



CURRICULUM AND EDUCATIONAL PROCESS

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Abstract:- The purpose is projected into the future as a Vision of the finished product of the process of schooling namely the Ideal Person we envision at the end of the process. The vision gives us clear concept of the kind of person we hope our students would become. The school should specify the kind of knowledge, skills and competencies, attitudes and values that our graduates will possess in keeping with this Vision. Hopefully in concert with other schools, these graduates will form a “critical mass” that will act as a leaven in transforming society into the “Ideal Society” of the future. Principles of educational process are values that shape and form the basis of our pedagogy. By this I mean the “strategy” the teacher adapts to forward learning among students. These “principles” are the standards and values embedded in the very process of education. The teacher is a model of one who is open-minded and critical of prejudiced views. In short, he or she teaches to enhance multicultural understanding and acceptance of and respect for various groups in society. The idea here is to specify a teaching strategy that requests the teacher to subject his or her teaching and the effects of that teaching to research as the basis for evaluation and improvement.

Education Means:-

Webster defines education as the process of educating or teaching. Educate is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Unfortunately, this definition offers little unless we further define words such as develop, knowledge, and character

Purpose of Education:-

The term “purpose” simply means direction, intension or desired end. It is an inclusive term used generally to mean the reason for which something exists or is done. However, in educational jargon, we come across synonyms or variations of this term and it is important for practitioners to get a clear idea of what each term means depending on the level of specificity. One thing though should be kept in mind, and that is, all these terms are derivatives of and have to do with school purpose.
Curriculum Means:-

Here are multiple definitions of curriculum, Curriculum is:
That which is taught in schools
A set of subjects.

Content

A program of studies.
A set of materials
A sequence of courses.
A set of performance objectives
A course of study

Everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships.
Everything that is planned by school personnel.

A series of experiences undergone by learners in a school.
That which an individual learner experiences as a result of schooling.

Content Means:-

Content is the medium through which the objectives are accomplished. Put another way, instructional objectives are fleshed out in terms of learning content.

Main Point:-

Educational Process vs. Curriculum Content

Educational Process needs to be attained first before proceeding to Curriculum Content. Without Educational Process there would be no basis for Educational Content.

Process :-

Intended audience is bachelor’s degree holders and educators. The Process of the report is to refresh or give ideas and information about what are Educational Process and Curriculum Content.

Scope and Limitations:-

Topics covered are:

Definition of Education, Purpose, Curriculum, and Content.
Background on Educational Purposes and Curriculum Content.

Topics not covered:

-Topics not related to educational Purposes and Curriculum Content.
-Topics not covered by the report content.



Focusing Questions

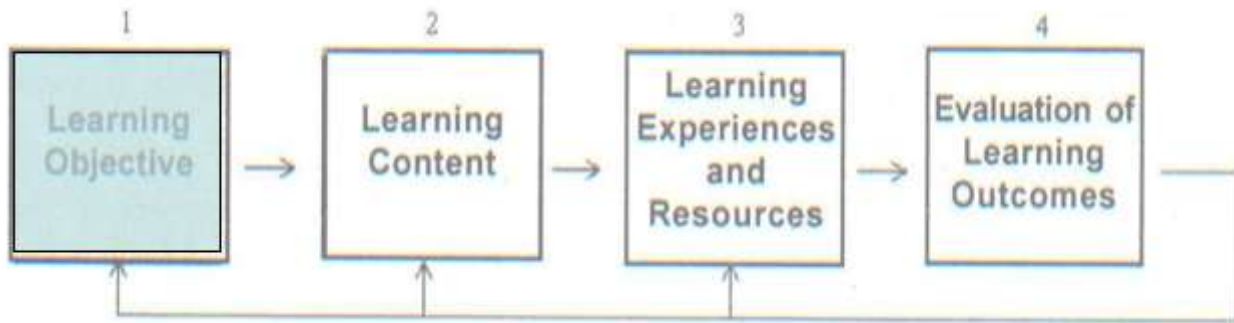
What educational Process should the schoolseek to attain?
 What is the Process of education:-
 Why do all schools have mission and vision statement?
 What educational purposes should the school seek to attain?
 The purposes in this question became known as objectives.
 The answer for this depends on what the school wants to achieve in their objectives, or what dothey want to be their finish product (Ideal Student).
 What is the purpose of education?
 There are many answers to this question.

One answer would be “The purpose of education is to appropriately prepare our children for their future. Today, a good answer would be “The purpose of education is tomake the world a better place!”

Why do all schools have mission and vision statement?

All schools needs to have mission and vision. It is the basis for what kind of students the school wants to haveas their finish product (Ideal Students/ Graduates).

