

Concept of पाठ्यक्रम (Curriculum)/ पाठ्यचर्या (Course of Study)/ पाठ्यवस्तु (Syllabus)

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Self-Declaration

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K.K Chauhan



OBJECTIVES

- **The theory and history of curriculum development:** This can help to understand the broader context and evolution of curriculum development, and inform the development of a contemporary curriculum.
- **Best practices for curriculum design:** Provide information on effective approaches for designing a curriculum, including the use of student-centered, project-based, and inquiry-based learning.
- **Assessment and evaluation of curriculum:** Provide information on how to effectively evaluate the impact of a curriculum on student learning, including the use of formative and summative assessment strategies.
- **Cultural and diversity considerations:** Provide information on how to design a curriculum that is inclusive and culturally responsive, taking into account the needs and perspectives of diverse student populations.
- **Technology integration:** Provide information on how to effectively integrate technology into the curriculum, including the use of digital tools and resources to support student learning.



There are many different **forms** of education, but some of the most common include:

- **Formal Education:** This refers to the **structured and systematic instruction** that typically takes place in a **classroom setting, delivered by a teacher** to a group of students. Formal education is usually divided into stages, such as **primary, secondary and degrees**.
- **Non-formal Education:** This type of education is less structured and often **takes place outside of a formal classroom setting**. It may include **workshops, vocational training, and community-based programs**. Non-formal education aims to provide **practical skills and knowledge** that can be applied in everyday life.
- **Informal Education:** Informal education refers to the everyday learning that takes place through **life experiences, interactions with others, and exposure to different environments and situations**. This type of education is not typically **structured or deliberate**, but it is an important part of a person's overall development.

Each form of education has its own unique characteristics and can play an important role in helping individuals to acquire the knowledge and skills they need to succeed in life.

The **choice of which form of education** to pursue often **depends on a person's individual goals, needs, and circumstances**.




Education is often viewed as a **tripolar process** involving three main components:

- ✓ the student,
- ✓ the teacher,
- ✓ the curriculum.

- **The student** is the primary **focus of the educational process**, as they are the one who is learning and acquiring new knowledge and skills.
- **The teacher** is responsible **for facilitating the learning process, using various methods and strategies** to impart knowledge and help the student understand the material.
- **The curriculum** refers to the **body of knowledge and skills** that a student is **expected to learn and master** over the course of their education.

Each of these components is **equally important and contributes to the overall effectiveness** of the educational process.

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- During this process of education, we have all seen many types of processes in schools, such as **morning prayers** in schools, then conducting all classes according to a **fixed time table**, **practical activities**, organizing **examinations several times** a year as well as organizing many **other activities** in the school throughout the year such as **sports competitions**, **Cultural programmes**, **Book fairs**, **Science exhibitions**, **Scouts guides**, **NCC**, organizing **National festivals** etc.

Curriculum is a center point around which **various functions of the classroom and all the activities** of the school are developed.



How Do We Define Curriculum?

- Curriculum is that which is taught at school.
- Curriculum is a set of subjects.
- Curriculum is content.
- Curriculum is a sequence of courses.
- Curriculum is a set of performance objectives.
- Curriculum is a program of studies.
- Curriculum is a set of materials.
- Curriculum is a course of study.



Meaning of Curriculum

- Latin word – Curricere/Currere – means – ‘A Race Course’ or ‘Run way’
- In Education – ‘Work field of student’
- Course means curriculum
- Race refers students experiences and activities
- Simply – A course of study

Meaning of Curriculum

- The term "curriculum" refers to the set of courses, content, and learning experiences offered by an educational institution or a specific program of study.
- It encompasses all the knowledge, skills, values, and attitudes that students are expected to learn and master during their time in school.
- The curriculum can be thought of as the blueprint for a student's educational experience, outlining what they will learn, how they will learn it, and the outcomes that are expected.
- The teacher strives for the mental, physical, moral, cultural, emotional, spiritual and social development of the students through curriculum.
- Curriculum is a systematic arrangement of sum total of selected experiences planned by a school for a defined group of students to attain a particular programme.
- A curriculum does not mean only the academic subjects traditionally taught in school but it includes the totality of experiences that a students receive through activities that go in the school, workshop, playground, library, laboratory and the informal contacts between the teacher and the students.

