UNIT 10 CURRICULUM IMPLEMENTATION IN SCHOOLS

Structure

10.1 INTRODUCTION

As you might have understood that curriculum prescribes the goal of learning expected to be reached by learners. The task of meeting these goals is done by state, districts, schools and teachers. The generic goals set by the curriculum are translated into specific, achievable goals by the state and the school. The overall implementation of the curriculum is thus the responsibility of the schools.

Implementation of a curriculum is a complex process. It involves all those who play a key role in the education of a learner, viz. parents, teachers, school, community, state and country. Of these the most important role is of the community and the teachers who shape the learning of the child. To bring out a holistic learning environment for a child it is important that the teachers as well as the community work together towards a achieving the common goal – an overall development of the child.

In this unit, we will study how the goals set in the curriculum are implemented in the actual school situations. We will learn about the complex network between learning situations and construction of formal knowledge. The unit will help you

in understanding the importance of contextualizing learning. Finally, the unit will highlight the role of a teacher as implementer of the curriculum. Since, as a teacher, you form a crucial link between the school and the learner, it is the utmost your responsibility to select, develop and manage resources that are best for the learners. The unit also describes the role of an effective teacher, who tries to bridge the cultural milieu of a learner with the formal knowledge of the school.

10.2 OBJECTIVES

After going through this unit, you should be able to:

• understand the nuances related implementation of curriculum in school;

• list examples of how curriculum seeps in varied learning situations within a school;

• describe the role of a teacher in generating dynamic curricular experiences and contextualising curriculum in learning situations;

• understand the need for selecting and developing learning resource; and

• understand the importance of adopting varied assessment modes of curriculum.

10.3 MEANING OF CURRICULUM IMPLEMENTATION IN SCHOOLS

In the earlier units, we have seen how a curriculum is developed, piloted and proposed to schools. While designing curriculum, the planners are also concerned about its successful implementation in the school. Because, the success of a curriculum depends upon how well it is implemented in the schools. In this section, we will study what it means by curriculum implementation and what factors contribute towards its successful implementation.

Curriculum implementation involves the set of experiences (within and outside the school), learning resources, actual classroom situations, and teacher-student interactions that gets formed during the execution of the curriculum. In more specific terms, we may say that curriculum implementation refers to the formal adoption of the curriculum in the schools. It refers to the stage when the curriculum actually gets accepted in the formal school situations.

During the implementation of a curriculum, learners engage themselves with the content to acquire the envisioned skills and abilities. While doing so, the learning situations, resources and other materials help them to achieve the set goals and objectives. The learners engage within the well-planned learning situations to maximize their learning. This acquired learning then gets reflected in their behavior and approaches.

The curriculum developers need to account the factors that help teachers in meeting the goals set in the curriculum. The planners need to have a wise vision related to students' learning, learning experiences, teachers' needs and other factors that are instrumental in implementing any curriculum. Any flaw in planning gets reflected in its implementation too. Schools are the actual sites that give feedback to the planners. At the time of actual implementation, the curriculum planners get to reflect on the successes and drawbacks of the curriculum. Schools are sites from where policy makers get feedback. One such instance from US

in early 60s was the New Math Movement which aimed at introducing children to the abstract nature of mathematics. This programme proved to be too ambitious and many teachers as well as parents could not cope with it, this led to massive dissatisfaction and was revised as it failed to meet the expectations. The programme was soon called off and a review committee was set up to analyse the situation.

10.3.1   Translating Curriculum into Learning Situations

We have discussed in Block 2 of this course that designing a good, meaningful curriculum at the national and state level is one part of the curriculum making process, its successful implementing in actual learning situations. An official curriculum sets the goals and aims for what is to be achieved by all the stakeholders. These aims are decided by keeping the larger vision of education in mind. While deciding the goals, the policy makers are concerned about the overall needs and vision of education across a nation or a state. They perceive the goals based on the expectations of the society and needs of the nation at large. At the school level the actual implementation of curriculum gets reflected through its ideology, its mission and vision and various other factors that affect its implementation. Let us look at some of these factors and their role in the implementation of curriculum.

