here descriptive studies of teachers planning is also necessary.

### (v) Epistemological Approach :-

It is also called the art of practical knowledge approach. This approach calls for large scale empirical study of what is occurring in the class room and a continuing sophisticated assessment of students when they leave elementary, secondary or higher classes as well as the assessment of the reactions of the community, employers, coworkers, teachers and families of students. The arts of practical also requires knowledge of attractive solutions of problems.

### (vi) <u>Pre conceptions approach :-</u>

The most important knowledge necessary for curriculum development is the knowledge of the students. Individual school is the satisfactory unit for curriculum development. Curriculum should be developed keeping in view the individual needs of the students system analysis approach should be followed to know the needs and interest of students.

### (vii) Correlated approach :-

Efforts are mode to establish relationship between different subjects here and knowledge of one subject helps the students to understand the other subjects for

example, some topics are included in literature who help the students to know history and culture.

### (viii) Humanistic Aesthetic approach :-

This approach to curriculum is based on the belief that the curriculum approaches, attempting to be scientific and rational have become very rigid and standard procedures. The humanistic aesthetic approach is opposed to such a view of curriculum and is based on progressive philosophies that highlight the needs and interests of the learner. Humanistic theories of learning are also given equal importance and consider that music, art, literature and humanistic are as important subjects as science mathematics and other academic subjects.

### (ix) Unit Approach :-

This approach is antagonistic to the older atomistic conception of learning according to which learning was a matter of adding one small bit of knowledge to the previous one step by step. This approach is based on the assumption that effective learning takes place only when objectives are clearly perceived and every phase of the operational procedure is viewed as relational part of the total learning situation.

### (x) <u>Chronological Approach :-</u>

When subject matter is arranged according to the sequence of dates on which incidents occurred, it is called chronological approach change and continuity in information are maintained through this approach we can see the continuity between past, present and futures here also. Time sense and its importance is developed in students through this approach.

### (xi) Concentric Approach :-

In this approach, curriculum is developed from easy to difficult from primary to higher level in hierarchy keeping in view the abilities and age of students. Concrete knowledge is given first. Then, knowledge of abstract concept is given to students step by step. Learner gets deep knowledge step by step.

These are all about the different approaches to curriculum. Curriculum is the heart of the education.

### Conclusion :-

In this assignment, I had discussed about the different approaches to curriculum. Curriculum is the instructional and the educative programme by which the pupil's achieve their goals, ideals and aspiration, domains of curriculum and the theoretical and practical principles of curriculum. Thus, we can concluded as a development approach to curriculum planning is considered desirable. The curriculum content should be functional, aiming at promoting the all round development and helping to lead an independent life and integrate into the community.

# Reference :-

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (iii) https://ed.edb.gov.hk//a\_03/chi/curr-gurdes/mentally/em-5.htm

# <u>Q, No. Unit – III (15) :-</u>

Write a note on patterns of curriculum organization.

# Ans. To the Q. No. Unit - III (15) :-

Title :- 'A note on patterns of curriculum organization.'

## Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'note on patterns of curriculum organization'. Before going to discuss about this topic, first of all I want to explain about curriculum organization.

# Meaning of Curriculum Organization :-

Curriculum is the heart of the education. The term curriculum has been derived from a Latin word 'Currere' which means a 'race course' or a run way on which one runs to reach a goal.

A curriculum organization is process of selecting curriculum elements from the subject, the current social life and the students experience then designing the selected curriculum elements appropriately so they can form the curriculum structure and type.

Now, I am going to discuss about a note on patterns of curriculum organization in detailed.

# Main Discussion :-

# Patterns of Curriculum Organization :-

Curriculum organization are creative, innovative ways to package content that is independent of course design and can be applied to any course design. Curriculum expects have adopted various patterns in organizing curriculum. In doing so they have focus their attention to only one aspect. Different patterns of curriculum organization are mentioned below :-

# (1) Subject centered curriculum :-

One of the oldest and most popular pattern is subject centered curriculum. Here in this type, curriculum is organized to know how essential knowledge has been developed in various subject area.

According to this organization hieardly of subjects are arranged as per their value and mental discipline. In this organization various capacities of students are judge.

## Subject centered curriculum has some limitation such as :-

- (i) No importance on learner's interest.
- (ii) More stress on content than students.
- (iii) Passive learning.
- (iv) More importance on the course.

# (2) Broad field curriculum :-

In broad field curriculum several specific areas are combined a large area. For instace one can get social studies by combining history civics and geography. In this pattern, there is a scope for grater integration of subject matter. Thus, this curriculum is more integrated. Here knowledge is multidimensional and multidisciplinary. Here has a possibility of correlation.

# This pattern has come limitations such as :-

- (i) Here there is no possible to study in details any specific aspect.
- (ii) It provides only superficial knowledge than detail knowledge.
- (iii) It does not develops a special method of thought.

# (3) Child centered curriculum :-

Here more emphasis in child than subject. In framing the curriculum chilols' needs and interest get more importance. After all whole focus is on learners. Here more importance on socialization of the child.

# (4) Experienced or Activity centered Curriculum :-

In this pattern of organization of curriculum more emphasis is on experience/activity of learners than a subject centered curriculum. Here teachers want to change behaviour of learner on the basis of their experience. It is believed that learning is an active transaction. Thus, here children are encouraged to use problem solving method. It is believed that skills and knowledge are acquired better by doing task. There by it inculcates self discipline and avoid about interference.

## It has some limitations such as :-

- (i) Activity for the sake of activity is not acceptable.
- (ii) Lack of proper guidance.
- (iii) Teachers may be casual in teaching
- (iv) It is difficult to ascertain continuous growth and development.