Traditional Concept of Curriculum

- ✓ More **standardized and structured** approach to education,
- ✓ **The teacher** is typically viewed as the **primary source of knowledge**,
- ✓ Role of the student is to **absorb and memorize information**.
- ✓ The learning process is often **teacher-centered** and **lecture-based**, with **limited opportunities** for student **interaction or hands-on experiences**.
- ✓ **Assessment** is often focused on **rote memorization and recall of information**, rather than the **application of concepts and skills in real-world situations**.
- ✓ It often fails to account for **individual differences** in learning styles, **interests**, and **backgrounds**.
- ✓ **Fixed and Rigid**, No changes was accepted
- ✓ **Subject-centered**. Study of culture, traditions, and customs.
- ✓ **May not provide** students with the **necessary skills to succeed** in a rapidly changing and diverse world.

The traditional concept of curriculum is **based on the principles of standardization and uniformity**, and focuses on the transmission of a **predetermined body of knowledge and skills** to students.



Modern Concept of Curriculum

- ✓ It is **dynamic** as the **changes** that occur in the society
- ✓ It refers to the **total learning experiences** of individuals **not only in schools but in society as well**.
- ✓ **Student-centered learning**, relevance to the **real world**, and integration of **technology**.
- ✓ It emphasizes the development of **critical thinking, problem-solving, communication, and collaboration skills**.
- ✓ **Promotion of personal and social responsibility**.
- ✓ **Teachers play a crucial role** in meaningful learning experiences for their students.
- ✓ **life-centered**.

The modern concept of curriculum is **based on the principles of personalization, flexibility, and continuous improvement**, and aims to provide students with the **knowledge, skills, and values** they need to succeed in a **rapidly changing world**.




The aims of the curriculum are:

1. To develop the students' ability to think critically and independently
2. To help the student do original and creative work
3. To develop a lively sense of curiosity and wonder among the students
4. To bring about a holistic development of a students' personality - physical, intellectual, emotional, social and spiritual dimensions
5. To develop social consciousness and sensitivity
6. To develop global mindedness and a multiplicity of perspectives and views
7. To develop learners w.ho are principled, reflective and self-directed

Modern Terminology Related Curriculum

- 1. Core Curriculum केन्द्रीयभूत सामान्य पाठ्यक्रम
- 2. Correlation सुसम्बद्धता
- 3. Fusion (सम्मिश्रण)
- 4. Integration (एकीकरण)
- 5. Units (इकाई)
- 6. Action Research (क्रियात्मक अनुसन्धान)
- 7. Hidden Curriculum (छिपी पाठ्यक्रम)



(1) Core Curriculum- Core Curriculum refers to a set of required courses or subjects that all students are expected to complete in a particular educational program, typically at the primary, secondary, or undergraduate level.

These courses are designed to provide students with a broad foundation of knowledge and skills in areas such as math, science, social studies, and language arts. The specific requirements of a core curriculum may vary depending on the institution or educational system.


- ✓ However, an example of a Core Curriculum in India for the 10+2 level (higher secondary education) could include required courses in Mathematics, Science (Physics, Chemistry, and Biology), Social Studies (History, Geography, and Civics), and Language (English and one or more regional language(s)).
- ✓ Additionally, students may have to choose elective courses in areas such as commerce, fine arts, or vocational studies depending on their interests and career goals.



(2) Correlation –


In curriculum design, correlation refers to the **integration of** different subjects or areas of study. This is done to help students make connections and see relationships between different topics, rather than viewing them in isolation.

