

# **COURSE –VIII-(A)**

## **(1.2.8A)**

### **Knowledge and Curriculum – Part I (1/2),**

#### **Unit V [Concept of Curriculum]**

- **Definitions and Characteristics of Curriculum**

##### ➤ **Meaning of Curriculum**

A curriculum is a planned course of study. It is an outline of what should be taught and learned in an educational institution such as a school, or college. It is used to organise and teach a particular course.

##### ➤ **Concept of Curriculum:**

- Etymologically, the term curriculum is derived from the Latin word “currere” which means “run”. Thus curriculum means a course which one runs to reach a goal or destination. In this sense, education is considered as a race, with its aim as the goal, and curriculum as the course, leading to that goal. It is sometimes called a course of study.

- It describes the ground which pupil and teacher cover to reach the goal or objective of education. So the term ‘curriculum’ refers to a group of subjects or courses of study arranged in a particular sequence, for instructional purposes in schools.

##### ● **Definition of Curriculum**

The term curriculum has been defined by different writers in different ways:

- 1. Cunningham – “Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)”.

- 2. Morroe – “Curriculum includes all those activities which are utilized by the school to attain the aims of education.

- 3. Froebel – “Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race.”

- 4. Crow and Crow – The curriculum includes all the learners’ experience in or outside school that are included in a programme which has been devised to help him developmentally, emotionally, socially, spiritually and morally”.

- 5. T.P. Nunn-“The curriculum should be viewed as various forms of activities that are grand expressions of human spirit and that are of the greatest and most permanent significance to the wide world”

- The Secondary education commission (1952-53) says:

Curriculum does not mean only the academic subjects traditionally taught in the school, but includes the totality of experiences that pupil receives through the manifold activities that go on in the classroom, library, laboratory, workshop, playground and in the numerous informal contacts between teachers and pupils.

It is more than text books, subject matter and the courses of study. Curriculum, in fact, is a means with which children adjust themselves to their environment. The acknowledgement of the fact that experience is the best teacher, has given a new approach to curriculum.

According to Kerr, *"Curriculum is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of school"*

According to Good, *"Curriculum is a general over- all plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or vocational field"*.

## ● Characteristics of Curriculum

Let's discuss some points which cover the characteristics/features of curriculum. These are as follows -:

### 1. Meet the needs of students :

Educational experts design the curriculum keeping children in mind. What is the benefit of the curriculum if it fails to meet the needs of children? Therefore it should be designed according to the needs of children so that they can get maximum benefits from it.

### 2. Flexible and adaptive :

Curriculum should be flexible. It should not be rigid, otherwise it will create problems in its adaptation. Irrelevant material and content should not be a part of it; otherwise, we can't call it a good curriculum. Stakeholders such as teachers, parents, or headmasters can play an important role to maintain the flexibility of curriculum.

### **3. Well organised :**

Curriculum should be well organised. The content of curriculum should be organised in such a way that it connects students' prior knowledge with the new knowledge. There should be a proper link between theory and practical knowledge. All the subjects or topics should have clearly defined objectives.

### **4. Provide opportunities for students :**

A good curriculum provides enough opportunities for students to explore their talent and creativity. The all-round development of children takes place when they are exposed to new challenging environment.

Appropriate activities should be included in the curriculum to fulfill the Special learning needs of gifted, backward, and disabled learners.

### **5. Motivate students :**

Curriculum as a tool motivates students to learn more and perform various activities. It motivates students by making the process of learning more enjoyable and interesting. It helps students focus more on their mastery goals.

### **6. Follow pedagogical approach :**

Curriculum follows a pedagogical approach. Various pedagogical approaches such as Activity-based learning, Team teaching, inquiry-based learning, Cooperative and collaborative learning are used by teachers to teach students. These approaches help teachers choose desirable instructional strategies.

### **7. Demands of society :**

Society plays an important role in determining what is relevant for the students.. Therefore, curriculum should reflect the needs and demands of society.

Those subjects should be included in the curriculum which provide value to society and appreciate its cultural heritage.

### **8. Extend skills and knowledge :**

A good curriculum extends students' skills and knowledge by

- › Promoting higher order thinking skills
- › Developing curiosity
- › Removing their misconceptions

### **9. Quality and Up-to-date content :**

Curriculum should provide quality and up-to-date content to students which reflect their personal interests. Content should be properly analysed and research based. There must be scope for adding new and relevant information to the curriculum.

### **10. Should be diversified :**

A uniform curriculum will not work in today's education system. Therefore, curriculum should be diversified. Diversified curriculum provides a wide range of opportunities to students, especially those from backward class, and prepares them for the future.

