Assignment No. 1

Q.1 Define model of teaching, its characteristics, functions, assumptions and elements. Elaborate the need of model of teaching.

The term "Model" carries different meaning in our day-to-day life. We look out the model of Taj Mahal and find it an exact replica of the original. This is why models prove a quite effective aid as a substitute for reality in the classroom situation.

In behavior modification and in the task of helping individual to learn good habits, to imbibe desirable attitudes, interest and other may personality characteristics, we generally use the term "model" or modelling in presenting some ideal figure of behavior for the purpose of its copying or imitation by the individual concerned. A teacher, a leader or a screen hero may work as a model for a child and he may pick up the behavioral traits of the personality of that model.

In another way the term "model" profoundly used by artists, architects or engineers in their professional activities, Initially, the models of dams, projects, installation or construction of machinery and equipment are prepared and then the work is carried out exactly as it has been laid down in the model.

Thus, different meanings may prove quite helpful in understanding or defining the term "Models of Teaching" or "Teaching Models". It has been defined by the research workers and writers in a number of ways. Some this definitions are produced here:

JOYCE and WELL (1972:2): Teaching models are just instructional designs. They describe the process of specifying and producing particular environmental situations which cause the student to interact in such a way that specific change occurs in his behavior

JAYCE and WELL (1972:3): Teaching model is a "pattern or plan" which can be used to shape a curriculum or course, to select instructional materials and to guide a teachers action.

JAYCE and WELL (1978:2): A model of teaching consist of guidelines for designing educational activities and environments. It specifies ways of teaching and learning that are intended to achieve certain kinds of goals.

PAUL D. EGGEN, ET AL. (1979:12): Models are prescriptive teaching strategies designed to accomplish particular instructional goals.

JANGIRA AND OTHERS (1983:10): A model of teaching is a set of interrelated components arranged in a sequence which provides guidelines to realize specific goal. It helps in designing instructional activities and environmental facilities, carrying out of these activities and realisation of the stipulated objectives.

Analysis of the Definitions:

A) The first definition considers models as instructional designs. These designs helps in the process of teaching in the following ways:

- They suggest the ways and techniques of creating a favorable environmental condition for carrying out the teaching process

- They help in achieving desirable teacher-pupil interaction during teaching.

- The ultimate goal of bringing desirable changes in the behavior of pupil may be achieved through these designs.

B) The second definition considers models as a sort of some patterns or plans prepared in advance for the success of the teaching learning process:

- In the construction of a curriculum or contents of a course.
- In the proper selection of the instructional materials for teaching the prepared curriculum or course
- In guiding the teacher to select appropriate teaching techniques, strategies and methods for the effective utilization of the teaching situation and material for realizing the set of objectives.

C) The Third definition considers models are sort of specific guidelines helpful in the accomplishment of the following task:

- Designing appropriate educational activities
- Arranging proper teaching environment
- Specifying suitable ways and means of teaching learning
- Directing all resources of teaching to achieve the specific objective or goals.

D) The fourth definition views models in terms of some specific teaching strategies aimed at the realisation of the set objectives.

E) The fifth definition considers models as a well planned guide sheet helpful in realizing the stipulated objectives of teaching by controlling the teaching environment and specifying the teaching activities.

Characteristics of Teaching Models:

1. Models of teaching are some sort of pattern or plans prepared in advance for the success of the teaching learning process.

2. The differ from general teaching techniques and strategies in the sense that they are designed to meet specific objectives or goals.

3. Provide specific guidelines or blue print in advance for the realisation of the specific objectives by specifying the teaching activities and controlling the teaching- learning environment.

4. Give specific instructional design for particular type of instruction in specified teaching-learning situation.

5. Help in creating a proper teaching- learning environment help in specifying the criteria of acceptable performance expected from the learners in a specific teaching- learning situation**.**

6. Provide systematic procedure and organized efforts for the desirable modification of the behavior of the learners.

7. They first specify the teaching or learning outcomes in behavioral terms and then lay down a step by step procedure for the attainment of these outcomes.

8. Help the teacher in the task in the same way as an engineer is helped in the construction of a building or bridge by an appropriate model or blueprint prepared in advance.