## (5) Core Curriculum :-

This pattern of curriculum helps in development of integration among students, helps in active learning and related learning with life often all in includes all the thing that students are required to learn. Because here all subjects are logically organized, with an emphasis academic and intellectual development.

## Limitations are :-

- (i) It is difficult to organize the content.
- (ii) No curriculum guide and manual.

- (iii) No necessary administrative support.
- (iv) Most of the teachers back of necessary training to implement the programme.

# (6) Curriculum is based on life function and social process :-

Such curriculum is useful for an individual for his day to day life. After all such curriculum is around social problem in this regard. This pattern of curriculum provides comprehensive basis for comparative study of social living, it is difficult to organize and implement this pattern of curriculum organization.

## Advantages are :-

- (i) It permits experimental background which involves their social living.
- (ii) It permits over view of social living of all times.
- (iii) It provides clear cut standards for curriculum making.

# (7) Centralized Pattern of curriculum :-

A centralized curriculum pattern is which the content is decided upon by a central national office. The actual work in designing the curriculum may be complexed by a contracted company and organization.

# (8) Humanistic Curriculum :-

The development of self is the ultimate objective of this pattern of curriculum, Cognitive, affective and psychomotor domains are inter connected and it stresses the development of positive self concept and inter personal skills.

## Conclusion :-

In this assignment, I had discussed about a note on Patterns of curriculum organization. Curriculum is the heart of education.

Thus, we can concluded as curriculum organization is the process of selecting curriculum elements from the subject, the current social life. Curriculum expents have adopted various patterns in organizing curriculum various patterns of curriculum organization.

## Reference :-

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (iii) https://www.slideshare.net/mobile/msmaybelle/curriculum-organization.

## Q, No. Unit - IV(16) :-

Write the methods of curriculum construction.

## Ans. To the Q. No. Unit - IV (16) :-

Title :- 'The methods of curriculum construction.'

### Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'The methods of curriculum construction.' Before going to discuss about this topic, first of all I want to explain the meaning of curriculum construction.

## Meaning of curriculum construction :-

Curriculum is the heart of this Education. The term 'curriculum' has been derived from a Latin word 'Currer' which means 'a race course' or 'a run way' on which one runs to reach a goal.

Curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society and for getting true satisfaction out of it.

Now, I am going to discuss about the various methods of curriculum construction in detail.

## Main Discussion :-

## The methods of curriculum construction :-

The process of curriculum construction is a multi step ongoing and cyclical process. Through the different models of curriculum construction differ in terms of the steps and their sequence in the development of a curriculum.

### Taba had proposed some steps for curriculum construction which are mentioned below :-

## (i) <u>Planning :-</u>

Planning is the first step to construct a curriculum. Before construction a curriculum, we have to planned how can we make the fruitful curriculum for the students. It is the process through which the arrangement of curriculum plans or learning opportunities are created.

## (ii) Diagnosis of need :-

Diagnosis of curriculum is the second step of curriculum construction Education should diagnosis or try to understand students backgrounds, cultures, motivational patterns, how they learn socially and what cultural capital they bring from home to the classroom. Educators should be taught formulate hypothesis, assemble date, interpret and teacher should be involved in all parts of this process.

## (iii) Formulation of objectives :-

After the needs of the students have been diagnosis, the curriculum developer specifies objectives to be accomplished. The function of objectives is twofold on the one hand, school wide out comes and on the other hand, more specific objectives that describe behaviour to be obtained in certain unit, subject area, course or programme.

## (iv) Selection of subjects :-

The objectives identified suggest the subject matter or content of the curriculum. The objectives be considered in selecting content but also the 'validity and significance' of the content chosen needs to be determined. The subject matter or topics to be student stem directly from the objectives.

### (v) Implementing :-

After selection of subjects, the curriculum should be implement. Implementing the curriculum means putting the new curriculum into practice. It is important to note that the new curriculum to be fully implemented and integrated into day-to-day practice requires proper time and support.

### (vi) Organization of content :-

After selecting content, it must be organized it in some type of sequence, taking into consideration, the maturity of learners, their levels of academic achievement and their interests.

### (vii) Selection learning experience :-

Curriculum developer must choose methodologies or strategies by which the learners become involved with in the content. At this point, the teacher selects instructional methods that will involve the students with the content. Pupils internalize the content through the learning activities selected by the curriculum developer.

## (viii) Organization of learning experiences :-

Like the organization and sequencing of content must be sequenced and organized, the learning activities must also be organized. Generally, the organization and sequencing of the learning activities in determined by the content.

### (ix) Evaluation :-

The curriculum developer must determine the level or extent of accomplishment of the objectives. Evaluation procedures need to be selected or designed in order to assess achievement of students and to determine whether the objectives of the curriculum have been meet.

# (x) <u>Replan the curriculum :-</u>

After the evaluation, if the curriculum is not suitable for the students, then the curriculum should be replanned and also evaluate with proper subject matter.

# Conclusion :-

In this assignment, I had discussed about the various methods of curriculum construction. Curriculum is the heart of education.

Thus, we can concluded as curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society and for getting true satisfaction out of it.

# Reference :-

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## <u>Q, No. Unit – IV(17) :-</u>

Discuss the different methods of curriculum construction at different stages of school education.

### Ans. To the Q. No. Unit - IV (17) :-

<u>**Title**</u> :- 'The different methods of curriculum construction at different stages of school education.'

### Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'The different methods of curriculum construction at different stages of school education.' Before going to discuss about this topic, first of all I want to explain the meaning of curriculum construction.

### **Meaning of Curriculum Construction :-**

Curriculum is the heart of the Education. The term 'Curriculum' has been derived from a Latin word 'Currere' which means 'a race course' or 'a run way' on which one runs to reach a goal.

Curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society and for getting true satisfaction out of it.

Now, I am going to discuss about the different methods of curriculum construction at different stages of school education in detailed.

### Main Discussion :-

## The different methods of curriculum construction at different stages of school education :-

In the past, the curriculum was regarded as a more collection of bookish knowledge and information. Its main objective was to transmit and cultural heritage of man to the empty mind of the child. It did not aim at preparing the child for life. But this concept of curriculum has now changed. In modern education, the curriculum progressive and dynamic. Its main is to prepare the child for life. It is now not purly academic and obstract. It is now practical and life oriented.

Moreover, the curriculum too have different implications for various levels of education with children belonging is different age groups and characters.

### (1) Pre Primary level if education and curriculum construction :-

Preprimary education includes the education from age of 2 to 6 years. The government does have policies for them but mostly on paper.

The schedule of pre-primary school education is as follows :-

# (i) Play school (2 – 3 Years) :-

Children are trained to sit and stand properly. They are taught how to eat their food by themselves. They are given toilet training so that they learn to go the toilet properly and independently. However, this concept is more common in the urban areas. Almost 75 percent people in India live in the rural areas. They do not have access to these schools. They are not given any formal training at this stages. Mother is their teacher and school.

# (ii) <u>Pre-nursery (3 – 4 years) :-</u>

This is the stage during which the child is taught the basic things like counting, knowing alphabets etc.

# (iii) <u>Nursery (4 – 5 Years) :-</u>

At this stage, they are taught the 3R's (Reading, writing, arithmetic). They are taught to write the alphabet both English and Hindi as well as arithmetic. The children are given practice in reading as well. They are taught to recits poems and are also given some time to listen stones.

# (iv) Kindergarten (5 – 6 years) :-

All this stage, the child gets enter proper formal school. He/she is taught the 3R's and given a lot of practice in speech and recitation.

## Mysore Committee on pre-primary curriculum :-

The Mysore committee also made the following recommendations on the curriculum for pre-primary education these were –

- Developing muscular coordination and health. These included activities like jumping, running, skipping, muscle movements, catching, throwing and other related activities.
- (ii) Personal health activities and activities to develop health. These activities include cleaning hands, legs, nose, mouth, combing hair, taking care of clothes.

## The Pre-primary curriculum should be based on the following principles :-

- (i) The pre-primary curriculum should cater to the overall physical, intellectual, language, emotional and social development of children.
- (ii) The pre-primary curriculum should meet the developmental needs and abilities of children, children have to acquire certain basic knowledge, skills and social behaviours at different age level.
- (iii) The pre-primary curriculum should try to relate to the experiences and interests of children. Children's previous experiences are vital source of knowledge acquisition.
- (iv) The pre-primary curriculum should try to motivate children's curiosity and thirst for knowledge and encourage interactions and independent thinking.

- (v) The pre-primary curriculum should aim at fostering knowledge skills and attitudes in different areas of learning.
- (vi) The pre-primary curriculum should promote the unique value and functions of different kinds of play activities.
- (vii) The pre-primary curriculum should provide children with opportunities to express themselves, to be creative and to enjoy the fun of activities.
- (viii) The pre-primary curriculum should give due consideration to children's family background ands their experiences gained in the family.

# (2) Primary level of education and curriculum construction :-

Primary education to children is imparted during childhood. During this stage, the mental faculties such as attention, analysis, memory, reasoning etc become sharper.

The schedule of primary school education is a follows :-

# (i) For Lower Primary :-

The lower primary students should be given training in the 3R's. They should be able to adjust with surrounding environment through an elementary study of social and natural environment.

# (ii) For Upper Primary :-

The Kothari commission suggested that at this level, along with the mother tongue, another language should be included. Environment studies will become history, geography, civics and different branches of science.

## Principles of curriculum construction for primary level :-

The general principles of curriculum construction in primary level curriculum are as follows :-

# (i) <u>The principle of play :-</u>

Children are playful by nature. The principle of play os associated with the virtues of freedom, spontaneity and joy. The play principle must be utilized in framing curriculum for primary education to make education natural and joyful for the learners.

# (ii) The principles of activity or learning by doing :-

Children are naturally realistic and extrovert. Therefore, curriculum for them should be based on real experiences of life.

# (iii) The principle of group activity or group learning :-

Children like to play and engage in various groups activities because of their social nature. Hence, the curriculum for primary education should provide for opportunities to engage in group activities and group learning.

## (iv) The principle of tapping curiosity :-

The curious nature of the child can be exploited by the curriculum to provide important knowledge and facts. This characteristic can be utilized to provide scientific and technological knowledge and to develop scientific temper in the minds of the children.

## (v) The principle of character formation :-

Childhood is the period of habit formation that leads to character building. Hence, curriculum must help children to form good habit and character.

# (vi) The principle of creativity :-

Childhood is also the period of developing creative talents. During this period child stop blind imitation of elders and start thinking using their own power to create something interesting.

# (vii) The principle of all round development :-

Primary education is the foundation of educational superstructure. Hence, this stage of education must lay the foundation of all round development of children.

# (3) Secondary level of education and curriculum construction :-

Secondary education occupies a very important place in the whole scheme if school education. Secondary education establishes the link between primary and higher levels of education.

The Kothari commission of 1964-66 suggested the following curriculum for this stage of education :-

# (i) For lower secondary (Class IX – X) :-

According to this commission, the following should be included in the curriculum of the lower secondary stage.

- (i) Three language in areas where Hindi is not the mother tongue, three languages will include :-
  - (a) Mother tongue or the regional language.
  - (b) Hindi and
  - (c) English
- (ii) Mathematics.
- (iii) Science
- (iv) History, Geography and civics
- (v) Art
- (vi) Work experience and social service
- (vii) Physical education

(viii) Education for moral and spiritual values.