- ✓ For example, a science curriculum might be correlated with a math curriculum by incorporating mathematical concepts and problem-solving skills in science lessons. Similarly, a language arts curriculum might be correlated with a social studies curriculum by incorporating reading and writing activities that relate to historical or cultural topics.
- ✓ The goal of correlation is to help students see the relevance and interconnectedness of what they are learning, and to enhance their overall understanding of the material.




(3) Fusion- fusion refers to the integration of different subject areas or disciplines to create a cohesive and interconnected curriculum. This approach emphasizes the idea that learning is not confined to separate subjects, but instead should reflect the complex nature of the real world, where different topics and ideas are interconnected.

- ✓ For example, a fusion curriculum might combine elements of history, literature, and social studies to explore a particular period in time or cultural phenomenon.
- ✓ Another example of a fusion curriculum might be a project-based learning approach that integrates science, math, and engineering to solve real-world problems. The goal of a fusion curriculum is to help students develop a more holistic and interdisciplinary understanding of the material, which can help them better connect their learning to their lives and the world around them.



(4) **Integration** – It emphasizes the value of presenting knowledge from different subjects in an **interconnected and cohesive way, rather than as separate and disconnected areas of study.**

- ✓ The quote by Henderson further emphasizes the concept of an integrated curriculum, **where students are able to see the connections and relationships between different topics and subject areas,** leading to a more comprehensive and meaningful learning experience.




(5) **Division of Units**- the division of units refers to the organization of the curriculum into **distinct units or modules** that are **focused on a particular topic or subject**. These units may be **organized chronologically, thematically, or based on other factors**, depending on the **goals of the curriculum**.

- ✓ For example, in a social studies curriculum, the division of units might include topics such as "Early Civilizations," "World Religions," and "Geography and Mapping Skills."
- ✓ In a science curriculum, the division of units might include topics such as "The Nature of Matter," "Chemical Reactions," and "Ecology and Ecosystems."

The division of units allows educators to organize the **curriculum in a logical and coherent way**, which can help students **understand the relationships between different topics and develop a deeper understanding** of the subject matter.


There are **three bases** of this division-

- Similarity of content
- Similarity of process
- Similarity of learning experience.



6) **Action research**- Action research in curriculum is a systematic process of inquiry that aims to improve educational practice by bringing together theory and practice.

- It involves identifying a problem or issue in a specific educational setting, gathering and analyzing data related to the problem, developing and implementing a plan of action, and evaluating the results of the action to determine the effectiveness of the intervention.
- In curriculum design, action research can be used to evaluate and improve the curriculum by involving teachers, students, and other stakeholders in the research process.
- For example, a teacher might use action research to evaluate the effectiveness of a particular teaching strategy or to identify areas where students are struggling with the curriculum. The results of the research can then be used to make informed decisions about curriculum changes or instructional practices.
- The goal of action research in curriculum design is to create a more effective and responsive curriculum that meets the needs of students and supports their learning and growth.



7) Hidden curriculum:- The hidden curriculum refers to the **unspoken or implicit messages, values, and norms** that are conveyed to students through the school's culture, social interactions, and school activities.

This type of curriculum is **not explicitly taught in the formal curriculum**, but it is learned **through the informal interactions and experiences** that occur within the school environment.

