

**COMPULSORY COURSE 03 (CC-03)**  
**TEACHER FUNCTIONS**

**BLOCK 02**  
**CURRICULUM CONSTRUCTION**



## **B.Ed. CC-03 : TEACHER FUNCTIONS**

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## **BLOCK-2 CURRICULUM CONSTRUCTION**

### **INTRODUCTION**

In the previous Block you have studied about the concept of teaching. You learnt about Micro Skills, their nature and how to apply these skills in class-room teaching. This Block also explains about various Models of Teaching, the nature of communication and teaching as a process of communication.

You are aware that teaching intends to achieve certain broad aims of education and certain specific objectives in order to bring about desirable changes in students' behaviour. We impart specific knowledge and understanding, concepts and principles and develop worth-while skills, favorable interests, attitudes and values.

How do we achieve the aims and objectives of education in general and class-room teaching in particular? In order to achieve the objectives we have to provide well-planned educational activities and experiences to students. They may include teaching of specific subject content, well organized and varied activities opportunities to explore, to invent and to innovate, direct and indirect experiences. All such experiences and activities, put together are called curriculum.

A Curriculum is not a sum total of haphazardly assorted activities and experiences. A curriculum is a systematic, purposeful and meaningful plan and process. It should help to realize the objectives of education. It should reflect the aspirations and demands of society. It should guide the teachers to select content, methods of teaching and evaluation techniques appropriately. In fact, curriculum is the pivotal aspect of education system. Hence it should be developed in a systematic manner. In this Block you will be studying all these aspects about curriculum.

There are six Units in this Block. Unit-7 explains the meaning of curriculum and how it differs from syllabus. In Unit-8 you study about the construction of curriculum. Principles of curriculum construction are explained in Unit-9. In Unit-10 you learn about the types of curriculum. Approaches to curriculum construction are explained in Unit-11 and in Unit-12 you learn about the steps of curriculum construction.



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## **UNIT 7 □ CURRICULUM– AN INTRODUCTION**

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### **Structure**

- 7.1 Introduction**
- 7.2 Objectives**
- 7.3 Curriculum-Concept, Meaning**
- 7.4 Differences between Curriculum and Syllabus**
- 7.5 Let Us Sum Up**
- 7.6 Answers to ‘Check Your Progress’**
- 7.7 Unit-End Exercises**
- 7.8 References**

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### **7.1 Introduction**

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In this Unit you will study about the concept, meaning and various interpretations of curriculum. Curriculum can be called the pivot around which various classroom activities and the entire school programmes are developed. Think of various activities that you carry out with your students and ask yourself why you carry them out with them (students). Also think of the variety of these activities and how these are linked with each other. You may also think of the various activities that other teachers in your school carry out with their students while teaching languages, science, mathematics and social sciences. These educational activities are intimately connected with curriculum studies. Thus this Unit will help you understand why teachers do whatever they do in classrooms and how education can be made more purposeful and better related to life. Besides, your understanding of the concept of curriculum will help you to achieve the intended goals/objectives of education better.

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### **7.2 Objectives**

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After studying this Unit, you will be able to,

- State the meaning of Curriculum
- Cite various interpretations of Curriculum
- Differentiate between Curriculum and Syllabus.

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### 7.3 Curriculum-Concept, Meaning

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The term Curriculum is derived from a Latin word “curries” which means racecourse or the body of the courses. Webster’s, Third New International Dictionary defines curriculum as follows:

- i. The whole body of courses offered by an educational institution or one of its branches.
- ii. Any particular body of courses set for various majors (such as Engineering).
- iii. All planned school activities including courses of study for organized play, athletics, dramatics clubs etc.
- iv.
  - a. General Education and Training, and
  - b. A work Schedule.

The above definitions provide a traditional view of the concept of curriculum which implies that the curriculum means only subjects taught or offered in a training course.

#### Meaning and Definition of Curriculum

Curriculum is derived from Latin root ‘curries that referred to the ‘Course of a chariot race’; whereas, the common dictionary usage is “Course of Study”. Brubachar states that, “it is a runway; a course which one runs to reach a goal; a course of study’. A curriculum is a plan of learning. It can be considered as a programme of courses of teaching and learning. It includes the goals, objectives, content, processes, resources and means of evaluation of all the learning experiences planned for pupils, both in and out of the school as well as in the community.

Now let us take a look at the different definitions of curriculum given by various commissions and eminent educationists:

- “Curriculum does not mean only the academic subjects- but it includes the totality of experiences, that a pupil receives through the manifold activities that go on in the school” - Secondary Education Commission (1952-53)
- “Curriculum defined as all of the directed learning experiences of children and youth under the influence of school”. - American Association of School Administrators (1953)
- “We conceive of the school curriculum as the totality of learning experiences that the school provides, for the pupils through all the manifold activities in the school or outside, that are carried on under its supervision” - Kothari Commission (1964)



- “The Curriculum is the means of attaining the aims of education. Being means to the end, it is not an end in itself”. - Gwyn. J. Minor
- “Curriculum manifests life in its reality”. - Kilpatric
- “Curriculum is the selection, organization and administration of a body of subject matter designed to lead the pupils on some definite life objective.” - Roswell C. Puckett
- “It can refer to the total structure of ideas and activities, developed by an educational institution to meet the needs of students and to achieve desired educational aims”. - A Dictionary of Education- Derek Rowntree (1981)
- “Curriculum embodies all the experiences which are offered to learners under the direction of the school” - R. Roll
- “Curriculum is the whole range of formal studies and learning experiences offered by a school. In most schools subjects studied in the classroom form the chief part of a programme. But a curriculum may also include independent study and investigations; lectures by outsiders; participation in school athletics, plays and concerts; educational television programmes; field trips and work or service projects in the community. A curriculum organizes all learning experiences, to give students the most benefit from them at each level of their school career” - ‘World Book of Encyclopedia (1984)’
- “Curriculum includes all the learners’ experiences in and outside the school that one includes in a programme, which has been devised to help the learner develop mentally, spiritually, physically, emotionally and morally”. - Crow and Crow

### **Different Concepts of Curriculum**

The modern concept of education aims at bringing about desirable changes in the pupil behaviour. Keeping the needs of the students, the goals of the nation, the aspirations of the society, the development of the individual personality and other such factors, suitable educational courses have to be designed, structured and provided to the students, through which he/she can develop the much desired patterns of behaviour. This initiates the process of framing and planning of a good curriculum. Curriculum is a complex phenomenon which can be viewed from several angles. There are several concepts of curriculum.

### **Curriculum as Plan**

Though curriculum is a wide concept which includes various components, all the levels of education should have their own unique type of curriculum. Since it varies from stage to stage, region to region etc., it is to be well planned keeping in mind various factors like aims and objectives, men and material resources available, psychological and philosophical principles etc.

Some procedure is to be followed to plan the curriculum and it has the following steps.

1. Determine the general aims.
2. Set down the basic principles.
3. Determine the total time required and weekly time allotted.
4. Develop a chart showing the scope and sequence each one of the activities.
5. Using the scope and sequence chart, develop an outline of units or topics for each class and give the specific objectives of each unit or topic.
6. Prepare brief statement of general suggestions to the concerned person bearing in mind the general aims and the guiding principles.
7. Formulation of the outline.
8. Plan the preparation of the curriculum.

### **Curriculum as Process**

It is said there cannot be a universal, uniform, curriculum. It varies from time to time, region to region, stage to stage etc. Moreover curriculum is not a product rather it is a means or media through which aims and objectives can be realized. Cunningham has said “Curriculum is a tool in the hands of an artist (the teacher) to mould his material (the pupils) according to his ideals (aims and objectives) in his studies (the school).” Question that normally arises is what kind of process is it;

**1. Comprehensive:** Because of its nature and scope of the course syllabus is limited in its scope. Whereas curriculum is so broad that it encompasses curricular, co-curricular and extracurricular activities. It is as comprehensive as that of education. Since education is necessary for the complete, balanced growth and development of children, curriculum is naturally to be highly comprehensive.

**2. Varied:** Needs and aspirations of individuals on the one hand, needs and problems of the society on the other hand are the most influencing factors in curriculum. Since these needs, aspirations and problems vary from individual to individual and society to society. Hence the curriculum is to be varied.

**3. Dynamic:** Whatever may be the curriculum and however ideal a particular curriculum may be, it cannot be an all time curriculum. It should not be rigid and static, rather it should be dynamic, elastic and flexible in its character and change constantly with the needs and ideals of the society. Curriculum in schools in Independent India can never be the same as it used to be in schools during British rule or in Madarasa and Maktubs during the Mughal period or in Gururkulas in ancient India.

**4. Multiangular Process:** If education is a triangular process, curriculum is which a component of education is a multiangular process. Several factors like teachers, pupils, administrators and other human factors on the one hand, social, political, economic, religious, cultural and such other factors influence the curriculum on the other hand. Methods, strategies, techniques, etc., also influence curriculum. Some experts of curriculum are of the opinion that curriculum has a triangular relationship with educational objectives and evaluation. Thus these two determine the curriculum.

**5. Lengthy/Long process:** Curriculum development is a lengthy process. It Consists of the following five phases.

1. Formation of objectives.
2. Selection of learning experiences
3. Selection of content
4. Organization of experiences
5. Evaluation.

(Each of these has been discussed elsewhere in this-Block)

### **Curriculum as Experience**

Curriculum consists of all the experiences of students under the guidance of the teacher. It is the total life. No two individuals are alike, so also no two experiences are similar. Slight or wide variations in experiences are likely to be there. After all what is education? It is an interchange of experiences and foregoing the bitter experiences and rationalizing and sustaining the good, useful practical experiences.

Curriculum is considered as the accumulation of experiences, as a network of experiences which enables youngsters, less experienced and inexperienced to have rich and varied experiences. Experience is a matter of interaction of individuals with the environment, an environment that is human as well as physical that includes material and cultural and the institution as well as the local surroundings. Such an interaction includes undergoing- Pleasant as well as not so pleasant experiences.

### **Curriculum as Objectives**

Curriculum is a mirror which should reflect the objectives and fulfill the needs of the people in general and pupils in particular. This was the opinion of all through the year. But, the tendency has been changed in eyes of some educationists. Educators have endorsed the practice of deciding on objectives prior to the selection of institutional activities. That this should not be surprising, since elementary logic dictates that one should know what is to be accomplished before deciding on procedures to accomplish them. We might assume

that, once identified educational objectives guide teachers would exert considerable influence on the nature of the curriculum and the classroom instructional procedures. Thus curriculum can be considered as a set of clearly defined instructional objectives.

### **Curriculum as the Programme of Studies**

When asked to describe the curriculum of a particular high school, the informed layman often recites a list of the subjects offered by the school. He is likely to answer. “The curriculum includes English, Algebra, History, Economics etc”. A more specific response would involve a listing of the titles of the courses offered by the school. Furthermore, reflection on our own experiences will serve to remind us that course titles ordinarily reveal very little with regard to learning outcomes and the experiences that students can expect to have while taking the course. For these reasons, therefore, specialists in the field of education prefer to use the term “Programme of Studies” rather than curriculum to refer to a set of school subjects or course offerings.

