Dimension & Components of Curriculum

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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 Learner'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.