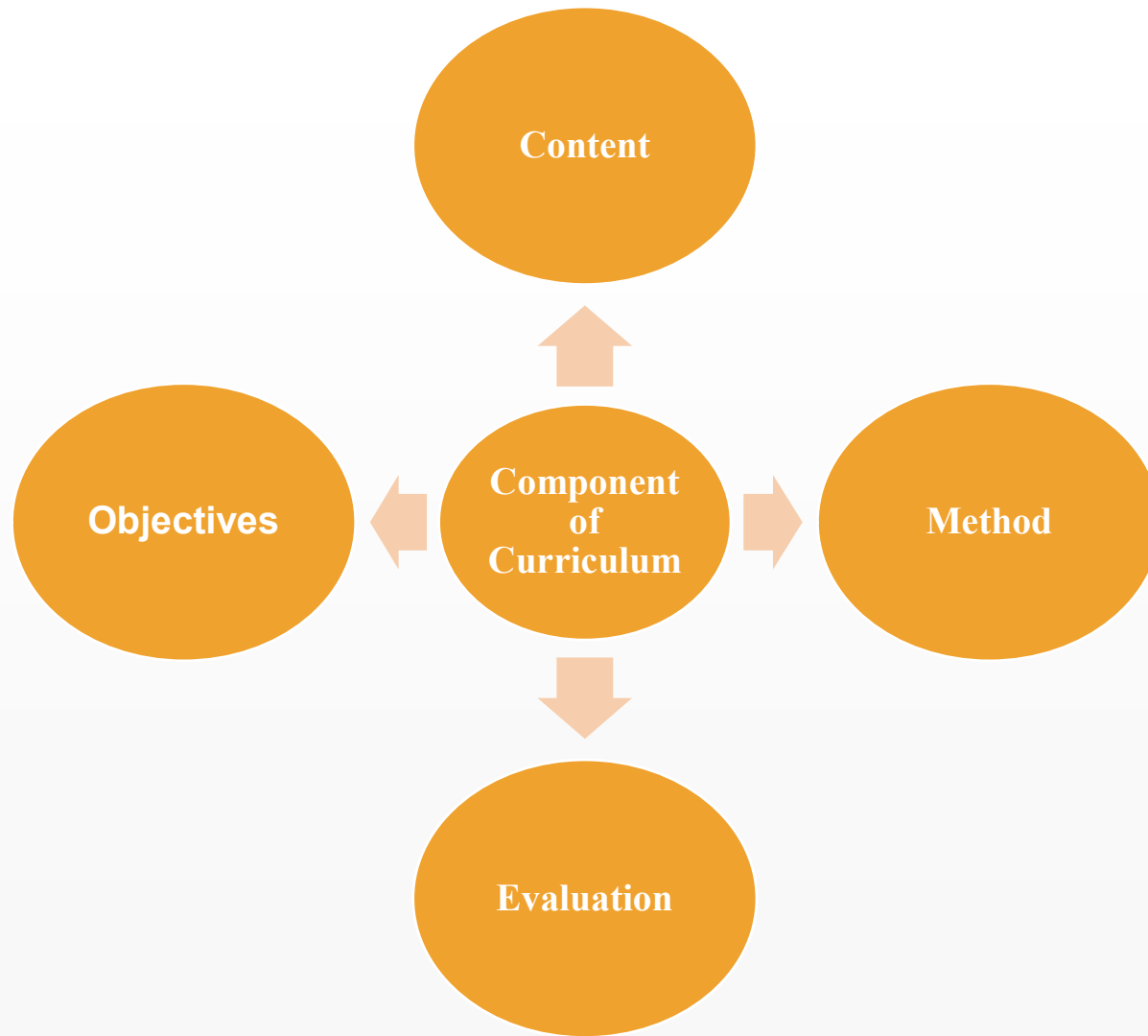
- Examples of the hidden curriculum include the way students are expected to **behave in the classroom and in social situations, the values and attitudes that are conveyed by the teachers and other school staff**, and the implicit messages about **gender roles, social class, and other aspects of identity**.
- The hidden curriculum can have a significant impact on students' development and their understanding of the world around them.
- It is important for educators to be aware of the hidden curriculum and to work to create a **positive school culture that reinforces positive values and attitudes**. This can be achieved through a variety of strategies, **including promoting diversity and inclusion, encouraging critical thinking and inquiry, and creating a supportive and respectful learning environment**.