### **Some other characteristics:**

11. It should be designed by keeping in mind the aims and objectives of education.
12. It should follow psychological principles.
13. It should promote the interaction between teachers and students.
14. It should promote integrated learning.

- Principles of Curriculum construction

- **Principle of Curriculum Construction:**

The content of curriculum is determined on the basis of some academic principles which are stated below:

**(1) Aims of education and objectivity:**

In framing the curriculum one should take into consideration the aims and objectives of education.

**(2) Child-centric principle:**

The curriculum should be framed according to the actual needs, interests and capacities of the child. That means a curriculum must be child-centric.

**(3) Principles of civic and social needs:**

Man as a social being lives in the society. The child develops in the society. Modern education aims at both developments of the individuality of the child as well as the development of the society.

**(4) Principle of conservation:**

Man has conserved experiences very carefully for better adaptability. Education is regarded as a means of deserving the cultural heritage of humanity. The school serves two-fold functions in this regard- preservation of the past experiences and transmission of experiences.

**(5) Principles of creativeness:**

Education not only conserves that past experiences of humanity but also helps an individual to develop his innate potentialities.

**(6) Principle of forward-looking:**

Education must prepare the child of shouldering future responsibilities. So in framing the curriculum we must take into consideration the future needs of the child as well as the needs of the society.

**(7) Principle of preparation for living:**

The children should know the various activities of the environment around them and how these activities are enabling people to meet their basic needs of food, shelter, clothing, recreation, health and education.

**(8) Principle of integration and correlation:**

Subjects should be arranged logically and psychologically in accordance with the child's developing interests.

### **(9) Principle of learning ability:**

Every item should be learnt. An item should not only be learnable, it should also have utility.

### **(10) Principle of individual difference:**

The curriculum should be framed in such a way that every individual can have opportunity for self-expression and development. The curriculum should be based on the psychology of individual difference, which can meet the complexities of modern democratic society.

### **(11) Principle of social relevancy and utility:**

Subjects should not be determined on the basis of their disciplinary value but on the basis of their intrinsic value, social relevancy and utility.

### **(12) Principle for utilization of leisure:**

Variety of subjects such as games and sports, fine arts, subjects of aesthetic value are to be introduced in the school programme to utilize leisure.

### **(13) Principle of variety and flexibility:**

The curriculum should include such activities and experiences, which may facilitate his normal development. The curriculum for girls should naturally be different from that of boys; boys and girls have different needs and attitudes.

### **(14) Principle of time:**

Relative significance and importance of each subject in the curriculum has to be judged and determined in the light of the time available in the timetable, which is regarded as the mirror of the school programme.

## **➤ Modern trends in curriculum construction:**

### **1) Digital Diversity**

It emphasis on ICT technology. Example, Khan academy.org also provides good videos, lectures and many more which makes learning meaningful, easy and effective. Currici merlot, K2-12 Hippocamus all these provides educational resources which students can use, edit reconstruct and so on.

### **2) Need based Curriculums**

Need based curriculum is the foremost need of the present education system. Many universities are developing need based short term programs for this purpose. E.g. Mumbai University has introduced courses like – certificate course in PowerPoint, certificate course in tally, certificate course in marketing, YCMOU- introduced – English communication skills program for Mumbai Dabawala.

### **3) Modular Curriculum with credit base system**

Modular curriculum gives real freedom of learning .especially in the open learning system his approach has been adopted at first but now majority of traditional universities also accepting his system; this is a real emerging trend in the modern curriculum.

### **4) Online courses**

Need based and choice based curriculums are available online also. E.g. course era .com has introduced many useful need based courses for free of cost. Government also takes initiative for this e.g. Right to Information certificate course has been introduced by Government of India to the Indian people. This course is free and online.

### **5) 21st century skills**

All the curriculums of various courses should focus on 21st century skills. Skills like collaboration, critical thinking, effective communication, multitasking stress management, empathy are must for all the personals.

### **6) International Understanding**

Globalization has made converted the world in to global village. We should consider world as a one family and for this international understanding must be inculcate through curriculum.

### **7) Constructivism**

Constructivist approach believes that learner should be given freedom to construct his/her knowledge. Spoon feeding must be avoided. If a learner is fully active in construction of knowledge then learning process will be highly effective. In all the curriculums constructivist strategies must be given important place.

## • Types of Curriculum

### 1. Child-Centered Curriculum

It is also called learner-centered curriculum. The philosophy underlying this curriculum is that the children is that the center of the educational process. This pattern of curriculum bases upon the abilities and the interest of the learners and students have experiences and diverse learning activities rather than rote learning. Learner-centered classrooms focus primarily on individual students' learning. The teacher's role is to facilitate growth by utilizing the interests and unique needs of students as a guide for meaningful instruction.