Curriculum, at a larger scale prescribes what schools should do. At the implementation stages, however, there are many factors that play a significant role. Every curricular document sets the goals for what should be taught and how teaching should take place. It sets the scope and nature of education. However, when we look at it more analytically, we realise that schools reflect layers of understandings of what is considered worthwhile and important for their students to know and experience. As the curriculum is seen through the eyes of the school, the ideology, vision and mission of the school interfere in the implementation of the curriculum.

For illustration, a kindergarten school that follows Friedrich Froebel ideas of education will organise the learning situations based on Froebel's educational principles and philosophy. Froebel believed that for young children learning to be embedded in meaningful playing. He suggested activity based approach that integrates playing, singing, dancing and gardening as means for giving learning experiences to young children. In the remotes of Bihar, we came across a kindergarten school that had a 'children's garden' where children were seen playing in sand-tubs. We observed them forming alphabets in sand. From the various activities that were going on in the school, such as stacking the toys according to their heights, playing with abacus, absence of any writing material etc. gave us enough indications that that school followed the philosophy of play and learn, akin to that promoted by Froebel. Similarly, if you ever happen to visit Shanti Niketan in West Bengal, you would instantly come to know that the school is based on the philosophy of Tagore. The ambience, teaching methodology, connect with nature, classroom structures, teachers, learners, scheme of assessment will all give you a glimpse of the Tagore's ideas on education. Tagore believed that children learn their lessons by through both body and mind. Schools should be open gateways of promoting natural inquiry. We find reflections of this philosophy in every aspect of Shanti Niketan.

Every school has its own sets of rules. The differences in teaching, learning and transacting processes of a school mirror the ideas that the school believes in. Since at the school level the curriculum is a sequence of activities that are

undertaken collectively by teachers, learners, parents and communities, they determine the implementation of the curriculum. All these participants are active agencies in the implementation and reflection of the recommended policies.

The factors which determine the implementation of a curriculum are its environment, administrator, teachers and resources. let us understand the impact of these factors in the implementation of the curriculum:

i) **The School Environment**

The environment of the school comprise of both human and non-human aspects of the school. This implies that a school that believes in establishing a democratic relationship between its teachers, students, administrators and parents will work as an entity towards achieving which would be very different from a school that possess an environment of authoritativeness.

ii) **Administrator**

The administration of the school are the backbones of the school. It is through them that the school establishes its identity. School in which the administration or the administrator are open to ideas attract respect from all its sub-units. Teachers, parents and learners look towards their administrators for all advices. Thus, a visionary administrator will ensure amicable and comfortable learning situations. The administrator will consider different factors that influence the implementation of curriculum and will try to ensure that they are work collectively.

iii) **Teachers**

The most important person in the entire cycle of curriculum implementation is the teacher. With her knowledge, experience and competencies, a teacher tries to meet expectations of the recommended curriculum. She forms a crucial link between the goals set at higher level to those established at the ground level by the community. Through this Unit we will see the work of some of the remarkable teachers who were determined to deliver best to their students.

iv) **Resources**

Schools equipped with resource material and facilities attract good learning situations. All schools must be supplied with adequate resource material such as textbooks, teaching-learning aids, stationery and basic infrastructural facilities such as well-lit classrooms, sitting spaces and toilets. Any lapse in such facilities can have adverse effects on the learners. Several girls from the remote rural areas do not go to school owing on non-availability of toilets in the school. This effects the dropout of girls. Similar examples of dropout or poor performances were heard from schools where resources are either limited or non-available.

10.3.2 Models of Implementation

Depending upon the mode that decides the dissemination of the curriculum, three models of curriculum dissemination have emerged: Social Interaction Model, Centre-Periphery Model and the Shifting Centre Model. As the names suggest, these models make a distinction based on who decides the implementation processes of the set goals. The difference lies in the process that take the central position in bringing the change. The recommendations could be brought down

directly from the top authorities by involving local bodies or could emanate from school situations. Let's look at each model.

The states that adopts the **Social-Interaction Model** perceives educational systems as complex networks of social relationships. Decisions are made through social networks which could at times be very complex. These are more prone to the factors that influence the implementation rather than the distance between the social structures. This, in effect means, that schools get influenced by other schools. Schools that are innovative in their approach initiate the implementation of the curriculum and other schools that recognize their success join in. The social engineering begins from certain prominent schools.

