



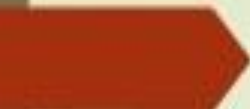
Types of curriculum

1st semester/paper code-104

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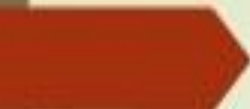


Types of Curriculum



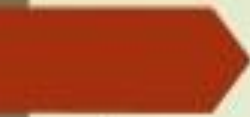
There are many types of curriculum design, but here we will discuss only the few. Types or patterns are being followed in educational institutions.

- Subject Base curriculum
- Teacher Centered curriculum
- Learner centered curriculum
- Activity/Experience curriculum
- Integrated curriculum
- Core curriculum
- Board field curriculum
- Hidden curriculum



Subject based curriculum

- Subject matter is the most used and accepted curriculum Design, it is also the oldest curriculum Design. We see the earliest example in the medieval era in the Middle Ages the monastery and Cathedrals and the organizations of the seven liberal arts in the schools of ancient Greece and Rome. The seven liberal arts were consisted of two divisions:
 - 1. Trivium
 - 2. Quadrivium



These subjects were broad. In the modern period the Trivium was further divided to include literature and history and the quadrivium to include algebra, trigonometry, geography, botany, zoology, physics and chemistry. In this manner subjects added one after the other so much so that in 1930 there were over 300 different subjects. a

After centuries the curriculum design of the seven liberal arts are still the nucleus of the subject curriculum. In a subject base curriculum every subject is separate unit. In this kind of curriculum four or five subject are placed in curriculum and each subject has a separate teacher. Every teacher try to teach his own subject, no one intervene in the subject of other teacher

Teacher centered curriculum

In teacher centered curriculum design, the teacher is the center of interest. This type of curriculum emphasizes the involvement of the teacher in the curriculum development. Teacher plays an important role in the development of the student. He participates in a number of activities at a classroom level. For instance, they select teaching materials, teaching strategies, use of audio-visual aids and so on So, teacher should take interest in any combination of curriculum development decision making role at the school level. Following are the roles of teacher in curriculum development

- Implementers of developed curriculum
- Adapters
- Developers
- Researches

1. Implementers

As an “Implementer” or “receiver”, the teacher role is to apply the developed curriculum else where. In this role the teacher has the minimum of responsibility and involvement in the curriculum development phase of the curriculum process, though he has a significant role in the application phase of this process.

2. Adapters

As an adopters, the role of the teacher is just the same as an implementer, this is some what conceptual term which indicates that the teacher become ready to accept the curriculum in order to implement it.



3. Developers

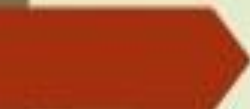
As a developer, the teacher role is to take part in the curriculum development process. In Pakistan, some respective teachers are being invited to attend various meetings held by the higher authorities in order to make contributions in curriculum development or curriculum evaluation process.

4. Researchers

Curriculum is a dynamic process, keeping in view the characteristics, there is a need to conduct research in order to bring about desirable changes in the curriculum. Teachers in the most of the countries are taking part in various types of researchers in curriculum development process.

Learned Based Curriculum

- ▶ The supporters of learner-centered Curriculum give importance to individual development and they want to organize the curriculum according to the needs and interest of learners, there are fundamental differences in this approach and the subject-centered design.
- ▶ This movement from the traditional curriculum towards a Programme that stresses the interests and needs of students, This approach was used by Rousseau in the education of Emile, then Dewey in his laboratory School in 1896-1904. it is believed that all of these twentieth-century efforts reflect, the influence of Dewey.
- ▶ it is a fundamental principle of education that the beginning of each instruction it shall be connected with the previous experience of learners. The purpose is that the experience and the capacities that have been developed in early lessons, it should provide a starting point for further learning. The current importance given to student-centered programmes may not always acknowledge the Dewey's philosophy and influence on the movement to incorporate more student-serving learning opportunities into the curriculum.

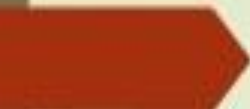


The association for the Advancement of Progressive Education formed in 1919, had its aim "The development of the individual, based upon the scientific study of his mental, physical, spiritual, and social characteristics and needs". The views of this association, later called the Progressive Education Association (PEA), were compatible with the ideas of Dewey's as indicated by their principles:

1. Freedom to develop naturally.
2. Interest is the motive of all work.
3. The teacher is a guide, not a task-master.
4. Scientific study of pupil development.
5. Greater attention to all that affects the child's physical development.
6. Co-operation between school and home to meet the needs of child-life.
7. The progressive school a leader in educational movement.

Activity Based Curriculum

- The Activity Based Curriculum is also called project curriculum or an experience curriculum but the name activity is a fundamental conception. Activity Curriculum has a long history. The title "Activity Curriculum", however, did not come into general use before 1920, although Dewey used the expression "Activity Programme" as early as 1897 in a talk to the parents and teachers at his laboratory school in Chicago (U.S.A). 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. Learning of the prescribed material takes place through activities. Activity is used as a media or means for imparting knowledge and skills.
- Activity is the greatest motivation for child. he enjoys a freedom of expressing his potentialities during activities.



These activities should not merely be considered as physical activity but also intellectual activity. The educator (teacher) should engage pupils in activities in such a way that while manual skills are gained there should be mental satisfaction found in the work. The students should not be passive listener they should be active participants in the process of learning.

True learning is experiencing, while activity is the process then experience becomes the product of activity. Activity results in experience, in fact activity and experience cannot be separated from each other. A purposeful activity must end in gainful experience. The school must, therefore, plan its activities in such a way that students gain mastery on various experiences. Such type of projects should be completed under a problematic situation in a natural setting.



INTEGRATED CURRICULUM

- What exactly is integrated curriculum? In its simplest conception, it is about making connections. What kind of connections? Across disciplines? To real life? Are the connections skill-based or knowledge-based?
- Correlation may be as slight as casual attention to related materials in other subject areas . . . a bit more intense when teachers plan it to make the materials of one subject interpret the problems or topics of another
- Integration: the unification of all subjects and experiences



Core Curriculum

- ▶ The **Core Curriculum** is the set of common courses required of all undergraduates and considered the necessary general education for students, irrespective of their choice in major.
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