

**DEPARTMENT OF EDUCATION, PATNA UNIVERSITY,  
M.Ed. SEMESTER – II  
CURRICULUM STUDIES**

**Course No. - C.C.7**

**Unit – V**

**E-CONTENT**

**on**

**CURRICULUM MODELS**

**TABA MODEL**

By:

Chandeshwari Kumari

Research Scholar

Deptt. of Education, P.U., Patna

Email- [1542.chandeshwari@gmail.com](mailto:1542.chandeshwari@gmail.com)

**OBJECTIVES:**

After going through this content, Students will be able to: -

1. Understand the curriculum models
2. Differentiate between the technical and non-technical models of curriculum development
3. Describe the TABA -MODEL OF CURRICULUM DEVELOPMENT

**INTRODUCTION:**

Curriculum is a complex phenomenon it needs to develop an understanding about theoretical perspective and make it valuable and have its utilitarian value to the students. Curriculum is a Design, Plan of learning that requires the purposeful and Proactive organisation, Sequencing and Management of the interactions among the Teacher, learner and the content Knowledge we want Students to acquire. A model is a format for Curriculum design developed to meet unique needs contexts or purposes. To achieve these goals, Curriculum developers design, reconfigure or rearrange one or more key curriculum components.

**MODEL OF CURRICULUM DEVELOPMENT:**

Curriculum model is a broad term referring to the documents used in education to determine the specific aspects of teaching, such as subject, time frame, and

manner of instruction. A Curriculum model determines the type of curriculum used it encompasses educational philosophy, approach to teaching, and methodology. The success of our educational endeavours rests on careful planning, without which disorder and chaos will result. The need to plan effective curricula cannot be denied. From such curriculum makers plans a model for curriculum development. For the construction of a curriculum, thought should be given to goals, content, learning experiences, methodology and evaluation. Curricular approaches also focus on different aspects like subject matter and society.

Models can be classified as either technical or scientific models and non-technical or non-scientific models

### **Technical or scientific models –**

Educators who emphasize subject, matter approaches adopt the scientific or technical approach for the curriculum development. Curriculum developers designed this approach by using the scientific model which requires observing and monitoring of components. These components are subject matters, objectives, learning experiences and evaluation. In this approach curriculum development is a useful BluePrint for structuring the learning environment.

Technical or scientific models as follows:

1. Hilda Taba Model
2. Tyler Model
3. Saylor Alexander Model
4. Goodlad Model
5. Hunkins Model
6. Miller and Seller Model

### **Non-technical or non-scientific –**

Educators who emphasize learners and problems formulate non-technical or non-scientific curriculum designs. It has been described as Subjective, Personal, Aesthetic and focuses on learner needs and subject matter and society, become secondary.

Three models under this category:

1. Open Classroom Model
2. Wienstien and Fantini Model
3. Roger's Model of Interpersonal Relations

## **Hilda Taba Model of Curriculum development**



**Hilda Taba (7 December 1902 – 6 July 1967)**

### **About Hilda Taba:**

- Hilda Taba was an architect, a curriculum theorist, a curriculum reformer, and a teacher educator.
- She was born in the small village of Kooraste, Estonia.
- Her mother's name was Liisa leht and her father Robert Taba was a schoolmaster.
- She wrote many books especially in education-The Dynamic of Education (1932), Adolescent Character and personality (1949), School Culture: Studies of Participation and leadership(1955), Action Research: A case study(1957), Curriculum development and practise (1962), Thinking in Elementary School Children(1964) etc.
- Taba contributed to the theoretical and pedagogical foundation of concept development and critical thinking in social studies curriculum and helped to lay the foundation of education.
- Taba created a multipurpose teaching model that utilizes the use of multiple process i.e. Listing, grouping, re-grouping, labelling, and synthesising. Her model "Grassroot approach" is modified version of Tyler's model.

### **Taba's opinion about Curriculum:**

Taba Defines 'curriculum' as containing a statement of the aims and of the specific objectives; it indicates some selection and organisation of content; it either implies or manifests certain patters of learning and teaching .Because the

objective demand or the content organisation requires it includes a program of evaluation of the outcomes.

