
UNIT 3 CURRICULUM DEVELOPMENT*

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Curriculum Planning
 - 3.3.1 Meaning of Curriculum Planning
 - 3.3.2 Principles of Curriculum Planning
- 3.4 Approaches to Curriculum Planning
 - 3.4.1 Behavioural approach
 - 3.4.2 Managerial approach
 - 3.4.3 System approach
 - 3.4.4 Humanistic approach
 - 3.4.5 Intellectual/ Academic approach
- 3.5 Dimensions of Curriculum Design
- 3.6 Curriculum at Different Stages
 - 3.6.1 Pre-Primary
 - 3.6.2 Primary and Upper-primary (Elementary)
 - 3.6.3 Secondary
 - 3.6.4 Higher Secondary
 - 3.6.5 Higher Education
- 3.7 Steps for Curriculum Development
- 3.8 Let Us Sum-Up
- 3.9 Unit- End Activities
- 3.10 References and Suggested Readings
- 3.11 Answers to Check Your Progress

ignou
THE PEOPLE'S
UNIVERSITY

3.1 INTRODUCTION

What is 'curriculum' and why is it required? How is it different from syllabus and curriculum framework? These are some of the questions and responses to these questions that have been discussed in the earlier unit. Developing a curriculum needs lot of effort and planning on the part of curriculum developers. Curriculum development means planning and designing curriculum, deciding about the process of its implementation and evaluation according to the needs of learners within the framework of policies and plans of education in any country. Curriculum cannot be once-for-all process of education. It changes from time to time at all the levels from pre-primary to higher education level. In this unit, you will learn about principles and

* Prof. Upendar Reddy & Dr. Elizabeth Kuruvilla

approaches to curriculum planning. You will understand the nature of curriculum at different stages i.e. pre-primary, primary, upper-primary, secondary, higher secondary and higher education. You will also get information about the importance of curriculum designing, its procedure, and its impact on teaching-learning process. You will get clarity on various approaches to designing the curriculum. Whether curriculum varies according to the age and maturation level of learners are also elaborated in this Unit.

3.2 OBJECTIVES

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

- explain the meaning of curriculum planning;
- identify the various aspects of curriculum planning and its approaches;
- examine the focus of different approaches to plan the curriculum;
- comprehend the different dimensions of curriculum design;
- develop understanding about how the curriculum varies across the different stages of pre-primary, primary and upper-primary, secondary, higher secondary and higher education based on psychological and sociological needs of the learner; and
- describe the steps in curriculum development.

3.3 CURRICULUM PLANNING

You know that curriculum is an important document which reflects the types of activities that a school/ institution organizes to achieve the holistic development of learners. The development of learners in terms of physical, social, emotional, intellectual and ethical aspects basically depends upon different types of activities the school organizes at regular intervals. The questions such as, ‘What to teach? Whom to teach? How to teach? etc.’ are discussed and deliberated during curricular planning and development. Similarly, the questions like what are the values and age specific competencies that need to be developed? What knowledge, beliefs and attitudes that need to be promoted among the students need to be discussed and deliberated while planning and designing the curriculum.

Education system can be very effective, if curriculum is planned in the light of national policies and social needs. In addition, the curriculum needs to be planned carefully keeping in view both psychological and sociological needs of the learners. The curriculum inputs determine the quality of education, and quality of education further contributes to quality of citizens in any country.

3.3.1 Meaning of Curriculum Planning

Curriculum planning is a series of activities carried out in the construction of the curriculum according to the goals and needs of a society or a country. It is

a process, in which participants at different levels take decisions about the goals of learning, decide about the teaching-learning process by which these may be achieved and determine whether the methods and means adopted are effective. There is a constant growth in the fields of knowledge and pedagogic research for better learning. There is a change in the social needs due to globalization as well as in the human resource requirements. Rapid changes in the environment demands new ways of preparing children for current and future life. The curriculum must respond to these concerns and there is a need for a change and improvement of curriculum from time to time. Fast changes in the world economy and changes in the lifestyles of the people; inter- transmission of culture and languages demand a new direction in preparing the children for their current and future life. The following are the pertinent questions that curriculum planners should keep in their mind:

- What are the goals and policies of education in a country?
- What are the educational needs of learners in personal, social and vocational areas?
- What should be the content, skills and dispositions and how they are to be learned?
- What are the needs of the society and the country?
- What are the values to be highlighted among the learners to sustain in a dynamic society?
- What are the vocational and professional skills which are needed to achieve success in life and career?
- What are the issues and challenges to keep in mind while planning and preparing the curriculum?

