TECNIA INSTITUTE OF ADVANCED STUDIES

NAAC Accredited Grade 'A' Institute

Internal Quality Assessment Cell
IQAC

-: Educational Objectives and Curricular Organization:-

OBJECTIVES

- To understand the concept of curricular organization
- To be familiar in handling the components of curricular organization for the better curriculum design
- To discern curricular oganisation based on the types of curriculum.
- To choose the curriculum models under different curricular oganisation
- To get mastery over unit method of organization.
- To learn developing based on the types and criteria.
- To choose an appropriate educational objectives according to the different curricular oganisation.

INTRODUCTION

Boville et al. (2011) confirmed that the curriculum is identified as a steer for improving the students' engagement and success from the beginning of the study onwards .This indicates that the curriculum has crucial role in moulding and the shaping the students to be a good citizen. Berkvens and Van den Akker (2013) identified six quality criteria which may be considered in designing and organising curriculum such as relevance, consistency, effectiveness, scalability, sustainability and practicality.

TYPES OF CURRICULUM ORGANISATION

The word curriculum indicates that concept of "subject is organised under the supervision and direction of school or the person who is responsible for designing curriculum". The school curriculum includes extra classroom activities such as play ways, excursions, club works and so on.

There are many types of Curriculum organisation are there. Out of which we will see five types of curriculum. Before going to study the organisation of curriculum, it is important to get an insight on the different types of curriculum.

Subject matter curriculum

Even recent days, most of the higher education institutions have subject matter approach in curriculum organisation. The colleges and universities used to divide the course into different compartment what is called subject. For instance, an undergraduate student should study the language English and language of mother tongue in addition to the regional language with that of major papers and ancillary subjects. Each subject would generally be taught in an isolated manner.

Correlated Curriculum

Correlation, relation and interrelations processes represent the same meaning in curriculum organisation. Correlation is nothing but recognition and establishment of relationship among the different subjects and area of studies. The correlation is used to indicate planning a proper sequence of experience in one subject or an area of study. For instance, in planning curriculum organisation of the undergraduate physics, the correlation represents the relationship between first year of B.Sc. physics and second year B.Sc. Physics. It is important that the concept of correlation and its articulation is essential in the subject area of any type of curriculum organisation .Since pupils experience the contents first time, this type of curriculum organisation psychologically tremendous in organising. Correlation curriculum refers to horizontal relationship of the same grade level between two subjects or more subjects. For instance, one can correlate English subject with mathematics, fine arts, history, economics, business, management and education. Another illustration we may found that correlation of the materials and activities of English with that of the aforesaid subjects.

There are three major things that an institution should concentrate

The one is to discover the needs, interest and capacities of each individual on the basis of developing individual to the optimum core.

Second one is to develop the individual as a desirable and socially well-being and good citizen out of the different environments such as home, school, community, prefecture, nation and the world environment.

Third one is to discover vocational needs, interest and aptitude of the people in a way to choice their needs, interest and aptitude and help them to prepare for the occasion of his or her choice. Thus, the correlation curriculum implies that it is essential feature must work closely together to plan people experience.

Fusion Curriculum

Deciding the matter in education, the word fusion implies integration of different subject matter into same lines. It also involves that the integration of two or more subject area together in one class without any special regard to the old subject matter. For instance, the entire separate subject in Social Studies would fuse

together into general Social Science for the grade 6 to 10. Regarding science, the concept physics, chemistry, botany, zoology put together as a general science at secondary level. When pupils enter into to the higher secondary level, the different subjects such as physical chemistry, inorganic chemistry, organic chemistry, analytical chemistry, polymer chemistry are put together as chemistry in the higher secondary school. It gets diversification in to different chemistry which students going to study in the future.

Core Curriculum

Core curriculum is an appropriate prerequisite for children of common body of growth, experiences taking for certain specific type of learning experiences which are fundamental for pupils. The core curriculum commonly referred as a type of curriculum organisation in which the core courses takes place of two or more additional subject. For instance, when undergraduate education courses are planned, in every semester, the core papers or courses are mandatorily be filled by core courses. To prepare trained and potential teachers, the core curriculum organisation arrange the subject matter to meet common theme or problem that the pupil to solve problems according to their social living as well as their professional living. But, this organisation of core curriculum is planned according to the various places and practices of education system.