### **Curriculum as Course Content**

The particulars of content in a programme, often is regarded as the curriculum. This concept of curriculum like the one described above, was prevalent among most professional educators before the advent of the curriculum movement. It is extremely simple and indeed tends towards the simple meaning of curriculum. It conceives of curriculum solely as the data or information recorded in guides and text books and over looks many additional elements that need to be provided for in a learning plan. Such a conception of curriculum limits curriculum planning to selection and organization of information that learners are to acquire.

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## **7.4 Difference Between Curriculum and Syllabus**

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Sometimes the terms Curriculum and Syllabus meaning are thought to have the same. But they differ in their meaning and scope. Following points distinguish Curriculum from syllabus:

<b>Curriculum</b>	<b>Syllabus</b>
1. Curriculum is a tool in the hands of the teacher to mould his pupils according to his/her ideals.	Syllabus is a course of study, can be taken to mean the specific content of a programme.
2. Curriculum is a broad based term. Used in general to denote the overall content of education or instruction.	Syllabus, on the other hand, is much more specific

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|-----|--|---|
| 3.  | It envelop all the activities formal and informal that take place during the interaction of students and other teachers in educational institutions. | It gives the details of the content of study  |
| 4.  | Curriculum determines objectives, content, activities and evaluation   | It forms the basis for writing of text books and preparing teachers' guides, source books, work books etc                                       |
| 5.  | It is just like a theory on hand for the course of study.  | Pedagogically it means the course of studies.   |
| 6.  | Curriculum does mean in this case, the academic subjects alone taught by the schools.  | In broader sense, it indicates the sum total of all experiences provided to the students by the school through organization of its entire work. |
| 7.  | In a narrower sense, it is conceived as the syllabi of school subjects education.  | It describes the (ground which pupils and teachers cover to reach the goal or objectives of   |
| 8.  | Curriculum includes curricular, co-curricular and extra-curricular activities  | It is a part of the curriculum<br>It includes the curricular content and related activities   |
| 9.  | It helps to achieve the students aims and objectives of education.   | Study to different certificates or degrees from the educational institutions.   |
| 10. | Its main aim is all round development of the child.  | Syllabus is a means to achieve the specifics objective of instruction.  |
| 11. | It includes the entire aims, ideals and objectives of education to be attained   | It includes aims and objectives of each school subject to be studied in a programme.  |
| 12. | There is no specific time limitations for the completion of curriculum   | There is specified time for the completion of syllabus of a particular class.   |

**‘Check Your Progress’ -1**

1. What do you understand by the term Curriculum?

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2. Name the various conceptions of Curriculum.

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3. Distinguish between the terms Curriculum and Syllabus.

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**7.5 Let Us Sum Up**

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In this Unit you have learnt that the curriculum is the heart of schooling the educative process. All resources available at school e.g. the school building, equipment, various varieties of instructional materials including books in the library exist for just one purpose- for supporting effective implementation of the curriculum. The entire set of classroom activities, the co-curricular programme as well as the entire evaluation schedule flow from the school Curriculum.

You have learnt about different conceptions of Curriculum as a Plan, Curriculum as Process, Curriculum as Experience, Curriculum as Objectives, Curriculum as the Programme of Study, Curriculum as Course Content and you are able to differentiate syllabus and curriculum in their meaning and scope.

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**7.6 Answers to ‘Check Your Progress’**

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**‘Check Your Progress’-1**

1. Curriculum is a Programme of Courses of teaching and learning.

(i) Curriculum as Plan

- (ii) Curriculum as Process
  - (iii) Curriculum as Objectives
  - (iv) Curriculum as Programme Content
2. See section 7.4
  - d. College work learnt by the teacher in training.
3. Distinguish between Curriculum and Syllabus.

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## 7.7 Unit End Exercises

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1. Explain Curriculum and its major characteristics. .
2. Explain the various conceptions of Curriculum.
3. How does Syllabus Curriculum differ from?

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## 7.8 References

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## **UNIT 8 □ COMPONENTS OF CURRICULUM**

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### **Structure**

- 8.1 Introduction**
- 8.2 Objectives**
- 8.3 Components of a Curriculum**
  - 8.3.1 Objectives**
  - 8.3.2 Content**
  - 8.3.3 Methods**
  - 8.3.4 Evaluation**
- 8.4 Let Us Sum Up**
- 8.5 Answers to ‘Check Your Progress’**
- 8.6 Unit-End Exercises**
- 8.7 References**

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### **8.1 Introduction**

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The modern concept of education aims at bringing about desirable changes in the pupils’ behaviour. Keeping the needs of the students, the goals of the nation, the aspirations of the society, the development of the individual personality and other such factors, suitable educational courses have to be designed, structured and provided to the students, through which they can develop the much desired patterns of behaviour. This initiates the process of planning and framing of a good curriculum.

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### **8.2 Objectives**

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After studying this Unit, you will be able to:

- List the different components of curriculum
- Explain the various principles or points to be kept in mind while constructing a good curriculum
- Explain different approaches adopted while organizing the content of curriculum



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## 8.3 Components of a Curriculum

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Society has always been changing with the passage of time. A school curriculum, naturally, has to be responsive to the needs and aspirations of the society and the nation. That means, it has to be dynamic, otherwise it will lose its relevance.

It can be observed that any curriculum undergoes changes and modifications at certain intervals. The thrust of these changes in the curriculum have been in its components viz. its objectives, content process/methods and evaluation. These components are not independent of each other, but are closely interrelated. A good curriculum is just like a blue print in which the claims of these components are well balanced.

### 8.3.1 Objectives

Objectives are the most important component of any curriculum. While developing a new curriculum the objectives of that curriculum should be properly selected and stated clearly. The objectives are selected keeping in mind the need of the society, the level of the students and their background. The objectives are important because they determine the content of knowledge, skills and methods of teaching as well as evaluation procedures.

The National Curriculum for Primary and Secondary Education (1955) states that “a good school curriculum, should aim at enabling the learners to acquire knowledge, to develop concepts and skills, inculcate attitudes, values and develop habits conducive to all-round development of their personality, and which are commensurate with the social, cultural, economic and environment realities at national and international levels.”

Thus a good school curriculum aims to:

- Develop language abilities and communication skills
- Create an atmosphere in which students will learn to think critically and constructively
- To seek truth and solve problems through national inquiry
- Help students in establishing values through intimate acquaintance with humanities, arts, natural sciences, and social sciences
- Develop the character of the students including integrity, honesty, judgment, co-operation, friendliness and goodwill
- Prepare the students for a dynamic democratic citizenship
- Develop an understanding of diverse cultural and social systems of people and the country’s composite cultural heritage

- Help the pupil to understand the impact of science and technology
- Develop an understanding of the environment and the need for its protection and an attitude of scientific humans.

### 8.3.2 Content

The next component is Content. It should be noted that any curriculum cannot be rigid and static. It is dynamic and flexible and changes constantly with the changing needs and ideals of society. Content varies with a change in our aims and objectives. In traditional curriculum, knowledge or acquiring of information was considered as more important. Therefore, knowledge of various subjects formed the core of the curriculum content, in the form of subjects like history, geography, science, languages, mathematics, etc. But, recent changes in educational theory have contributed to a more functional form of curriculum. The focus of attention has shifted from a mere selection and organization of inert bodies of information materials to selections and organizing learning experiences and activities which are of practical usefulness for students. Even the Secondary Education Commission of 1951-53 inducted the then existed curriculum as bookish, theoretical and narrowly conceived. Keeping in view the varied abilities and interest of the students, provision for varied courses and the need for a vocational bias, the Commission recommended certain core subjects common to all, and certain optional subjects. It recommended the inclusion of following subjects:

- i) Mother tongue and one other language (Hindi or English) which are essential to meet the requirements of the pupils for daily communication and inter- state communication.
- ii) Social Studies and General Science are included with a purpose of explaining the social and physical forces that shape the lives of the people. Craft is to be included for the development of the skill.
- iii) Humanities, Science, Technical Subjects, Commercial Subjects, Agriculture, Fine Arts and Home Sciences as Elective groups have to be introduced at the secondary level, which provide wide scope of pupils' choice. Such a diversification is felt necessary, as it may lead to specialized educational courses and vocations in future.

This curriculum content was introduced in majority of the states. Where multipurpose and unipurpose schools were started. Such a healthy change in the content provided opportunities for pupils to select suit Courses table for their special abilities, needs, interests and aptitudes. It offered them a well outlined, compact and integrated programme.

In 1964-66, it was the Indian Education Commission, (Kothari Commission), which noted the widespread dissatisfaction with the curriculum due to the tremendous expansion

of knowledge during the previous years. It considered the then existed curriculum as an out modeled, inadequate and not properly designed to meet the needs of the modern times. It felt that there was an urgent need to raise, upgrade and improve the school curriculum and its content. Hence it recommended the following modifications in the Curriculum.

- It suggested a common content for the first ten years of education with diversification of studies at the higher secondary stage
- Science and Mathematics as compulsory subjects in these 10 years. Science being linked with agriculture in rural areas and with technology in urban areas
- Social studies as a compulsory subject, for the development of good citizenship and economical integration as well as national unity
- It gave a three language formula (mother tongue, Hindi, and English) with a provision to study a classical language on optional basis from VIII standard.
- Laying emphasis, on manual work at all stages, it introduced ‘Work Experience’ in the form of handwork at lower primary, craft in upper primary, workshop training in lower secondary.’ and finally at the upper secondary stage, an experience in school workshop, farm and commercial or industrial establishments.
- In addition to the above, physical education, social service, participation in community development, moral education etc were brought into the fold of this content

Following the Hansa Mehta Committee’s recommendation, the Kothari Commission endorsed the view that there should be no differentiation in the curriculum content on the basis of sex.

In 1980’s following concerns and priorities gained momentum:

- Preservation of our cultural heritage, a sense of national pride
- Strengthening, national identity and unity
- Fighting against divisive forces like regionalism, casteism, parochialism etc.
- Character building
- Respect for Constitutional obligations of the nation
- Promotion and Preservation of environment
- Observation of small family norms
- Conservation of national resources and so on

The above concerns and priorities compelled the Country to frame not only a 'National System of Education', but also a National Curriculum for School Education. This appeared in the form of N.P.E-1986 (National Policy on Education). In this context, 10 common core components were identified for framing the National Curriculum content. The following themes have been identified in this common core, which are sought to be made obligatory for all schools in the country;

- History of India's freedom movement
- Constitutional obligations
- Content essential to nurture national identity
- Indian common cultural heritage
- Egalitarianism, democracy and socialism
- Equity of the sexes
- Protection of environment
- Removal of social barriers
- Observance of a small family norm, and
- Inculcation of scientific temper

It is just a broad framework and does not mean rigid uniformity. States are free to design and implement their system, in line with local needs and demands. The content should be such that it should reduce the existing regional imbalances and ensure every child a minimum standard of education through a built-in flexibility for the teacher the school and the local educational authority.

