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# UNIT 7 CURRICULUM DESIGNING

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## Structure

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Defining Curriculum Planning
  - 7.3.1 Levels of Curriculum Planning
  - 7.3.2 Learner Involvement in Curriculum Planning
- 7.4 Models of Curriculum Designing
- 7.5 Approaches to Curriculum Designing
- 7.6 Process of Curriculum Designing
- 7.7 Role of Teachers in Curriculum Design and Development
- 7.8 Let Sum Up
- 7.9 Unit End Exercises
- 7.10 Answers to Check Your Progress
- 7.11 References and Suggested Readings

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## 7.1 INTRODUCTION

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In the previous units of the block, you have studied the meaning, bases of and major approaches to curriculum. You have also studied the role of curriculum in effective teaching and learning. In this unit, we shall discuss the process of curriculum design and development in detail.

Curriculum development involves various steps to be followed by those engaged in designing and developing curriculum. As a teacher you are an important agent involved in the transaction of learning experiences to learners. You should have a thorough knowledge of the process of curriculum development. With this understanding you will be able to transact the curriculum more intelligently, with full knowledge of its theoretical background. Moreover, who knows one day you may be one of the team members involved in reviewing, updating and redesigning the curriculum of your school or the State. We hope that because of these reasons you will find the discussion in this unit interesting and useful.

In this unit we shall study how the different curricular components are organised into a meaningful learning package, the different levels of planning and the postulates that guide the process of curriculum planning.

## 7.2 OBJECTIVES

After going through the unit you should be able to:

- define curriculum designing;
- discuss the various levels of curriculum planning;
- describe the models of curriculum designing;
- analyse the approaches of curriculum designing; and
- describe the process of curriculum designing.

## 7.3 DEFINING CURRICULUM PLANNING AND DESIGNING

Curriculum planning and designing is a process in which participants at different levels take decisions about the goals of learning, decide about the teaching-learning situations by which these may be achieved and whether the methods and means adopted are effective. The relationship between the terms curriculum planning and development and often instruction has been expressed by Beane, et. al. (1986) as shown in Fig. 7.1.

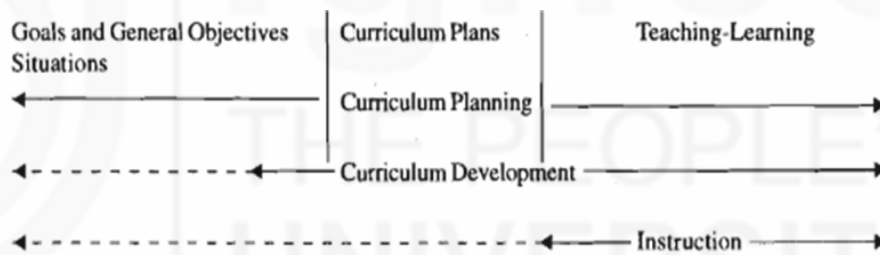


Fig. 7.1: The Relationships among curriculum planning, curriculum development and instruction

(Source : Beane, et.al., 1986)

The above figure explained curriculum planning as a generic concept that may describe activities ranging from the identification of broad goals to the description of possibilities for specific teaching-learning situations. The broad goals translated are into a coordinated and coherent program of learning experiences.

Alexander (1954, p. 245), defined curriculum design as “...the pattern or framework or structural organization used in selecting, planning and carrying forward educational experiences in the school. Design is thus the plan that teachers follow in providing learning activities. Thus, curriculum design becomes the part of curriculum planning.

In 1949, Ralph Tyler summed up curriculum design into four simple steps. For Tyler, the process of curriculum design amounted to a way of resolving four questions, or a rationale:

1. What educational purposes should the school seek to attain?

2. How can learning experiences be selected which are likely to be useful in attaining these purposes?
3. How can learning experiences be organized for effective instruction?
4. How can the effectiveness of learning experiences be evaluated?
5. The planning of the curriculum takes place at many levels. In the following section, let us how planning differs at each level.

### 7.3.1 Levels of Curriculum Planning

Beane, et. al. (1986) has given seven levels of curriculum planning i.e. at seven levels, the national level, the state level, school-system wide level, building level, teacher team level, the individual teacher level and the classroom level with cooperative planning between learners and teachers. Let us discuss them.