When the proliferation of dissemination lies with some central authorities it is termed as **Centre-periphery model.** A central authority, such as the Kendriya Vidayalaya Sanghthan, envisages the plan and the ideas are then shared to the schools associated with them. The proliferation involves planning at a central level, taking an autonomous role, which then takes the responsibility of inducting all the local bodies that are associated with them.

The Shifting centres or the **Learning Systems Network model** posits learning in shifting centres of curriculum innovation. Instead of following any one particular curriculum, they seek for multiple sources of innovative ideas. They do have a path to follow but get influenced by innovative and new ideas.

It is important to note here that the distinctions made between the models exists more on theoretical level than in practice. In actual situations there seem to exist an overlap between these models. The distinction between the models is not easy to perceive. These models represent more of an artificial distinction than being there in actual practice. These are only perspective theories and in no term define a best-fit model. Curriculum theorists need to understand what exists in a particular situation at a particular time. Therefore there can't be one model for all situations. A model that proved successful may not be an appropriate for the other situation. Also, in no way are these models exhaustive. Dissemination multi-facet and can happen in multi-forms. One needs to understand that since various agencies are involved in the implementation of the curriculum, it is difficult to follow any one particular 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.

1) What do you mean by curriculum implementation.

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2) According to you, which model's are dominant in implementation of curriculum?

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3) Explain the role of school environment an curriculum implementation.

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10.4 TEACHER AS PLANNER, IMPLEMENTER AND EVALUATOR

There is no doubt that when teachers become active participants in the planning, implementing and evaluating stages of a curriculum then only it can become successful. It is the teacher who knows her students best and has a good understanding of their learning levels. She is the one who understands the nuances of the school and community and it is she who knows how to maintain the balance between the state and parents. Thus, the work of a teacher cannot be undermined while talking about the dissemination of curricular goals at actual classroom level. One cannot talk of the goals of curriculum without talking of the role that a teacher plays in achieving them. As a curriculum implementer, it is she who brings the plans to reality.

An effective teacher will try her best to provide learning environment to promote optimum learning among her students. Besides all the challenges, she would make sure to arrange for good teaching –learning resources and materials that would help her learners.

In the following subsections we will look at the role of a teacher in bringing the curriculum goals to an executable level. We will look at some of the case studies of teachers who have made remarkable efforts in providing optimum learning environments to her/his students.

10.4.1 Role of a Teacher in Generating Dynamic Curricular Experiences

It would not be wrong in saying that another name for a teacher is curriculum implementer and evaluator. A teacher is the one who brings curriculum to an operational level. Being a teacher, you would agree that a good teacher is one who, in spite of all challenges, thrives to provide the best leaning resources to her students.

The most important role that a teacher plays in implementing the curriculum is through actively shaping the school environment, learners' context, learning situations and teaching practices in accordance to the vision of the curriculum and level of her learners. This needs a dynamic planning and an active engagement. A teacher has to maintain a chord between the curriculum and the learners. Only a teacher is dynamic in her approach and who evolves regularly can do so effectively.

For instance, a teacher who understands the cultural traditions of her leaners and their community will incorporate culturally- appropriate educational experiences in her pedagogy to link children' informal understandings to the formal knowledge

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of the school. Given below are examples of two such teachers who made extra efforts in bringing changes in the school environment.

A school teacher, Kunni Mahula from a district of Rajasthan was well aware of the low attention of his students. He realized that his students showed little interest in learning and they often missed classes. Most of his students are first generation learners and have little support from their home. Low literacy standards were keeping many students out of the school. In such a situation it was difficult for Kunni to retain students' interest in studies. Kunni had also realized that reading text from the textbooks would not excite his students. He had to find a solution to this problem. Kunni thought of an innovative idea. He used the local art of puppetry to attract his students to studying social studies. He designed dialogues between two puppets to teach language and social sciences. His use of local dialects attracted many who had left schooling in between. Gradually the puppet shows became quite popular even with the adults. Kunni's dedication and resourcefulness promoted awareness not only in children but also among adults. His 'beyond the classroom' pedagogy helped the entire community get educated.

Let's look at one more example where a teacher mobilised her students to be resourceful.

An important feature of teacher's work is to recognize her students' potentials and make them self-initiators in their learning process. Motivation is a key factor in promoting life-long learning. The responsibilities of a teacher go much beyond the classrooms. An effective teacher would try to build a community of learning which should continue to learn even outside the walls of the classroom. Neena a school teacher from a rural school recognized children as educational resources and thus built a community of self-driven learners. Let's take a look at this remarkable effort.