9. Save the energy, time and efforts of the teacher and the learners besides providing economy to the best utilization of the other teaching learning resources.

10. Models of teaching are known to serve three major function in a given teaching learning situation:

Fundamental Elements:

A teaching model provides valuable guidelines and blueprint for carrying out the task of teaching for the realisation of some specific goals.we should be using the following fundamentals:

FOCUS– It is the central aspect of teaching model

SYNTAX– This term (or phasing the model) refers to the description of the model in the action.

PRINCIPLES OF REACTION– These responses should be quite appropriate and selective

SOCIAL SYSTEM- The models differ from each other with the regard to the description of the above aspects.

SUPPORT SYSTEM– This element refers to the additional requirements beyond the usual human skills or capacities from the teachers and the facilities or schedules, available in an ordinary classroom.

APPLICATION– This element describes its application aspect. Some are meant for a short lesson, some for the large, some for the both.
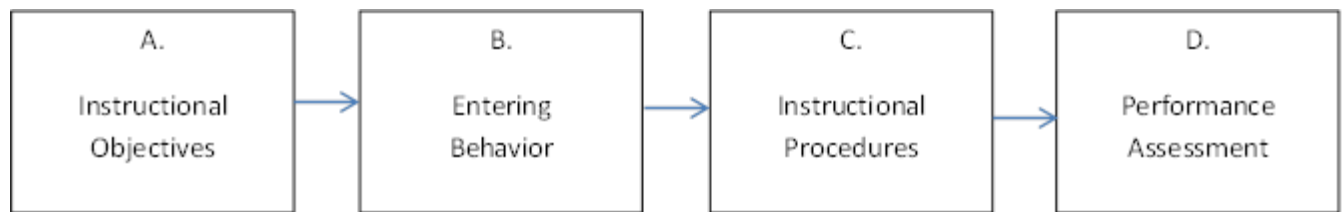
Reference:

https://onlinenotebank.wordpress.com/2020/11/26/teaching-model-meaning-characteristics-and-elements-of-teaching-model/

Q.2 Discuss the Glaser and Herbertian models of teaching. In your opinion which one is better and why?

The best substitute for a theory of teaching is a model of teaching. Teaching models merely suggest how various teaching and learning conditions are interrelated. In many fields models are prototypes of theories because they make possible our early conceptualization and study of phenomena. Unlike theories, in their early state of development models lack factual support. Evantually useful models give way to empirically supported theories.

A Basic Teaching Model

Robert Glaser (1962) has developed a stripped-down teaching model which, with modifications, is the basic teaching model. The basic teaching model divides the teaching process into four components or parts. It will be useful in several ways. It helps to organize the great body of facts, concepts and principles which makes up

| A. Instructional Objectives | B. Entering Behavior | C. Instructional Procedures | D. Performance Assessment |

The above diagram is a diagram of basic teaching model. The four parts of the model represent the basic divisions. Box A denotes Instructional objectives, Box B includes Entering behavior, Box C deals with instructional procedure, and finally Box D relates to performance assessment. The diagram referred above applies to the four components of the basic teaching model, with its connecting arrows shows only the major sequence of events in the instructional process, it is possible to add many more connecting lines. Lines with connect components later in the sequence with earlier ones are called FEEDBACK LOOPS .The three feedback loops as shown in the diagram shown below for example, connect performance assessment with each of the earlier components of the model.

Instructional objectives

Instructional objectives are those the student should attain upon completion of a segment of instruction. In theory, objectives can vary in scope and character. Instructional procedures ,describe the teaching process; most decisions a teacher makes are on these procedures. Proper management of this component results in those changes I student behavior which we call learning or achievement. Procedures must vary with the instructional objectives.

One way to define instructional objectives is to identify the end product of instruction in terms of observable performance. The way to determine whether or not a student has learned something is to observe the outcome of his behavior. The outcome has been conventionally referred to as behavioral objectives. It is more precise to refer to these end products of instruction as terminal performances. In most schools these are verbal performances or motor skills.