Experience Curriculum

The curriculum which is quite reasonably be appeared in the recent education is none other than experience curriculum. As the name implies, the experience is base for organising experience curriculum. This is based on the experiences which people would be interested normally and naturally during their growth and development. It is also a sense of fusion that the idea carried in the natural and normal execution in the experience curriculum. The big problem of teacher in this type of curriculum is helping peoples individually. In Planning and providing the right situation, stimulating the students to come forward for the active participation and learning is also another problem. Beyond that this experience curriculum will make students to select their activity by their own. Generally, experience curriculum advocates that the experience, strategies techniques and organisation must be fit for the ordinary classroom so as to provide abundant experiences.

TYPES OF CURRICULUM ORGANISATION

Logical organisation

In this type of organisation, the contents of subjects will be arranged in a logical and sequential manner .The chapters would be arranged in such a way from simple to complex, easy to difficult and known to unknown sequences. The aim of the logical organisation helps people to understand a topic or a unit based on the logical development with the help of the previous years of studies.

Psychological Organization

In psychological organisation of the curriculum, the psychological aspects of an individual such as intelligence, interest, aptitude, memory are given due recognition. The subject matter would be arranged according to the suitability of the aforementioned psychological aspects.

Spiral organization

This type of curriculum organisation forms the subject matter from lower level to the higher level. It is larger than the logical organisation because the curriculum of first year to the third year connected spirally. The contents placed in the every step of curriculum are little higher than the previous one.

Concentric organisation

This type of curriculum organisation arranges increasing area of study from the first grade to the last. As opposite to spiral type of organisation, there would not be any continuity between the different grades in this type of organisation. While the first grade may be a small area which covered in detail, in the second grade, the brief recapitalisation of the first grade content will be followed in the detailed coverage. The third grade will cover after the both easiest and earliest area. By this way, the curriculum is arranged and it can be noted that the superimposition of the earliest.

Unitary organization

In this type of Curriculum organisation, the subject matter for the entire course will be conveniently classified into different units and discussed fully in some grade or points. Hence, the content for topic can be taken in any grade but the things which kept once cannot be repeated in the next grade.

Topical organisation

As the name implies, this type of organisation arrange the subject matter under one unit or another unit or unit wise is not defined. If the topic is considered to be relevant, the contents will be placed accordingly. This type of organisation that does not have any validation about the classification of subject and unit.

Whole to part Organisation

In this whole to part organisation, the approach is deductive in nature. This approach sometimes is analytical in nature. General or whole concept will be fragmented in to smaller contents.

Part to Whole Organization

In this part to whole organisation of curriculum, the subject matter will have an inductive in nature. Sometime, the respect of standard subjects could usually be done for arrangement of subject is complementary phenomenon that observation is completely perceived to discuss the whole nature.

THE UNIT METHOD OF ORGANISATION

The unit method of organisation is one of the types of curriculum organisation need a special mention in terms of the unit method of organisation. Before going to study about this type of organisation, it is essential to study about what is the unit. Unit is an attempt to group related experiences or area of the study or a subject matter in to a particular topic or a problem. The usual procedure in teaching is to plan year to year as a whole and then plan each lesson as a part of the year. It is very difficult to teach the whole content which has been allotted for the year as whole is very difficult since the related contents have been put together separately based on their nature of content. Morrison have done lot of work on the unit organisation who defines unit as a "comprehensive and significant aspect of the environment of unorganised science of art or conduct which been learnt in adoption of the personality".

Under the unit system of organisation, the related experiences and contents are grouped under a central problem, theme, or topic based on the need which is common to all of the pupils of the class so as to solve the central problem which presumed to be focused.

TYPES OF UNIT

In general, there are two types of units. The one is resource unit and the other is teaching unit.

Resource unit

The resource unit is a pool of ideas for the teacher which consist the matter which people never see to it prior. This resource unit provides the teacher in a convenient form and give suggestions regard to title of the unit and connection of the each title in the unit, suggested content of the unit pupils experiences, method of evaluations to be taken and Bibliography of reference materials to be kept.

Teaching unit

The teaching unit is always planned jointly by the people and the teacher with the resource unit which contains many suggested and the desirable behaviour of the teacher and students. The resource unit covers considerable scope of content but

the teaching unit is much smaller. This unit contains many suggestions to the pupils' experiences with desirable and practicable contents.

Ways of organising a resource unit are as follows

- an overview of the unit;
- a statement of objectives or anticipated outcomes;
- an analysis of the problem or scope and sequence arrangement;
- a list of suggested pupil activities;
- suggestions in regard to evaluation; and
- list of references and materials which will be useful in the unit.