These are some of the important questions to be deliberated while planning and designing the curriculum. Now, let us understand the need for curriculum renewal at regular intervals. Let us go through the salient features of curriculum planning as explained by eminent curriculum experts.

Ralph W. Tyler (1949) laid down four fundamental questions that need to be deliberated while planning the curriculum for any stage and they are the following:

- What fundamental purposes an educational institution should seek to attain?
- What learning experiences can be provided in order to attain these purposes?
- How can these learning experiences organized effectively?
- How can we determine whether these purposes are being attained?

Hilda Taba (1962) argues for an inductive approach for curriculum development. The teacher should develop his/her own curriculum keeping in view psychological and sociological needs of learners. She asserted that

curriculum shall not be decided by management of the school which is a top down approach. A group of real stakeholders i.e. teachers, principals, academicians, curriculum supervisors and students shall deliberate and prepare the curriculum. It is a bottom up approach. Any curriculum development process involves selection of goals/ purposes and intended learning outcomes. However, the means to achieve these intended learning outcomes must be specified i.e. planning, selection, and organization of content and learning experiences inside and outside schools. The planning process must pay attention to systemic matters that enable teachers to implement the new curriculum. The learning resources such as libraries, reference books, science equipment, charts, maps, stationery and other equipment need to be planned and made available in the schools.

The NCF-2005 has laid down certain guiding principles that need to be followed while planning the curriculum and learning experiences. These are:

- connecting knowledge to life outside the school;
- ensuring that learning is shifted away from rote methods;
- enriching the curriculum to provide for overall development of children rather than to remain textbook centric;
- making examinations more flexible and integrated into classroom life; and
- nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

The perspective of each of the guiding principles leads to plan and organize learning content and learning activities with a focus on child and his/her freedom.

3.3.2 Principles of Curriculum Planning

Curriculum forms the basis for the entire educational processes at all levels i.e. Foundational (pre - school and Class 1 and 2), Preparatory (Class 3-5), Middle (Class 6-8), Secondary (Class 9-12). Education is for life, through life and throughout life, according to Gandiji. The entire school activities are determined by the curriculum. The analysis of the existing curriculum and survey of learners' needs form the basis for planning the new curriculum. Vision, mission, goals and aims of education, teaching- learning strategies and assessment procedures need to be deliberated while planning the curriculum. The selection and organization of content, learning experiences and selection of appropriate assessment procedures are important aspects that need to be considered while planning the curriculum. Apart from these aspects, curriculum planners need to follow certain principles in order to make curriculum effective. The Figure 3.1 displays the principles of curriculum planning:

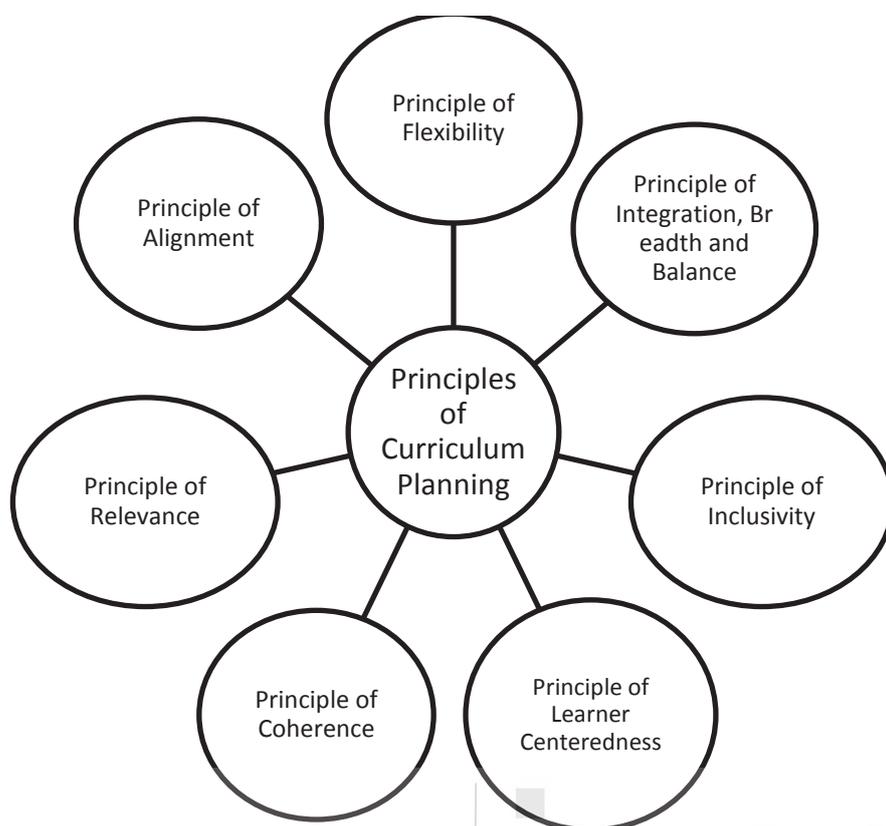


Fig. 3.1: Principles of Curriculum Planning

Let us discuss each principle in detail.

- 1) **Principle of Flexibility:** The curriculum planning must be adaptable to the particular needs of an educational institution. It must also be responsive to social and technological changes and meet learner's needs arising from that change process. In particular, it must encourage effective use of new technologies as tools of learning. While students must have a large amount of flexibility in choosing their individual curricula, certain subjects, skills, and capacities should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world (NEP,2020, p.15).
- 2) **Principle of Integration, Breadth and Balance:** Specific sets of skills and abilities across domains namely, cognitive, affective and psychomotor will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. A holistic curriculum aims to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such curriculum balances the holistic development of learners with the 21st century skills.
- 3) **Principle of Inclusivity:** Inclusivity means providing all groups of learners, irrespective of educational settings, with access to a wide range of knowledge, skills and values. It is necessary to provide learners with

opportunities to evaluate how concepts such as culture, gender, disability, race and class are constructed.

- 4) **Principle of Learner-Centeredness:** Curriculum planners should take into consideration their learners' needs, contexts, capacities, experiences, and interests. They also need to take into account the personal and interpersonal relationships, beliefs, and perceptions of learners that are encouraged by the whole educational system.
- 5) **Principle of Coherence:** A curriculum can be stated as coherent when learning is built on the previous knowledge of learners. Students learn at their own pace and in different ways, constructing new knowledge and understandings in ways which link their learning to their prior knowledge. There should be connection between and across learning areas.
- 6) **Principle of Relevance:** While planning a curriculum, it is essential to determine the relevance of it in terms of societal needs and vocational needs of learners. As the society is changing due to various influences in the digital age, the future citizens must be prepared to face the new challenges and issues through well-planned curriculum. For making a curriculum relevant, it is essential to review it continuously.
- 7) **Principle of Alignment:** Alignment is a process to evaluate whether a programme or course addressed the changing needs of students and the workplace. Educators may try to align the content and methodology of teaching with a given set of learning standards prescribed by state and national organizations.

Check Your Progress 1

Notes: a) Write your answers in the space provided after each item.
b) Compare your answers with those given at the end of the unit.

1) What are the principles of curriculum?
.....
.....
.....
.....
.....

3.4 APPROACHES TO CURRICULUM PLANNING

According to Webster dictionary, approach is a way of dealing with something or a course and a way of doing and thinking about something. There are various approaches or ways of planning the curriculum. The

curriculum planner needs to refer to various approaches, understand them, and follow the appropriate approach in order to achieve the goals and objectives of the curriculum s/he is planning. Now, let us discuss certain approaches which are prominent in curriculum planning and designing practices.