This curriculum allows the students to actively participate in discovery learning processes and a variety of hands-on activities are administered in order to promote successful learning. And it focuses upon a child as a learner being a center of activities in a learning center.

### 2. Teacher-Centered Curriculum

In this curriculum, the focus is upon teacher's teaching skills and the way of delivery of the content. It emphasizes the importance of transmitting of knowledge, skills and information from a teacher to students. A teacher is a center of knowledge and instills the respect of authority and makes children aware of their responsibilities. Teachers focus on making relationships with students that are anchored in intellectual explorations of selected materials. They focus more on content than on student processing and this pattern of curriculum places more of the responsibility on delivering content rather than considering students needs and desires. The teacher plans each and everything about what to do in the class and students follow the teacher.

### 3. Core Curriculum

This type of curriculum is a set of common courses and is a general education for all students and common learning includes knowledge, skills and values and all learners are provided these learning experiences and these common learning experiences are expected essential for the learners to adjust effectively in the society and these learning sets the basic subjects like English, Math, History, Science etc. This type of curriculum emphasizes on the total growth the of the pupil such as social, emotional, moral, intellectual, physical and spiritual and each learning experience aims at the total growth.

### 4. Overt, Explicit, or Written Curriculum

Written curriculum is simply that which is written as part of formal instruction of schooling experiences. It may refer to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the intentional instructional agenda of a school. Thus, the overt curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively.