Neena, a rural school of has huge responsibilities of teaching large number of students a single class. She was always concerned about the learning of each of her student to the best of their potentials. Being a teacher, it is her responsibility to look after each child's progress and provide age appropriate experiences. Most of the students in Neena's school do not have books and other study material. To manage such a situation, Neena mobilized her own students. She prepared small educational plays on various common topics in Social sciences and Sciences with her children. Older students were also made part of these plays. The elder students contributed by donating their old books and materials for reference. These older students collected books, recycled old books and read the text together to see the continuity in the topics. They identified common themes which could be understood by most of the children. Common topics such as awareness towards environmental, water problems, hygiene, oragnisation of panchayat etc were some of the topics on which the plays were made. These plays provided enough knowledge. On her own, it would have been difficult for Neena to teach all the topics to all her students. Almost all the students got the key ideas through

> *these educational plays. This activity also brought out-of-school children in contact with school children which later resulted in increased enrollment. The non-enrolled children got interested and started coming to school. Neena is a perfect example of an aspiring teacher who made children themselves as resources of learning.*

Our third example highlights the efforts of a teacher who modified school timings to meet diverse needs of the students.

Being a teacher you would agree that school calendar is often bestowed upon by higher authorities and is fixed in nature. It gives little scope for doing any extra activity. Teachers are guided by these rules and regulations that define yearly, monthly, as well as daily schedules. Many of you would find these regulations restrictive and binding.

> *Mr. Tomar has many talented children in his school who need extra time to practice. He struggles very hard with his authorities to convince them for creating flexible space for student interaction. He proposed to have extend the school breaks to befit such students. Tomar let his children practice in these extended breaks. He even convinced the higher authorities to allow children good in sports to come late and to provide compensatory attention to girls who missed classes owing to domestic work. Within months the school inspectors reported of significant improvement in the children's work and attitude towards the school.*

Likewise, there are many such examples where teachers have used alternative sources to generate knowledge. A teacher sent her students on a village trip to collect varieties of leaves and thorns. She then connected the collected samples to those presented in the textbooks. In another similar example a teacher titled his unruly students national leaders. He asked them to come half an hour before the school to discuss the biographies of these leaders. The students had to then read and enact their role in front of the whole school. This not only provided an opportunity to encourage the students to study history but also took care of holding the attention of naughty children.

These examples indicate that by generating dynamic curricular linkages effective helps in motivating learners towards learning and in sustaining their learning.

10.4.2 Contextualization of Learning

The famous educationist John Dewey said, "Children are people. They grow into tomorrow only as they live today", and also "... when we say a child cannot understand, we frequently mean that he has not had sufficient experience of the right kind to be able to understand". From this perspective, a child is a holistic being who cannot be compartmentalised between school, home and community. The varied experiences of a child has to be interlinked, it can be done by integrating learning with the context of the child.

Contextual learning refers to relating subject matter with meaningful situations that are appropriate to the child's level. When learning happens within contexts, it promotes active participation and longer retention. Children feel motivated when they see learning as a continuum, emerging from their own contexts. When learning happens within purposeful situations children perceive knowledge embedded within their contexts. In this situation, Schools no longer seem to be boring and detached.

As teachers, you would have made many attempts to link learning within a child's context. Recall when you made a fictitious story to teach about values, or the shopping situation to let children experience money transactions, or the plays through which they experienced history, or maps by which geography became live in the classroom. At time teachers even use metaphors and analogies to relate the child's own experiences with the formal learning of the school. Any such pedagogic strategy is an effort to contextualize learning and attaches meaning to the otherwise abstract concepts.

Let's look at the work of some of the teachers who tried to contextulise their teaching.

Shankar Dowal, is a mathematics teacher who often finds difficult to teach the topic of profit, loss and percentages to his students. Shankar was aware that students to this age are very comfortable in doing money transactions. Thus the best way to teach these topics was to organize a cooperative store in an organized manner. Shankar spoke to the parents and convinced them about the importance of the activity. The parents also agreed to send something from their home for the cooperative store. Shankar organized this store and invited people from the community as customers. The children had to organize all the necessary activities that happen in a cooperative store, such as promoting sales, giving discounts, buying in bulk and maintaining retails. This entire process gave students enough experience about cost price, selling price, marked price, profit, discounts and their percentages. Children could never forget what they learnt from this experience.