Broadly, there are five curricular approaches as given below:

- i) Behavioural approach
- ii) Managerial approach
- iii) System approach
- iv) Humanistic approach
- v) Intellectual/ Academic approach

3.4.1 Behavioural Approach

In this approach, the goals, objectives, learning activities, etc. are specified well in advance and a blueprint is developed for its implementation in a systematic way. The learning outcomes are evaluated based on the goals and objectives which are predetermined. The curriculum planning starts with analysis of needs and stating goals, objectives and learning experiences. The achievement of expected behavioural changes of learners indicates the effectiveness of curriculum. This approach reflects the ideologies of both, Tyler and Hilda Taba. The objectives, academic standards, learning outcomes, outcome based education are given prominence in this approach. For example, the teacher assesses learners' performance, their new understandings, new attitudes and new skills learnt both during and at the end of the academic programme.

3.4.2 Managerial Approach

The manager of the school sets the direction for planning and implementation of the curriculum. The policies, priorities, and organization of learning activities are guided and managed by the manager of the school/ institution. In this approach, the school principal plays a key role as curriculum expert and leader. The curriculum is developed by the teachers in collaboration with parents and other academicians, keeping in view the needs of learners and community. Initially, this group develops the goals and objectives of curriculum based on which they plan and implement the teaching and learning activities. The school develops grade-wise and subject-wise curriculum guides and these guidelines provide a direction for effective implementation of the curriculum. The manager focuses on supervision of teaching- learning activities and supports the teachers. The learning materials based on the curricular requirements are arranged. The academic standards are developed and used to monitor effective implementation of curriculum.

The major focus in this approach is on supervision, administration of curricular activities and support to the teachers with proper direction for the

implementation of the curriculum and encouragement for innovation and change. For example, the school plans and organizes the curricular activities in a flexible manner under the direction of the principal or academic coordinator. The principal of the school monitors the implementation of curriculum with frequent reviews.

3.4.3 System Approach

A system comprises several parts or components which interact among themselves to achieve the goals and objectives of the system. In system approach, the focus is on the parts within the system, how these parts are related with each other and interact among themselves for its effective outcomes in terms of reaching expected goals. The following are the sub-systems of an educational system as described by **George Beauchamp (1961)**.

- a) Curriculum
- b) Instruction
- c) Counselling
- d) Administration
- e) Evaluation

The sub-systems are viewed in relation to the education system as a whole. The curriculum plan focuses on curriculum components viz. goals and objectives, learning activities and their organization, implementation, evaluation as well as curriculum structure i.e. curricular subjects, resources, instructional plan, assessments, etc. There is strong interconnection among these components. Moreover, the interaction among human resources, physical resources and financial resources is crucial for the successful design and implementation of the curriculum.

3.4.4 Humanistic Approach

This approach is influenced by progressive philosophy and child-centred pedagogic movements. The major focus is on the nature of childhood i.e. child's interests, needs, abilities and competencies. The capabilities of the child are focused in a climate of freedom and liberty. The entire focus of the curriculum is on development of the whole child. The learner and learning are at the centre of the curriculum and its implementation.

The curriculum activities focus on the context of children and lessons/themes are developed based on their experiences. Field trips, projects, etc. are methods of organizing teaching-learning activities. The pedagogy focuses on active learning approaches with the engagement of learners through the activity-based learning activities. The primary focus of this approach is to develop critical thinking, problem solving, communication abilities of learners. There is a stress on community participation in the implementation

of curriculum. The curriculum intends to develop the whole child with the activities of arts and crafts, humanities, health and physical education, in addition to mathematics and sciences. Humanistic approach also emphasize on development of cognitive and affective abilities of learners.

