

M.Ed. 2nd Sem.

Paper CC5 : Educational Studies and System

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Unit 1

Topic : Curriculum, Syllabus and Textbook

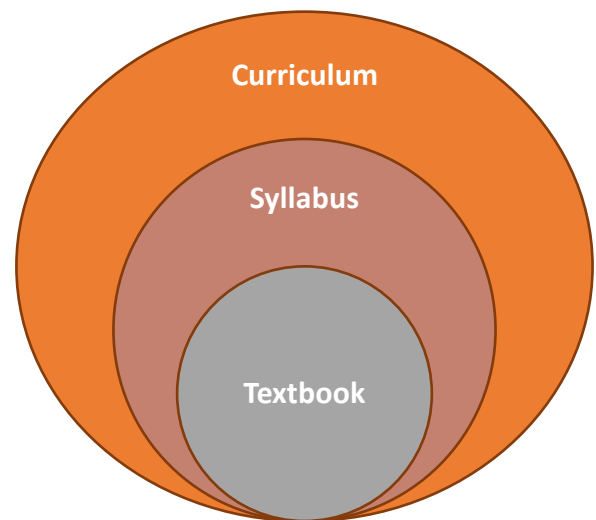
Meaning and Definition of Curriculum

- The term "curriculum" has been derived from a Latin word 'currere' which means "a race course" or 'a runway on which one runs to reach a goal". Accordingly, a curriculum is the instructional and the educative program following which the pupils achieve their goals, ideals and aspiration in life. It is curriculum through which the general aims of education receive concrete expression.
- Traditional concept of Curriculum
The traditional curriculum was subject centred, while the modern curriculum is student and life centred.
- Modern concept of Curriculum
The modern education is the combination of two dynamic processes. One is the process of individual development and the other is process of socialization which is commonly known as adjustment with the social environment.
- **According to 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).”
- According to Morroe,
“Curriculum includes all those activities which are utilised by the school to attain the aims of education.”
- According to 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 and morally.”
- According to John Kerr, a curriculum is planned and guided by the school, whether it is carried on in groups, individually inside or outside the school.
- The curriculum is a total learning experience provided by the school. It includes the content of courses (*Syllabus*), the method employed (*Strategies*) and other aspects like norms and values, which relate to the way schools are organized.
- Thus a curriculum is neither development nor a sequence of experiences. It is a plan for facilitating learning for students.
- This plan starts with where the child is. It enumerates all the aspects and dimensions of learning that are considered necessary. It gives a reason why such learning is considered necessary and what educational aims it would serve.

- In a nutshell, the curriculum is a means followed by the teachers and students for achieving the set goals and the aims or objectives of education being provided in the school.
- Curriculum, in every sense, is supposed to be used for all experiences. These may be curricular or co-curricular, imparted by the school for the realization of the stipulated aims and objectives of the school education.

Interrelationship of Curriculum, Syllabus and Textbooks

Have you ever wondered why so often textbooks are mistaken for syllabus? Perhaps this is because of the close relation between syllabus and Textbooks. You will agree that it is through the textbooks that the syllabus acquires concrete shape to achieve the objectives defined in the syllabus. In many parts of the world, language education courses are designed following a syllabus-driven approach that is the syllabus determines what kind of materials will be adopted and in what ways they will be exploited for the classroom teaching. In certain educational context, the syllabus even



determines how materials should be designed in the first place. Therefore, the materials are not seen as an alternative to the syllabus, but an instrument among others used to fulfil the goals of the syllabus. Materials, whether commercially developed or homemade, are an important element within the curriculum .While the syllabus defines the goals and objectives, the linguistic and experiential content, instructional materials can put flesh on the bones of these specifications.

After pondering deeply you must have judged and come to the conclusion that curriculum, syllabus and textbooks are interlinked. It has been made clear that the syllabus is the concrete form of curriculum and textbooks are developed in accordance with the syllabus. All aspects, of curriculum and syllabus are incorporated textbooks. In other words, what is mentioned in the curriculum is reflected in the syllabus and the textbooks is the reflection of the syllabus .Syllabus by itself cannot be transacted in the classroom. That is the reason why there is demand and need for the textbooks. The textbook is a final and concrete tool for infraction with the learners.

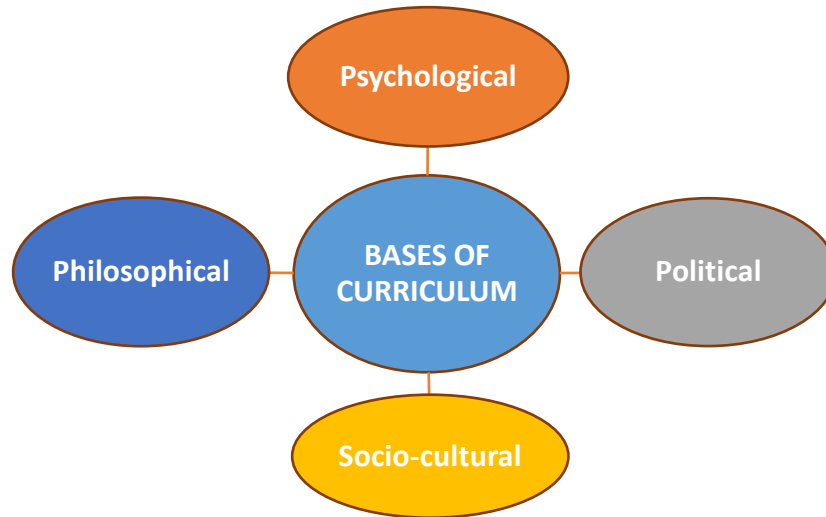
The more planned the textbook is easier is the task of the teacher in making his/her learner transact the content. Since the textbooks is a potent tool in the hands of a teacher, it must match the mental ages of the learners. The needs and interest of the pupil must also be taken into consideration while developing materials of a textbooks. Lessons is the textbook should be linked with the prior experiences of the learners on the basis of which the learners construct knowledge. Suitable vocabulary, structures, sufficient exercises for practice, innovative activities, appealing illustrations are the basis concepts of a textbook. Simply language and style of presentation also matter a lot.

COMPARISON		
Curriculum	Syllabus	Textbooks
includes all the subjects including the whole syllabus of the particular school/college/board/university	comprises of the topics of each subject which is to be taught in the particular school/college/board/university	are the particular books which include the syllabus. There can be a number of books which comprises the respective syllabus.

Bases of Curriculum

Bases are the pillars upon which the building lies. Curriculum development also has several bases. When planning for curriculum, two categories of basis are

1. Those that are instructional in nature
2. Those that affect people directly
 - The instructional bases of curriculum planning include planning domains, the context or characteristics of the school situation, the impact of current trends and issues, and the use of strategic planning.
 - Those bases of curriculum planning that affect people directly include student and teacher needs, local curriculum problems to be addressed, competencies of planners, etc.
 - All these bases affect the curriculum planning process in various ways and to differing degrees. The curriculum should enable all young people to become successful learners who enjoy learning, make progress and achieve
 - confident individuals who are able to live safe, healthy and fulfilling lives.
 - responsible citizens who make positive contributions to society.
 - Let us now learn about some other bases that should be considered while developing the curriculum.



1. **Philosophical bases of curriculum**
2. **Sociological bases of curriculum**
3. **Psychological bases of curriculum**
4. **Political Bases of Curriculum**

Types of Curriculum

- **Teacher centred**
- **Subject centred**
- **Child centred**
- **Disciplinary**
- **Interdisciplinary**
- **Transdisciplinary**