### **8.3.3 Methods**

The third component is the process, method or the mode of curriculum transaction. It has been a common experience of the teachers that the process or methods that are followed for such a transaction, do not cater for the development of different abilities and skills in a balanced manner. Many a times it is also not relevant to the stated objectives of the curriculum objectives like independent thinking, originality, constructiveness, creativity, productivity, scientific temper, etc., get little attention. The prevalent style of teaching is actually transmissive or expository. It puts an emphasis on memorization rather than independent thinking. Teachers stay at the delivery end, while pupils are kept at the receiving end. Thus the delivery system is devoid of interaction between the teacher and the pupils. In fact such an approach has compelled us to follow the present examination system which depends upon memorization.

Now, teacher cannot be a mere transmitter but has to assume the role of a facilitator of learning. Interactive teaching, based on teacher pupil dialogue, is recommended. Hence, teaching- learning strategies may assume a variety of modes and may involve a variety of activities on the part of teachers and learners. Some of them are-observation, demonstration, experimentation, projects, assignments, play- way activities, excursions, role- playing, dramatization, group discussions, discovery learning and so on. The use of these strategies will go a long way in making the transaction of curriculum-child Centred.

### **8.3.4 Evaluation**

Evaluation is the fourth component of the curriculum. It is a known fact that only an effective, meaningful, need-based, rational content, in a good curriculum, ensures the all round development of learners. Only such a material can bring about in them the desirable changes in their behaviour. Evaluation is the component which determines the worth or value of a curriculum i.e., whether its objectives are achieved or not. It measures the extent of achievement of objectives. Hence, it becomes a means for quality control in education. It can be worked out in 3 stages:

- At the outset, the objectives of a course or a unit are stated
- Such objective are defined in behavioural terms
- Development of items which aim at finding out the extent to which the material or the content designed to develop the intended behaviours, stated in the objectives or purposes have been developed or not

But the present evaluation system confines itself to the testing of cognitive abilities and ignores the affective domain of the personality. Only lower levels of mental abilities like memory, knowledge are tested. Also, the system is questionable, as far as its reliability and validity are concerned. NPE-86 has also taken note of these defects. Hence, a few key concepts have been proposed such as ‘Internal’, ‘Continuous’, ‘Comprehensive’, ‘Formative’ Process in to the varied techniques of evaluation, which ensures extensive coverage of syllabus and tests the affective and the psychomotor aspects also along with cognitive aspects.

### **‘Check Your Progress’ - 1**

1. Which are the Components of Curriculum?

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2. Which are the themes identified by the NPE (1986) to be included in the common core of Curriculum?

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## 8.4 Let Us Sum Up

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In this Unit you have learnt the components of curriculum like objectives, organization of content, methods, and evaluation.

1. Content should be
  - a) Rigid
  - b) Static
  - c) Flexible

Objectives indicate the purpose to be achieved by a curriculum. Content refers to knowledge of concept and skills to be developed in the students. This content has to be meaningfully organized. Methods are required to implement the curriculum in the classroom. They help the teacher to make students learn the content. Evaluation is required to assess the level of achievement of students leaving the content.

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## 8.5 Answers to ‘Check Your Progress’

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### ‘Check Your Progress’ – I

1. The components of Curriculum are:
  - Objectives
  - Content
  - Methods
  - Evaluation
2. The themes of common core of a curriculum in India are:
  - History of India’s freedom movement
  - Constitutional obligation
  - Content essential to nurture national identity
  - India’s common cultural heritage

- Egalitarianism, democracy and socialism
  - Equity of the sexes
  - Protection of environment
  - Removal of social barriers
  - Observance of small family norms
  - Inculcation of scientific temper
3. Evaluation determines the worth of the curriculum that is whether its objectives are achieved or not. It measures the extent of achievement of objectives. Hence it becomes a means of quality control in education.

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## **8.6 Unit-End Exercises**

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1. What is the need for studying the components of curriculum by the teachers?
2. Identify the areas could be included in secondary school curriculum. Justify them.

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## **8.7 References**

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1. Ornstein, C and Hunkins P. (1988): *Curriculum, Foundations, Principles and Issues*, New Jersey, U.K.
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## **UNIT 9 □ PRINCIPLES OF CURRICULUM CONSTRUCTION**

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### **Structure**

- 9.1 Introduction**
- 9.2 Objectives**
- 9.3 Curriculum Construction - A Systematic Process**
- 9.4 Principles of Curriculum Construction**
- 9.5 Principles related to Learner and Community**
  - 9.5.1 Child Centredness**
  - 9.5.2 Community Centredness**
  - 9.5.3 Utility Principle**
  - 9.5.4 Need Principle**
  - 9.5.5 Relevance Principle**
  - 9.5.6 Conservation Principle**
  - 9.5.7 Principle of Leisure**
  - 9.5.8 Vocational Preparation**
  - 9.5.9 Futuristic Principle**
  - 9.5.10 Development of Creativity**
- 9.6 Principles related to Organization of Curriculum**
  - 9.6.1 Principle of Variety**
  - 9.6.2 Principle of Readiness**
  - 9.6.3 Principle of Flexibility**
  - 9.6.4 Principle of Activity**
  - 9.6.5 Principle of Comprehensiveness**
  - 9.6.6 Principle of Core Subjects**
  - 9.6.7 Principle of Dynamism**
  - 9.6.8 Principle of Organization**
  - 9.6.9 Principle of Integration**
  - 9.6.10 ABC of Curriculum**
- 9.7 Let Us Sum Up**
- 9.8 Answers to 'Check Your Progress'**
- 9.9 Unit-End Exercises**
- 9.10 References**



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## **9.1 Introduction**

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In the previous two units of this Block you have studied the meaning of Curriculum and its various components. The next questions that may arise in your mind could be - How to develop or construct a curriculum? What considerations one has to keep in mind in developing a curriculum? What specific principles govern the process of curriculum construction? This Unit attempts to answer these questions. As teachers you have to understand these principles. This will help you when you are expected to construct a new curriculum.

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## **9.2 Objectives**

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After studying this Unit you will be able to:

- Bring out the systematic nature of curriculum construction
- State the principles of curriculum construction related to learners and community
- State the principles of curriculum construction related to curriculum organization
- Explain the Principles of curriculum construction

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## **9.3 Curriculum Construction A Systematic Process**

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You are aware that curriculum includes various components and it is an organized and meaningful system. All the components of a curriculum are equally important and they are interrelated and inter-dependent.

The process of curriculum construction is an organized, goal-oriented, systematic and planned process. It is a scientific and technical process involving several steps and it requires the co-operation of many individuals and organizations. The process of curriculum construction involves formulation of aims and objectives, selection of appropriate content, designing learning experiences, specifying methods and techniques of teaching and evaluation and preparation of instructional materials, implementation and evaluation of new curriculum and if need be, modifying the curriculum. All these steps have -to be followed carefully and systematically.

Systematic organization, structuring of the whole process into logical sequential, meaningful steps determine the ultimate value of a curriculum. All the components of a curriculum should be well balanced to assure its effectiveness. Hence the process of curriculum construction is considered as a systematic process.

Curriculum construction is considered as a systematic process because of the following reasons:

- Curriculum planning has definite objectives to be achieved.
- Curriculum planning and construction have several components and they are all inter related, interdependent.
- All the components in a curriculum are well organized and inter-related.
- Curriculum construction is done following certain principles.
- The whole process of curriculum planning is logical and sequential in nature.
- Curriculum construction is carried out in a phased manner involving several steps in each phase. At the end of each phase evaluation is done.
- On the basis of such evaluation suitable modifications are done.
- A try-out is done before the final implementation of a Curriculum.
- Curriculum construction is done keeping in mind the needs of learners and the community.
- Many professionals, individuals and experts like parents, students, subject experts, educationists, intellectuals and class room teachers as well as social pressure groups and professional organizations are involved in the process of curriculum construction.

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## **9.4 Principles of Curriculum Construction**

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We have explained above that curriculum construction is it systematic process and many principles have to be kept in mind while designing, planning and developing a new curriculum. What are these principles and what are the implications of these Principles for curriculum developers? Let us list these principles and in the subsequent sections let us explain these principles and bring out their implications for curriculum framers.

There are several principles of curriculum construction formulated by various curriculum experts. These principles can be meaningfully classified into two groups:

- (1) Principles related to Learners and Community to whom the proposed curriculum is being developed.
- (2) Principles related to Curriculum Organization and other well-accepted educational principles.

The following are the Principles of curriculum construction:

**Principles related to Learners and Community**

1. Child Centredness
2. Community Centredness
3. Utility Principle
4. Need Principle
5. Relevance Principle
6. Conservation Principle
7. Principle of Leisure
8. Vocational Preparation
9. Futuristic Principle
10. Development of Creativity

**Principles related to Organization of Curriculum:**

1. Principle of Variety
2. Principle of Readiness
3. Principle of Flexibility
4. Activity Centredness
5. Comprehensiveness
6. Principle of Core Subjects
7. Principle of Dynamism
8. Principle of Organisation
9. Principle of Integration
10. ABC of Curriculum

In the following sections let us examine these Principles of Curriculum Construction.

**‘Check Your Progress’- 1**

1. Why is the Process of Curriculum Construction considered as a Systematic Process?  
Give any five reasons.

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2. State the Principles of Curriculum Construction related to learners and community.

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3. State the Principles of Curriculum Construction related to organization of curriculum?

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## **9.5 Principles Related To Learners And Community**

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Any curriculum must reflect and satisfy the needs and aspirations of learners and community for whom it is intended. Hence, curriculum framers, first, have to identify the needs of learners and community. They should study their aspirations. This helps them reflect these needs and aspirations in the proposed curriculum. The principles related to learners and community help curriculum developers to a great extent.

### **9.5.1 Child Centredness**

The curriculum should be based on pupil's present needs, interests. The child should be the central focus in the process of curriculum construction. Child-Centredness is a time-honoured and well-accepted concept in all educative processes. This is also true in curriculum construction. The content selection, designing of learning experiences, selection of teaching methods/techniques and even process of evaluation have to be done keeping learner's or child's interest and needs. The principle is important because the *curriculum is for the child and the child is for the curriculum*.

### **9.5.2 Community Centredness**

Being sensitive towards the demands of the community and its aspirations while constructing the curriculum is the principle of community Centredness. The curriculum framers should analyze the aspirations and the demands of the community so that they can be properly reflected in the new curriculum. A community may have several resources like historical monuments, folk-literature, places of interest, places or events of scientific interests, geographical locations with variety of plants and animals, traditions and customs and so on. A curriculum framer can utilize these resources effectively in constructing a curriculum. Thus a good curriculum which reflects the needs and aspirations of a community will be well received by that community.