#### i) National Level

Planning at this level involves experts of various disciplines from across the country to discuss and develop a curriculum that meets the demands. The stages involved in the planning process at the national level are:

- Identifying important subject matter, facts, principles concepts, etc.
- Deciding on a sequence in which the subject matter may be taught- from specific to general or from easy to difficult, etc.
- Recommending activities through which learners might best learn the subject matter, including experiments, discussions etc.
- Listing supplementary materials for further studies in the particular subject area, and
- Suggesting tests that learners might take to check their progress.

After curriculum is developed, it is given in the hands of teachers for implementation. The National Council of Educational Research and Training (NCERT), New Delhi, an autonomous organization under the Department of School Education and Literacy of MHRD, is the national level agency involved in selection, and organization of knowledge in schools and bring out as National Curriculum Framework.

#### ii) State Level

A committee comprising a group of educators (teachers, principles, curriculum coordinators, etc.) under the State Education Department undertakes the task to recommend what ought to constitute the overall curriculum across the State, Keeping in mind, the state requirements. While developing a state level curriculum, guidelines are adapted from National Curriculum Framework.

#### iii) System Wide Level

It is a district level curriculum planning which is done by the team consists of elementary, middle and high school level teachers and district curriculum coordinator. It reflects on curriculum issues affecting the whole district. The committee considers following questions while finalizing the curriculum:

- What are some present problems or ideas in the district that could be referred to the curriculum planning committee?
- What methods can be used to have a fair representation of various groups such as teachers, administrators and citizens?
- Which issues the curriculum committee could classify as not appropriate for consideration?

**iv) Building or Institution Level**

A group of parents, teachers, administrators, counsellors and learners work together on the personal and social experiences that a student's encounter while undertaking any academic activities. It is also termed as hidden curriculum, since these features do result in learning, they need to be considered in conscious efforts to plan the curriculum.

**v) Teacher-team Level**

Here, a group of teachers representing different subject areas come together to develop a unit. It is also called inter-disciplinary curriculum planning.

**vi) Individual Teacher Level**

In this case, a teacher tries to make a decision about learning objectives - what the teacher would like a group of learners to learn. She develops a set of plans for use on a daily or weekly basis. While designing a plan, following points must be considered, such as the characteristics of the learners, the sequencing of activities, the appropriateness of various learning materials, and the availability of resources.

**vii) Cooperative Curriculum Planning Level**

Here the teacher guides a group of learners to formulate plans as to how they might study a particular topic. The teacher and learners work together to decide any combination of the 'what, how, who, where and when' questions regarding the unit they are working at.

### **7.3.2 Learner Involvement in Curriculum Planning**

Krug (1957) and Waskin and Parrish (1967) popularised the involvement of learner's in curriculum planning and designing but it the critics felt that learners should have no say in the curriculum planning as they are not as knowledgeable and hence cannot participate intelligently. According to Beane, et.al, (1986) presented the possibilities for planning by teachers alone, learners alone or both cooperatively. They have described unit planning as the identification of a variety of possibilities within each component. The teachers may define a range of objectives and number of content items, activities, resources and measuring devices related to them. Learners could then be involved in selecting from any one or more possibilities in each component for-example the selection of objectives and resources could be done by the teachers but the learners could choose the possible learning activities and/or measuring devices. Some teachers even leave the entire process to learners. They may ask learners to decide upon the organizing centres i.e. the title or theme of study and then teachers may help to plan the rest i.e. content, activities, resources related to the organizing centre.

Beane, et. al. (1986) have listed several advantages of teacher student planning as a classroom technique:

- It provides a model of democratic living based on cooperative and participatory decision-making.
- It supports mental health by providing opportunities to have a feeling of belonging.
- It enhances teacher-student relations by the suggestion that learning is a mutual adventure.
- It offers a chance for teachers to know what is important and interesting to learners.
- It enhances social competence by offering opportunities to participate.
- It offers learners a chance to express their own ideas and interests.

However it is noteworthy that teacher-student planning is not merely a technique. Instead it bases the idea of curriculum planning on the concept of democratic participation.

### Check Your Progress

**Notes :** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit

1) Define Curriculum Planning.

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2) List three basic issues pertinent to curriculum planning at the State level?

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3) Briefly describe curriculum planning at teacher team level?

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## 7.4 MODELS OF CURRICULUM DESIGNING

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Throughout our discussion so far, we have highlighted that a sound curriculum plan is crucial for the attainment of educational goals. For designing a curriculum, there are various models have been proposed. Let us elaborate each type of these models in detail.