3.4.5 Intellectual/Academic Approach

In this approach, the focus is on three aspects i.e. the learner, the society and the subject matter. The theoretical knowledge about the nature of the learner, his/ her interests, capabilities, and needs are taken into consideration while planning the curriculum. The contemporary needs of the society and its aspirations are considered while designing the curriculum. The emphasis of this approach is on understanding cognitive theories of learning and their contribution to various methods of teaching. All the three factors i.e. the learner, society and subject matter are seen as a whole and not as isolated parts. Nel Noddings (2013) in his book, '**Education and Democracy in the 21st Century**' opined that any 21st century education shall integrate the three domains of human life viz. home and personal life, occupational life and civic life.

Check Your Progress 2

Notes: a) Write your answers in the space provided after each item.

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

i) How does behaviouristic approach differ from humanistic approach while planning a curriculum?

.....

.....

.....

.....

.....

3.5 DIMENSIONS OF CURRICULUM DESIGN

In earlier sections, we have discussed the concept of curriculum and ways and methods of its planning. Now let us focus on broader dimensions of curriculum design.

Curriculum gives a direction to educational practices in terms of its goals, contents, organization of learning areas and activities, curriculum transaction strategies and pupil assessment procedures. Therefore, all the dimensions of the curriculum need to be deliberated while designing curriculum at various levels. The following are the various dimensions of the curriculum that need to be deliberated and considered for the design of an effective curriculum.

- Curriculum goals and objectives

- Syllabus for each of the learning area
- Curricular standards and learning outcomes
- Textbooks
- Pedagogy-subject specific approaches and methods of teaching-learning
- Learning resources
- Technology and media –e-learning
- Assessment
- Systemic reforms
- Community participation
- Context- Local and Global dimensions

Further, the organization of content in various learning areas must reflect certain rationale as given here under:

- Scope
- Sequence
- Continuity
- Integration
- Balance
- **Scope:** This deals with breadth and depth of concepts being discussed in each subject area across grades. Breadth deals with the coverage of grade/class-wise units, topics and themes. Depth refers to the extent of each concept being discussed, i.e. depth of the concept in each grade.
- **Sequence:** Content should be arranged from simple to complex in a hierarchical manner. The nature of the subject, context and what content to precede before what needs to be considered in the design of the curriculum. The interrelationships between content units need to be looked into while planning and designing the content.
- **Continuity:** The arrangement of topics and concepts vertically and horizontally, i.e. topical approach or spiral approach need to be discussed
- **Integration:** This refers to interrelatedness of contents within and across the curricular subjects. For example, Health Economics is the discipline of economics applied to the topic of health care.
- **Balance:** Balance between curricular areas, learning experiences, and time available need to be ensured. Further, balance among three domains i.e. cognitive, affective and psychomotor need to be focused while planning the syllabus. Overloading of contents need to be avoided.

Activity 1

Select any subject at secondary level and find out the rationale for the organization of content in that subject.

3.6 CURRICULUM AT DIFFERENT STAGES

Before entering into the discussion of curriculum at various stages, we have to ask certain pertinent questions as follows:

- Why is there a variance of curriculum from pre-primary to higher education?
- What factors should be considered while planning the curriculum at different stages?

Curriculum varies across various stages i.e. from pre-primary to higher secondary and higher education. This depends upon the developmental stages, needs of children and nature of the subject matter. The following are the various stages for which the curriculum needs to be designed based on nature of the learner and nature of the subject.

3.6.1 Pre-primary

At this stage, children learn through play, observation of nature, listening to stories, art, craft, dance, song, etc. Children are very active and explore everything in their local environment. Pre-language and pre-mathematics skills, plays, stories, word games, art and craftwork are the areas of learning at this stage. This is the critical period for the development of the brain and for realization of the potential of the children. Therefore, activities for the development of cognitive, affective and psychomotor skills need to be planned carefully. Dull and monotonous classroom climate, home works, assessment tests etc. lead to stress and inactivity among the children and their motivation for learning decreases. The children lose the natural curiosity to explore and express with routine classroom teaching. The curriculum should encourage the children to explore the local environment and interact with it in an active manner. Drawing, colouring, visual arts, and such types of creative activities, must become part of the curricular activities at this stage. The children's physical and social contexts and natural environment shall become the focused areas of the curriculum.