### **Taba's Philosophical ideas on Curriculum Development:**

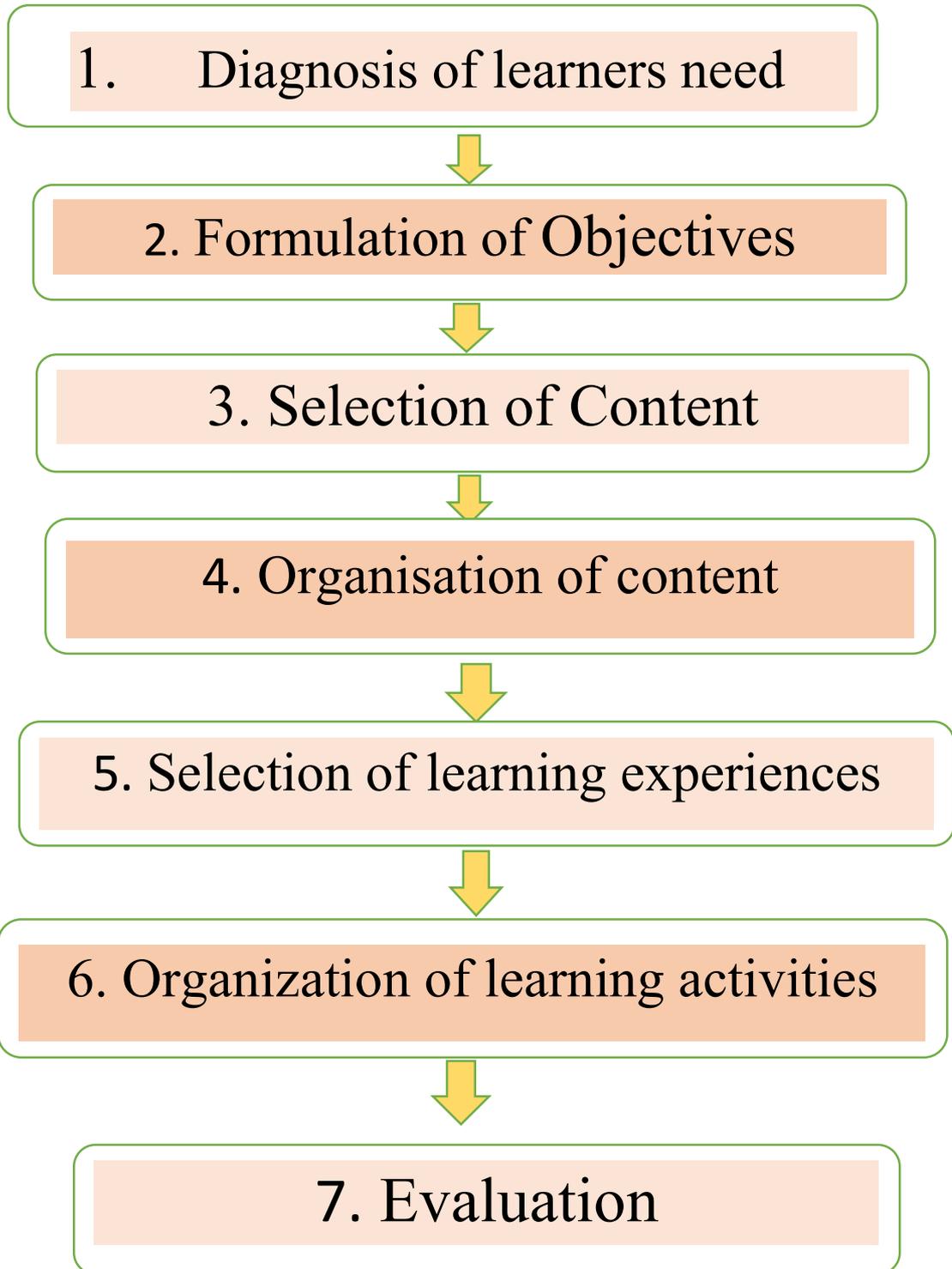
At least four principles that seems to govern her vision of curriculum theory and curriculum development were:

1. Social processes, including the socialization of human beings, are not linear, and they cannot be modelled through linear planning. In other words, learning and development of personality cannot be considered as one-way processes of establishing educational aims and deriving specific objectives from an ideal of education proclaimed or imagined by some authority.
2. The reconstruction of curricula and programmes is not a short- term effort but a long process, lasting for years.
3. Social institutions, among them school curricula and programme is more effectively rearranged if, instead of the common way of administrative reorganisation-from top to bottom- a well -founded and co-ordinated system of development from bottom to top can be used.
4. The development of new curricula and programmes is more effective it is based on the principles of democratic guidance and on the well-founded distribution of work. The emphasis is on the partnership based on competence, and not on administration.