Ways of developing teaching unit

To develop a teaching, we need the following principles which are considered to be relevant.

The teacher should engage in substantial amount of planning in advance. He should use the resource unit for the tentative planning of overview, scope, sequence, objectives, people activities and evaluation.

The teacher should work out a plan to introduce the unit skillfully to the class to make people feel that the unit is a problem of their own to make them to engage in the experience activities which are the part of the particular unit.

The people and the teacher should plan the objectives cooperatively through discussion and the teacher should have something in their mind gained from the resource unit. The teacher can make suggestions when important themes cannot be overlooked.

Analyse the problems into its component parts is the next phase. This also should be done cooperatively by people.

Teacher must cooperatively plan the activities for the particular unit. In that, the teacher should conduct his or her own separate evaluation of the extent to which each people achieved the whole of the unit or not.

EDUCATIONAL OBJECTIVES

The term objectives are realised as statements that explain what students will be expected to learn at the end of the course or a program or a lesson or a project or on the class or period. In most of the cases, the educational objectives provisional in the academic goals that teachers set up the students who are working towards facing more comprehensive standard of learning. Objective is complicated by the term itself that indicates a wide variety of terms. Out of different definitions for learning objectives, it can be collectively called as an aim related to the learning progression are purposefully sequencing academic expectations across multiple developmental stages, ages and grade level. Educational objectives act as a

passage for the teachers to structure, sequence and plan the learning goals for specific instructional period purposefully for achieving the educational objectives. The objectives are also a Passage to establish and articulate academic expectations for students so that precisely they can understand what is expected from them.

Equally when learning objectives are absent or when it is not clearly stated, the students might not know what is expected from them which in turn fetch them to have anxiety, frustration and other factors of emotions mainly coupled with the learning process. While the learning objectives are instructional objectives, they can significantly different from state to state school to school.

The following key points would help the teacher to understand the major levels of learning objectives so as to prepare a good learning objective

School year or grade level objectives

This type of objective may be synonym with learning standard. The objective is the concise handwritten form in the description of what students are expected to know and able to do at the specific stage of the year or course. This grade level learning objectives describe what students must achieve academically at the end of a particular grade level or span of time.

Course or Program objectives

Teacher must determine the learning objectives for the course or other academic program such as Summer School session, and short term courses. In this type of objective, some academic goals will be described as learning standard or they may be described as an interview of goal among students for the particular course or program.

Unit or Project objectives

Teacher determines the learning objectives for an instructional unit which naturally comprise some series of lesson focused on specific topic or a common theme or problem. For instance, the project based learning is instructional approach that utilizes multifaceted projects as the central organising state for educating students and teachers through the present learning objectives which must be accomplished at the end of this project rather than a unit.

Lesson or class - period objectives

This type of objective articulates learning objectives for some specific lesson that compose unit, course or a project. For instance, teachers just write learning objectives on the blackboard are passing to the students through online management system so that the students should be able to know the learning.

FORMS OF LEARNING OBJECTIVES

The educational objectives may be in the descriptive or a statement form.

Descriptive form

Educational objectives may be expressed as brief statements which describing what students should know or be able to do at the end of the defined instructional period. The learning standard used in this type of objectives might consist variety of learning objectives which are commonly expressed as descriptive statements alone.

I can form

This type of learning objective is expressed in the form of 'I can statements''. The basic notion of this type of 'I can statements' encourage students to identify the learning goals as visualised by themselves. The experience is primarily ensured by achieving this type of educational objectives.

Will be able to form

'Students will be able to' statements are extensively used form for learning objectives. This is represented by the abbreviation SWBAT which can be used in place of the full phrase. This abbreviation SWBAT may be followed by a verb with intended content.

ARTICULATING EDUCATIONAL OBJECTIVES

Before deciding the educational objectives, the teachers must be ready to articulate the education objectives for aligning the important things that are mandatorily filled apart from objectives. The assessment and instructional strategies jointly play a pivotal role in articulating and aligning the elements of learning.

Alignment of three components ensures an internal consistency of a plan of teaching.

Alignment will be perfect when the:

- **OBJECTIVES** articulate the knowledge and skills that teacher wants students to acquire by the end of the course.

- **ASSESSMENTS** allow the instructor to check the extent to which the students are meeting the learning objectives.

- INSTRUCTIONAL STRATEGIES are preferred to promote student learning towards meeting the intended objectives.