School Process



Curriculum and School Process:-

The purpose is projected into the future as a Vision of the finished product of the process of schooling namely, the Ideal Person we envision at the end of the process.
 The vision gives us clear concept of the kind of person we hope our students would become. The school shouldspecify

the kind of knowledge, skills and competencies, attitudes and values that our graduates will possess in keeping with this Vision. Hopefully in concert with other schools, these graduates will form a “critical mass” that will act as a leaven in transforming society into the “IdealSociety” of the future.

| Statement of Purpose | Sample Statement |
|----------------------|---|
| PHILOSOPHY | Man is rational being; he has intellect and a will and is capable of understanding, reasoning and judging. |
| VISION | The school shall produce self-directing graduates, persons capable of logical thinking and making enlightened decisions for themselves. |
| MISSION | The school will provide opportunities for the development of thoughtprocesses that will promote self-direction. |
| GOAL | To develop the learner's ability in critical thinking and problem solving. |
| OBJECTIVE | Given a problem, the student will find the solution using the scientific method of investigation. |

The most useful, although not necessarily the only, form of stating instructional objectives is that inwhich the behavior and the content of learning are clearly spelled out. Such a formulation of objectivesis less prone to misinterpretations. Thus, in the sample objective: “The student will write in his own words the meaning of law and supply and demand,” the content portion is “meaning of the law of supply and

demand, and the behavior aspect is “write in his own words.”

Learning Content Means:-

It can be said, in fact, that instructional objectives are not possible without learning content. Content is the medium through which the objectives are accomplished. Put another



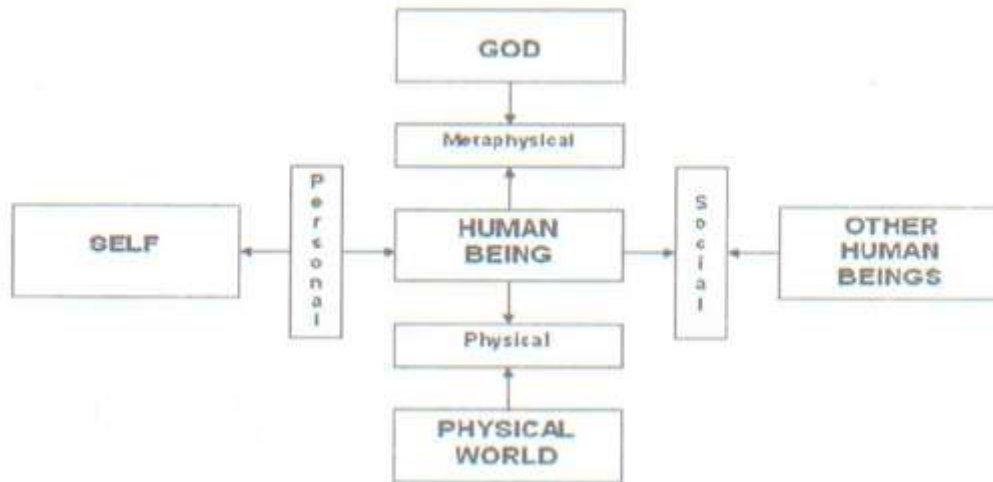
way, instructional objectives are fleshed out in terms of learning content.

3 basic questions related to learning content:-

What knowledge, skills, attitudes or values are most worthwhile to be taught and learned?

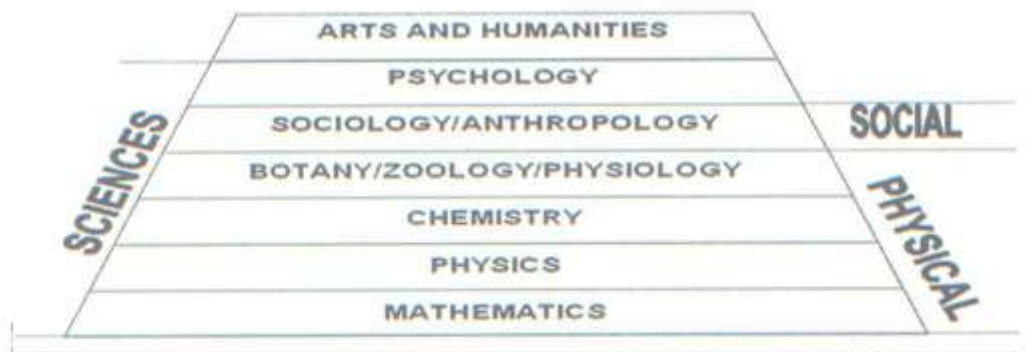
Sources of Learning Content:-

The “Fund of the Human Knowledge” which represents the repository of the accumulated discoveries and inventions of man down the centuries. This fund, sometimes called the “Heritage of the Human Race”, is dynamic and undergoes a constant turnover and updating of facts and information, ideas, generalizations, and concepts as well as processes used in acquiring and interpreting the acquisitions.



This fund covers all the known areas of human learning acquisitions and is generally subdivided into the humanities and arts, on the one hand, and the sciences, on the other, and the subdivisions of these two branches. This fund has been accumulated over a long period of time owing to man's

unceasing exploration of his world, especially his fourway relationships: vertically, with the Supreme Being abovehim and with the physical world below; horizontally with other men, on the one hand, and with himself, on the other



The Fund of the Human Knowledge

A major function of formal education or schooling on the elementary and secondary levels is primarily to transmit organized knowledge in distilled form to a new generation of young learners. In fact, schooling can be considered as a “short cut to life experience.” The traditional sources of what is taught and learned in school are precisely the fund of human knowledge or the heritage of learning of the human

race. Therefore, the sciences and humanities provide the basis for selecting the content of school learning. Since curriculum planners and developers cannot and should not use all available knowledge and all the accumulated experiences of mankind, there should be a process for the selection of relevant topics to be included as content in the curriculum.