Entering behavior

Entering behavior describes the student level before the instruction begins. It refers to what the student has previously learned, his intellectual ability and development, his motivational state, and certain social and cultural determinants of his learning ability. Entering behavior is a more

precise term than its usual alternatives—human ability, individual differences, and readiness. This precision may come at the price of seeing the student as less complex, less able, and less experienced than he may in fact be. Schools tend to define entering behavior in terms of the traditions curriculum rather than in terms of student ability, experience, and interest. A student with the more abstractive ability and interest of the mathematician, therefore, may be viewed as having a higher level entering behavior than that of a student whose major interest and ability are in creating the visual, geometric forms of modern painting and sculpture. Although the model gives priority to the selection of instrumental objectives over the assessment of entering behavior, in practices these two components must interact. Depending on the requirement of the instructional situations, particularly on the entering behavior of the student, the classroom of the future will provide for more or less personal contact than the conventional classroom does now. Accordingly, the model implies a greater emphasis on teacher competence than on personal charisma without, of course, objecting to a useful combination of the two.

More simply, entering behavior describes the present status of the student's knowledge and skill in reference to a future status the teacher wants him to attain. Entering behavior, therefore, is where the instruction must always begin.Terminal behavior is where the instruction concludes.. This way the teaching can be described as getting the student from where he is to where we would like him to be- as moving from entering to terminal behavior. Together descriptions of entering and terminal behavior define the limits of instructional responsibility for each degree of teaching.

Instructional Procedures
Instructional procedures describe the teaching process; most decisions a teacher makes are on these procedures. Proper management of this component results in those changes in student behavior which we call learning or achievement. Procedures must vary with the instructional objectives. Generally instructional procedures describe procedures for teaching skills, language, concepts, principles, and problem solving.

Herbart advocated five formal steps in teaching:

(1) preparation—a process of relating new material to be learned to relevant past ideas or memories in order to give the pupil a vital interest in the topic under consideration

(2) presentation—presenting new material by means of concrete objects or actual experience

(3) association—thorough assimilation of the new idea through comparison with former ideas and consideration of their similarities and differences in order to implant the new idea in the mind

(4) generalization—a procedure especially important to the instruction of adolescents and designed to develop the mind beyond the level of perception and the concrete

(5) application—using acquired knowledge not in a purely utilitarian way but so that every learned idea becomes a part of the functional mind and an aid to a clear, vital interpretation of life. This step is presumed possible only if the student immediately applies the new idea, making it his own.

Enthusiasm for Herbartianism declined with the appearance of new pedagogical theories, in particular those of John Dewey.

Reference:

http://www.vkmaheshwari.com/WP/?p=1016

https://www.britannica.com/topic/Herbartianism

Q.3 Differentiate between individualized instruction, group instruction and classroom instruction and explain the instructional methods used for each style of instruction

Individualized instruction is a method of instruction in which there is one-to-one teaching and self-paced learning based on an outline of progressive goals leading to the course/curriculum objectives.

Courses appropriate for individualized instruction are usually those that require skill building. These include such courses as keyboarding, drafting, and computer skills. With adequate planning and appropriate instructional materials, theory courses can be successfully taught using the individualized instruction method. One key to the success of individualized instruction is the quality of the lesson plans.

Benefits:

Several benefits, available to schools who elect to use the individualized method of instruction, are shown below.

- Individualized instruction allows a student who is above or below "average" to proceed at the student's own pace for optimal learning.
- Students do not have to repeat portions of a course that they have already mastered.
- Students learn the self-discipline needed to motivate themselves and to keep their progress on target.
- Students can check their own results on class work and seek help when needed.

Drawbacks:

These need to be considered prior to proposing use of this teaching method.

- Not all students will benefit from individualized instruction. Some students need greater interaction with the teacher and classmates than is available using this method. Students with low reading ability may have difficult progressing through materials which are presented primarily in writing.
- In order to properly monitor students' progress, additional recordkeeping is necessary; student progress charts are a necessity and must be kept up to date and reviewed by the teacher.
- Lesson plans must include activities for all students while the teacher is working with one or a few students.
- Additional pre- and post-testing is necessary to ensure that students begin instruction at the appropriate level and that objectives are satisfied.