Basic Elements of Curriculum/Component of Curriculum

Specific learning conditions are planned for specific Objectives. Teaching and learning activities are considered to be elements of the curriculum. The main four elements of the course are-


- (1) Goal
- (2) Content
- (3) Teaching methods
- (4) Evaluation

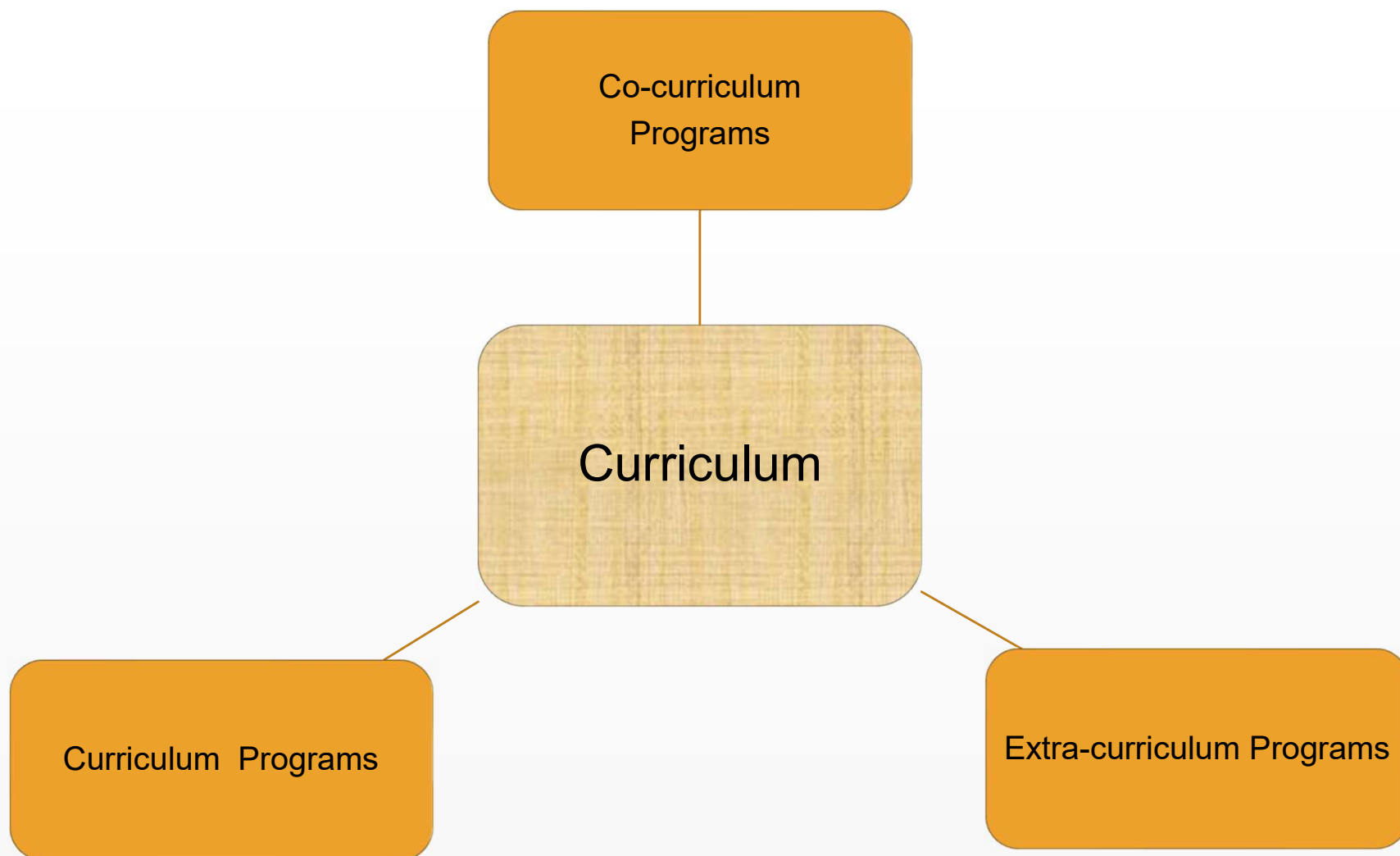
- (1) **Goal/Objective:** The curriculum aims, goals and objectives spell out what is to be done. It tries to capture what goals are to be achieved, the vision, the philosophy, the mission statement and objectives.
- (2) **Content:** It contains information to be learned at school. It is an element or a medium through which the objectives are accomplished. It must assure that the curriculum objectives are properly met.
- (3) **Teaching Methods:** It deals with the teaching-learning process including methodology of teaching and learning experiences both within the institution and outside, learning environments, teachers' material as well as students' material.
- (4) **Evaluation:** Curriculum evaluation refers to the process of placing value on a curriculum. Evaluation may focus on a curriculum's design, including content and process; its implementation; or outcomes. It identifies the quality, effectiveness of the program, process and product of the curriculum.