- a) **Tyler’s Model:** According Tyler, those involved in curriculum inquiry must try to define the:
- a purpose(s) of the school;
  - educational experiences related to these purposes;
  - a organisation of these experiences; and
  - evaluation in terms of attainment of these purposes.

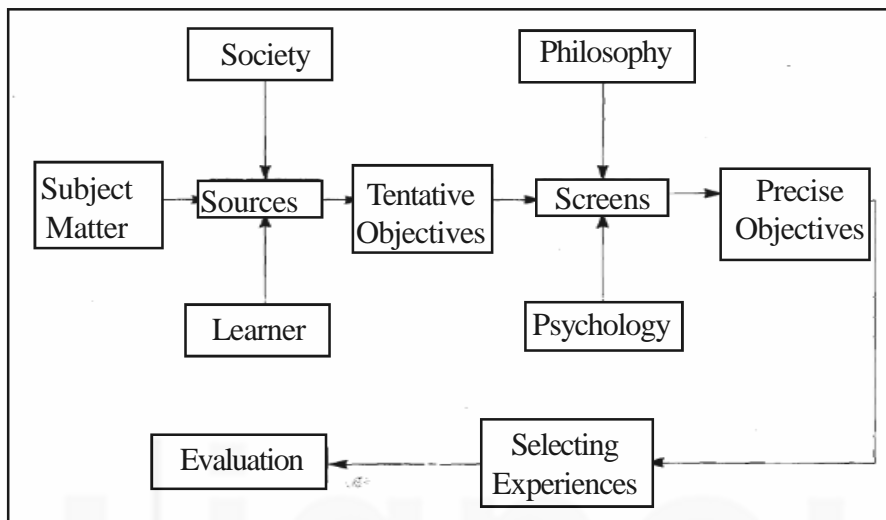


Fig. 7.2: Tyler’s Curriculum Development Model

The Tyler’s model indicates that in order to identify the Learning objectives we need to gather information from society, learners and subject matter. Then, we need to translate them into precise instructional objectives followed by selection of appropriate learning experiences. The last step is evaluation to provide feedback about whether or not the intended goals have been achieved.

- b) **Taba’s Model :** According to her, the teachers should create teaching learning materials for their students, by adopting an inductive approach starting with specifics and building up general design, as opposed to the traditional deductive approach. Taba listed following seven steps in her grassroots model of curriculum development in which teachers have to provide major inputs.
- Diagnosis of needs
  - Formulation of objectives
  - Selection of content
  - Organisation of content
  - Selection of learning experiences
  - Organisation of learning experiences
  - Evaluation

Though Taba’s model has many merits, some critics maintain that its primary weaknesses are as follows:

- it applies the concept of participatory democracy as a highly technical and specialised process, and
- it assumes that teachers have the expertise and time to engage in such curricular activities.

- c) **Saylor and Alexander's Model:** Saylor and Alexander have presented a systematic approach to curriculum development. A self explanatory image is given below:

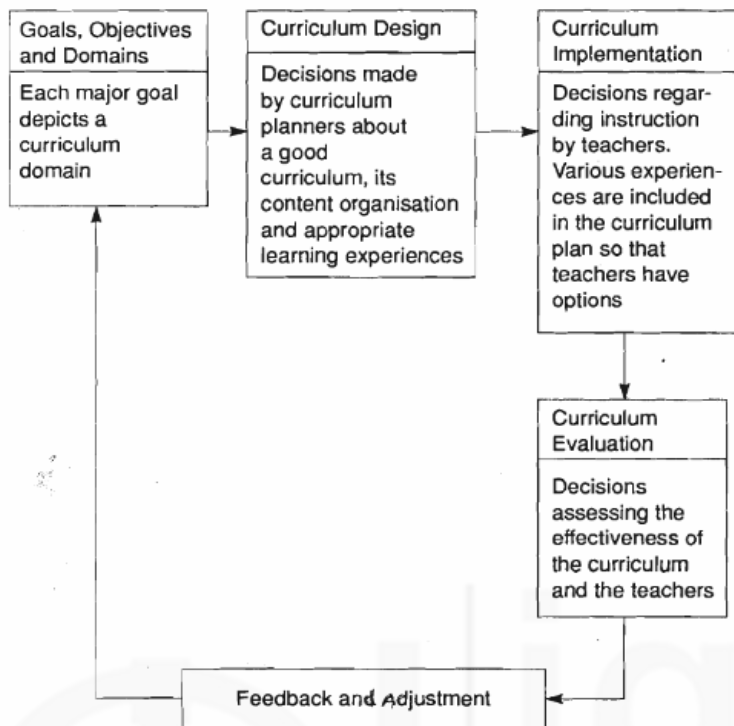


Fig. 7.3: Saylor and Alexander Model

- d) **Miller and Seller's Model:** It emphasizes that curriculum development must exhibit atleast the following three orientations towards the purpose of curriculum:

- Transmission position: Curriculum should transmit skills, facts and values to the students.
- Transaction position: Transaction of curriculum can be viewed as a dialogic process (pedagogic interaction) between the learners and the teacher.
- Transformation position: Personal changes and social attitudes can be influenced through curriculum.

Diagrammatically the model can be represented as shown in Figure 7.4

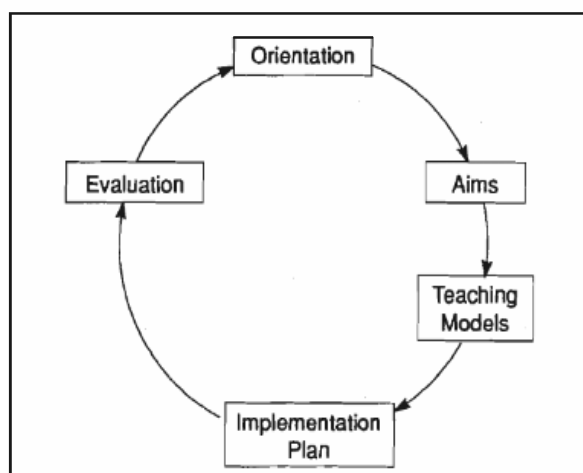


Fig. 7.4: Miller and Seller's Model

**Check Your Progress**

- Notes :** a) Write your answers in the space given below.
- b) Compare your answers with those given at the end of the unit
- 4) What are the weaknesses of Taba model?

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**7.5 APPROACHES OF CURRICULUM DESIGNING**

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A curricular approach is defined as a pattern of organization used in making decisions about the various aspects of a teaching-learning situation.(Beane,et. al. 1986). The choice of a particular approach for curriculum development reflects the following:

- i) The selection of objectives
- ii) The use of subject matter or content
- iii) The type of learning experiences to be provided
- iv) The role of teachers, learners and the organizing center for the teaching-learning situation
- v) The choice of method for providing the learning experiences

These approaches are categorized into four major groups. Let us now discuss the curricular approaches in the order given above:

**a) Subject Area Approach**

One of the most widely used curricular approaches is the subject-centered approach. In this design the curriculum is planned around separate subject areas or disciplines. Morrison (1940) felt that such a design could allow a student at the secondary school level to develop interest and competence in one subject area. However, he proposed that a variety of courses should be offered to address the needs of different students. This orientation to subject matter reflected a mental discipline approach to learning thus mastery of subject and skills forms the basis for learning objectives.

**b) Broad Fields Approach**

This approach organizes curricular components by combining two or more subjects from related fields into a broader field. The popularity of this approach in recent times is due to the following reasons:

- i) Curriculum is not compartmentalized into rigid subject boundaries. Hence the information becomes more meaningful to the learners.
- ii) Teachers have greater flexibility to choose content.
- iii) Learners can see the interrelatedness of various subject areas in the curriculum. They can generalize knowledge across broad areas.

The criticism to this approach is that learners gain only a superficial understanding of the various concepts in the broad field areas.



### c) Problem Centered Approach

The primary objective of using this approach is to create in the learners an awareness of crucial social issues and develop skills to help solve such problems. Some problem centered approaches focus on persistent life situations, others deal with contemporary social problems, some address areas of living and some with the reconstruction of society.

Problem centered curriculum designs are designed to address societal needs that are unmet and also for preservation of culture. For example, courses may be developed on environmental problems, technology, racism, futurology, etc.