3.6.2 Primary and Upper Primary (Elementary)

The curriculum at this stage usually focuses on literacy skills such as reading, writing, reading comprehension and on preparing children as independent readers. The curriculum should stress more on the processes of learning than on learning outcomes. Basics of arithmetic such as number concepts, shapes, spatial understanding, patterns, measurements etc., are focused. The pedagogy of classroom teaching must be through learning by doing,

exploring and through experiential learning. Education through work must be promoted. Learning from concrete to abstract as we go from class I to class VIII, need to be promoted. The children consolidate their knowledge on space and time, measurements, geometry, algebra etc. and also try to generalize their knowledge to their local contexts. The elementary stage is the foundation for the development of cognitive skills through promotion of critical thinking, problem solving, analysis, reasoning, imagination, etc. The elementary education stage is very significant for development of cognitive, affective and psychomotor abilities. The focus must be on language and expression. Primary education is the education of foundational literacy and numeracy. Children need to be sensitized to the care and protection of the environment.

3.6.3 Secondary

Children at this stage are adolescents. They are more energetic and explore their immediate physical and social environments. The curriculum focus is on various disciplines and their structures. The breadth and depth of the concepts are emphasized in the curriculum. Students apply concepts to their day-to-day life and make meaning of the curriculum. At this stage, much focus is given to the development of 21st century skills, such as critical thinking, problem solving, analysis, reasoning, imagination, collaborative work, digital literacy and application of concepts to life, etc. The assessment stresses on the development of 21st century skills and attributes in affective domain such as attitudes, interests etc. Since adolescence is the age of reasoning and logical thinking, appropriate pedagogy should be used to foster these mental abilities.

3.6.4 Higher Secondary

Higher Secondary is the stage where the breadth and depth of selected disciplines are focused. The curricular objective is on deep understanding of the concepts and making sense of disciplines. This stage is the foundation for professional and liberal arts courses. The structure of the discipline needs to be kept in mind for drafting the syllabus and suggesting the pedagogical strategies. The textbooks need to be planned carefully with a view to developing thought and expression among the children. The focus is on analysis of the concepts and their applications rather than their memorization, retention and reproduction in the examinations. Deep learning needs to be promoted through questioning, reasoning and through other scientific methods. As per NCF-2005, the textbooks themselves should be seen as opening of avenues for further enquiry and students should be encouraged to go beyond the textbooks. The contemporary concerns, like sustainable development goals, values, moral goodness, health and hygiene, etc. need to be focused at this stage.

3.6.5 University Level

The disciplinary specialization is focused at university level. In- depth study of disciplinary content areas and their applications are focused at this stage. The specializations are in terms of liberal arts, courses, science courses, professional courses like engineering, medical, pharmaceutical, commerce and accountancy, etc. The spirit of enquiry in different content areas is inculcated among learners at university level. Disciplinary studies in fundamental subjects and their applied areas are taught at university level.

Let us examine what National Education Policy (NEP), 2020 recommended about curriculum at various stages.

The National Educational policy 2020 has recommended for restructuring the school curriculum and pedagogy in a new 5+3+3+4 design. The NEP 2020 has recommended for reconfiguration of exiting school curriculum to make it more relevant to the developmental needs of the learners at different age groups and different stages of child development and corresponding to the age groups of 3-8, 8-11, 11-14, and 14-18 years. These curricular stages are very much related to the cognitive developmental aspects of the child. The curricular frameworks for the school education will be guided by the proposed 5+3+3+4 design.. The new design consists of 5 years of foundational stage covering ages 3-8 , which consists of 3 years of pre school / anganwadi and 2 years in primary school in grades 1-2, and preparatory stage of grades 3-5 covering ages 8-11, Middle stage grades 6-8 covering ages 11-14 and secondary stage grades 9-12 in two phases that is 9 and 10 in the first and 11 and 12 in the second covering ages 14-18. In particular, students would continue to have the option to exit after Grade 10 and re-enter the next phase to pursue vocational or any other courses available in Grades 11- 12, including at a more specialized school, if so desired.

