

# Dimension & Components of Curriculum

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M.Ed., II Semester

C.C.-07: Curriculum Studies

Dated.04/05/2020,1 P.M.& 11/05/20201.P.M.

# Dimension

- ▶ Curriculum organization consists of 3 vital aspects to be considered in organizing curriculum. Those are relationships. They are:
  - ▶ Articulation
  - ▶ Balance
  - ▶ Continuity

# Articulation

- ▶ Curriculum structure should be related to each other.
- ▶ There should be well defined relationships among different components.
- ▶ Articulation is interdisciplinary.
- ▶ Each period in the class has no relationship, which creates disharmony among all disciplines and life also.
- ▶ Interrelationship among subjects must be maintained during design of the curriculum.
- ▶ Articulation is established through various activities: interschool sports, PTA, Mock parliament, etc.
- ▶ Team teaching, socialized recitation, using ET, could establish articulation among subject content of different disciplines.

# Balance

- ▶ Cognitive, affective, psychomotor domain of objectives are spelt out through curriculum.
- ▶ Proper weightage should be provided for several objectives.
- ▶ Balance among structure, scope and sequence, content, life experience,, time, text book, teaching aids etc.
- ▶ Curriculum should be selected by each learner. Each individual experience differs.
- ▶ Balance between science, arts, humanities, traditional-modern, school-society etc.
- ▶ Balance for integration of Individual personality, social development, horizontal and vertical compartmentalization are required.

# Continuity

- ▶ It is vertical articulation, continuous flow of knowledge, learning experiences and activities from one grade to another.
- ▶ KG-LP-UP-Secondary-+2,+3,P.G. etc.

# Curriculum components

- ▶ **A framework of assumptions about the learner and society:**
  - ▶ **Aims and objectives**
  - ▶ **content and subject matter with selection, scope and sequence**
  - ▶ **Modes of transaction, such as methodology and learning environment and**
  - ▶ **evaluation**

# Tyler's (1949) 'Rationale' has brought about certain changes

- ▶ Purpose(includes Aims and objectives)
- ▶ Learning experiences(Content and subject matter)
- ▶ Organisation(Environment and Methodology)
- ▶ Evaluation
- ▶ Character of curriculum must be flexible, innovative , need of the learners and society
- ▶ What and how of the teaching learning takes place special environment.

## **Component- 1: A framework of Assumptions about the Learner(individual) and the society**

- ▶ **The primary concern to determine the Lerner's need, ability, interest, experience and potential for learning some cultural context.**
- ▶ **The purpose of society and culture has vital role.**
- ▶ **Ancient period, medieval period it is neglected.**
- ▶ **According to Dewey, the needs of the learner, the needs of the society, and the reconciliation of the must be considered.**

# Aims and Objectives

- ▶ Aims and objectives provide the direction for spelling out the content and learning experiences.
- ▶ In the past it was designed as per societies objectives for the individual
- ▶ Traditional curriculum was teacher centered and subject centered.
- ▶ To day it needs learner centered curriculum
- ▶ Dewey termed as life centered curriculum.
- ▶ Aims and objectives would be determined from the learners angle and what the society expects from him.
- ▶ Personality development of the learner as an effective member of the society are the expected outcomes of educational process.

# Content or Subject matter-Selection, scope and sequence

- ▶ Cultural content which is derived from human learning and experience organized as subjects or discipline.
- ▶ Text book and reference book must feed for the different levels( age, ability, aptitude) of learners and teachers
- ▶ General education content which include languages, math., sc., sst. And others are provided for primary and secondary school
- ▶ Specialization of content for higher secondary classes.
- ▶ Contents for special learners are taken care of .
- ▶ Attention must be kept on social needs and changes
- ▶ It should be revised and reorganised

# Modes of transaction

- ▶ Instructional competencies, skills of teaching, models of teaching, methods of teaching, equipment needed are to be concentrated.
- ▶ Effective teaching learning techniques
- ▶ Teacher as a facilitator, mediator of learning process
- ▶ Individualised instruction of learner through digitalization
- ▶ Shifting of teaching methods from traditional to modern

# Evaluation

- ▶ Evaluation is attempted to assess whether the information or knowledge expected, has been achieved.
- ▶ It provides individual guidance for learner at every step and is related as guided to the modes of curriculum transaction.
- ▶ It reveals students' achievement or learning outcomes of the students, the expectation level met for the society.
- ▶ There are different types of evaluation: Formative, summative, continuous, etc..