### **9.5.3 Utility Principle**

What is learnt in the school should be useful for children in their life. This is the utility aspect of Curriculum framers should consider. The usefulness of Curriculum knowledge, principles, facts, skills and attitudes learnt in school must have utility value in life. Hence while designing the curriculum, selecting the content and planning learning experiences the principle of utility should be kept in mind. It is true that some school experiences are directly useful in life as for example scientific skills, motor skills, numerical skills, vocational skills and knowledge in science subjects, commerce, etc., Subjects like history, literature etc also have some utility value in an indirect way. We should not forget that whatever is learnt in school will have some value in life.

### **9.5.4 Need Principle**

While constructing a curriculum the needs of children, community must be kept in mind. A good curriculum should be such that it satisfies the needs of children in particular, community in general. It is better to analyze the needs of children, parents and community while developing a new curriculum. A need survey before starting the design of a new Curriculum will be very useful. Specific courses/ programmes are designed to satisfy specific needs of clients. Instructional objectives are formulated on the basis of knowledge of need pattern of learners. Hence curriculum is developed to satisfy the needs of learners.

### **9.5.5 Relevance Principle**

Whatever knowledge intended to be learnt by children should be relevant to social context and community context of learners. This is the principle of relevance. It is no use for children to learn anything which has no meaning or relevance to their context and time of living. What was relevant fifty years ago is not relevant now. Such knowledge, skills and attitudes become irrelevant. Many knowledge, skills and attitudes become obsolete as time passes by. Such content becomes meaningless to learners.

For example, learning archery, classical languages was highly relevant during ancient period, but now their learning becomes irrelevant. Learning to drive automobiles, scooters has become highly relevant now. Similarly, skills and attitudes are relevant to their life context. Without learning them they become misfits to their social context. This principle of relevance to the times should be followed by curriculum framers.

### **9.5.6 Conservation Principle**

A good curriculum must also try to preserve and conserve the social and cultural heritage of a community. Art, music, dance, handicrafts, folk-art, classical and folk-literature festivals/ rituals, customs and traditions, language forms, myths, mythologies etc are the components of culture. These cultural and social aspects should also find a place in the

curriculum. There should be enough scope to learn these aspects. In the name of relevance we cannot completely neglect these aspects. A good curriculum should try to conserve the cultural aspects of a community. There must be scope for children to study artistic subjects, literature, social customs and traditions. This is the principle of conservation.

### **9.5.7 Principle of Leisure**

The greatest gift of the present scientific world is abundance of leisure time. Hence curriculum should be designed not only for work but also for leisure. It is said that “A nation’s enlightenment is judged by that nation’s leisure time pursuits”. This makes school life more pleasant and meaningful. Hence, a variety of activities- social, aesthetic, sports, cultural etc should find a place in the curriculum. Healthy, wholesome leisure-time activities should find a place in curriculum. Children should be educated to utilize their leisure time for healthy enjoyable and creative activities.

### **9.5.8 Vocational Preparation**

Preparing children for a vocation is an important objective of education. Vocational and professional programmes are designed keeping the sole objective of preparing learners for a specific vocation. Even in general education curriculum the principle of vocational preparation cannot be neglected. A curriculum must be designed such that students who study that curriculum are prepared to take up some worthwhile vocation to lead their life. They should not become a burden on their family. They should become self dependent and finally self reliant.

### **9.5.9 Futuristic Principle**

The present day society, in particular, the world, as a whole, are fast changing due to tremendous advances in science and technology and even in social sciences. In some fields like physics, bio-chemistry, electronics, computer science, Engineering and Medicine the changes are very fast. Unless we prepare our students to cope up with such changes, we lag behind other advanced countries in technological and economic development. Our students become misfits in the changing technological global context. Hence the - curriculum should incorporate changes in scientific knowledge, technical skills, scientific concepts and also changing concepts in social sciences. A curriculum should include as far as possible, the latest knowledge and skills. In other words, a curriculum must be futuristic in its orientation, it should be forward looking. There is need to renew curriculum every now and then to incorporate new changes and to remove unnecessary aspects in the curriculum. A good curriculum should prepare students to face the challenges of the present but also the challenges of the future.

### 9.5.10 Development of Creativity

In recent decades lot of emphasis is laid on fostering creative abilities of children. Every child has a fund of creative energy. Each child has creative ability of some kind or the other through proper education and guidance these creative talents of children have to be fostered. Developing Creative abilities of Children is considered as an important objective of education. Sufficient scope must be provided in a curriculum to foster creativity. Creativity can be fostered through study of arts, music, literature and science subjects. There should be ample opportunities in the curriculum to foster creative abilities of children that promote divergent and reflective thinking.

#### **‘Check Your Progress’-2**

1. What is Child-centredness in relation to curricula?

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2. What do you mean by Utility Principle?

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3. Match the following

<b>A</b>	<b>B</b>
1. Conservation Principle	a. Preparing for leisure time activity
2. Creativity Principle	b. Preparing children for vocation
3. Futuristic Principle	c. Protecting culture
4. Leisure Principle	d. Developing hidden talents
5. Vocational Principle	e. Preparing for forthcoming challenges

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## **9.6 Principles Related To Organisation Of Curriculum**

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In the previous section you learnt about those principles of curriculum construction which are concerned with the students and the community to which the curriculum is intended. There are other principles which deal with the organization of the curriculum. What should be the nature of a curriculum? What is its scope? How should it be organized?

What considerations must be kept in mind to facilitate smooth and effective implementation a curriculum? In this section we will discuss some principles which should be followed by curriculum developers.

### **9.6.1 Principle of Variety**

You are well aware that individuals differ a lot in their background, physical and psychological characteristics. Students differ in their abilities, aspirations and interests. There are very bright students, a number of average students and some slow learners also. A Curriculum framer should consider these differences while formulating Curriculum objectives, selecting content, activities and learning experiences. There should be variety in subjects of study; methods of teaching, learning activities catering to these individual differences, a curriculum should not be limited only to curriculum activities. Due importance is given to co-curricular activities, out of school activities, creative activities, and community related activities. Variety in school experiences/ activities attracts students and sustains their interests in learning. This is the principle of variety.

### **9.6.2 Principle of Readiness**

A curriculum framer should keep in mind two important considerations. Whether the students to whom the curriculum is intended are physically and psychologically ready to study the Curriculum and whether the required infrastructural and instructional facilities will be made available to teachers to implement the curriculum. These considerations are related to readiness of students and preparedness on the part of school authorities. A curriculum framer should select the content and learning experiences suitable to the maturational readiness and social background of learners. Similarly he should make sure that required facilities will be made available for implementing the curriculum. Otherwise the curriculum loses its purpose and it cannot be transacted effectively A variety of facilities like classrooms, play ground, library, laboratories, furniture, qualified teaching and non-teaching staff, basic facilities, and so on are required to implement a curriculum. Even a very well designed curriculum may fail in the absence of readiness of students and preparedness of facilities.

### **9.6.3 Principle of Flexibility**

This principle refers to easy modifiability of curriculum. Curriculum should not be too rigid, not allowing scope for the teacher to slightly modify the content and methodology to suit local conditions and background of students. There should be enough scope and freedom for the administrators/ class-room teachers to modify the curriculum to suite the local conditions. This nature of a curriculum is the principle of flexibility. In advanced countries the curriculum is highly flexible. Teachers can bring in new topics or content, can use innovative methods of teaching and even modify the sequence or level of content to suit learners' requirements. Unfortunately, in Indian education system curriculum is highly



rigid. Teachers have no freedom to make changes in the content. Students agitate if a creative teacher brings in new content or uses innovative teaching techniques. Everything about the curriculum is looked at from the point of view of only passing examinations. Thus curriculum transaction becomes a routine and void of creative procedures of teaching-learning.

#### **9.6.4 Principle of Activity**

This principle is related to John Dewey's principle of Learning-by-Doing, his emphasis in activity-oriented teaching-learning. A good curriculum should provide lot of scope for activities. In Physical/ Healthy Education, Science subjects/ Arts and Craft subjects naturally there is a lot of scope for activities Dewey has suggested Project Method to learn through projects. When students involve in activities they learn better. Skill learning takes place effectively and it is not forgotten easily because skills are learnt through activities. Gandhiji's Basic Curriculum gives central importance to activities and crafts. Children involve themselves in activity type of learning situations and enjoy such learning. Hence a curriculum should provide scope for activities that promote high degree of involvement of students.

#### **9.6.5 Principle of Comprehensiveness**

This principle is related to the scope of the curriculum in terms of aims and objectives of course content, coverage in terms of number of papers and the variety of activities / learning experiences planned and the evaluation procedures. A good curriculum should aim to achieve the instructional objectives in cognitive, affective and psycho-motor domains. Importance is given to development of knowledge, understandings, skills and desirable attitudes so that there will be scope for all-round development of pupil's personality. A variety of specific courses are included. There must be variety in learning activities experiences. It is better to include both formative evaluation (internal assessment) and summative evaluation (terminal examination).

#### **9.6.6 Principle of Core-Subjects**

A school curriculum should include core-subjects covering essential content and skill children have to learn. At present, up to secondary level all subjects included in the primary and secondary school curriculum are essential or core subjects which every child has to study. At the Higher Secondary and Higher Education levels optional subjects are included in the curriculum. Even in higher education curriculum some core elements in terms of general courses are included in addition to optional courses. The logic behind this principle is that every student of an academic programme has to study some compulsory courses and some optional courses of his/her choice which provide basic foundation of concepts and principles.

### **9.6.7 Principle of Dynamism**

This principle is related to periodic revision of curriculum. A curriculum should be dynamic and update in the sense it should be ready to incorporate new content in it and to remove obsolete content or “deadwood” from it. Thus a curriculum is revised after some time to keep pace with the changes in knowledge and skills. In some subjects like science, engineering, computer science and technology such periodic renewal becomes all the more important. Changes are made not only in content but also in the design of the curriculum, evaluation scheme and arrangement of courses.

### **9.6.8 Principle of Organization**

This principle is related to the whole organization of courses of a curriculum. It is related to the sequencing of teaching units in a course and the courses of a curriculum in a proper sequence based on psychological principles and logical principles. The maxims of teaching like simple to complex, particular to general etc are kept in mind in organizing the entire curriculum. If programme is of more than one year the courses are organized for the first and subsequent year based on some considerations. Core course are introduced in the first year and difficult courses and optional courses are introduced in the subsequent year.

### **9.6.9 Principle of Integration**

The curriculum should not consist of a number of isolated, uncoordinated, watertight subjects. The different subjects of the curriculum should be related to each other from the point of view of content/ concept etc. This principle is related to the principle correlation in teaching. A teacher should emphasize the interrelationship between different subjects and he should make students to understanding this interrelationship between different subjects in the curriculum. For example, Mathematics and Physics are interrelated. History and Geography are interrelated. Language studies are also related to study of history. While selecting and sequencing the content of different courses a curriculum framer should keep the principle of integration and correlation in mind.