### d) Learner Centered Approach

It emphasize that all school learning should be geared around the needs, interests and abilities of the learners. The major purpose behind this approach is to help learners come to grips with issues in their lives and be prepared for the present. Much of this philosophy has its origins in Rousseau's book "Emile" published in 1762. He wrote that when a child is nearing adolescence, "much skill and discretion are required to lead him towards theoretical studies." He believed that teachers should provide learners the opportunity to explore nature and learn on their own. "Put the problems before him and let him solve them himself. Let him not be taught science, let him discover it." (Rousseau, 1911). This approach also draws from thoughts of philosophers like Froebel, Pestalozzi, they are proponents of the philosophy of learning by doing. For example to teach geography, the learners should be taken for field trips to teach them map work and by making sketches of landscapes. While the topics of study may be organized and planned by teachers, learning would occur spontaneously from discussions among pupils and teachers. The above child-centered design; which is attributed to Dewey, was actually conceived by Parker. Parker (1894) believed that the method of instruction should be patterned on the child's natural approach to learning.'

Dewey like Parker believed that education was a social process by which an individual could achieve social aims. We have discussed the four major approaches to curriculum design. Let us now study some models of curriculum development.

#### Check Your Progress

**Notes :** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit

5) What do you mean by the learner centered approach to curriculum development?

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6) Briefly describe the basic principle of subject-centered approach in curriculum development

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## 7.6 PROCESS OF CURRICULUM DESIGNING

While going through the curriculum you might have various questions in your mind such as what is the basis of selecting various forms of knowledge in school education? Who selects, legitimises, and organises categories of knowledge in schools? In what form? The answers to these questions will be answered in this section.

Curriculum development is a specialised task which requires systematic thinking about the objectives to be achieved, learning experiences to be provided, and evaluation of changes brought out by the curricular activities and so on. We need to follow the order in which decisions related to curriculum development are made and we have to make sure that all the relevant considerations are taken into account before taking any decision. To arrive at a thoughtfully planned and dynamically conceived curriculum we should follow the steps as follows:

- Assessment of educational needs
- Formulation of objectives
- Selection and organisation of content
- Selection and organisation of learning experience.
- Evaluation

Now we discuss each step in the following sub-sections.

### a) Assessment of Educational Needs

While selecting any knowledge to become a part of Curriculum, need assessment is to be done.

The need assessment helps curriculum developers in following ways:

<b>Learners</b>	<ul style="list-style-type: none"> <li>• to address the gap that exists between the present status of the learner and the intended one.</li> <li>• Helps them to remain motivated</li> </ul>
<b>Society</b>	<ul style="list-style-type: none"> <li>• In understanding and identifying social function of educational program.</li> </ul>
<b>Subject Matter</b>	<ul style="list-style-type: none"> <li>• Helps in outlining the structure of a subject, including topics to be covered, their order of presentation, and the appropriate grade level for each topic.</li> </ul>

### b) Formulating Educational Objectives

According to Tyler (1949), stating a list of important objectives help in selecting learning experiences and in guiding teaching. Further, regarding a form of objectives, he stated as follows:

- Any statement of the objectives of the school should be a statement of changes to take place in students;
- Objectives should be stated in listing topics, concepts, generalizations, or

other elements of content that are to be dealt with in the course or courses;

- Since the purpose of a statement of objectives is to indicate the kinds of changes in the student to be brought, then the instructional activities can be planned and developed in a way likely to attain these objectives;
- Statements of objectives should be expressed in terms of which it identifies the kind of behavior to be developed in the student and the content or area of life in which this behavior is to operate.
- It is often useful to employ a graphic two-dimensional chart (the behavioral aspect and the content aspect) to express objectives concisely and clearly.

### c) Criteria for Content Selection

Ornstein and Hunkins (2004) explained that content is the “Stuff” of the curriculum. It is the “What” that is to be taught, the “What” that students are to learn. Content refers to facts, concepts, principles, theories, and generalizations. The content selection can also be understood as given in the figure below:

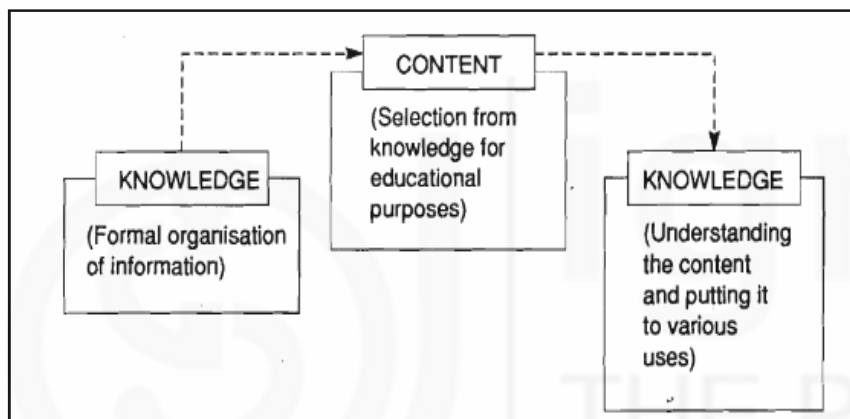


Fig. 7.5: Content Selection

Wheeler (1967), Taba (1962) and Nicholls and Nicholls (1972) forwarded criteria for content selection which include:

- the availability of the subject matter;
- the significance of the subject matters;
- appropriate balance of scope and depth;
- appropriateness to pupils' needs and interests;
- the durability of the subject matter;
- logical relationship of the subject matter content to main ideas and basic concepts;
- learn ability of the subject matter;
- possibility of the subject matter to interact with or attract data from other subjects;
- contents that contribute to the development of the society.

### d) Organising the Content

According to Tyler (1949), Curriculum Organization is a systematic arrangement of objectives, learning experiences and materials in a unified and consolidated manner. It is a process of putting contents and learning experiences together to form some kind of coherent program.

Similarly, in organizing the curriculum especially in sequencing the contents and learning experiences, it is also essential to identify the organizing principles by which these threads shall be woven together (Tyler, 1949). Some of these organizing principles identified are:

- starting from the simple and proceeding to the complex;
- the whole to the part;
- chronological approach;
- sequence on the basis of concentric circle; and
- sequence based on prerequisite teaching.

Let us now understand them in detail:

- i) **Sequencing:** Establishing a sequence in curriculum means putting the content and materials into some sort of order of succession. For this, certain teaching principles such as moving from known to unknown, from simple to complex, from concrete to abstract, etc have to be kept in mind. Besides these principles, the resources that facilitate students' learning have to be arranged.
- ii) **Continuity:** The curriculum should provide for a progressively more demanding performance, more complex materials to deal with, a greater depth and breadth of ideas to understand, to relate, to apply and so on. Such cumulative learning can apply to thinking, attitudes and skills.

The learners should be provided with experiences step by step, leading to the examination of more complex forms of criticism and analysis of ideas. For example, a student of grade II may learn the concept of interdependence among family members. She may encounter the same concept in a higher grade but with reference to interdependence of nations, political decisions, etc.

The content of curriculum should provide for continuity in learning and prevent loss through forgetting. You know that disjointed content does not lead the student to the destination i.e. the attainment of the objectives.

- iii) **Integration:** It is recognised that learning is more effective when facts and principles from one field can be related to another, especially when applying knowledge. Curriculum planners should attempt to integrate the curriculum by simultaneously establishing relationships between various subjects taught to the target learners. One method can combine related areas into one broad field; for example, combining geography and history into social studies. Correlating two subjects such as Maths and Science is another attempt to integrate content.

It should be clear from the preceding discussion that curriculum organisation should protect and preserve both the logic of the subject matter and the psychological sequence of the learning experiences. In the logical organisation, the planners organise content according to certain rules, to make it more manageable.

In Economics, for example, the concepts of supply and demand are central to the content. Without these, the concepts of capital, labour and market cannot be grouped.

The psychological organisation of the content helps one understand how an individual might actually learn it (i.e. content). Content should be organised in such a way so that the concrete content is experienced before

the abstract content.

### e) **Selecting Learning Experiences**

Learning experiences refers to the teaching-learning process, the methods followed and the activities planned to facilitate the teaching-learning process. There are a few questions which should be addressed before we select learning experiences, which are listed below:

- Do the learning experiences function the way we wish them to in the light of the overall aims and the specific objectives of the curriculum?
- Will the student be able to apply the knowledge gained to practical situations?
- Is, it feasible in terms of time, staff expertise, resources, etc., to learn the content of the curriculum in the specified time.
- Do the learning experiences enable learners to develop thinking skills and rational powers?
- Do the learning experiences stimulate in learners a greater understanding of their own existence as individuals and as members of a group/society?
- Do the learning experiences foster in learners an openness to new experiences and a tolerance for diversity?
- Do the learning experiences allow learners to address their needs and interests?
- Do the learning experiences cater to total development of learners in cognitive, affective and psychomotor domains?