## (ii) For higher Secondary (Class XI – XII) :-

The Kothari commission recommended the following for the higher secondary stage.

- (i) Two languages, out of these two languages one must a modern Indian language or modern foreign language or a classical language.
- (ii) Any three subjects from the following :-
  - (a) One additional language
  - (b) History
  - (c) Geography
  - (d) Economics
  - (e) Logic
  - (f) Psychology
  - (g) Social Science
  - (h) Art
  - (i) Physics
  - (j) Chemistry
  - (k) Mathematics
  - (I) Biology
  - (m)Geology
  - (n) Home science
- (iii) Work experience and social service.
- (iv) Physical Education.
- (v) Art or craft
- (vi) Education for moral and spiritual values.

# The general principles of curriculum construction, the following principles are important :-

## (i) The principle of development of personality :-

Adolescence is a crucial period of life and pupils at this stage must be provided with enough opportunities to build their character and personality along desirable lines.

# (ii) Principle of training for leadership :-

The secondary Education commission of 1952-53 emphasized that secondary education must train our students to become good leaders so that they can shoulder the responsibility of leading our country in various fields including polities, economy, culture and the like.

## (iii) The principle of freedom :-

Curriculum for the students of secondary education must provide enough freedom for giving expression to their varied talents and qualities. Curriculum must be planned accordingly to avoid any conflict between adolescent needs and curriculum plans.

## (iv) The principle of social, moral and spiritual development :-

Curriculum for secondary education must be planned to help the students in their social, moral and spiritual development. It has become very important that

secondary education provides for proper guidance to the students to live a healthy social life characterized by a sense of high moral and spiritual values.

# (v) The principle of sex education :-

Sexuality is an important characteristics of adolescence. Curriculum for secondary education must provide for opportunities to the students so that they can sublimate their instinctive impulses and redirect them towards beneficial goals.

# (vi) The principle of guidance :-

Considering the crucialstage of life at which students come to secondary schools, curriculum must provide for guidance to them in their educational, vocational, as well as personal endeavors.

These are all about the various methods of curriculum construction at different stages of school education.

# Conclusion :-

In this assignment, I had discussed about the different methods of curriculum construction at different stages of school education. Curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community.

At last, we can concluded as the curriculum was regarded as a more collection of bookish knowledge and information. It did not aim at preparing the child for life. But this concept of curriculum has now changed. It is now practical and life oriented.

# Reference :-

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
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## <u>Q, No. Unit – V(18) :-</u>

Examine the new trends in curriculum planning.

# Ans. To the Q. No. Unit – V (18) :-

Title :- 'The new trends in curriculum planning.'

## Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'new trends in curriculum planning.' Before going to discuss about this topic, first of all I want to explain the meaning of curriculum planning.

# Meaning of Curriculum Planning :-

Curriculum planning or planning of curriculum is the key concept in curriculum. To construct curriculum one important requirement is the curriculum planning. Planning is the pre requisite of every activity or phase. Curriculum planning is about making plan or discussion about the content and organization of the course. Curriculum planning is the result of collaborative process among pupils, parents, teachers and other partners. A close analysis of the factors and contemporary issues affecting life and society several the curriculum needs of the society and indicate the trends that affect curriculum planning and education in general.

Now, I am going to discuss about the new trends in curriculum planning.

# Main Discussion :-

# New trends in curriculum planning :-

The modern era is the era of globalization. It has brought the tremendous changes in each part of human life. The modern education has to prepare the students with knowledge, skill and information essential for competing the outside world.

# Various new trends has occupied places in the process of curriculum planning :-

# (i) Scientific and technology oriented change or trend :-

Moving towards global competitiveness some scientific and technology based trends or change have been brought to the process of curriculum development. The application of policies and strategies of ICI in curriculum planning can bring a positive charge.

# (ii) <u>Reflection of National and Universal Culture in Curriculum :-</u>

It is necessary to prepare the today's learner for facing the realities at a global context. Therefore, curriculum should be prepared in such a way. A recent trend that have attracted the curriculum planner is to need of understanding the global culture. Reflection of National and Universal culture in the curriculum will be able to create international understanding.

## (iii) Staff development of curriculist :-

Curriculum planning or the developmental process not takes into account the course content selected or planned by the planner. A new trend in the that is accepted the staff development of curriculist. A successful curriculum can realize the educational goals. Therefore, according to the trend, the different parties involved in the curriculum development must undergo in, service traning.

# (iv) Digital Diversity :-

As we have mentioned earlier present age in the age of ICI. To survive in the various field of life it is essential to acquire the knowledge and skill of technology for effective transaction of curriculum, which is an essential part of curriculum planning, the curriculum must be made digitalized.

# (v) Need and development based curriculum :-

Another recent trend that have influenced the whole curriculum planning is the trend to conduct or make curriculum need and development based. Need and development based curriculum can best deal with the learner. Earlier the curriculum had been developed on account of the need of society and time.

## (vi) Modular curriculum with credit base system :-

Modular curriculum provides real freedom of learning. This trend has been emerged in the modern curriculum and it is highly appreciated and widely accepted in till the institution of higher level.

## (vii) Choice based curriculum :-

It is another recent trend that have been added to the curriculum planning. Such curriculum can meet the educational needs of the learner effectively because it is based on their choice and they can access for their choice.

## (viii) Online Courses :-

It has comprehensively effected the process of curriculum planning. Its another consequence in term of a new innovation in the said process in the online courses. Through various courses like cources.com learner can be introduced with many useful and need base courses for free of cost.

