

**Activity-centered Curriculum/  
Task-centered Curriculum/  
Project Curriculum/  
Experienced Curriculum**

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## Activity-centered curriculum


- According to M.K. Gandhi, education is the development of all the aspects i.e. **body, mind and spirit**. So mind without activities can not develop the personality perfectly.
- **Rousseau, Montessori, Dewey, Pestalozzi and Gandhiji** all headed this movement. All pleaded to relate activity with curriculum.
- Activity is used as a means for imparting **knowledge, imparting knowledge, developing skills and inculcating habits and attitudes..**
- The modern methods like **project method, Heuristic method, Montessori Method, Dalton plan, Source method, etc.** are developed with the principle of activity method.


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- It is a **reaction against the traditional curriculum** which was **subject-centered or teacher- dominated**.
  - Modern educationists like **Rousseau, Dewey, Gandhi, and Pestalozzi** realized that education which does not influence a child's conduct is useless.
  - In activity-centered curriculum, the **subject matter is presented through different activities** and knowledge is the result of these purposeful activities.
  - Activity-centred Curriculum is **also called project curriculum or experienced curriculum**, and the term 'activity' is a fundamental concept in it.
  - Activity is the **natural urge** of the child. He wants to **do things by himself**. When curricular material is translated in terms of activity, it is known as activity curriculum.

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- Activity is the **greatest motivation** for a child. He enjoys the freedom of expressing his potential during activities.
  - These activities should not merely **include physical activities, but also intellectual activities.**
  - True learning is experiencing, while activity is the process, hence it can be said that **experience is the product of activity.**
  - Activity results in experience; **activity and experience cannot be separated from each other.** A **purposeful activity** must end in **gainful experience.**
  - In Activity-centred **or Task-centred curriculum**, various teaching activities are arranged in a sequence to achieve the desired objectives.
  - The principle of using **3Hs, i.e., Head, Heart and Hand** is followed in it.
  - In this type of curriculum, **proper organization and integration of content with various learning experiences** is done, taking into account **various resources available, the maturity level of students** etc.

## Activity under Activity-centered Curriculum: both physical and mental activities.

- **Physical activities:** It includes physical training, games and sports, action songs, hygienic activities, activities.
- **Environmental activities:** These activities include nature study, excursion, survey, social visit. These activities develop civic sense and love for nature may be developed in children.
- **Constructive activities:** With these activities love for work, dignity of labor, productive efficiency and scientific attitude may be developed. Handwork, science activities, craft, repairing of tools belong to this category of activities.
- **Aesthetic activities:** Music, art, creative craft are included in this type of activities. These provide opportunities for self-expression and development of inborn creative faculties.
- **Community activities:** These activities aim at community development and include community projects, self-government., first aid, social services, etc.

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- **Hands-on Experiments:** Engage students in practical, hands-on experiments in science subjects that involve physical manipulation of materials and observation of outcomes.
  - **Role-Playing Exercises:** Conduct role-playing activities in subjects like social studies or language arts to encourage students to enact historical events or literary scenes, promoting creativity and understanding.
  - **Team-building Activities:** Organize team-building activities that involve physical challenges coupled with problem-solving tasks to enhance collaboration, communication, and critical thinking skills.
  - **Field Trips:** Plan educational field trips that provide students with real-world experiences, allowing them to explore and learn outside the classroom environment.
  - **Outdoor Exploration:** Incorporate outdoor activities like nature walks, gardening, or environmental studies to promote physical activity while connecting students with the natural world.
  - **Project-based Learning:** Assign projects that require both research and hands-on implementation, encouraging students to apply theoretical knowledge to practical situations.

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- **Debates and Discussions:** Organize **debates or discussions that stimulate mental activity** by requiring students to critically analyze and articulate their thoughts on various topics.
  - **Physical Education Classes:** Integrate physical education classes as a core component of the curriculum, **promoting physical fitness, teamwork, and overall well-being.**
  - **Artistic Expression:** Encourage students to express themselves through artistic activities like **drawing, painting, or sculpting, fostering creativity** and providing a medium for mental expression.
  - **Problem-solving Challenges:** Present students with **real-world problems and challenges** that require a combination of **physical and mental effort** to develop practical solutions.



## Requirements of Activity Curriculum

- Physical Features of the School: **Building, grounds and classrooms**
- Sufficient facilities for **displays and decorations**
- **Separate ground for gardening**, for outdoor class work and for countless other outdoor activities
- **Training of Teachers**
- Classroom Equipment
- Activity Rooms
- Transportation Facilities
- Time Table Planning
- Flexibility In Administrative Arrangements
- Establish clear safety protocols, guidelines, and supervision measures to create a secure learning environment.





## Role of the Teacher

- It is the task of the teacher is to discover the interests and to build educational activities upon them.
- Teachers make plans for their own activities in the classrooms.
- The teacher works as a guide.
- Helps the students to analyze the problem.
- He sometimes leads the discussion.
- He is a part of the total learning situation rather than task master.
- He acts as a resource person.



## Characteristics of a Activity-centered Curriculum

- The activity-centered curriculum is **focused on the needs and interests of individual** students by giving the **freedom to choose activities and projects**.
- The curriculum is designed to provide students with opportunities to **engage in real-world experiences** that **promote active learning**.
- Students are encouraged to participate in **hands-on activities, experiments, and projects** that allow them to apply what they have learned.
- Assessment methods may **include projects, presentations, portfolios, and other performance-based evaluations**.

## Merits of Activity-centered curriculum

- Activity makes life dynamic. Education is preparation for dynamic life. So **life** is the **by-product of activities**.
- Education is the **integral part of day-to-day life**. If children can do something, **it leads to happiness**.
- The school can provide knowledge not only introducing some subjects, but also **through many life-related activities**.
- **Kindergarten education and Montessori auto-instruction** are based on activity curriculum.
- **Kothari Commission (1964-66)** introduced **work-experience** as an integral part of school education.
- The benefits of activity based curriculum revolves around those children who are **either not as academically talented" or have not shown "interest" in school**.
- This method tends to stimulate these types of students **into participating and eventually absorbing information**.
- It makes the teaching fun.
- Students in will **remember the material better**.
- They are able to transfer that experience easier to other learning situations.
- Students who are involved in activities are empowered in their own learning process.

## Demerits of Activity-centered curriculum

- It neglects other activities, which are needed for intellectual development of the child.
- Personal supervision is needed for every activity which, not possible in school.
- Activity curriculum is not applicable to all stages of education.
- Abstract knowledge is neglected in activity curriculum.
- A radical departure from traditional ways of learning and teaching.
- No assurance of learning cultural heritage.
- The facts and principles that are learned are not permanently retained.
- Teachers are not prepared/competent to carry on activity program.
- Communities do not readily accept this shift.
- Schools are not equipped.
- Total education is not possible.
- Not possible in all school.

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**Thank you...**