

M.Ed. IV Semester

Paper CC13- Curriculum Development

by Dr. Ramendra Kumar Gupta

Asso. Prof, Dept of Education, NAS College, Meerut

Unit 1 Curriculum

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.

Nature of Curriculum

- The instructional programme as indicated by the course offering to meet the various requirements of a vast heterogeneous population
- The courses of study, embodying outlines of knowledge to be taught
- All the experiences provided under the guidance of the school
- Makes a difference between maturity and immaturity, between literacy and illiteracy, between sophistication and simplicity
- Accumulated heritage of man's knowledge filtered through the prisms of contemporary demands and pressures
- Wisdom considered relevant to any age in any given location
- Chooses vast amount of heritage of wisdom to make a difference in the life of man

Elements of Curriculum

Any **curriculum** consists of several elements or components such as: goals, disposition, duration, needs analysis, learners and teachers, exercises and activities, resources, ways of learning, skills to be acquired, lexis, language structure, and ability assessment

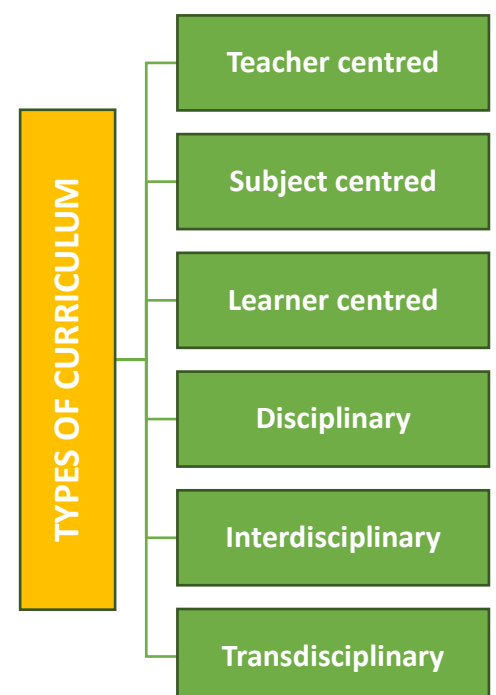
Types of Curriculum

1. Subject-centred Curriculum

Used for courses like Maths, Biology, etc. The curriculum is designed as per the subject being taught. Each topic in the subject is taught as per the examples. This design model doesn't take into the picture the capabilities of the students taking up the course and hence may not be suitable for all.

2. Learner-centred Curriculum

This design aims to customize the curriculum as per the needs of the student. Its core philosophy is that each student is unique and there is no standard curriculum which can fit all of them. Differentiated instruction plans can be prepared to suit each student as per their requirement. But since there is a constraint of time and also to figure out what each student needs uniquely this method also has its disadvantages.



3. Teacher-centred Curriculum

Refers to a body of assumptions about the purposes of education, beliefs about knowledge, learners, and learning observable in Teacher behaviours and classroom practices. In teacher centred education students put all of their focus on the Teacher. The teacher talks while students exclusively listen.

4. Disciplinary Curriculum

A discipline-based curriculum approach characterizes teaching practice within one subject and encourages teachers for specialization, depth of content knowledge, and integrity to the conventions of their discipline.

5. Interdisciplinary Curriculum

Interdisciplinary curriculum involves using the knowledge view and curricular approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

6. Transdisciplinary Curriculum

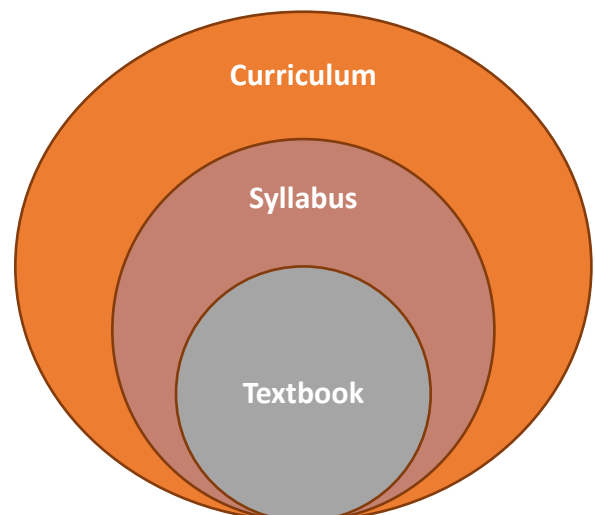
An approach to curriculum integration which dissolves the boundaries between the conventional disciplines and organizes teaching and learning around the construction of meaning in the context of real-world problems or themes.