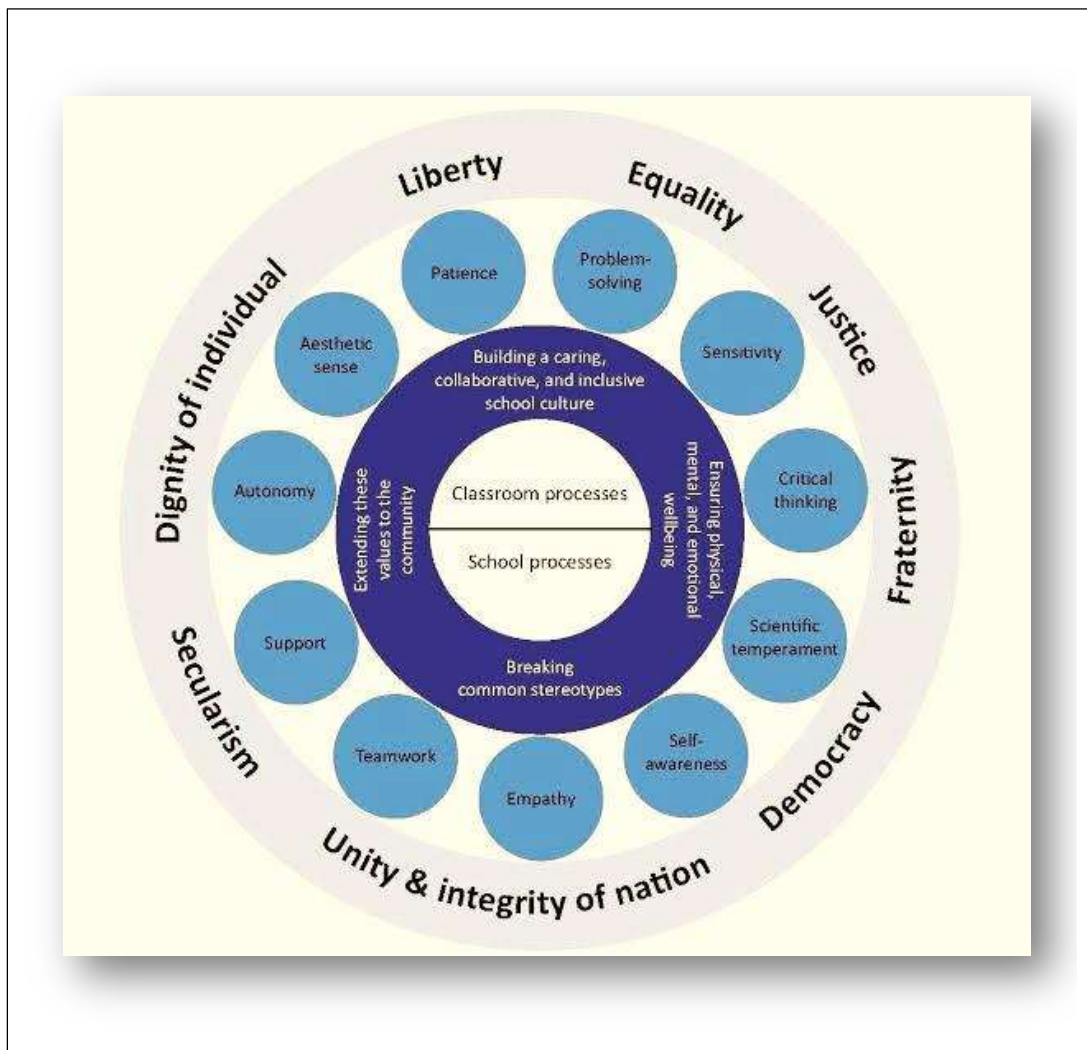
## 5. Covert or Hidden Curriculum

The hidden curriculum refers to the types of curriculum which is unplanned or unintended curriculum but plays a vital role in learning. It consists of norms, values, and procedures. The hidden curriculum refers to the way in which cultural values and attitudes (such as obedience to authority, punctuality, and delayed gratification) are transmitted, through the structure of teaching and the organization of schools

## 6. Integrated Curriculum

An integrated curriculum implies learning that is synthesized across traditional subject areas and learning experiences that are designed to be mutually reinforcing. This approach develops the child's ability to transfer their learning to other settings. It is a unification of different subjects having interrelating themes and concepts. Teacher teaches various subjects by using integration techniques. For example, General Science curriculum integrates concepts from Physics, Chemistry, Biology, Geology and Astronomy.

- Constitutional values in Curriculum



- Nature & Scope of Curriculum

## ● **Nature of Curriculum**

A curriculum is a sum of the school subjects and other activities; A mirror which reflects a school's curricular and co-curricular activities; and includes all subjects, which help a child in its cognitive development.

- Curriculum includes many activities such as classroom lesson, cultural activities, laboratory activities, workshop, and sports activities.
- Curriculum is the totality of experiences.
- Curriculum provides experiences to respond, react, and reflect on various processes of learning. It depends on the learner, and as to what he experiences.
- Curriculum is based on intended learning outcome.
- Curriculum, in one sense, is cultural reproduction- Concepts of knowledge and skills such as values, religion, and political system are incorporated in the curriculum, which in turn reflects belief and all cultural aspects.

It is an agenda for social reconstruction- Schools provide an agenda of knowledge, which is curriculum based, and this guides students to enrich society and cultural institutions.

### ➤ **Importance of Curriculum in Schools**

Curriculum has a broader meaning, and helps in achieving educational aims and objectives. Curriculum is needed in schools since it contributes in the following ways:

- Gives necessary constructional frame to achieve educational aims. It indirectly shows the specific path to achieve educational aims and gives effective learning to students by providing a variety of learning experiences.
- Curriculum mainly helps in children's all- round development. It builds a balanced personality and helps to use of leisure time constructively.
- Curriculum coordinates the processes of learning-teaching-evaluation.
- It develops creativity and forward outlook
- It contributes to bring equality of education.

## ➤ WHAT IS THE SCOPE OF CURRICULUM?

The scope of Curriculum studies encompasses the theory, planning, design, development, implementation, and evaluation of Curriculum.

**Curriculum Planning:** This is concerned with reality-oriented statements like what should be taught? What should be the relationship between the various components of the curriculum? If a society is homogenous, it is easy to answer these questions but if the society is heterogeneous in nature, it may be difficult to answer these complex questions and develop a workable curriculum (emphasis is on content).

**Curriculum development** involves developing curriculum materials and trying them out by deploying manpower, resources and time. Curriculum development is contextual. That is, it takes place within a larger society and this makes curriculum development become political, economic, social, material, administrative, historical and ideological.

**Curriculum Construction:** The term "curriculum construction" traditionally refers to all the processes involved in the making of the curriculum. The term is also referred to as "curriculum engineering". Curriculum construction helps in identifying and creating those experiences that will help prepare a student for adult life.

**Curriculum Design:** This is concerned with the problem of making a choice of how the curriculum should be organized or structured. Various designs or approaches to curriculum can be

- Subject-centered
- Child-centered
- Integrated curriculum
  - Core curriculum ( a group of subjects which is made compulsory for all students)
  - Emerging needs curriculum

**Curriculum Theory:** Curriculum theory has its origin in human curiosity, human activity and human problems. Curriculum theory may take the form of a list of the trade; a series of steps on "how to do it", or a set of assertions about what the school is supposed to be doing. Curriculum theorizing is one of the concerns of curriculum studies that is, building theories for curriculum.