The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's Degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

Source: National Education Policy, 2020. Ministry of Human Resource Development. Government of India.

Check Your Progress 3

Notes: a) Write your answers in the space provided after each item.

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

- 1) How does curriculum vary across pre-primary and primary levels based on the nature of the learner and his or her developmental stages?

.....
.....
.....
.....
.....

3.7 STEPS FOR CURRICULUM DEVELOPMENT

So far, we have discussed planning and designing the curriculum and also understood how curriculum varies across various stages of education. With this background, let us discuss the steps of curriculum development.

Hilda Taba presented seven major steps, as a linear model, for developing the curriculum. These are given below:

- i) Diagnosis of learner needs
- ii) Formulation of learning objectives
- iii) Selection of learning content
- iv) Organization of learning content
- v) Selection of learning experiences
- vi) Organization of learning activities
- vii) Evaluation

Curriculum development is a comprehensive exercise and should be planned in a scientific way. This involves the following steps as discussed below.

- i) Constituting curriculum development committee:** A committee needs to be constituted with representatives from different stakeholders i.e. teachers, curricular experts, university faculty, teacher educators, educational supervisors, head teachers, and students.
- ii) Determination of target audience:** The levels for which curriculum will be developed must be decided before undertaking curriculum planning. The levels represent pre-primary, elementary, secondary, higher secondary, higher education, etc.
- iii) Need analysis:** The needs and aspirations of individual human beings and society are changing across time and space. Globalization impacts

the very nature of life and culture of the community across the globe. The work force requirement is changing in the global market. The environmental concerns are changing and it is time to focus on environmental degradation. Therefore, the revision of curriculum is required from time to time to address the human needs. Need analysis is to be taken up to understand what are the gaps in the existing curriculum and what new changes, as perceived by various stakeholders like teachers, students, educational supervisors, curriculum experts, teacher educators, parents etc. are required to be included in the new curriculum.

- iv) **Development of curricular goals and objectives:** The purpose for which the curriculum is going to be implemented need to be discussed and deliberated. The goals and objectives need to be formulated.
- v) **Development of curricular standards:** The curricular standards covering all the three domains i.e. cognitive, affective and psychomotor domains in each of the learning areas across grades need to be developed.
- vi) **Selection of learning areas:** The learning areas in different subjects such as languages, humanities, art and craft, etc. need to be decided age appropriately.
- vii) **Organization of learning experiences:** Development of syllabus and textbooks involves organization of learning experiences through appropriate methods and strategies so that achievement of learning and learning outcomes are ensured.
- viii) **Identification of learning resources:** Appropriate learning resources for effective transaction of curriculum need to be identified and provided. The learning resources improve both teaching and learning.
- ix) **Identification of instructional strategies:** Appropriate pedagogy for the delivery of the curriculum based on nature and developmental stages of children and nature of the subject keeping in view of curricular standards need to be identified.
- x) **Evaluation and assessment procedures:** The main purpose of assessment is to improve the learning. 'Assessment for Learning' and 'Assessment as Learning' need to be focused. More focus on Formative Assessment (FA) can be given at elementary and secondary level. The Continuous and Comprehensive Evaluation (CCE) should be focused across all grades for effective feedback through formative assessment and for improving both teaching and learning. The purpose of formative assessment is to understand learning gaps and to provide feedback to learners and teachers for their improvement.
- xi) **Systemic reforms:** The systemic reforms in terms of effective governance of schools/ institutions towards functional aspects and implementation of curriculum so as to ensure achieving expected learning outcomes must be discussed and deliberated to facilitate the

implementation of curriculum effectively. School inspection and teacher support mechanisms need to be focused.

xii) Curriculum implementation and its evaluation: Once the curriculum is developed, the focus shall be on its implementation and supervision. The new curriculum has to be evaluated for its effectiveness once it is implemented in the field.

Check Your Progress 4

Notes: a) Write your answers in the space provided after each item.