Steps in filtering process for Selecting Learning Content:-

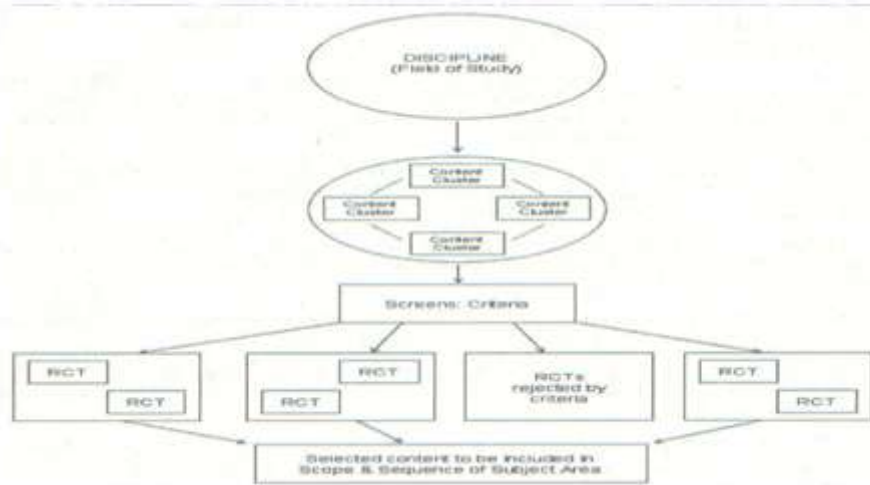
Selection of a discipline to be included in the curriculum which specifies a particular field of inquiry or learning.
 Use of a device to narrow the discipline for school use.
 Application of selection screens or criteria to determine the specific content that is representative of the subject area for a particular level of schooling, in this case, general education.

Selection of the Representative Content Topics (RCT's) from the content clusters that have been subjected to the criteria screen.

Delineation of the accepted RCT's into sequential order for instructional purposes in the Scope & Sequence of the subject area.

Key Criteria for Selecting Learning Content:-

Usefulness in contributing to the attainment of conceptual, process, skill and affective objectives.
 Relevance to significant human experiences



Relevance to significant human experiences, problems, and issues and frequency and criticality of use.
 Reliability, authoritativeness, validity and up-to-datedness.
 Adaptability in terms of learners' abilities and background.
 Usefulness in planning and organizing instruction, in generating questions and learning activities, and in making applications in a variety of situations.
 Usefulness in developing skills and modes, methods, and processes of inquiry.
 Usefulness in explaining a wide variety of phenomena and developing a sense of structure of the field of study.
 Usefulness in developing competence in clarifying values, attitudes, and value-laden issues and problems with social relevance.
 Availability in textbooks, AV resources, and other instructional media.

Organization of Learning Content:-

- Basic principles in organizing curriculum content
- Balance
- Articulation
- Sequence
- Integration
- Continuity
- Review of Literature or Sources of Information

Education is about:-

- Covering all the standards.
- Improving performance on government tests
- Producing competitive workforce

Develop: To create, produce, or set fourth

Knowledge: The range of one's information or understanding. The sum of what is known. The fact or condition of knowing something with familiarity gained through experience.

Character: One of the attributes or features that make up and distinguish an individual. Reputation or position. A person marked with notable traits

Philosophy: Composite statement of concepts, beliefs and values concerning two important realities, that is, MAN and SOCIETY and their relationship.

Vision: End-product envisioned at the end of the schooling process based on shared beliefs and values culled from the school's philosophy.

Mission: A set of broad statement that spells out what the school is all about and how it intends to carry out its Vision in its educational effort.



Goal: Are broad targets or statements of intent or direction delineating the Mission Statement in the different domains or areas of schooling.

Objectives: Most specific of the terms denoting purpose.

Balance: refers to the equitable and fair distribution of content among different levels of instructions to ensure that no level is unduly overburdened or underburdened.

Articulation: Refers to provisions for establishing the vertical linkage from level to level.

Sequence: Term used to describe the sequential and graded arrangement of subject matter.

Integration: This denotes the horizontal link of content in related subject areas.

Continuity: Refers to a constant and consistent repetition, review and reinforcement of major learning elements to bring about mastery or executive control of subject matter.

CONCLUSION:-

Educational Purpose or Objectives serves as basis for Curriculum Content. Educational Purpose is the first step in school educational development while Curriculum Content would be the next stage process for school educational development.

Recommendations:-

Based from the information acquired and researched it would be proper for the schools to first investigate on the background and history of education before establishing the schools own purpose or objectives. Thus, creating their own finish product.

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