CONCLUSION

The good learning objective will articulate the knowledge and skills that students will be achieved at the end of the course. In order to make the students need to accomplish, it is essential to organise the content under a definite model of curricular organisation. This curricular organisation in turn needs a specific set of behavioural objectives. The learning objectives may be broken down into different predetermined tasks and focuses on specific cognitive processes to get mastery over the complex skills such as problem solving. Further learning objectives should use always the action verb which must be measurable and scalable. Thus, it can be precisely conceived that the assessment, instructional strategies, educational objectives are impregnated in the organisation of a curriculum.

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WEB LINKS

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https://courses.lumenlearning.com/educationalpsychology/chapter/formulating-learning- objectives/
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FAQ

1.   What are the types of curriculum?

The word curriculum indicates that concept of "subject is organised under the supervision and direction of school or the person who is responsible for designing curriculum". The school curriculum includes extra classroom activities such as play ways, excursions, club works and so on. There are many types of Curriculum organisation are there. Out of which we will see five types of curriculum. Before going to study the organisation of curriculum, it is important to get an insight on the different types of curriculum.

- Subject matter curriculum
- Correlated Curriculum
- Fusion Curriculum
- Core Curriculum and
- Experience Curriculum.

2.   What are the types of curriculum organization?

- Logical organisation
- Psychological Organization
- Spiral organization
- Concentric organization
- Unitary organisation
- Topical organization
- Whole to part Organisation and
- Part to Whole Organization

3.   Discuss briefly unit method of organisation

The unit method of organisation is one of the types of curriculum organisation need a special mention in terms of the unit method of organisation. Before going to study about this type of organisation, it is essential to study about what is the unit. Unit is an attempt to group related experiences or area of the study or a subject matter in to a particular topic or a problem. The usual procedure in teaching is to plan year to year as a whole and then plan each lesson as a part of the year. It is very difficult to teach the whole content which has been allotted for the year as whole is very difficult since the related contents have been put together separately based on their nature of content. Morrison have done lot of work on the unit organisation who defines unit as a "comprehensive and significant aspect of the environment of unorganised science of art or conduct which been learnt in adoption of the personality".

Under the unit system of organisation, the related experiences and contents are grouped under a central problem, theme, or topic based on the need which is common to all of the pupils of the class so as to solve the central problem which presumed to be focused.

4.   **What are the ways of organizing a resource unit?**

- An overview of the unit;
- A statement of objectives or anticipated outcomes;
- An analysis of the problem or scope and sequence arrangement;
- A list of suggested pupil activities;
- Suggestions in regard to evaluation; and
- List of references and materials which will be useful in the unit.

5.   **What are the ways of organizing a teaching unit?**

- To develop a teaching, we need the following principles which are considered to be relevant.
- The teacher should engage in substantial amount of planning in advance. He should use the resource unit for the tentative planning of overview, scope, sequence, objectives, people activities and evaluation.

6.   **What are the major levels of learning objectives?**

- School year or grade level objectives
- Course or Program objectives
- Unit or Project objectives
- Lesson or class - period objectives

7.   **What are the major forms of learning objectives?**

The educational objectives may be in the descriptive or a statement form.

- Descriptive form
- I can form
- Will be able to form

8.   How will you align three components for better curriculum Organisation?

Alignment will be perfect when the:

- OBJECTIVES articulate the knowledge and skills that teacher wants students to acquire by the end of the course.
- ASSESSMENTS allow the instructor to check the extent to which the students are meeting the learning objectives.
- INSTRUCTIONAL STRATEGIES are preferred to promote student learning towards meeting the intended objectives.

QUIZ

1. **'Curriculum is a steer for improving students'- stated by**
    a)   Boville et al.
    b)   Van den Akker
    c)   Spady
    d)   Prosser

2. Integration of different subject matter into same lines is
    a)   Spiral Curriculum
    b)   Fusion Curriculum
    c)   Experience Curriculum
    d)   Core Curriculum

3. If a curriculum stress upon interest part of curriculum means it will be
    a)   Spiral Oganisation
    b)   Psychological Organisation
    c)   Concentric Organisation
    d)   Unitary Organisation

4. Pool of ideas for the teacher available in
    a)   Resource Unit
    b)   Teaching Unit
    c)   Both Units
    d)   None of the above

5. Lesson objectives also called
    a)   Period Objectives
    b)   Class Objectives
    c)   Both
    d)   None of the above

6. The widely use of objectives are
    a)   Descriptive Form
    b)   I can Form
    c)   SWBAT
    d)   All the above

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