### **9.6.10 ABC of Curriculum**

This principle is a combination of three principles ‘A’ stands for Articulation, ‘B’ denotes Balance and ‘C’ indicates continuity of learning. These three principles are together known as ABC of curriculum construction.

**Articulation** is concerned with consistency, continuity and inter-dependence of subject of a particular course. The whole content of a course is organized into smaller units of subject matter, learning, experiences and activities. These units, in turn, are arranged on the basis of a particular sequence according to some psychological and logical principles. There are two types of Articulation- Horizontal Articulation and Vertical Articulation.

Horizontal or Latitudinal Articulation refers to the organization of content with in a different subjects. There is connection between similar ideas with in several subjects- in a grade. Vertical or Longitudinal Articulation refers to the organization of content in such a way that each subject and its units in a grade lead to a higher level of content in the successive grades. Thus the curriculum from pre-primary through secondary to the university level is continuous and each part of its subject matter grows out of the preceding part and contributes to the subsequent parts of the subjects.

If there is no articulation in the organization of curriculum, it leads to gaps leading to confusion. There will not be any relationship between the subjects that are learnt in a grade and subsequent grades. Further, there will not be a proper relation between theory and practice. In other words, the Principle of Articulation helps to evaluate gaps in the content between two units of a subject/ subjects of the curriculum of the same grade and of different grades.

**Balance** refers to representing different objectives of education in the curriculum. A good curriculum should have objectives relating to cognitive, affective and psycho-motor domains of behavior. It should aim at enriching knowledge, developing, understandings, generalizations, developing useful motor skills and developing, desirable interests, attitudes and values. All these objectives should find a place in the curriculum. Depending upon the general nature of an academic programme there may be predominance one type of objective. For example in courses of History, Social, Sciences knowledge objective become important. In Engineering and Science courses skill objectives are emphasized more. In Literature courses attitudes, interests and values are emphasized. However, other objectives also should be included. The goal is to develop a balanced, all round personality of children.

**Continuity** refers to the smooth manner with which learners move from one level or grade of learning to the next. To achieve this smooth transition of learners from one level to the next level, the curriculum should be planned properly providing continuity. Care should be taken not be leave any gaps in the content taught through successive years. Continuity in general, is a term that connects between past present and future. Proper structuring, sequencing and integrating the content helps to maintain continuity in learning.

**‘Check Your Progress’-3**

1. Match the following Principles of Curriculum Construction with their Purpose.

<b>Principles</b>	<b>Purpose</b>
1. Principle of Variety	A. Learning -by-doing
2. Principle of Readiness	B. Interrelations Subjects

- |                             |                                    |
|-----------------------------|------------------------------------|
| 3. Principle of Flexibility | C. Assimilatory new Content        |
| 4. Principle of Activity    | D Adopting to Varying needs        |
| 5. Principle of Dynamism    | E. Provision for Varying interests |
| 6. Principle of Integration | F. Adopting to Maturational level  |
2. What is the Principle of Core-subjects?
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3. What do you mean by ABC of Curriculum?

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## 9.7 Let Us Sum Up

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In this Unit you have learnt about the Principles of Curriculum Construction. These Principles were explained under two groups - (1) Principles relating to Learner and Community and (2) Principles relating to organisation of Curriculum Principles of Child Centredness, Community Centredness, Utility, Conservation, Leisure, Vocational Preparation and Futuristic View were explained under the first group. Under the second group Principle of Variety, Readiness, Flexibility, Activity, Comprehensiveness, Core Subjects, Dynamism, Organisation, Integration and ABC of Curriculum under which Articulation Balance and Continuity were included.

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## 9.8 Answers To 'Check Your Progress'

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### 'Check Your Progress'-1

1. Write any five reasons from section 9.3
2. Principles of Curriculum Construction relating to Learner and Community are:
  - a) Child Centredness
  - b) Community Centredness

- c) Utility Principle
  - d) Need Principle
  - e) Relevance Principle
  - f) Conservation Principle
  - g) Principle of Leisure
  - h) Vocational Preparation
  - i) Futuristic Principle
  - j) Development of Creativity.
3. Principles of Curriculum Construction relating to organization of Curriculum are:
- a) Principle of Variety
  - b) Principle of Readiness
  - c) Principle of Flexibility
  - d) Activity Centredness
  - e) Comprehensiveness
  - f) Principle of Core Subjects
  - g) Principle of Dynamism
  - h) Principle of Organisation
  - i) Principle of Integration
  - j) ABC of Curriculum

**‘Check Your Progress’-2**

1. Child Centredness in Curriculum means that child should be the focus point in all aspects of Curriculum Construction.
2. Utility Principle implies that whatever children learn in school/college-knowledge, skills, attitudes, concepts and Principles must be of some use or Utility in their future life.
3. 1-c; 2-d; 3-e; 4-a; 5-b

**‘Check Your Progress’-3**

- 1 1-E; 2-F; 3-D; 4-A; 5-C; 6-B
2. Principle of Core Subjects states that any Curriculum should include some essential subjects which every student should study.

3. ABC of Curriculum shows three important Principles of Articulation, Balance and Continuity which have to be considered while constructing a new Curriculum.

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## 9.9 Unit-End Exercises

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1. Justify the statement that Curriculum Construction is a systematic process.
2. Explain the Principles of Curriculum, Construction relating to child and community.
3. Explain the Principles of Curriculum Construction relating to Organization of Curriculum.
4. Analyse the Present Secondary School Curriculum in your subject of Choice and find out how far the Principles of Curriculum Construction have been considered in its formulation.

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## **UNIT 10 □ TYPES OF CURRICULUM**

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### **Structure**

- 10.1 Introduction**
- 10.2 Objectives**
- 10.3 Types of Curriculum**
  - 10.3.1 Subject Centred Curriculum**
  - 10.3.2 Child Centred Curriculum**
  - 10.3.3 Activity Centred Curriculum**
  - 10.3.4 Craft Centred Curriculum**
- 10.4 Relative Merits and Limitations**
- 10.5 Let Us Sum Up**
- 10.6 Answers to ‘Check Your Progress’**
- 10.7 Unit-End Exercises**
- 10.8 References**

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### **10.1 Introduction**

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For ages, the curriculum was traditionally conceived in terms of subject matter. It will not be surprising to find even today that many people view it as materials or textbooks that are used in the schools. But according to the new concept of curriculum, provision is made for the varying abilities and interests of pupils. This principle of variety operates not only at the individual level, but also at the state, regional or national levels, where the regional or local needs are taken care of. Hence, broadly, a curriculum can be of two types-Subject Centred and Child Centred.

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### **10.2 Objectives**

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After studying this Unit, you will be able to:

- Name the types of Curriculum
- Explain the Characteristics of Subject Centred Curriculum
- Explain the Characteristics of Child Centred Curriculum
- Describe Activity Centred Curriculum

- Explain Gandhiji's Craft Centred Curriculum
- Bring out the Merits and Limitations of different types of Curriculum

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## 10.3 Types Of Curriculum

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### 10.3.1 Subject Centred Curriculum

Subject Centred Curriculum emphasizes on the mastery over certain types of knowledge and skills through the study of certain subjects as the main objective. Subject Centred Curriculum has been the oldest type of Curriculum. In this type of Curriculum the entire Curriculum is viewed as certain subjects or branches of knowledge every student is expected to study. Thus Curriculum is viewed as a set of subjects of study. During Vedic Period the Curriculum consisted of several subjects like Vedas, Vedanta etc. During Buddhist education some more subjects were added removing Vedic subjects from the Curriculum. During Greek and Roman period Curriculum included a number of Subjects like Philosophy, History, Mathematics etc. These subjects were grouped under two headings - Trivium and Quadrivium. The concept of Subject Centred Curriculum continued even in Medieval European Universities.

The following are the Characteristics of Subject Centred Curriculum.

- Greater importance is given to subjects.
- Stress is laid on the teaching of the subjects
- Subject matter is organized before it is presented in the class
- Instruction is for the sake of the knowledge
- Facts are considered more important
- Memorization of facts assumes predominant importance
- Education is confined to a general pattern of instruction
- More emphasis is given to classroom teaching
- It is teacher-Centred
- Evaluation is written in nature and summative
- It is usually verbal in nature and easy to follow

Dewey criticizes the Subject Centred Curriculum in these words: "We violate the child's nature and render difficult the best ethical results by introducing the child too abruptly to a number of special studies of reading, writing geography etc not related to this social life".



### **10.3.2 Child Centred Curriculum**

The importance of Subject Centred Curriculum continued in Europe till the later part of 19<sup>th</sup> Century, till Rousseau, the France educationist, advocated his Naturalistic philosophy of education. He forcefully argued that Curriculum was meant for the child and not the child for the Curriculum. He advocated that the child or the learner should be the focal point of curriculum and all educative processes. He pleaded for what he called Child Centred Education. All educational activities to Center round the child. The curriculum should be developed keeping the child's intense, abilities and needs in mind after Roussace, Pestalozze, who stressed the need of child Psychology, Froebel and Montessori who advocated their own system of educating Young children further emphasized the need of Child Centred Curriculum.

In this type of Curriculum is built upon the needs, abilities, interests and levels of the child or student. It is based on the concept that 'Life is Education and Education is life'.

#### **The Chief Characteristics of Child Centred Curriculum are:**

- The learners occupy the central position in Curriculum Construction
- Stress is on the all round development of the child
- Selection and organization of subject matter involves teacher-pupil planning
- Instruction is imparted for the sake of improving the life of the learner
- More importance is given to the 'process of acquiring' facts
- Stress is laid on building skills and attitudes
- Education is regarded as a process of learning of progress and development
- Education is regarded as a means to prepare the learner to be a socially efficient individual
- Emphasis is laid on varied activities and experiences
- It keeps in consideration the individual difference
- Usually this kind of Curriculum is not in the form of written will be final form. There will be flexibility in it. Teacher has to prepare the curriculum with the help of pupil and community. So it differs from group to group.

In this type of curriculum, 'Education and Teaching are made to suit a child in accordance with his particular needs and interests rather than pushing him into an educational mould'. Various activities and experiences help the learners to acquire knowledge, develop understanding and skills apply knowledge and understanding to life situations. Thus a Child

Centred Curriculum gives enough scope for activities or experiences in the curriculum in addition to knowledge, concepts and understandings.

**‘Check Your Progress’-1**

1. What is Subject Centred Curriculum?

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2. Mention the Characteristics of Subject Centred Curriculum?

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3. What do you mean by Child Centred Curriculum?

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4. What are the Characteristics of Child Centred Curriculum?