### **Taba's Model of curriculum Development:**

Hilda Taba is the developer of this model of learning. Taba believed that there has a definite order in creating a curriculum. This model is used to enhance the thinking skills of students. She believed that teachers are aware of the student's needs. Hence, they should create specific teaching-learning situations for their students. They should adopt an inductive approach to teaching i.e. from specific to general rather than the traditional deductive approach, starting from general and building to the specifics. Taba promotes the "Down-Top model" or Grassroot approach. Taba argued that curriculum development should follow a sequential and logical process and she suggested for more information input in all phases of curriculum development. she also claimed that all curricula are composed of fundamental elements. The main idea of this model is that the students are at the fore front to the curriculum. She believed that there must be a process for evaluating student achievement of content after the content standards have been established and implemented. The main concept of this model is that teacher must be involved in the curriculum development. Taba's grassroot model has seven steps as listed below, advocating a major role for teachers.

## **STEPS OF HILDA TABA MODEL**



**1. Diagnosis of learners need: -**

The teacher who is also the curriculum designer starts the process by identifying the needs of the students for whom curriculum is to be planned. For example: Majority of students are unable to think critically.

**2. Formulation of Objectives: -**

After the teacher has identified the needs of learner that require attention, he or she Specify the objectives by which needs will be fulfilled.

**3. Selection of Content: -**

The objective selected or created suggest the subject matter or content of the curriculum. Not only objectives and content should match, but also the validity and significance of the chosen content needs to be determined. i.e. the relevancy and significance of the content.

**4. Organisation of content: -**

A teacher cannot just select content but must organise it in a Particular Sequence taking into consideration the maturity of learners, their academic achievement and their interests.

**5. Selection of learning experiences: -**

Content must be presented to students and they must be engaged with the content. At this point teacher should select appropriate instructional methodology that will involve the students with the content.

**6. Organization of learning activities: -**

The learning activities be organized in a sequence depending both on content sequence and learner characteristics. The teacher needs to keep in mind the student he or she will be teaching.

**7. Evaluation: -**

The curriculum planner must determine that what objectives have been accomplished. To assess the achievement of learning objectives, evaluation procedures need to be designed.

**BENEFITS OF USING THE TABA MODEL:**

1. This model taps into higher- order thinking skills.
2. Builds comprehension skills such as inference, synthesizing and summarizing.
3. Gifted learners will thrive with the opportunities to explore questions with multiple correct answers.

4. Questioning is open ended, No clear right or wrong response.
5. When grouped together students work collaboratively with others to build skills with speaking and listening?
6. Provides an opportunity for healthy classroom discussions before and after generalizations are made.

### **LIMITATIONS OF USING THE TABA MODEL:**

1. Can be difficult for some students to handle the open- ended aspect of the model.
2. Without clear direction it may be difficult for teachers, to plan and prepare questions for the path of the students take.
3. Difficult to adapt for all subjects, and even some types of texts.
4. Texts must be chosen in advance.

### **APPLICATION OF THE TABA MODEL:**

Taba model is currently used in most curriculum designs.

- Identifying the needs of the students.
- Developing objectives.
- Selecting instructional method.
- Organising learning experiences.

### **Evaluate your progress:**

- ❖ Describe the Grassroot Approach of Hilda Taba.
- ❖ Write the seven steps of Taba Model.

### **Reference:**

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By:  
Chandeshwari Kumari  
Research Scholar  
Deptt. of Education, P.U., Patna  
Email- [1542.chandeshwari@gmail.com](mailto:1542.chandeshwari@gmail.com)