# (ix) Constructivism :-

Another concept or trend in the process of curriculum development is constructivism. According to this new trend learner should be given freedom to construct his/her knowledge. If a learner is fully active in construction of knowledge then learning process will be highly effective.

# (x) Monitoring and Evaluation of curriculum implementation :-

Planning and implementation of curriculum does not mean the successful realization of the educational goals, the curriculum must be successfully transacted. Therefore, a recent trend that has been given priority in the process of curriculum planning in the monitoring and evaluation of the curriculum implementation.

# (xi) Establishment of Evaluation procedure and needs :-

The curriculum framer frame the curriculum keeping in view the needs, choice, development aspect of the learner. Therefore, establishment of evaluation procedure have been added as an important part of curriculum planning.

# Conclusion :-

In this assignment, I had discussed about the meaning of curriculum planning and new trends in curriculum planning in detailed.

Thus, we can concluded as with all these latest trends the curriculum planning is changing as per the need of the society and time, change in dynamic and natural. Mere change and mere rends will be added in new future with thinking and new ideas. The curriculum framer must be aware of such change to bring newness to the curriculum which is the backbone of the educational process.

# <u>Reference :-</u>

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.

### Q, No. Unit - V(19) :-

What innovative practice would you like to suggest for effective transaction of curriculum.

### Ans. To the Q. No. Unit - V (19) :-

Title :- 'Innovative practice would you like to suggest for effective transaction of curriculum.'

### Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'Innovative practice would you like to suggest for effective transaction of curriculum.' Before going to discuss about this topic, first of all I want to explain the meaning of curriculum transaction.

### Meaning of curriculum transaction :-

Curriculum is a plan of action that directs the process of instruction Curriculum transaction refers to effective implementation of curriculum in classrooms. Curriculum Transaction is the effective and desired implementation of the curriculum as per the aims and objective planned in the curriculum. It includes proper planning for providing learning experiences for learners, implementations in terms of the desired changes in students behaviour and learning. Thus, curriculum Transaction or curriculum management refers to the process of planning and organizing the curriculum and continuously monitoring its implementation.

Now, I am going to discuss about Innovative practice in Curriculum Transaction.

### Main Discussion :-

### Innovative Practice would you like to suggest for effective transaction of curriculum :-

We know that, curriculum transaction involved both theory and practice. The practical aspect bears importance in curriculum transaction because it is the active part of implementation of the context listed in the curriculum. Technology in education have brought revolutionary changes in the practice of curriculum transaction.

### (i) The use of ICT :-

The most important innovation as a result of advancement of science and technology in the field of practice of curriculum transaction is the use of ICT, ICT refers to a technology employed in the form of tools, equipments and application support which helps in the collection storage use of ICT in the form of Digital video camera, LCD, CD Rom, DVD etc in the curriculum transaction helps to transact the content in a mere flexible and effective way. More example of digital devices used in this process are – video teleconferencing, animation etc.

### (ii) <u>E. Learning :-</u>

E-learning is a generic terms used to refers. Computer enhanced learning which is another modern innovation in the field of curriculum transaction. E-learning has provided to the learners adaptable to their needs. Today, curriculum transaction through E-learning paves a new way in the path of teaching learning process.

### (iii) <u>Team teaching :-</u>

Team teaching is a recent trend in the field of curriculum transaction. It is one instructional situation where two or moreteachersposses. Complementary teaching skills, co-operatively plan and implement the instruction for a single group of students using flexible schedule.

### (iv) <u>Cooperative learning :-</u>

Curriculum transaction includes another new approach of co-operative learning. This approach stands for learning process or strategy in which the student get the opportunities to learn by themselves in a group in co-operative environment.

### (v) <u>Role Playing :-</u>

The strategy of role playing as a new approach to curriculum transaction proves quits effectively in any well thought process of providing information such on transacting curriculum where in the context of classroom teaching learning. A well planned situation in enacted by the students by playing specific roles under the direction of the teacher for deriving useful education experience.

Along with these the recently added trends in the practice of curriculum transaction are -

## (i) <u>Brainstorming :-</u>

Curriculum transaction includes another new trends in Brainstorming. Brain storming is a large or small group activity that encourages students to focus on a topic and contributes to the free flow of ideas. The teacher may begin brainstorming session by posing a question or a problem or by introducing possible answers, relevant words and ideas.

### (ii) <u>Portfolios :-</u>

Portfolios is the another trends of curriculum transaction. Portfolio based learning is recognized in education. It helps students to assess themselves as per the key learning objectives and outcomes expected out of them. Student portfolios are most effective when they are used to evaluate their progress.

### (iii) <u>Peer Teaching :-</u>

Peer Teaching is an another recent trend in the field of curriculum transaction. Peer teaching is one of the best ways to master a particular subject. It is a method of teaching where a student instructs another student in now-a-days.

# (iv) <u>Remedial teaching :-</u>

It is also the another new trends of curriculum transaction. It is to give additional help to pupils who have the teaching of remedial. It helps to know the weakness and strengthen of the students.

# (v) Panel discussion :-

Panel discussion is also a recent trend of curriculum transaction. Panel discussion is to bring together top talent in one area so that a group experts can share and build upon each others experience.

These are all about the various new trends which innovation in the practice of the curriculum transaction.

# Conclusion :-

In this assignment, I had discussed about the meaning of curriculum Transaction and also the various innovative practice in the curriculum transaction.

Thus, we can concluded as the curriculum transaction involved both theory and practice. The practical aspect bears importance in curriculum transaction because it is the active part of implementation of the context listed in the curriculum. Technology in education have brought revolutionary changes in the practice of curriculum.

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### <u>Q, No. Unit – V(20) :-</u>

Discuss the theories involved in curriculum transaction.