Besides, answering these questions, we should be able to create proper environment: physical and psychological, for optimal learning. The educational environment should address social needs as well as development of awareness, appreciation and empathy for others. It should stimulate purposeful student activity and allow for a range of activities that facilitate learning.

### f) **Evaluating the Curriculum**

The effectiveness of any educational programme is judged by its potential to realise its goals and objectives. The extent to which the objectives are achieved can be assessed through appropriate evaluation procedures. The evaluation of any purposeful activity should have certain characteristics. The important characteristics are as follows:

- Consistency with the objectives of the curriculum
- Sufficient diagnostic value
- Comprehensiveness
- Validity
- Continuity

Evaluation is both qualitative and quantitative, i.e. it may be 'formative' (with the objective improving the process of development) and 'summative' (at the end of the total programme or each phase thereof to judge the effectiveness

of the instructional design). Educational evaluation serves the dual function of guidance and assessment.

We need to employ a variety of appropriate techniques and tools to collect all kinds of evidence required at different stages of curriculum development and implementation. The techniques and tools to be used should be selected in relation to the nature of the objectives or the learning outcomes and the kinds of performance to be assessed or evidence to be collected. The evidence to ascertain the success or the failure of an educational programme can be collected through systematic feedback from the makers and users of curriculum.

From the discussion presented above, you can infer that there are two types of evaluation; viz;

- Student evaluation, and
  - Curriculum evaluation
- i) **Student evaluation:** Student evaluation aims at assessing the changes in the student's behaviour. These changes in behaviour can be assessed through:
- Oral, written or practical tests.
  - Responses during interactive teaching-learning sessions, discussions in different kinds of situations, etc.
  - Written products of different kinds, e.g. assignment responses, term papers, project report, etc.

Evaluation of the learners requires sufficient experience and expertise to frame good questions for higher level objectives.

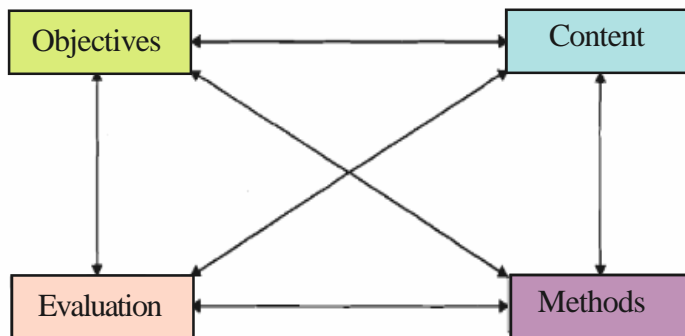
We can prepare observation schedules to validate student performance. These can be applicable to many tasks of the same kind or in the same area. Qualitative criteria can be assigned, so that judgements in the form of rating points (5,4,3,2,1 or corresponding A,B,C,D,E) can be made. The marks or grades awarded for total performance can be explained with a brief descriptive statement.

- ii) **Curriculum evaluation:** Student performance is a part of curriculum evaluation. This, however, does not imply that evaluation in education should cover only evaluation of learning, development or achievement of students. In fact evaluation comprises assessment of different aspects of the curriculum as planned, developed and implemented.

We shall touch upon curriculum evaluation briefly here as it has been discussed at length in the next Unit.

Curriculum evaluation refers to the evaluation of different components of curriculum: objectives, content, methods and evaluation procedures for student assessment to determine whether the curriculum caters to the needs and the educational purposes of the target group.

Curriculum components can not be scrutinised in isolation, since each component affects and influences the rest. Since these components are interdependent, each has to be evaluated in conjunction with the others. The overall curriculum evaluation is shown in Figure 7.7.



**Fig. 7.7 : Interdependent of Curriculum Components**

The purpose of curriculum evaluation is to collect and use feedback for improving the curriculum. None of us would dispute the importance of curriculum evaluation, yet we carry it out very rarely. There are two major reasons for this indifference:

- Evaluation results are frequently ignored, and
- Resistance to accept a new pattern despite its potential continues to exist.

Since evaluation data are crucial for the improvement of curriculum, it is essential that we should come to grips with the issues underlying it. These issues have been described in detail in Unit 4 of this Block.

**g) Development Try-out**

We have mentioned in the preceding sub-section that evaluation can be carried out during the process of curriculum development. This kind of evaluation is called ‘formative’ evaluation. Curriculum evaluation can be done at the end of development and implementation; this is called ‘summative’ evaluation.