Another example where a teacher embedded learning within children's social and cultural milieu was done by Manju Dagar, a social science teacher.

Manju's school was located in a colony of carpet craftsmen. The locals were skilled in making carpets. Manju had realized that many of her children worked with their parents to generate extra income. This resulted in irregularity and frequent absenteeism. Manju had to find a solution. She convinced the parents that she would allot some of the school time to let her children practice the craft. She allowed the children make door mats and wall hangings in the school hours. Their work was promoted through online sources and soon the community started receiving orders. This generated some income and could thus sustain themselves. This simple step reduced the problem of absenteeism and also promoted learning.

Before coming to school, children possess many skills. As teachers we should harness their already possessed talent and link it to the formal knowledge.

10.4.3 Providing Varied Learning Experiences

Look inside any classroom and you will find learners of different backgrounds, possessing varied talents, having diverse abilities, learning through varied modes and responding to different teaching styles. Not all children learn in the same

way. Some learners are quick in making visual connections while some understand when they work repeatedly with their hands. There are others who get the idea by listening to the lecture. In any class we have learners with varied learning styles.

Schools today are encouraged to respond to the variations that exists in the classrooms. They are being oriented to equip themselves to respond to diversities of students. These diversities could be in the levels of readiness, interest, and learning profiles. The premise is to consider each child as an independent entity having unique needs and demands. There is a need to acknowledge and respect all diversities.

The challenge for teachers, therefore, is to provide varied learning opportunities to let all children understand to the best of their abilities. As teachers we should be open to evolve and change our teaching styles to cater to the needs of our students. This mean we should be open to vary our teaching methodologies and be prepared to present the same information in several modes. Such is possible only when a teacher is resourceful, open-minded and ready to adopt innovative approaches in her teaching. We need to think of incorporating multiple resources to provide differentiate learning environments.

Since the goal of teaching is to facilitate learning of all children, many teachers have started to expand their teaching styles to suit the level of their pupils. Teachers have begun to question and reflect on the past traditional styles. They now understand that some of the earlier practices are no longer useful for the current generation. Many enthusiastic teachers have started learning and using innovating techniques in their teaching. They are trying to incorporate differentiated resources to optimise the learning of each child of their class.

You would agree that there can never be any best or single strategy. It is important that we provide many opportunities to students to learn, discover and experiment on their own. Let them interact with the content in variety of ways, incorporating multimode environments.

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) Think of instances where you tried to go beyond your usual classroom teaching and created learning environments suited to the needs of your children and content.

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5) What is the role of a teacher in implementing the curriculum?

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10.5 SELECTION AND DEVELOPMENT OF LEARNING RESOURCES

As teachers it is our utmost duty to ensure that learners are given best of resources to engage with and enrich their learning. Before we begin with teaching, we need to think ahead of the resources that would benefit all learners. A thoughtful planning, incorporating a wide range of materials will be fruitful in addressing varying levels of learnings.

Teachers play an essential role in identifying, selecting and developing resources that would suit the needs of their learners. This exercise may not sound simple as we are surrounded with a variety of textbooks, teaching-learning materials and internet websites that offer many ideas. It takes experience and maturity to identify meaningful resource material that can indeed help children in their learning. A teacher should have a critical eye while selecting any resource and should look at its utility very carefully. The material, including the textbook should be affordable as well as feed in meaningful learning. It is the responsibility of the teachers to select resources that would enrich and support curricular objectives. Teachers have to also keep in mind the diversities that exist in the classrooms. Let us have a look at the resources which you can use:

10.5.1 Textbooks and Teaching-Learning Materials

While selecting any textbook or teaching-learning material we have to consider the academic diversity among the students, their varied interest, learning styles and maturity levels. At the same time we need to be careful that the resources would benefit the learning levels of all abilities of students. The resources should stimulate the growth of disciplinary knowledge along with ensuring intellectual development of each child.

While selecting or developing textbooks or learning resources it is important that they are representative of gender, cultural beliefs, race and ethnicity, abilities and disabilities, demography and linguistics, and of socio-economic status. It should raise above any personal opinion or prejudice.