### Ans. To the Q. No. Unit – V (20) :-

Title :- 'The theories involved in curriculum transaction.'

### Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'The theories involved in curriculum transaction.' Before going to discuss about this topic, first of all I want to explain the true meaning of curriculum Transaction.

### **Meaning of Curriculum Transaction :-**

Curriculum is a plan of action that directs the process of instruction curriculum transaction refers to effective implementation of curriculum in classrooms. Curriculum Transaction to the effective and desired implementation of the curriculum as per the aims and objective planned in the curriculum. It includes proper planning for providing learning experience for learners, implementations in terms of the desired changes in students behaviour and learning. Thus, curriculum transaction or curriculum management refers to the process of planning and organizing the curriculum and organizing the curriculum and continuously monitoring its implementation.

Now, I am going to discuss about the theories involved in curriculum transaction.

### Main Discussion :-

### The theories involved in curriculum transaction :-

Curriculum transaction is the effective and desired implementation of curriculum content on the basis of aims and objectives listed in the curriculum. It includes both theory and practice. Some of the innovative concepts added to the theory of curricular transaction are –

### (i) Formation of the objectives as per the need of the learner :-

The innovative idea of curriculum transaction suggests that the objectives of curriculum transaction must form as per the needs and ability of the learner. The curriculum should be transacted as per the way, what the learner want.

### (ii) Formation of Instructional objectives :-

At the time of transacting the curriculum the teacher has to place before him/her. Some definite and very specific objectives within a specified classroom period

and resources in hand. Through these objectives which are known as instructional objectives, teacher tries to bring desired changes in the behaviour of the pupil.

# (iii) <u>Psychology of individual difference :-</u>

In modern curriculum transaction the another new concept that have been getting much priority is the psychology of individual differences. We know that no two child are a likeone differs from other in number of way such as physical, mental, emotional, social, intellectual. The grasping capacity of knowledge by the children vary from child to child.

# (iv) Activeness and alertness on the part of students :-

Modern curriculum transaction lay emphasis on the active involvement of the learner. The process of curriculum transaction will not be successful unless it receives. Co-operation from the part of the learner for whom the curriculum is being planned.

# (v) Two way process :-

The modern curriculum transaction process stress on the two way process of curriculum transaction. The general approaches of curriculum transaction are group work, project work, discussion note making etc. The two way process of curriculum transaction one by the teacher and one by the learner.

# (vi) <u>Resourcefulness :-</u>

Modern curriculum transactions process stress on the presence on importance of resources. We know that the curriculum transaction make effective implementation of the curriculum content. Modern curriculum transaction gives importance on the need of resources for effective curriculum transaction, like positive classroom like – proper sitting arrangement black board, proper building with all necessary facilities etc.

# (vii) Environment/Climet of the classroom :-

Successful curriculum transaction depends very much on the effective and sound as well as healthy classroom environment. The approaches of curriculum transaction must be fitted in the classroom. Therefore, modern curriculum transaction emphasis on the positive environment of the classroom.

# (viii) Professional development of the teacher :-

Another innovative idea that is stressing so much on the curriculum transaction is the professional development of the teacher. As all know curriculum transaction is one of the significant responsibility of the teacher. Moreover, the teacher should be trained in the use of ICT which playing an important role in the modern curriculum transaction.

# (ix) Democratic classroom Management :-

The teacher needs to manage the resource and available time within the classroom. Modern approach to classroom management is participatory and democratic. The teacher needs to link the resources available in the class with the resources that are available outside. Strict discipline holds no good in education.

# (x) Active involvement of learners :-

Traditional approach to curriculum transaction is occupied by lecture method in which students are expected to absorb information passively. Modern research indicates that instruction characterized by active involvement of student is more effective than straight lecturing, in order to facilitate long term retention of information, improve problem solving and to stimulate interest in a subject and to motivate learners.

These are all about the various theories which are involved in curriculum transaction.

# Conclusion :-

In this assignment, I had discussed about the theories which are involved in curriculum transaction. Curriculum is a plan of action that directs the process of instruction.

Thus, we can concluded as curriculum transaction is the process of planning and organizing the curriculum and continuously monitoring its implementation. It includes both theory and practice. It is effective and desired implementation of curriculum content on the basis of aim and objectives.

## Reference :-

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.

#### <u>Q, No. Unit – V (21) :-</u>

Discuss the places of textbooks from ancient era to modern era. What are the criteria for selecting a good textbook.

#### <u>Ans. To the Q. No. Unit – V (21) :-</u>

<u>**Title**</u>:- 'The places of textbooks from ancient era to modern era. What are the criteria for selecting a good textbook.'

#### Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'places of textbooks from ancient era to modern era. What are the criteria for selecting a good textbook.' Before going to discuss about this topic, first of all I want to explain about the places of textbooks.

Textbook is frequently the most important teaching tool. In education, textbooks are very important because these are helping in attaining the school curriculum. Textbooks are inspirable for the study and also have a motivation effect on the students in the fact that it may have attractive effect on the students in the fact that it may suit the interest and level of the reader. It is very important because it server as guide to the syllabus, particularly suggesting what should be taught.

Now, I am going to discusses about the places of textbook from ancient era to modern era and also the criteria for selecting a good textbook.

#### Main Discussion :-

#### The places of textbooks from ancient era to Modern era :-

Textbook is frequently the most important teaching tool. In education textbooks are very important because these are helping in attaining the school curriculum. Textbooks slated at the heart of educational enterprise. It covers the items as given in the syllabus. Such a book forms the basis of teaching learning in the class.