STRUCTURE OF CURRICULUM

- Needs of the learner and his society
 - Objectives to be achieved
 - Choice of the content
 - Learning – Teaching methods
 - Evaluation
- 



1. Co-curricular Programs:

2. **Definition:** Co-curricular programs are activities that complement and enhance the formal academic curriculum. These activities are often designed to provide students with practical experiences, skills development, and a broader understanding of subjects.
3. **Integration with Curriculum:** Unlike extracurricular activities, co-curricular programs are more directly related to the academic curriculum. They are integrated into the overall educational plan to reinforce or extend the learning objectives of the classroom.
4. **Examples:** Co-curricular activities may include workshops, seminars, projects, internships, and other experiences that support and enrich the academic content. For instance, a science club, a math competition, or a language immersion program can be considered co-curricular.

5. Extra-curricular Programs:

6. **Definition:** Extra-curricular programs refer to activities that take place outside of the regular academic curriculum but are not directly related to the coursework. These activities often focus on personal development, recreation, and the cultivation of diverse skills.
7. **Voluntary Participation:** Participation in extra-curricular programs is typically voluntary, and students engage in these activities based on personal interests and preferences. Unlike co-curricular activities, they may not have a direct link to specific academic subjects.
8. **Examples:** Extra-curricular activities encompass a wide range of interests and hobbies, such as sports, music, drama, debate, clubs, and community service. Examples include a soccer team, a chess club, a school choir, or a community outreach initiative.




Syllabus?

A document that has all the information about **different topics or concepts** that need to **cover for a particular subject**.

A syllabus gives a **more focused outline for a particular subject**.

Components of Syllabus

- ✓ Standard competence of the subject
- ✓ Learning activities
- ✓ Learning Outcome
- ✓ Learning outcome indicator
- ✓ Time allocation
- ✓ Evaluation
- ✓ Resources
- ✓ Main Materials



BASIS FOR COMPARISON	SYLLABUS	CURRICULUM
Meaning	Syllabus is the document that contains all the portion of the concepts covered in a subject.	Curriculum is the overall content, taught in an educational system or a course.
Origin	Syllabus is a Greek term.	Curriculum is a Latin term.
Set for	A subject	A course
Nature	Descriptive	Prescriptive
Scope	Narrow	Wide
Set out by	Exam board	Government or the administration of school, college or institute.
Term	For a fixed term, normally a year.	Till the course lasts.



CHARACTERISTICS OF A GOOD CURRICULUM

- ✓ Continuously evolving
- ✓ Definite Structure
- ✓ Particular Vision
- ✓ Based on the needs of the people
- ✓ Democratically conceived
- ✓ Provides for the logical sequence of the subject matter
- ✓ Education equality
- ✓ Administratively flexible
- ✓ It should be psychologically sound.
- ✓ Child Centered
- ✓ Dynamic
- ✓ Reflect Education Term of Institution
- ✓ Diversity of curriculum
- ✓ Total Experience
- ✓ It should provide sufficient scope for the cultivation of **unique skills, interest, attitudes and appreciations.**
- ✓ Responsible for **personality development** of the learners.

Definitions of Curriculum?