Given here, is a narrative of a teacher who developed a range of toys and educational aids to make his teaching interesting and entertaining.

Prajapati Mahajan belongs to the community of potters and teaches in a rural district. Prajapati is the only link between his learner and the state. He used his pottery skills to develop a range of teaching aids. With years of dedicated work he has been able to establish a science laboratory in his school which is famous for its handmade baked clay equipment. In this lab, one will find magnifying glass, tripod stand, test-tubes, weights, measuring devices such as a scale, protractor, three-dimensional shapes etc all made of clay. Children have complete freedom to visit the lab and experiment with these free, no cost equipment. Prajapati is a perfect example of a teacher who used his indigenous knowledge to develop learning resources for his children. He is an enterprising teacher who without having any financial support made from the State improved the learning situations in his school.

10.5.2 Utilising Resources from Outside of the School

As said earlier, children gain experiences from several sources. To excel in their teaching, teachers need to be aware of the interface between school and society. As part of good teaching, teachers should learn to establish meaningful connections between the resources outside school with the formal syllabus taught within the school. Teachers are expected to develop the skills of dealing with the community and the curriculum. Often in state-run schools one can see the influence of state's ideology in the school. The state or the community have a strong influence in the functioning of the school, which means deciding the ways in which the curriculum has to be transacted. On the other hand since a school is a part of the community, it reflects the ideologies of the community too. In such situations it is with the teacher to maintain a balance between the state and the authorities. Though the goals of curriculum are decided by the state, its implementation can be localized, drawing resources from the local contexts.

You would have seen how a school becomes an image of the community in which it is located. One can clearly associate the schools' ideology with the community in which it is located. If you analyse the day-today functioning, you can see how children carry with them the cultural traditions of their home, village, community and state. It thus becomes imperative for the teachers to be aware of the cultural practices which have become an indispensable part of the child's life. To become a part of the child's life, become a part of the community.

One needs to understand the nuances and the traditions of the community and use them for initiating students' learning. It is a good idea to pick examples from the cultural milieu of the child and create linkages in the curriculum. It will even be better if you could avail of the local resources and embed them in your teaching. You can even think of mobilising local resources and use them to achieve your educational goals.

If you look carefully around yourself you will find examples of many good teachers who have tried to shape their functioning considering the socio-economic contexts of their children. Learning in their classes is a two-way process. The teachers learn about students from their parents and community and then refine their teaching skills to make it contextual. In the process to get close to the children, they revise their strategies and draw connections from the out-of-school contexts of the children. They use cultural elements in their educational practices. You would be amazed to see the creativity of such teachers and how efficiently they embed specific local features in the teaching process.

We also know of teachers who in their attempt to know their students better participate in the local festivals and become part of them. Example elude where teachers have used folk drama to encourage enrolment of children to schools, held katha-sabhas for educating the adults, used local dialects as medium of instruction for primary school children, made connections between local art such as carpentry with measurement, used culturally significant days or events to hold talks on history. All such examples motivate us to think beyond our usual classroom teaching practices and imbibe innovative strategies to harness the resources available outside the school.

10.6   ADOPTING SUITABLE ASSESSMENT MODES

In consonance to learning, assessment or evaluation also forms a part of curriculum implementation. The modes that a teacher adopts while assessing her students gives feedback on the success of the intended goals. In earlier sections we have seen how curriculum implementation can be innovative, progressive, contextual as well as modified to suit the demands of the learning situation. Similarly, assessment should also be done in varied modes depending upon the need and abilities of the learners.

All of us are born with different abilities. We are convinced that teaching has to, therefore, be differentiated. Can we also think of differentiated ways of assessment too? Can assessment be individualistic? Can there be different modes of evaluating children? The answer to all such questions is – Certainly, it is possible! In fact, if learning is perceived as a self-constructed process, then its assessment should also be customised. We should be open to adopt new and innovative ways of assessing our students. Without being open to incorporate many ways of assessment, learning becomes meaningless.