- Space must be provided for storing student records, student folders, and shared student materials.

Procedures:

In order to ensure an educationally sound individualized instruction program, the following factors are taken into consideration when determining whether a course/curriculum is being taught as approved.

- The teacher provides each student with an assignment sheet identifying each lesson's objective and requirements and the required order of completion of lessons.
- A student progress chart indicates what assignments each student has successfully completed. The progress chart will be kept by the teacher and will be available for student reference.
- A folder including a copy of the assignment sheet and all projects/assignments is kept by each student. It is recommended that space be provided in the classroom for storage of these folders.
- Only closely related subject areas are taught at the same time in one room by one teacher; for example, word processing, spreadsheets, and desktop publishing may be taught in the same room by one teacher who is licensed to teach all these courses.
- When using individualized instruction, each licensed business teacher may teach a maximum of three different courses in his/her license area at one time.
- When using individualized instruction, each licensed trade teacher may teach up to two separately approved curricula of similar content in his/license area; e.g., Architectural Drafting and Mechanical Drafting.
- A student who fails to make satisfactory academic progress is provided with remediation on the material with which the student is having difficulty. Satisfactory academic progress for individualized instruction includes both a minimum cumulative average and completion of content in proportion to the number of hours in the course/curriculum.
- Students in non-TAP programs must complete or test out of all topics for the course/curriculum in order to receive a completion certificate.

- Students in TAP programs must complete or test out of all curriculum core requirements and complete at least 1440 hours of instruction in order to receive the completion certificate. If a student completes the curriculum core requirements early, TAP funds may be collected only for each full term or quarter in which the student is in full-time attendance. Electives approved within the curriculum may be used to complete a term, quarter, or the total hours of the curriculum.
- Textbooks designed for individualized instruction are used wherever available and appropriate.
- A computerized approach is used wherever appropriate.

Individualized instruction must not be used as a means to combine classes for the sake of hiring fewer teachers. Extensive teacher interaction with individuals may require smaller class sizes and additional preparation time for teachers. It may be necessary to hire additional staff to assist in the record keeping. Students must receive instruction from the licensed teacher, not merely be allowed to use a school's facilities.

Group Instruction

Small group instruction usually follows whole group instruction and provides students with a reduced student-teacher ratio, typically in groups of two to four students. Whole group instruction is a teaching method where the teacher provides direct instruction to the whole group—usually a class. By contrast, small group instruction allows teachers to work more closely with each student on a specific learning objective, reinforce skills learned in whole group instruction and check for student understanding.

Small group instruction gives students more of the teacher's focused attention and a chance to ask specific questions about what they learned. Teachers can use small group instruction to intervene with struggling students as well.

The Value of Small Group Instruction

In part because of the increased popularity of programs such as "Response to Intervention," a strategy for early identification and support for students with learning and behavior needs, small group instruction is now commonplace in most schools. Teachers see the value in this approach. Student-teacher ratios have always been a factor in school improvement conversations. Adding small group instruction on a regular basis can be a way to improve that student-teacher ratio.

Small group instruction gives teachers a natural opportunity to provide targeted, differentiated instruction for small groups of students. It gives the teacher an opportunity to evaluate and assess more closely what each student can do and build strategic plans around those assessments. Students who struggle to ask questions and participate in a whole group setting may thrive in a small group where they feel more comfortable and less overwhelmed. Furthermore, small group instruction tends to proceed at a fast pace, which typically helps students maintain focus.

Small group instruction can occur in groups of students with similar academic needs or in cooperative groups of students with diverse abilities, putting higher achieving students in the role of a peer mentor. Small group instruction encourages student involvement in lessons and can help them learn how to work well with others.

The Challenge of Small Group Instruction

Small group instruction makes it more challenging to manage the other students in a classroom. In a class of 20 to 30 students, you may have five to six small groups to work with during small group instruction time. The other groups must work on something while they wait their turn. Teach students to work independently during this time. You can keep them occupied with engaging center activities designed to reinforce skills taught during whole group instruction that do not require further instruction and free you to focus on one specific small group.

