

of students.

4. Neglects knowledge Aspect.
Specialised knowledge of all subjects cannot be acquired through activity. Knowledge is vast. This type of curriculum neglects the knowledge aspect.

5. Arrangements in School.
There are many activities which cannot be performed inside the school and it cannot be possible also to do these activities outside the school.

6. Top-sided development: - Over activity may lead to top-sided development of pupils.
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Q:- Differentiate between Subject Centred Curriculum and Activity Centred Curriculum?

Ans Differences between Subject Centred Curriculum and activity centred Curriculum are given below:

Subject Centred Curriculum	Activity Centred Curriculum
1. The subjects are given a pre-determined place within a fixed time.	Education is through some

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2. The child's urges are repressed.	On the other hand, the child gets opportunity to display his innate tendencies.
3. The subjects are taught for knowledge sake only.	It attempts to meet the basic and social needs of the learners.
4. It is based on the theoretical aspect.	It is based on the psychological aspect of learning.
5. It emphasizes to furnish the learner with more and more knowledge theoretically.	The knowledge is acquired through activity.
6. Teaching of subjects is more stressed.	It develops all round development as child does activity.
7. It encourages the cramming habits among the students.	It develops insight for learning among students.
8. Educational process is considered, merely as schooling.	Education is treated as a continuous and integral part of child's life.

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Child Centred Curriculum (Modern)

Child Centred Curriculum is the curriculum which revolves around the needs, abilities, interests, activities, developmental level and life of the child. The child is regarded as the centre or pivot of all the activities connected with his life. He is the main focus of the central point in child centred curriculum. Child centred curriculum is in accordance with the individual differences which exist among children. It helps in the development of physical, intellectual, emotional, social, moral, spiritual and character aspects of the children.

Thus, the child centred curriculum touches all aspects of life of the pupils.

Advantages

1. Interesting and Psychological
Child Centred Curriculum is interesting and psychological. It appeals to the interests of the

child. It helps in sublimation of instincts and emotions.

2. Balanced development
Pupil centred Curriculum helps in physical, intellectual, emotional and social development of the child.

3. Teacher as Guide
The teacher is guide and not instructor, democratic and not authoritative, sympathetic and kind hearted and not harsh. Children are trained for self-discipline.

4. Importance to child
It emphasises the child rather than the subject matter.

5. Motivation force
Child centred Curriculum provides a great motivation force as it is based on interest, abilities, needs and developmental level of the child. It creates interest. The whole process of learning becomes interesting and the children like to learn.

6. Application of knowledge: The child learns the application of knowledge in his daily life.

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narrowly conceived, bookish, rigid, heavy and over-loaded, dominated by examinations, Unpsychological and Unprogressive. It puts emphasis on memory and neglects moral education. The word 'Curriculum' is derived from the Latin word 'Currere' which means 'run'. Thus Curriculum means a 'run way', a course which a person runs to achieve a goal. It consists of a No. of subjects taught in the school. This is a narrow view point.

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Meaning { Modern / Broader }
Curriculum

Modern Curriculum includes all these activities, experiences and environments which the educant receives during his educational career under the guidance of the educational authorities. Thus Curriculum is the total education of the child. Modern Curriculum is pupil centred, activity centred, experience centred, balanced, progressive and dynamic in the

Sense that it satisfies the needs of the developing child as well as the demands of ever-changing modern Indian society.

Characteristics of Modern Curriculum.

1. Totality of experiences
Curriculum is the totality of experiences that a pupil receives in the school (i.e. the classroom, library, laboratory, work shop, play ground and in the numerous informal contacts between the teacher and the pupil) and outside the school. These experiences help him in the development of personality.

In the words of Munroe, "Curriculum embodies all the experiences which are utilised by the school to attain the aims of Education".

Curriculum includes not merely syllabus and books but all the experiences and relationships which are indulged in by the educator.

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both inside and outside the school.

2. A mean to an end curriculum is not an end in itself but a means to an end because it is created in order to achieve the aim of education. It is evident that the curriculum will change with every change in the aim of education.

3. Development of Balanced Personality
Curriculum helps in the development of Balanced personality. It touches the life of students at all points. In curriculum the activities concerning physical, Intellectual, Social, economic, academic and cultural development play their role in the development of balanced personality.

4. Dynamic
A good curriculum is dynamic. The needs and interests of pupil go on changing with the passage of time. For varying needs, different types of activities are needed. This necessitates some changes in the curriculum.

5. Achievement of goals
Curriculum is prepared to achieve set goals. The goals and objectives of education are set by society. Curriculum helps in achieving the aims and objectives of education.

6. Process of living

7. Philosophy of life

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Defects Of Existing Curriculum.

Existing curriculum is suffering from certain limitations and defects.

The following are some important factors related to defects existing in Curriculum:-

1. Narrowly Conceived

The existing curriculum is narrowly conceived. It includes mere academic interest. Only knowledge items are included. Appreciations, Applications, skills are badly neglected. It only prepares the students to join college and not for life. This type of curriculum fails to fulfil the need and aspiration of child.

2. Heavy and Overloaded

The existing Curriculum is heavy and overloaded with so many subjects. There is multiplicity of subjects in the school Curriculum.

3. Uniform and rigid

There is Uniformity and rigidity in the Curriculum. There is no provision for diversification of different course and activities. Activities like games, sports, crafts etc. are almost regarded.

4. Dominated by Examination

The present Curriculum prepares the child for examination but not for knowledge seeking. Thus the present Curriculum is dominated by the examination.

5. Unprogressive

The existing Curriculum is unprogressive as it does not keep pace with the recent scientific and technological advancement. It is static and not conform to changing social needs.

6. Unpsychological
The existing curriculum is unpsychological as it is not accordance with abilities, aptitudes, interests, needs, development level and other individual differences of the students. It is neither child centred nor activity centred.

7. The present curriculum gives stress on teacher centred curriculum. It helps only teacher. It does not cater the need and interest of the child.

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Reformative Measures

1. Upgrading the Curriculum
Indian education Commission, 1966 recommends that the school curriculum should be upgraded through research in curriculum development undertaken by University department of education, state institutes of education and Boards of education. All division of curriculum should be based on such research. Research is also needed in the preparation text books and teaching, learning

material.

2. Freedom to devise new curricula
School should be given freedom to devise and experiment with new curricula suited to their needs.

3. Emphasis on Manual work
The Commission lays stress on manual work at all stages of education.

4. Education in Moral and Spiritual Value
Reformative measures should be made for imparting Moral education and inculcating spiritual value.

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5. Redesigning Physical education
The physical education programme should be redesigned in the light of certain basic principles of child growth and development. Physical education is important for the physical fitness and efficiency, mental alertness and the development of certain qualities of character.