In ancient era the places of textbook was also considered as a body of subjects or subject matter prepared by the teacher for the students. The older concept of textbook, it can be said that textbook was priority to art and literature. It was unclear and teachercentered. It gives priority to mind and it was based on philosophical approach.

But in modern era, present textbook is wide and comprehensive. It is experiencecentered. It is based on application of knowledge and understanding. It provides higher position to research and systematically planned.

### The places of textbook in ancient era :-

In ancient period Veda occupied an important place in the life of people. The basis of Indian culture lies in Vedas. In ancient time, there are four types of period i.e. Vedic period. Buddhist period, Jainism period and Muslim period. The place of textbook in ancient era which are mentioned below :-

# (1) In Vedic Period :-

In Vedic period the main aim of Education is to live happy and prosperous life and to be simple living& high thinking. There are in two types Pre Vedic and Post Vedic period.

# Textbook in Pre-Vedic :-

- (i) Textbooks were included several subjects for the intellectual development only.
- (ii) Logic occupied an important place in the textbooks as knowledge of all subjects is tested on the basis of logic.
- (iii) In Vedic period textbooks are Brahma Anubhuti oriented i.e. oriented towards the ultimate realization of God.

# Textbooks of Post Vedic Period :-

- (i) Textbooks also included more subjects than the pro Vedic period.
- (ii) During the post Vedic period a number of literatures were produced pertaining to four Vedas and religious subjects were also includes in the textbooks.
- (iii) In post Vedic period, History, Grammar, Mathematics were occupies an important place in the textbooks.
- (iv) The textbooks were both theoretical and practical based.
- (v) Textbooks are especially on the basis of Vedic i.e. Rig Veda Sama Veda, Yajur Veda and Artharva Veda.

# (2) In Buddhist Period :-

As Buddha stressed on Buddhist education includes practical activities. These practical activities include physical intellectual, moral and social action.

# Places of textbook in Buddhist Period :-

- (i) Attainment of salvation was the chief objective of Buddhist education and therefore, the textbook was chiefly spiritual in nature.
- (ii) The study of religious books was important in Buddhist education.
- (iii) The textbooks were prepared for marks in the study of subjects like suttanta, Vinya and Dhamma.
- (iv) In this period, the textbooks were teacher centric and it was learning by doing.

# (3) In Jainism Period :-

Jainism period stressed that the Jiva has to face the consequences of its deeds. Its color, physical beauty, age and other senses are according to its deeds.

# Places of textbooks in Jainism Period :-

- (i) The textbooks were leaded students towards different actions or activities.
- (ii) In this period, the textbooks were activity centered.

- (iii) Most of the textbooks were related to vocational education, natural science, moral, science and yoga exercise.
- (iv) This type of textbook helped in equipoising economic conditions in the country and in developing man power also.

# (4) In Medieval Period :-

At the primary stage the, textbooks was limited to the study of 3Rs (reading, writing and arithmetic). At this stage a child had to memories some portions of Koran.

# Place of textbooks in Muslim Period :-

- (i) In this period Koran is the main textbook for the students.
- (ii) In the textbooks, the languages are Arabic and Persian.
- (iii) It provides practical knowledge to the students during this period.
- (iv) It mainly emphasized only religious textbooks and also gives importance on literature, logic were taught in Madrasas.

# Place of textbooks in Modern Era :-

- (i) Present textbooks are wide and comprehensive and It is experienced-centered.
- (ii) Textbooks are based on application of knowledge and understanding. It is also based on principle of utility in modern era.
- (iii) In modern era, the textbooks are theoretical as well as practical based and fully depends on learning by doing.
- (iv) It gives priority to science and technology and helps in the all round development of the students.

These are all about the places of textbooks from ancient era to modern Era.

## The Criteria of selecting a good textbook :-

Textbook is frequently the most important teaching tool. In education textbook are very important because these are helping in attaining the school curriculum. The criteria of selecting a good textbooks are mentioned below :-

# (i) <u>Keep interesting :-</u>

The textbooks should continue to keep the interests of the students alive in the subject matter. The subject matter should be presented in a simple and lucid style and clear form.

## (ii) <u>Written accurately :-</u>

The textbook should be accurately written. They should present the subject matter in such a manner that there is no fault in them. The subject matter presented there in should be up to date.

### (iii) Size of the book :-

The size of the book should be handy It should be possible for the students to carry them properly. They should not be bully. This is especially true about books intended for the primary classes.

### (iv) Picture of book :-

The exterior of the picture should be attractive. If the exterior is attractive, students would like to carry them and keep them. This true of the books intended for primary classes.

### (v) Clear aims and objectives :-

They should serve the purpose of the subject matter as well as the aims and objectives of teaching. They should be written with a view on the aims and objectives of teaching. They should be written with a view on the aims and objectives of the teaching.

### (vi) Interesting and attractive :-

Printing and get up of the books should be interesting and attractive. They should be printed in the letters that they do not require stain on the eyes of the students. On the other hand they should be correctly and neatly printed.

### (vii) <u>Written in a story form :-</u>

The style of the books should also serve the psychological requirements of the students of different stages. Text books intended for the students of the primary classes should be written in a story form.

### (viii) Relative material :-

The textbooks should contain all the necessary and relative material required for a particular stage of education.

### (ix) Free from prejudice :-

Textbook should be free from prejudice. The presentation of the subject matter should be unbiased. There should be no material which can injure the susceptibility of any class or category of people. They should contain objective description of the people and conditions of different countries.

### (x) <u>Required suitable pictures :-</u>

The textbook should contains charts, maps, diagrams etc. as and where required without the charts, maps and diagram etc. the subject matter of Geography cannot be taught properly. Therefore, it is necessary to give place to all these things in the textbooks.

These are all about the criteria of selecting a good textbook.