Take the time to establish a routine for small group instruction time. Students need to know what you expect of them during this class period. Making small group instruction work may not always be an easy task, but with commitment and consistency, you can make it effective. The preparation time and effort become worth it when you see the powerful opportunities it provides, paying big dividends for your students. Ultimately, a high-quality small group instruction

experience can make a significant academic difference for all of your students, regardless of their level of achievement.

Classroom Instruction

Teachers need to master several key skills to be successful in the classroom. New teachers are often so focused on trying to do a good job that they make small mistakes, which can lead to poor student and teacher performance. Since each new school year brings a new group of students with their own unique needs, even seasoned teaching professionals can make these common mistakes in the classroom.

1. Substituting Assignments for Teaching

Although most teachers routinely assign homework, worksheets, projects, and other items as part of their lesson plans, some make the mistake of equating assignments with teaching. Just because an assignment reflects a learning objective and yields a grade for the grade book does not mean that the objective was taught. Teachers should use assignments to reinforce objectives that they have already taught. Assignments can also be used for student practice or for teachers to assess students' understanding of concepts, but giving an assignment should not be a substitute for teaching.

2. Assuming a Lesson Taught is a Lesson Learned

Most teachers recognize that different students have different capabilities and learning styles, yet many still assume that once they have finished teaching the lesson, students will have learned it. In reality, the lesson might have worked for some students while leaving others with little understanding and much less mastery of the material. Effective teachers recognize this and develop other methods to present material. They monitor student engagement and response to gauge whether or not their approach is working.

3. Inadequate Planning for Classroom Management

Without proper classroom management, even the most experienced educator will have trouble teaching effectively. Good classroom management requires teachers to be proactive by developing a plan at the start of the school year that allows them stay in control the classroom. Teachers who wait to develop a plan until after they experience behavioral issues will face the difficult, if not impossible, task of trying to regain control after they have lost it.

4. Overly Rigid, Inconsistent, or Unfair Discipline Policies

Effective teachers develop a discipline plan at the start of the school year, communicate it clearly to students, and apply it in a consistent and fair manner. Punishing the entire class for the behavior of a few, punishing some students but not others for the same infraction, or applying rules in a haphazard manner all undermine the teacher's authority and leave students without clear expectations and guidelines for behavior.

Having an overly aggressive or rigid approach leaves the teacher without the flexibility to adapt rules to fit the situation. A teacher who is flexible enough to accommodate different learning styles and arrangements can create a classroom that fosters learning while preserving behavioral boundaries.

5. Low Student Expectations

Generally, students will seek to perform at a level consistent with performance expectations. Teachers who teach in low-performing schools are particularly susceptible to making the mistake of setting low expectations for student achievement. In other cases, teachers set low expectations based on their perception of what an individual student is capable of. Teachers can avoid making this mistake by setting high expectations that are reasonable and appropriate and by communicating their belief in their students' ability to achieve goals.

How to Avoid Making Common Teaching Mistakes

Teachers can avoid common classroom mistakes by:

Using assignments to reinforce, but not replace, classroom teaching

Assessing student response to ensure that each lesson is effective

Establishing and enforcing an equitable discipline policy

Adapting lessons and rules to accommodate individual student needs

Setting challenging goals for achievement

Reference:

http://www.acces.nysed.gov/bpss/schools/individualized-instruction

https://www.thoughtco.com/an-investment-in-small-group-instruction-will-pay-off-3194743#:~:text=Updated%20July%2005%2C%202019,whole%20group%E2%80%94usually%20a%20class

https://sites.google.com/site/onlinecoursesportfolio/classroom-instruction

Q.4 Highlight the importance of curiculum. What are its basic elements and which factors provide guidance for effective curriculum planning?

Importance of Curriculum

The School system runs on a certain curriculum and it can never run without acknowledging the importance of curriculum. Without a proper curriculum, a school cannot run smoothly. As there would be no defined idea of what the plan is to teach students studying at the institution. What the goal of teaching a subject is there needs to be a definite goal in mind of the administration that what do they want the children to be capable of when they complete their academic period in that institution.