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**10.3.3 Activity Centred Curriculum**

John Dewey who advocated Pragmatic Philosophy of Education designed a kind of Curriculum known as Activity Centred Curriculum. Dewey criticized subject Centred Curriculum and advocated the Curriculum should give importance to variety of activities in order to prepare students to face the problems and challenges of life. Students have to develop useful understanding, attitudes and skills which are of practical usefulness. He suggested project method through which students undertake small project work to collect data about a problem and to analyze the data to find a solution. Thus through the activities involved in project work students learn new things and get various experiences. Similarly other activities like group discussion, experimentation art and craftwork, dramatization etc students can learn new facts, concepts and skills. Students learn well whatever they do

actively. Dewey called this Principle as “Learning-by-Doing” Dewey introduced his new type of Curriculum in his Progressive Schools. Piaget also advocated the importance of activities in Curriculum Construction.

The Characteristics of Activity Centred Curriculum are:

- Activities are in central focus in Curriculum construction
- Learning experiences are given through activities
- These activities are purposive goal-directed and systematic
- Principle of leaning by doing is emphasized
- Direct experience is stressed more than indirect experience
- The entire Curriculum is designed as a series of purposive activities
- Concepts and understanding are learnt through activities
- Activities are selected keeping in mind learners’ needs, abilities and interest. Thus the principle of Child-Centredness is followed.

#### **10.3.4 Craft Centred Curriculum**

Mahatma Gandhiji also was a Champion of Child Centred Education. He developed a new system of education called Basic Education which emphasized Child’s needs and interests and which suited conditions of our Country. In this system of education Gandhiji suggested a new type of Curriculum which he called Craft Centred Education. In this type of Curriculum the entire Curriculum is designed keeping a Craft like Spinning or Farming as the Central focus of Curriculum Development. All subjects to be learnt are in relation to the Central Craft.

The Characteristics of Craft Centred Curriculum are:

- One or two crafts are kept as the central focal points of Curriculum. Construction
- Such Crafts are of utility value for students
- All subjects like Mathematics and Science are taught in relation to the Crafts
- Students are prepared to follow the Crafts for their occupation
- Learning of Crafts brings economic value in education
- More stress is laid on learning of Practical Skills
- It promotes dignity of labour among students

- This type of Curriculum accepts the Principle of Child Centredness and Learning-by-doing
- It prepares students to pursue a selected occupation after their education
- It is more or less similar to Activity Centred Curriculum in its nature

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## **10.4 Relative Merits And Limitations**

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Subject- Centred Curriculum is the oldest type of Curriculum in which the depth of content and its learning is emphasized most. Naturally, it provides scope for learning specific knowledge concepts and understandings. Stress is given to learning of subjects. But as the entire focus is on subjects, the needs, abilities and interests of the child or learner are neglected. Subjects are included in the Curriculum for their own sake and not keeping the learners characteristics in mind, whether children like it or not they have to study all the subjects. This makes some curricular subjects as a burden. Importance is given to learning subject content rather than skills and attitudes.

The concept of Child Centred Curriculum has shifted the focus of Curriculum from subject to the learner or the Child. This is the foremost merit of this type of Curriculum, Subjects are selected, activities are organized and teaching methods are selected keeping Children's needs, abilities and interests. It takes into account the individual differences among Children.

One limitation of this type of Curriculum is that it is not possible to design a Curriculum for each child. It is practically impossible. All children have to learn some subjects compulsorily. Hence, Core or Compulsory and Optional Subjects are provided in the Curriculum. Equal scope is provided for learning knowledge's, understanding, concepts, skills and attitudes.

Activity Centred Curriculum and Craft Centred Curriculum emphasize direct experience through Practical activities. This is a good point of these Curriculum Development of Skills and attitudes is given more importance than learning dry facts, complex concepts, which have little value in life. As Pupils are involved in variety of activities, they develop practically useful skills, evince interest in learning and involve themselves in teaching learning situation. Gandhiji's Craft Centred Education Prepares Children for a vocation develops self-dependence. But these type of Curriculum tend to neglect proper learning of subject matter. Over emphasis, on activity and Craft makes it difficult to teach all subjects with equal importance.

**‘Check Your Progress’-2**

1. Define Activity Centred Curriculum.

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2. What are the Characteristics of Activity Centred Curriculum?

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3. Bring out the meaning of Craft-Centred Curriculum?

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4. Mention the Characteristics of Craft-Centred Curriculum?

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**10.5 Let Us Sum Up**

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In this Unit various types of Curriculum are examined. In subject-Centred Curriculum, which is the oldest type of Curriculum, emphasis subjects to be included in the Curriculum. After 18th Century the emphasis was shifted from subjects of study to the child as learner. This initiated a Child Centred Curriculum. In this Curriculum Child’s abilities and interests are kept in mind while framing the Curriculum Joh Dewey suggested an Activity Centred Curriculum, which gave importance of learning activities to give learning experiences. In India Mahatma Gandhiji developed a Craft Centred Curriculum in which the Curriculum was developed around a useful Craft as the Central focus. The relative Merits and limitations of these types of Curriculum were also examined.

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## 10.6 Answers To ‘Check Your Progress’

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### ‘Check Your Progress’-1

1. Subject Centred Curriculum gives importance to the subjects of study to be included in the Curriculum.
2. Write the Characteristics of Subject Centred Curriculum from section 10.3.1
3. The Curriculum which gives importance to Child or Learner’s abilities, and interests is known as Child Centred Curriculum.
4. Write the Characteristics of Child Centred Curriculum from section 10.3.2.

### ‘Check Your Progress’-2.

1. Activity Centred Curriculum is a Curriculum which emphasises activities to give learning experiences to children.
2. Write the Characteristics of Activity Centred Curriculum from Section 10.3.3.
3. In Craft Centred Curriculum the Curriculum is constructed keeping a useful Craft as the Central Focus Point. Gandhiji suggested this type of Curriculum.
4. Write the Characteristics of Craft Centred Curriculum from section 10.3.4.

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## 10.7 Unit-End Exercises

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1. Explain the meaning and salient features of Subject Centred Curriculum and Child Centred Curriculum.
2. Show how Activity Centred Curriculum and Craft Centred Curriculum are innovative in their concept and design.
3. Bring out the Merits and limitations of different types of Curriculum.

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## 10.8 References

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## **UNIT 11 □ APPROACHES TO CURRICULUM CONSTRUCTION**

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### **Structure**

- 11.1 Introduction**
- 11.2 Objectives**
- 11.3 Approaches to Curriculum Construction**
  - 11.3.1 Separate Subjects Approach**
  - 11.3.2 Integrated (Core / Theme Centred) Approach**
  - 11.3.3 Linear Approach**
  - 11.3.4 Concentric (Spiral) Approach**
  - 11.3.5 Pyramidal Approach**
- 11.4 A Critical Appraisal of the existing Curriculum**
- 11.5 Let Us Sum Up**
- 11.6 Answers to ‘Check Your Progress’**
- 11.7 Unit-End Exercises**
- 11.8 References**

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### **11.1 Introduction**

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Educationists have explained several approaches for curriculum construction. Each approach has its own merits and limitations. In this unit you will study about approaches for curriculum construction.

Curriculum development is a specialized area of work which expects a teacher to have a deep understanding of the underlying principles of curriculum and also the skill to systematically designing learning experiences to achieve the socially desired goals set by the society we live in. Curriculum development involves various stages/steps to be followed by those engaged in designing and developing a curriculum. As a teacher you are an important agent involved in the transaction of learning experiences to students. You should have a thorough knowledge of the process of curriculum development. With this understanding you will be able to transact the curriculum more intelligently, with full knowledge of its theoretical background. Moreover, who knows one day you may be one of team member; involved in reviewing, updating and redesigning the curriculum of school or the State. Educationists

have explained several approaches for curriculum construction. Each approach has its own merits and limitations. In this unit you will study about approaches for Curriculum construction.

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## **11.2 Objectives**

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After going through this Unit you should be able to:

- List the approaches to curriculum construction
- Explain Integrated Approach and Separate Subjects Approach.
- Explain Concentric Approach and Linear Approach
- Bring out the merits and limitations of these approaches

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## **11.3 Approaches To Curriculum Construction**

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Curriculum must be highly flexible in its content and organization. As we have already discussed about the content component of the curriculum, let us take a brief note of organizing this curriculum material. The following approaches are generally employed in the process of curriculum construction.

- Integrated (Core / Theme Centred)
- Separate Subjects Approach
- Concentric (Spiral) Approach
- Linear Approach
- Pyramidal Approach

Let us try to understand the nature of these approaches and their merits and limitations in the following sections.

### **11.3.1 Separate Subjects Approach**

The Separate Subject Approach is one of the most widely used methods for organizing educational experiences. In this approach the subject matter becomes the basis around which learning experiences are organized and the mastery of subject matter becomes the basis for attainment of educational objectives.

In Separate Subjects Curriculum, the chief responsibility of the curriculum planners is to determine the subjects to be offered by the school and the body of knowledge to be covered within each subject. For example, the subjects or the programme of studies may be divided into areas like English, Hindi, Science, Social Studies, Mathematics and so on.



## **Merits**

Separate Subjects Approach has the following merits.

1. As knowledge has grown tremendously during the previous two centuries it is better if students learn the content of each branch of knowledge separately. Hence, subjects to be included in the curriculum are selected and content to be included in the syllabus is selected for each subject.
2. Helps the class-room teachers to teach the subject of their specialization.

## **Limitations**

1. This is the traditional approach which needs to be modified.
2. Subjects, in recent times, as developed disciplines of studies are emerging as a result of combination of two subjects like Bio-chemistry, Bio-Technology etc. Hence, it seems artificial to put subjects in water-tight compartments. Students should understand the basic unity of knowledge.
3. Its repetitive factor which develops a sense of boredom and sets in dullness and monotony;
4. No freshness in presentation;
5. A sense of familiarity with content but without the fullness of knowledge.
6. The child has to go through the whole course again and again

### **11.3.2 Integrated (Core / Theme Centred) Approach**

In this approach the curriculum is designed keeping in mind some core content or theme to be learnt and understood by students. Instead of preparing curricular content and activities for selected separate subjects like History, Geography, Physics, Chemistry and so on, certain core elements or themes of knowledge are selected keeping the age level, interests and needs of learners as well as the social demands before constructing a curriculum. Then knowledge content is selected from relevant subjects suitable to impart the selected core elements/ themes and arranged in the form of syllabus. Suitable learning experiences and activities are also suggested. As the purpose is to integrate different subjects to teach basic themes this approach to curriculum is called Integrated (Core / Theme) Approach. This Approach was advocated and popularized by John Dewey, Jerome Bruner and Binings during the early part of 20<sup>th</sup> century. In fact Jerome Bruner developed a curriculum about Development of Human beings and Human Society. He called this curriculum as 'Man-A Courses of Study' (MACOS). It centers on certain broad and basic themes about man like evolution, food, shelter, clothing, recreation, occupation, social life, reproduction and so on. The Integrated Approach to teach social studies, developed in America. This Approach

was recommended by the Secondary Education Commission (1952). In this Approach content relating to History, Geography, Civics and Economics is presented in an integrated manner, instead of teaching them as separate subjects. But this Approach was done away after the publication of the Kothari Commission Report (1964) and though the title of Social Studies / Science was retained, subjects are presently taught as separate subjects.