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

1) Why do you think that need analysis is an important step while preparing the curriculum?

.....
.....
.....
.....
.....

3.8 LET US SUM UP

In this Unit, we have discussed the concept of curriculum and its planning and designing. Curriculum is an important document which reflects the nature of activities that a school/ an institution organizes to achieve the holistic development of its learners. Any curriculum development process involves selection of goals/ purposes and intended learning outcomes. However, the means to achieve these intended outcomes must be specified. Curriculum forms the basis for entire educational processes at all levels i.e. pre-primary, elementary, secondary, higher secondary and higher education. Education is for life, through life and throughout life. The entire school activities are directed by the curriculum. Curriculum Framework is a planned document that constitutes and interprets educational goals and objectives along with planning and organizing of various learning areas, discussing the systemic issues and assessment procedures. The various curricular approaches and steps for curriculum development are also discussed in this Unit.

3.9 UNIT -END EXERCISES

- What kind of curriculum approach do you suggest at primary level? Justify your answer.
- Analyze the NCF 2005 document and comment on the major areas it focused and their significance.
- What should be the nature of activities a curriculum should suggest at pre-primary level?

- Select one subject area and analyse the textbooks in that subject area from classes I to V or VI to X and comment on scope, sequence, integration and balance in that subject area.

3.10 REFERENCES AND SUGGESTED READINGS

- Arora, G.L. (1984). *Reflections on curriculum*. New Delhi: NCERT.
- Beauchamp, G.A. (1961). *Curriculum theory: Meaning, development and use*. Wilmette, IL: The Kagg Press.
- Dewey, John (1966). *The Child and the curriculum*. Chicago: The University of Chicago Press.
- Government of India. (2020). *National Education Policy, 2020*. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.p
- National Council for Teacher Education. (2009). *National Curriculum Framework for Teacher Education-Towards Preparing Professional and Humane Teacher*. Retrieved from <https://ncte.gov.in/website/PDF/NC>.
- NCERT. (2005). *National Curriculum Framework (NCF) 2005*. New Delhi: National Council of Educational Research and Training.
- Noddings, N. (2013). *Education and democracy in the 21st century*. New York: Teachers College Press.
- Schmidt, W. H. (2005). Curriculum coherence: An examination of U.S. Mathematics and Science content standards from an international perspective. *Journal of Curriculum Studies*, 35(5), 528–529.
- State Council of Educational Research and Training, Telangana. (2011). *State Curriculum Framework-2011*. Retrieved from <https://scert.telangana.gov.in/DisplayImage.aspx?ency=tXmGys30tHST1+cNHAso+A>.
- Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace & World.
- Tyler, Ralph W. (1974) *Basic principles of curriculum & instruction*. Chicago: The University of Chicago Press.
- Wiggins, G. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

3.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- 1) Principle of flexibility, principle of integration, breadth and balance, principle of inclusivity, principle of learner-centric, principle of coherence, principle of relevance and principle of alignment.

Check Your Progress 2

- 1) In behavioural approach the focus is on the achievement of pre-determined learning outcomes. The goals and objectives, learning activities are specified well in advance. The achievement of expected behavioural change is the sign of successful implementation of the curriculum. In the case of humanistic approach, the curriculum focuses on the development of the whole child. The focus is on the nature of the learner and nature of the learning in a climate of freedom and encouragement.

Check Your Progress 3

- 1) The pre-primary curriculum focus is on the development of pre-language and pre-maths skills; it is the stage for the preparation for school readiness. The means of learning is plays, stories, word games, art, and craft works.etc. The focus is on exploring the natural environment and nurture natural curiosity among children to observe and express.

The primary curriculum focus is on foundational skills of reading, writing and arithmetic. The classroom pedagogy is to reflect learning by doing, exploring and learning collaboratively.

Check Your Progress 4

- 1) Analysis of gaps in the existing curriculum in terms of its purpose, selection and organisation of learning areas and assessment procedure is very much necessary to design a new curriculum to equip children with required skills to face the future challenges in life.