- Curriculum is all planned learning experiences for which the school is responsible.
- Curriculum is all the experiences learners have under the guidance of the school. **John Delnay** (1959.)
- पाठ्यक्रम स्कूल के मार्गदर्शन में शिक्षार्थियों के सभी अनुभव हैं। जॉन डेलने (1959)।

- ✓ "A programme of activities designed so that pupils will attain as far as possible, certain **education ends or objectives** known as the curriculum." **Paul Hurst**
("उन सभी क्रियाओं का समायोजन जिनके द्वारा छात्र शैक्षिक लक्ष्यों अथवा उद्देश्यों को प्राप्त कर लेंगे पाठ्यक्रम की संज्ञा दी जाती है। पाल हिस्ट)
- ✓ "It (curriculum) is a tool in the hands of the artist (teacher) to mould his material (pupil) according to his ideal (objective) in his studio (school)." **Cunningham**
"कलाकार (शिक्षक) के हाथ में यह (पाठ्यक्रम) एक साधन है जिससे वह पदार्थ (शिक्षार्थी) को अपने आदर्श उद्देश्य के अनुसार अपने स्टूडियो (स्कूल) में ढाल सके।" कर्निघम


- ✓ "Curriculum is that which is taught to the students. It is more than reading and writing It includes practice. activities. industry, vocation and acquiring knowledge.") **H.H Horne** "पाठ्यक्रम वह है जो बालकों को पढ़ाया जाता है। यह शान्तिपूर्ण पढ़ने या सीखने से अधिक है। इसमें उद्योग, व्यवसाय, ज्ञानोपार्जन, अभ्यास और क्रियायें सम्मिलित हैं।" हार्न
- ✓ **Secondary Education Commission** "Curriculum does not mean the academic subject taught in the school but it includes the total experience that a child receives at a school". पाठ्यक्रम का मतलब स्कूल में पढ़ाया जाने वाला शैक्षणिक विषय नहीं है, लेकिन इसमें कुल अनुभव शामिल है जो एक बच्चे को स्कूल में प्राप्त होता है।

- ✓ **फ्रोबेल**- "पाठ्यक्रम को मानव जाति के सम्पूर्ण ज्ञान तथा अनुभवों का सार समझना चाहिए।"

Frobel ("Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race.")

- ✓ **मुनरो** - "पाठ्यक्रम में वे सब क्रियायें सम्मिलित हैं जिनका हम शिक्षा के उद्देश्यों की प्राप्ति के हेतु विद्यालय में उपयोग करते हैं।" ("Curriculum includes all those activities which are utilised by the school to attain the aims of education..") **Munroe**

- ✓ **जॉन एफ० कीर** के अनुसार-"विद्यालय द्वारा सभी प्रकार अधिगम तथा निर्देशन का नियोजन किया जाता है चाहे वह व्यक्तिगत रूप से या सामूहिक रूप में विद्यालय के अन्दर अथवा बाहर व्यवस्थित की जायें वे सभी पाठ्यक्रम प्रारूप होती हैं।" ("All the Learning which is planned or guided by the school, whether it is carried on in groups or individually, inside outside the school, is known as curriculum.") **Jolun F. Keer**
- ✓ **टी०पी० नन** के अनुसार-"पाठ्यक्रम को मानवीय भावना के विराट प्रदर्शन वाली उन विविध प्रकार की क्रियाओं के रूप में देखा जाना चाहिए जो विशाल जगत के लिए स्थायी रूप से अत्यन्त सार्थक हैं।" "The Curriculum should be various forms of activities that one groud expression of human spirit and that are of the greatest and most permanent significance to the wide world."



✓ **Brualacker** "The Curriculum is orderly arrangement of what is done and learnt the Curriculum is nothing more than aims or values written large in expanded form." "पाठ्यक्रम, क्या करना है? तथा क्या सीखना है? की क्रमबद्ध व्यवस्था है। पाठ्यक्रम विस्तारित रूप में बड़े पैमाने पर लिखे गए लक्ष्यों या मूल्यों से आगे कुछ भी नहीं है।"

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Thank you...