**Merits**

1. This approach emphasizes the unity of knowledge.
2. Importance is given to understanding of Core Elements / Themes.
3. Principle of integration is followed in organizing and teaching the content.

**Demerits**

1. As content from different overlapping subjects is taught together students are likely to get confused.
2. It is difficult for teacher to follow integrated approach of teaching.

**‘Check Your Progress’-1**

1. List the Approaches to Curriculum Construction.

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2. What is Separate Subject Approach to Curriculum Construction?

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3. What is Integrated Approach to Curriculum Construction?

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**11.3.3 Linear Approach**

In this Approach, the entire learning materials are presented in the form of different units or subdivisions, which are arranged or organized on the basis of:

- Logical principles
- Psychological principles
- Using maxims of teaching
- Principle of chronology

Further the whole course may be divided from lower to higher standards. Naturally, every year, the pupils are introduced to study new materials which sustain their interest in the subject and minimize repetition and monotony. This way of presentation is logical.

**But this Approach has been criticized for:**

- Lack of central themes, purposes or directions
- Instructional material has to be made simple and easy to learn, especially at the earlier stages of instruction
- No provision for adequate selection of topics by teachers
- Lack of repetition, which may make the pupils to forget what they have studied at earlier stages

### **11.3.4 Concentric (Spiral) Approach**

At the outset, this approach may appear to be two different approaches, but the Educational Dictionary and Encyclopedia have considered them as synonyms.

Here, the entire material is arranged and taught in ever widening cycles with increasing details from one standard to another or from one stage to another stage. In other words, the same material is presented again and again, with increasing fullness and more details in every successive standard. For example in 'Indian History', a bare outline is given at the lower stages and a complex treatment at the higher stage. The factor of repetition enhances the learners chance to understand much better the curriculum presented before him. This way of presentation is both logical and psychological which takes into consideration age, maturity, interest, ability attitude etc of learner.

**Even this Approach is criticized for:**

- Its repetitive factor which develops a sense of boredom and sets in dullness
- No freshness in presentation
- A sense of familiarity with content but without the fullness of knowledge
- The child has to go through the whole course again and again

### **11.3.5 Pyramidal Approach**

If the career of a professional or specialist can be analysed as to how he/she has climbed to that level, one can make out the broad based curriculum at the bottom most level to which he is introduced in his early stages of education. From a comprehensive base, he/she moves on to the tip of the pyramid. In the selection and organization of the curricular content to reach the culmination point, one should note here that every preceding stage equips him/her to make a proper selection in the succeeding stages, and finally helps to decide the terminal behaviour or outcome. For example, during the 10 years of school education, the pupil is introduced to a common curriculum where as at +2 level diversification is seen. At the degree and the P.G. level, he/she further pin points his/her studies on one particular field and finally he/she specializes in a specific content area at Ph.D., level. When the curricular material is arranged in this method, we call it the Pyramidal Approach.

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## **11.4 A Critical Appraisal of the existing Curriculum**

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Keeping in view the earlier discussions on the secondary school curriculum let us look as the defects of the curriculum pointed out by the Secondary Education Commission 1953. They are as follows:

- Narrowly conceived - the curriculum is narrowly conceived and there are no broad units of study.
- Bookish - it is bookish and theoretical and neglects practical considerations.
- Overcrowded- it is overcrowded with numerous academic subjects as a result the students as well as the teachers do not bother about the practical aspects of studies.
- Single track - It is single track curriculum. There is inadequate provision for practical and other kinds of activities like games, sports, hobbies, craft etc.
- Dominated by examinations- The teacher is required to teach in terms of examinations and pass percentage.
- Makes a child a passive recipient - the syllabus and method that is followed in a school encourages pupils to accept facts without questioning.
- Neglects individual differences - A common curriculum (syllabus) is followed for children of the whole State. This cannot provide for individual differences.

**Let us now look into the existing secondary school curriculum in our state.**

- Efforts have been made to replace the Subject Centred Curriculum by Activity Centred Curriculum. This has been fairly successful in science subjects but not so in subjects like History;
- Enough care has not taken in designing the curricular activities. There are such activities which cannot be either conducted by all the schools or followed by all the pupils;
- Curriculum objectives are more or less the same a that of educational objectives in general;
- Not much difference is seen between the objectives at the primary level and the secondary level;
- While organizing the content, linear approach and the concentric approach have been followed. Repetitive factor in organizing the material is more that necessity.
- Activity Centred Approach emphasizes the need for a teachers handbook to implement or conduct such activities. But lack of such a handbook is a great handicap to the classroom teacher.

**‘Check Your Progress’ -2**

1. What are the criticisms of Linear Approach?

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2. Bring out the nature of Concentric (Spiral) Approach to Curriculum Construction?

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3. Write the criticisms of the Secondary Education Report (52-53) about the then existed curriculum at Secondary Education Level.

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## 11.5 Let Us Sum Up

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In this Unit different approaches to Curriculum Construction were explained along with their merits and limitations. In Separate Subjects Approach, Subjects to be included in the Curriculum or Curriculum is designed around certain basic themes or Core elements to be learnt by the students, and content is selected from different subjects to elaborate these themes. In Concentric (Spiral) Approach the same content is elaborated in detail as we go from a lower class to a higher class. In Linear Approach the learning Materials are presented in the form of Units starting from basic content to more and more complex content based on logical Principles. The Pyramidal Approach is applicable to technical or professional courses, in which curriculum becomes broad based at the lower level and becomes more and more specialized and narrower specialization at the end. In the last part of the Unit the Criticism again curriculum in Indian context by the Secondary Education Commission (53-53) were considered.

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## 11.6 Answers To ‘Check Your Progress

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### ‘Check Your Progress’-1

1. The Approaches to Curriculum Construction are -
  - i) Separate Subjects Approach
  - ii) Integrated (Core / Theme Centred)
  - iii) Concentric (Spiral) Approach
  - iv) Linear Approach
  - v) Pyramidal Approach
2. In Separate Subjects Approach Curriculum is Construction selecting content from different disciplines and designing separate required member of separate subjects of study.
3. In Integrated or Theme Approach some Major themes to be included in the Curriculum are first identified and then required content to elaborate these themes is selected from different disciplines. Thus content from different disciplines (Subject areas) is presented in an integrated manner.

### ‘Check Your Progress’ - 2

1. Linear Approach has been criticized for

- Lack of Central themes, purposes or directions.
- Instructional material has to be made simple and easy to learn especially at the earlier stages of instruction.
- No provision for adequate selection of topics by teachers.
- Lack of repetition, which may make the pupils to forget what they have studied at earlier stages.

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### **11.7 Unit-End Exercises**

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1. Name different Approaches to Curriculum Construction and explain these Approaches.
2. Bring out the merits and limitations of different Approaches to Curriculum Construction.

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### **11.8 References**

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1. Ornstein. C and Hunkins. P (1988) *Curriculum Foundations, Principles and Issues*, New Jersey, U.K
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## **UNIT 12 □ STEPS OF CURRICULUM CONSTRUCTION**

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### **Structure**

- 12.1 Introduction**
- 12.2 Objectives**
- 12.3 Process of Curriculum Construction**
- 12.4 Steps in Curriculum Construction**
- 12.5 Let Us Sum Up**
- 12.6 Answers to ‘Check Your Progress’**
- 12.7 Unit-End Exercises**
- 12.8 References**

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### **12.1 Introduction**

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So far in the previous Units of this Block you have learnt about the meaning and components of Curriculum. We have examined the Principles on the basis of which a Curriculum has to be constructed. We have described the characteristics of different types of Curriculum and in the previous unit we have explained different approaches to Curriculum Construction.

You have understood so far that Curriculum is a systematic Organization of learning experiences in order to achieve pre-determined objectives of education. Naturally, Curriculum, Construction must be a Systematic Process consisting of several steps. It requires lot of Planning and the Co-operation of many individuals like educational administrators, Class-room teachers, subject experts, Curriculum Specialists students and parents. Many organizations like social pressure groups, Parent Associations, Teacher Organizations, Universities and Curriculum Research Institutes, Government Education Departments, Student Unions also participate in the process of Curriculum development. Curriculum Development is a long Process which takes a lot of time and effort. In this Unit you will learn about the various steps involved in the Process of Curriculum Construction.



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## **12.2 Objectives**

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After studying this Unit you will be able to:

- Identify the successive stages or steps in Curriculum Construction
- Explain the steps in Curriculum Construction
- Bring out the importance of each step in Curriculum Construction
- Bring out the role of different individuals and Organizations in the Process of Curriculum Construction

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## **12.3 Process of Curriculum Construction**

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The following are the steps to be followed in the Process of Curriculum Construction. A glance at these steps shows that these steps relate the Planning for Curriculum Construction, Developing Curriculum.

1. Assessment of educational needs
2. Selection and formulation of the objectives of the Curriculum
3. Selection of Content
4. Organization of Content
5. Selection and Organization of Activities (Learning Experiences)
6. Specification of Methods of Teaching
7. Preparation of Instructional Materials
8. Suggesting Instructional Aids/sources
9. Deciding evaluation procedure
10. Allotment of instructional time
11. Evaluating the new Curriculum
12. Renewing the Curriculum from time to time

Now let us explain these steps in detail.

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## **12.4 Steps in Curriculum Construction**

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### **1. Assessment of Educational Needs**

The first step in constructing a Curriculum is to assess the needs of the target group

or student group for which the proposed Curriculum is to be developed. Need assessment is very important because any Curriculum should aim at satisfying the needs of students. There should be a good match between the needs of students and the learning experiences the proposed Curriculum is planning to provide.

Any Curriculum aims at bringing about desirable changes in the behaviour of students. Need assessment is important because it helps to know the background of students, their need pattern, their strengths and weaknesses, the expectation of students 'Parents and their students' ability and interest pattern. In brief, need assessment helps to prepare a profile of students.

Need assessment is done through systematic planning and collection of required data about students. A systematic survey has to be undertaken to collect data and information about students' educational needs, their ability and interest pattern, their socio-economic and educational background and the needs of society. Opinions and suggestions are also collected from students, parents, educationists, prominent persons in society.

Educational needs are assessed through a field survey known as felt need survey. Opinions of students and their Parents are collected by administering a questionnaire about the felt needs of students and Parents. Data is collected from a sizable sample of students and parents. The collected data are analyzed to know the educational needs of students. Another means to analyze the educational needs is to study and to analyze Policy Documents on education like Commissions Report, Government Policy Statements on education, significant writings by educationists and suggestions of Seminars and Conferences on educational issues. The stated Government's Educational Objectives also reflect educational needs of students. The needs assessed through survey are known as Felt Needs and those inferred from other sources like Reports, etc., are known as Observed Needs. Priority needs are identified after analyzing both the felt and the observed needs. Combining these two kinds of needs the real needs are identified and their priority is determined.