Development try-out is a formative evaluation which is carried out at every stage of curriculum development. It aims at improving every component of the curriculum during its planning and development. Empirical data are collected so that decisions can be made to revise the curriculum while it is being developed. During the developmental stages of the curriculum, evaluation effort provides frequent, specific and detailed information to guide the persons who are working at the curriculum to take decisions at every stage. It can take place at a number of specified points during the curriculum development process. For example, during a curriculum’s creation, the curriculum planners can check whether a particular content is appropriate for the learnersto learn. Depending on the results, the content can either be modified, replaced or even dropped.

Formative evaluation uses the process of feedback and adjustments and thus keeps the curriculum development process on-going.

**Check Your Progress**

- Notes :** a) Write your answers in the space given below.  
 b) Compare your answers with those given at the end of the unit

7) State any three criteria for content selection.

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- 8) What is the purpose of curriculum evaluation? Write in brief.
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- 9) List two major reasons for the indifference of educators towards curriculum evaluation.
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### **7.7 ROLE OF TEACHERS IN CURRICULUM DESIGN AND DEVELOPMENT**

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The teacher is such a part of the curriculum that s/he cannot be denied participation in the process of changing or developing curriculum. A teacher should be directly involved with the curriculum planning and development because it is the teacher who implements it and translates instructional plans into action. Teaching is an act of implementing or transacting the curriculum. Teachers should be part of the overall development activity. This implies that

- teachers should ideally be involved at every stage of curriculum planning and development i.e. from the formation of aims to the evaluation and maintenance of the curriculum.
- their help should be sought for developing curriculum packages and conceptualizing re-source designs.
- they can assist in designing supportive educational environment.
- they can communicate with the general public on new curricular projects and thereby make them more receptive to curriculum change.

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### **7.8 LET US SUM UP**

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We shall now help you recapitulate what you have studied in this unit. We started our discussion with the definition of curriculum approach which is a plan to make decisions about teaching/learning situations. We discussed the major approaches to curriculum development, issues relating to the approaches and the models of curriculum planning.

We also discussed major dimensions of curriculum development, i.e. aims, objectives, materials, methods and evaluation. These are essential components of curriculum development.

In this unit an extended treatment was given to the process of curriculum development.



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## 7.9 UNIT-END EXERCISES

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1. Identify some emerging areas that could be included in school curriculum. Justify the rationale for their inclusion in school level education.
2. Usually school teachers are not involved in designing school curriculum. If this is the case, why should they study the concept and process of curriculum development? Give convincing arguments to support your point of view.

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## 7.10 ANSWERS TO CHECK YOUR PROGRESS

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1. Curriculum planning is a process in which decisions are taken at several levels about the purpose of learning, teaching-learning situations, organizing these activities and to ascertain the effectiveness of these activities in achieving the purposes.
2. Three pertinent issues for curriculum planning at the state level are:
  - The prerogative of local authorities to set up programmes based on local needs.
  - State level personnel more qualified than local teachers to develop curricular plans.
  - Quality of education for learners across a state to be ensured through state level standards.
3. Curriculum planning at the teacher team level involves interdisciplinary curriculum planning since teachers from various disciplines contribute their knowledge. Different aspects of the subjects are correlated to evolve a curricular plan.
4.
  - it applies the concept of participatory democracy as a highly technical and specialised process, and
  - it assumes that teachers have the expertise and time to engage in such curricular activities.
5. The learner-centred approach to curriculum development focuses on the emerging needs of the learners. It prepares the learners to face the present rather than the future problems in the society. The learning experiences provided through learner -centred curriculum are planned to help the teachers understand the issues relating to the growth and development of the students.
6. In the subject-centred approach, the content/subject becomes the more important criteria of curriculum development. Learning experiences are organised around the content selected. In this approach, appropriate mechanism to assess the gain/acquisition of subject matter is devised by the curriculum planners,
7. Availability subject matter, significance, learn ability of subject matter

8. The purpose of curriculum evaluation is to get feedback on various attributes of curriculum and to use the feedback to improve the curriculum
9. Though evaluation is very important in the process of curriculum development, it is not executed because of
  - a) non-utilisation of evaluation results
  - b) resistance to accept innovative patterns.

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## 7.11 REFERENCES AND SUGGESTED READINGS

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