# Conclusion :-

In this assignment, I had discussed about the places of textbooks from ancient era to modern era and also the criteria for selecting a good textbook.'

At last, we can concluded as textbooks are inspirable for the study and also hare a motivation effect on the students in the fact that it may have attractive effect on the students in the fact that it may suit the interest and level of the reader. It serves as guide to the syllabus, particularly suggesting what should be taught.

# <u>Reference :-</u>

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
- (ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
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## Q, No. Unit – V (22) :-

Write a note on essentials of goal textbooks.

### <u>Ans. To the Q. No. Unit – V (22) :-</u>

Title :- 'A note on essentials of goal textbooks.'

### Introduction :-

I the paper – 09, i.e. 'Foundation of curriculum Development', I got the assignment topic, 'A note on essentials of goal textbooks.' Before going to discuss about this topic, first of all I want to explain the meaning of essential of good textbooks.

Meaning of Essential of good textbooks :-

In education, textbooks are very important because these are helping in attain the school curriculum Textbook is frequently the most important teaching tool.

A good textbook is very important because it serves as guide to the syllabus, particularly suggesting what should be taught. A good textbook may also help to promote learning e.g. A student may get interested in a topic that was introduced in class and what to know more about it. Textbook can also have a motivation effect on the students in the fact that it may have attractive features and suit the interest and level of the reader.

Now, I am going to discuss about the note of essentials of good textbooks.

Main Discussion :-

A note on essentials of good textbooks :-

Textbook are an essential tool for the students. Textbook help the teacher to individualize instruction in the sense that the teacher may permit each student to read it his/her own rats of comprehensions. Textbooks are also a very good means to an order of procedures, a topic sequence and to specify required of standards. In this sense they are also great time savers.

A good textbooks are indispensable for the study and teaching due to various reasons There are –

## (i) Accordance with the aims and objectives :-

A textbook should invariably be written in accordance with the aims and objectives of teaching, the subject in a particular class for which the textbook is prepared. It must help in achieving the purpose of learning the particular subject or topic.

### (ii) <u>Help the teacher :-</u>

The good textbook provides useful guidelines along which the teacher can plan his day to day teaching. It serves as a reference book while actually teaching in the classroom provides suggestion for some assignment suggests activities to be taken up in the classroom and outside.

### (iii) <u>Help the pupils :-</u>

For the pupil textbook is the most accessible guide a dependable reference book and all time companion. The pupil make use of the textbook to prepare himself in advance for learning in the classroom.

### (iv) Give the minimum essential knowledge :-

All teachers are not in a position to dig up facts. Some mature, well-trained, experienced teachers may find it possible to use their outlines and thus find it possible to dispense with a basal textbooks, but most teachers cannot and should not do it.

#### (v) <u>Help in Self-teaching :-</u>

The tradition of imparting education through the instrument of lecturing has high value especially when the teacher is armed with special gifts i.e. inspiring the gifted and encouraging the weak students etc. The efficiency of the textbook lies in making self teaching a possible proposition through printed materials. Thus, a good textbook can prove an insurance against illiteracy at home which is normal in the case of many children.

### (vi) Provide logical and comprehensive material :-

A good textbook provides material in a systematic and comprehensive form. That's way, it sets a standard of minimum essential to be achieved by pupils of all categories. It gives the beginner a grasp of new matter. It also gives direction for further studies to enthusiastic pupils.

### (vii) Ensure uniformity of good standard :-

The textbook provides a highway for carrying better practices to all school. Some short of uniformity of good standard is ensured. The textbook furnishes a common basis, in which to mater the process of reading, analyzing outlining and summarizing. Thus, it furnishes a common laboratory in which to develop study skills.

# (viii) <u>Provide a base form which both the teacher and the pupil may start and</u> <u>continue to work :-</u>

The textbook contain the minimum essestial knowledge and thus, provide appoint of departure for mere comprehensive link. Further, it provide the common ground which both the student and teachers may explore together. Also it can focus attention on the same issues event sequence and circumstances and serve well as rallying points.

### (ix) <u>Provide both confirmation and sustenance :-</u>

The textbook is supposed to contain the facts which are carefully shifted and examined. Thus, it can confirm the knowledge obtained elsewhere.

## (x) Help to develop students ability :-

Good textbooks help to develop students ability to learn through reading. A good textbook includes interactively, has the ability to arouse interest of students, and the capacity to actively engage and involve them in the learning process.

### (xi) Illustrate and exemplify ideas and concepts :-

Textbook should illustrate and exemplify ideas and concepts properly, pictures, diagrams and figures should be used wherever necessary. A good textbook should clearly state the target to be in achieved by the end of the academic session and from lesson to lesson.

### (xii) Learner-centered and learner-friendly :-

A good textbook is always learner centered and learner friendly. It is suited to the needs and level of understanding of the students for whom the book is written.

### (xiii) Provide opportunity for learning :-

Textbook should provide opportunity of learning through initiative and selfactivity of learners. Textbook should relate to the real life needs and physical & social environments of the learners.

### (xiv) Must be revised periodically :-

Textbooks must be revised periodically to ensure that the content is accurate and up to date. A good textbooks contain references for further study in the field. A good textbook aims to foster the attitude of self-study and self-reliance among pupils instead of supplying mass mechanical information.

### Conclusion:-

In this assignment, I had discussed about a note on essentials of good textbooks. Textbooks are very important because these are helping in attain the school curriculum.

Thus, we can concluded as a good textbook is very important because it serves as guide to the syllabus, particularly suggesting what should be taught. Textbook can also have a motivation effect on the students in the fact that it may have attractive features and suit the interest and level of the reader.

### Reference:-

- (i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati : Mani Manik Prakash.
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