While on the other hand, if the syllabus is too difficult for most of the students. Then the administration needs to redefine the syllabus to a less difficult version. The presently employed curriculum needs active inclusion from the administration. Through thorough management of the curriculum, we can move towards a more effective academic environment with skilled and hard-working students.

Importance of curriculum management

The curriculum needs managing in a balanced way such that it neither burdens the teacher and students nor keeps them so light-footed that they do not learn anything at the end of the course. The administration of a school or college needs to make sure to create an achievable curriculum in the given period. By keeping the curriculum managed, the administration can learn from the previous data on how to plan their future curriculum. Managing the curriculum can be hard when there is a whole lot of record handling.

A lot of paperwork needs to be managed; this can be made easier by making records on computers. Through electronic management of the records, it will be easier to find older records and creating statistics to calculate where the system needs improvement. To set up such an effective management system, the academic institution will need investments from the government. But they need to propose a good proposal to the government, so they are confident that their investment will be fruitful for the educational sector.

The teacher, student, and the content that the teacher is teaching the students. Through these impromptu visits, one can better understand and analyze where does the management needs attention. By observing all three main elements at work i.e. teacher, student, and content, the administration can pinpoint problems. If the teacher is not being more detailed about the topic being taught, students will not be able to understand. So, it would mean that the administration needs to remind the teacher that they need to be more aware of their teaching methods.

Importance of curriculum material

Defining a good curriculum is one thing but achieving it many requires many resources. The most basic part of curriculum material is the books through which the teacher will plan the lesson

and teach it to the children in the class. Depending upon the structure of the curriculum, the books will be decided. Apart from the books, proper classroom environment, chairs, and tables for the students to sit and put their stationery and books on, whiteboard for the teacher to write on.

Similarly, the teacher needs to have the ability to properly teach the curriculum to children. The teacher helps to utilize the curriculum material and the administration should spend ample time looking for a qualified teacher for their students. The importance of curriculum material is as much important as its management. Not only the curriculum material needs to be bought and used, but it also needs to be maintained. Buying all the classroom material is one thing but keeping it clean and safe is the bigger challenge. The children need to reminded not to scribble on the tables, which might give a very bad impression.

There should be no littering and the student should be encouraged to throw the litter in the trash, keeping their environment clean and healthy. It is also part of our religion that 'Cleanliness is half of the faith. When something is entrusted to us. We need to keep it safe and try to return it in the same condition it was in while receiving. So, we need to keep our environment and belongings clean.

While studying in schools, all the things are entrusted to us and we are trustees. We should not damage them as it is not only bad, but our religion also prohibits harming anything that is entrusted to us. We should also remember that curriculum material provided to us costs resources. So we should keep them safe, so we can use future resources for other important issues.

Importance of curriculum development

The development of a good curriculum is necessary for any institute. But there can never be an absolute curriculum, as the world has been progressing everything needs to be made compatible with the given scenarios. One of the best ways for good curriculum development is having proper management for it. The fact that we have records of the old ones, we can analyze and

decide where it needs changing. As mentioned earlier, if we make a better management of the older curriculum and their statistics it will help us make a better design for the upcoming generations.

The curriculum should include some important questions like:
1. Was the required syllabus completed?
2. How well was the syllabus understood by the students?
3. Did the current system burden the children or the teacher?
4. Is there any space for improvement in the teacher or the content?

Keeping such questions in mind will help the administration to focus on the main objective of teaching the students effectively. It will help the administration to design such a curriculum which proves to be fruitful for the students and manageable by the teachers. If the curriculum is too hectic for the students, the curriculum needs to be made less complex. This way students spread the syllabus evenly through the period of the academic year. While on the other hand, if all students are up to a very good level of understanding, Then raising the complexity accordingly would be a good idea.

So, children can absorb more information in that amount of time. For such a design of the curriculum, we need to set up effective educational policies that reinforce cooperation between the government and the educational sector. When the government and the educational sector will join hands. They will be better able to address the issue regarding the shortcomings of the curriculum in terms of management, material, and developments. The government can give requisite funds for the materials while the educational sector utilizes the funds and creates such policies that create ease for the teachers and students.