Thus need assessment provides the basis for developing a Curriculum. Because the entire Planning of Curriculum Construction will be guided by the need pattern and the Priority of needs.

## **2. Selection and Formation of the Objectives of the Curriculum**

Every human activity has some purpose, aim or objective. Education being a meaningful, systematic activity cannot be thought about without aims or objectives. The education system is Planned and designed with a specific aim of bringing about desirable behavioural

changes in students. This single objective has several objectives in it. They are known as Instructional Objectives. You will study about them in greater detail in Block-2 in the Course 'Technology of Teaching'. At this point it is enough if you know that objectives are guidelines or directions which lead us towards the achievement of the goals of education.

Curriculum is a means to achieve the goals of education. Curriculum Construction is a goal directed, purposive and systematic process. Naturally, it should be developed keeping the Objectives to be achieved through the Curriculum.

Curricular Objectives are important because they guide the Curriculum designers at every step of Curriculum Construction. Hence, they should be selected carefully and formulated clearly. The Objectives of a Curriculum emanate from the needs of the learners for when the Proposed Curriculum is intended. The felt needs and observed needs now have to be translated into specific Objectives of Curriculum. These broad Curriculum Objectives will be translated as specific Instructional Objective by the Class-room teachers while teaching the specific content of the Curriculum.

While selecting and formulating Curricular Objectives the following Considerations must be kept in mind.

**a) Matching**

The Objectives of a Particular Curriculum should match with the general aims of education. No Curriculum can select an Objective which is contrary to the general broad aims of education. For example no Curriculum can have an Objective of Developing Selfishness in learners. There must be a match between learning of facts and generalizations, a match between learning of skills and their application in real life situations, a match between knowledge, understanding and appreciations, interest and attitudes and values. As far as possible and permissible Curricular, Objectives must be broad based, Comprehensive in coverage and varied.

**b) Worthiness**

The Objectives or goals selected should be of some value for the learner after completing studies. This is the meaning of worthiness of Objectives. These Objectives should be of some value for the society also. Remote, farfetched, unrealizable, Objectives are of no value for the learners. The Objectives must be relevant to the needs of learner and society.

**c) Wording**

The Objectives formulated must be clean and unambiguous in working and meaning. Clear formulation of objectives is very important.

**d) Appropriateness**

The selected and formulated objectives must be suitable to the ability and interest pattern of the learners. They should be appropriate to the learners to whom they are formulated.

**e) Logical Grouping**

The formulated Objectives must be logically grouped and sequenced in terms of knowledge objectives, skill objectives, attitude and values objectives, practical objectives and so on.

**f) Revision**

The Objectives must be revised from time to time keeping in mind the changes in Knowledge World and Society. Whenever Curriculum is revised, it is also necessary to revise the Objectives and update them.

**3. Selection and Organization of Content**

The next step is to select the content required to achieve the Objectives and to organize and sequence of the content meaningfully and logically. The Content is selected from basic disciplines, and various other sources like books, periodicals, hand books and research Publication. The Content is selected, keeping in mind the age level, pattern of abilities and interests and socio-cultural background of learner.

**4. Organization of Curriculum**

After the content is sequenced following logical principles and maxims of learning like simple to complex etc. Then the Content has to be written in simple language and understandable style. Pictures, graphs and other illustrations have to be included to make the content attractive to learners.

**5. Selection and Organization of Activities (Learning Experiences)**

The next step is to select suitable activities to provide learning experiences in order to transact the content in the class-room. These activities include demonstrations, using various audio visual aids, experiments, outside class-room activities like field visits, excursions etc, experiments, projects, library activities and so on. It is not enough if these activities are

merely listed, but it is useful for the teachers if details of organizing such activities at least in outlines about the organization of them. Teachers Manual or Hand Book should contain such details.

## **6. Specification of Methods of Teaching**

After selection and Organization of Content and activities the Curriculum framers must specify the methods and techniques appropriate to teach various topics in the content and for developing skills and attitude. Sometimes multiple methods can be used by a classroom teacher to teach a topic. Various activities can be organized by the teacher to provide learning experiences. A Curriculum Guide contains such details about instructional methods and techniques. In addition to such methods and techniques of teaching a resourceful teacher can think of his/her own Creative and Constructive techniques of teaching. In Science teaching it is all the more important to specify 'teaching methods and techniques.

### **'Check Your Progress' -1**

1. What is need assessment in the content of Curriculum Construction?

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2. How is need assessment done?

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3. Why Objectives are important in Curriculum Construction?

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4. What Considerations are kept in mind while formulating Objectives of Curriculum?

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## **7. Preparation of Instructional Materials**

A Curriculum needs variety of instructional materials in order to effectively implementing it in the Class-room. These instructional materials include text-books, Teachers' Manual or Handbook, Students' Guides, Work Books, Laboratory Manuals, Assignment Books, additional instructional materials, Source Books including Variety of Printed as well as electronic sources like websites, audio-Video Cassettes and CD's etc. In Distance Education Programme Self-Instructional Materials prepared to suit distance learners' needs are prepared. After the Curriculum is finalized such instructional materials are prepared. They can be prepared by the Organization which designs the Curriculum or by private enterprises.

## **8. Suggesting Instructional Aids/Sources**

Curriculum framers should also suggest various instructional aids required to teach various subjects in the Curriculum. These aids include Charts, Pictures, Maps, Models, Scientific Equipments, Various laboratory equipments, electronic equipments like Projector, Slide-Projector, Computers, T.V, Tape Recorder, Radio and other Sophisticated Modern Communication devices. It is not only important to list such-aids, but it is also necessary to suggest Sources from which such aids can be obtained. Now-a-days the concept of low-cost and no-cost aids is becoming popular among teachers. A resourceful teacher can prepare his/her won aids which are less-expensive or do not incur any expenditure of money such no-cost aids can be prepared by creative teachers using used tubes, ball-point refill tubes, small bottles, packets etc. A good Teachers' Guide should give guide lines to prepare such low-cost, no-cost aids.

## **9. Deciding Evaluation Procedures**

Evaluation is an integral part of teaching-learning process. Hence, it is also an important Component of Curriculum. It should design an evaluation scheme to evaluate the achievement of students in relation to the instructional Objectives. Such an evaluation scheme also provides feedback to teachers about the effectiveness of their teaching and in turn effectiveness of Curriculum. An evaluation Scheme includes Periodic tests for formative evaluation, final examination for summative evaluation, allotment of marks for both internal and external assessment, the pattern of question papers. Procedure to evaluate laboratory, skills and other field activities. An Evaluation Scheme must be Comprehensive to evaluate all kinds of instructional Objectives. The ideal situation should provide continuous comprehensive evaluation.

## **10. Allotment of Instructional Time**

This step includes deciding total instructional time in terms of working days to complete the curricular work, total number of periods of instruction/practical work for each subject and for each Unit in a subject. Number of periods for Co-curricular activities should also be specified. This will help teachers in the preparation of Time Table, Preparation of Unit Plans and Lesson Plans. Time required for evaluation should also be specified.

## **11. Evaluating the New Curriculum**

This step and the next step come after the implementation and transaction of the new Curriculum for some years. A new Curriculum should be evaluated after some time in order to assess its effectiveness and to identify the strengths and Weaknesses of the Curriculum. This is known as Curriculum evaluation. Such an evaluation can be done internally or externally. In internal evaluation each institution evaluates the curriculum on the basis of feedback information from students and an analysis of examination results. In external evaluation the new Curriculum is evaluated by an external agency like research scholars, external evaluation teams or Curriculum Research Organizations. Curriculum Evaluation should be done in a Planned and Systematic Manner.

## **12. Renewing Curriculum from time to time**

No Curriculum can remain static, because social changes take place from time to time; advancements in Science and Technology bring about changes in the world of knowledge. A Curriculum should be dynamic and should incorporate these changes in it. Then only a Curriculum can be responsive to change Social and Educational needs of a Society. This is the process of Curriculum Renewal. In this process “the dead wood”, in content, or old and obsolete aspects of Content are removed and new content is included. It must catch up with progress achieved in different disciplines of studies.

In Curriculum renewal not only the content is renewed or updated, objectives, learning activities, instructional materials, methods of teaching and evaluation procedures are renewed suitable. This Curriculum renewal is done on the basis of data obtained from Curriculum evaluation.

Thus Curriculum Construction is a prolonged process including several successive steps. Each step is important and contributes towards the effectiveness of the entire.

**‘Check Your Progress’-2**

1. What does an Evaluation Scheme include?

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2. Why is allotment of instructional time important?

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3. What is Curriculum Renewal?

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4. Who undertakes Curriculum Renewal?

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**12.5 Let Us Sum Up**

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In this Unit you have learnt about the Process of Curriculum Construction, which is prolonged and systematic. Several steps of Curriculum Construction are explained in details. Many individuals and agencies are involved in this process. Teachers, students, Curriculum experts, subject experts, administration and even Parents are involved in the process of Curriculum Construction. Curriculum Construction consists of need assessment of learners, formulation of instructional objectives selection and Organization of content and activities, specifying methods of teaching and evaluation procedures, allotment of instructional time, evaluating the new Curriculum and Curriculum renewal after sometime.



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## 12.6 Answers To ‘Check Your Progress’

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### ‘Check Your Progress’-1

1. In Curriculum Construction need assessment of students is important because it helps to formulate objectives and selection of content best suited.
2. Need assessment is done through a systematic survey and analyzing documents and Policies about Education.
3. Instructional objectives guide the Curriculum framers in selecting, the content and Organizing teaching learning experiences.
4. While formulating Instructional Objectives the following considerations kept in mind.
  - i) They should match with the needs and interests of learners.
  - ii) They should be worthwhile or valuable to learners in future life.
  - iii) They should be clearly stated.
  - iv) They should appropriate to the level of abilities and interest of learners.
  - v) They should be grouped logically.
  - vi) They should be revised from time to time.

### ‘Check Your Progress’-2

1. An Evaluation Scheme includes both internal and external assessments, periodic tests, assignments and terminal examination.
2. Allotment of Instructional time is important because it helps teachers in preparing the Annual plan, Unit Plan and Lesson plans.
3. In order to include new ideas and best practices and to remove obsolete ideas and Practices a Curriculum should be revised from time to time. This process is Curriculum Renewal.
4. Curriculum renewal can be carried out by an internal agency including educational administrators, teachers and students. External agencies including Parent groups, researchers and Curriculum Organization can also undertake Curriculum Renewal.

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## 12.7 Unit-End Exercises

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1. Explain the various steps involved in Curriculum Construction.
2. What is Curriculum Renewal? How do you justify Curriculum Renewal?

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## 12.8 References

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