Assessment should be interwoven with learning. Often learning objectives define goals of assessment. If your teaching objective is to build an appreciation of poetry, you cannot monitor it via usual paper-pencil test. You will have conceive of alternate ways of judge this trait. Similarly, there are times when you know learning is happening even without doing any formal assessment. For example, the emotional value gained during an experience or activity can be known even in the absence of any formal evaluative methods. Do we need a formal test to describe attachment towards sports? Can any formal test judge the depth of musical maturity? There are many such acts whose success that cannot be proved empirically but can be felt emotionally.

When thinking of assessment we must resist ourselves from getting trapped within the rigid, confined, often short-sighted ways of assessment. We need to devise holistic or illuminative types of evaluation. The essence should be on matching assessment with learning situations. The foundation of any act of assessment should be on understanding the processes that children adopted while forming the knowledge rather than on checking the end product. The intermediate check, while the concept is getting formed gives valuable feedback. Assessing while learning is happening also lets us know of the learning difficulties of the children. Assessment done at the end of a course will lead to rigid conclusions with little reflection on the gaps in the knowledge. Schools must encourage varied assessment activities that move beyond the traditional paper-pencil methods.

If you wish to analyse the impact of the curriculum on children then fixed, rudimentary strategies of assessment will no longer work. Did the curriculum help? Were the teaching goals met? Was the curriculum effective? To get suitably convincing answers to such questions you need to emphasise on conceptualising assessment. We need to make a shift from the quantitative methods to more elaborated processes such as observations, classroom discussions, group-work, individual projects as means of evaluating the child. We need to develop an eye that captures all the complexities of the classroom.

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.

6) Explain the role of teachers in selecting a learning resource.

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7) State the importance of adopting suitable assessment mode.

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10.7 LET US SUM UP

In this unit, it was discussed that the success of any curriculum depends upon its how well it was implemented in the schools. Curriculum implementation is related to all the acts that help in dissemination of the learning objectives set up by the curriculum makers. It involves the set of experiences (within and outside the school), learning resources, actual classroom situations, and teacher-student interactions that gets formed during the execution of the curriculum.

Depending upon the mode that decides the dissemination of the curriculum, three models of curriculum dissemination were discussed : Social Interaction Model, Centre-Periphery Model and the Shifting Centre Model.

It was discussed that a teacher plays in implementing the curriculum is through actively shaping the school environment, learners' context, learning situations and teaching practices in accordance to the vision of the curriculum and level of her learners.

Contextual learning refers to relating subject matter with meaningful situations that are appropriate to the child's level. When learning happens within contexts, it promotes active participation and longer retention. Children feel motivated when they see learning as a continuum, emerging from their own contexts. When learning happens within purposeful situations children perceive knowledge embedded within their contexts.

While selecting or developing textbooks or learning resources it is important that they are representative of gender, cultural beliefs, race and ethnicity, abilities and disabilities, demography and linguistics, and of socio-economic status. The need to adopt new and innovative ways of assessment was explained in the unit.

10.8 UNIT-END EXERCISES

1. Which model of implementation of curriculum are most dominant. How do these models differ from each other?

2. How do the beliefs of a teacher reflect in the implementation of a curriculum in a school?

3. Describe the various roles that a tecaher can play in the implementation of the curriculum

4. A child is the mirror of the culture that she comes from. What role does a teacher play in connecting a child's lived experiences with her formal school knowledge? How can a teacher create linkages between school, community and the curriculum?

10.9 ANSWERS TO CHECK YOUR PROGRESS

1) It involves set of experiences, learning resources, classrooms situation ad student teacher relationship that gets for meal during curriculum excecut.

2) You may elaborate on these three models of curriculum implementation:

   Social-Interaction Model

   Centre-periphery model

   Learning Systems Network model

3) School environment influences the achivement of curriclum aims.

4) talks about how teachers:

   Implementing the curriculum by shaping the school environment, learners' context, learning situations and teaching practices

   Contextualise learning to promote active participation

   Role of teachers in identifying, selecting and developing learning resources.

5) Teacher in involved in generating dynamic curriculum experiences and contexturalizing learning as per the needs of the learners.

6) A teacher has to select a teaching resource which is meaningful, affordable and useful. She can also develop the same in case of its unavailability.

7) Suitable assessment mode is important to provide feedback on the achievement of intended goals.

10.10 SUGGESTED READINGS

Bradbeer, J. (1998). *Imagining Curriculum : Practical Intelligence in Teaching.* NY: Teachers College Press.

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