Reference:

https://impoff.com/importance-of-curriculum/

Q.5 Discuss in detail the three main foundations of curriculum.

Foundations of Curriculum

Philosophical foundation of Curriculum

Foundations are the forces that influence the minds of curriculum developers.In this way they affect the content and structure of the curriculum.

The curriculum reflects the society and culture of a country and this is the desire of a society that their children should learn the habits, ideas, attitudes and skills of the adult society and culture and educational institutional are the proper way to impart these skill. The duty of teacher and school is to discipline the young of the society and provide them the set of experiences in the form of curriculum. The needs, knowledge and information of the society provide foundation in the formation of curriculum

- Philosophical foundation of Curriculum,
- Psychological foundations of Curriculum
- Socio Cultural Foundation of Curriculum
- Historical Foundations of Curriculum
- Economical Foundations of Curriculum

Philosophical/ ideological foundation

Philosophy means the love of wisdom, it search for truth, not simple truth, It search for eternal truth, reality and general principles of life. Curriculum help in the practical use of knowledge in real life situations and understanding realities and ideas of life and this world that why curriculum is called the dynamic side of philosophy.

Curriculum is used for the modification of the behavior of the students and philosophy help in the process of finding new ways and basis for teachers and curriculum planner to modify their behavior. Philosophy also helps in the exploring new methods of teaching and how to apply in the classroom situation for better achievement of the teaching learning process. It also provides new ways and methods for the evaluation of student's achievement and evaluation of curriculum.

Philosophers of the past have made major influence in clarifying the association in the nature of knowledge and curriculum development process and also provide a foundation for curriculum; Plato presented a curriculum in his book "republic" at that times and it is still the core of the curriculum of today. Knowledge is given the high role in human life. Today world economics and societies are changing very rapidly; it needs depth in every discipline of education in this high time.

Today the world emphasis on finding new ways through which man develops new concepts of reality and knowledge and to form a new structure of knowledge in this dynamic and changing time therefore a high value is given to discovery, invention and restructuring of knowledge and curriculum in new patterns. Now the new curriculum is open to new experiences, logical and critical thinking, and to bring about the concept of knowledge out of interpreted experience.

Philosophy and ideology of education provide rules and principles which lead the in decision-making regarding educational practices and polices planning. It Guides the curriculum planner on the basses of the philosophical and ideological belief of the society in the constructing of subject matter keeping in view the future demands and needs of the schools and help in the promoting of human life through social change in the behavior of the students. In Pakistan the ideological beliefs of the society is based on Islam…

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Therefore they are looking for curriculum planner to introduce such curriculum in education system, which inculcate true knowledge of Islam and preserve the culture of Muslim society in new generation that why they believe that Islamic curricula should be based on the ideology of Islamic laws and principles.

Philosophical/ ideological Implications on Curriculum
Philosophy and ideology has direct effect in curriculum planning because it guides the curriculum planner in the selection of the objectives and. As it provides guidelines in the selection of objectives, Learning experiences and content of the curriculum, and how to evaluate the curriculum, learning experiences and achievements of the students. Some justification provided for the implications of curriculum given by different researcher are as under (Rud Yard K. Bent and Urruh, n.d.);

• **Various customs values, traditions and knowledge need to be preserved by transfer them to the next generation.**

• **The students also needed the knowledge of past and present in which they live, it help them in the process of adaptation and adjusting their self to new changes and new situation in life.**

All those content of a subject who helps in intellectual development rather than practical value. It teaches student how to reason, develops mental ability to solve the problems in practical life situations. It helps in using different methods for search of eternal truth and how to analyze the knowledge and methods of inquiry.

- **The Secondary school curriculum should designed for developing maximum potentialities of the students by including variety of leaning activities to educate each students to its highest.**

- **Schools should be a tool and leader in directing new changes in the curriculum rather than maintainers of curriculum.**

- **Students need skills and for that purpose some subject matter must be included in the curriculum to help them in acquiring these skills like experimentation and the use of laboratory techniques so they advance the knowledge.**

Reference:

https://research-education-edu.blogspot.com/2014/08/normal-0-false-false-false-en-us-x-none.html