Transdisciplinary education brings integration of different disciplines in a harmonious manner to construct new knowledge and uplift the learner to higher domains of cognitive abilities and sustained knowledge and skills. It involve better neural networking for lifelong learning. Transdisciplinary education brings integration of different disciplines in a harmonious manner to construct new knowledge and uplift the learner to higher domains of cognitive abilities and sustained knowledge and skills. It involve better neural networking for lifelong learning.

Thus we have learnt that an instructor must follow the proper guidelines and frameworks to design a curriculum because the curriculum is very important to guide the student on his journey on acquiring knowledge about a subject and also speaks on the teaching capability of an instructor.

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.

Issues and problems of existing curriculum –

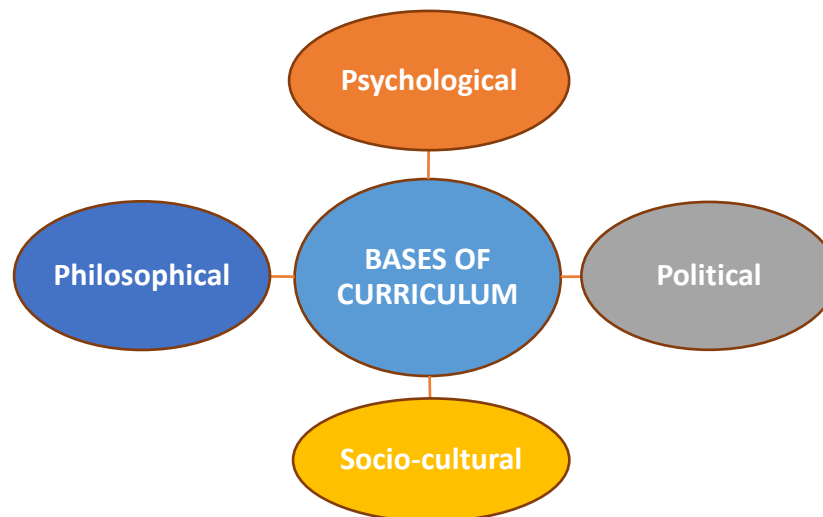
Some of them are discussed below:

- Issues in curriculum development.
- Curriculum is outdated.
- Involvement of government officials.
- Lack of academic research.
- Absence of school teachers' involvement.
- Result of weak academic skills of researchers.

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

- At the foundation of every curriculum, there is the educational philosophy of people directly involved in the process of curriculum development.
- Philosophy is the end and education is the means to achieve that end.
- Philosophy determines the goal of life and education tries to achieve that goal.
- The contents of the curriculum change to suit the prevalent ideologies and social ways of thinking
- So, the curriculum is positively correlated with the needs and requirements of society.
- Philosophy provides curriculum specialists with a framework for broad issues and tasks, in general, what experiences and activities to stress in school and classroom.

2. Sociological bases of curriculum

- Society influences the school curriculum.
- Every society, community or nation has an essential social obligation to arrange the education of children.
- Sociological considerations influence curriculum development in following distinct ways:-
 - a. It provides a way of carrying out changes in the behaviour of the students as per the needs and demands of the society or nation.
 - b. To make education as an instrument of social changes and progress.
 - c. To preserve the culture and transmit it to young children.
 - d. To prepare the learners for the future society.

Thus sociological considerations provide necessary guidelines for developing a useful curriculum for the betterment and the progress of society.

3. Psychological bases of curriculum

- Education is for the child. The child is the centre of the educational process
- Through education, efforts are made for bringing desirable changes in the behaviour of the learners.
- Psychology as a science of behaviour is linked with the process of imparting education.
- It helps curriculum developers in deciding what content and learning experiences can be included in the curriculum.
- It provides bases for curriculum development in such a way that curriculum could be developed according to the children in a particular grade and their needs
- The psychology of individual differences among children influences the plan and development of the curriculum. So, the curriculum should have enough variety and elasticity to allow individual differences, needs, and interests.
- So, we can conclude that curriculum development is guided by the ideas put forward by psychologists (Piaget, Erickson, Bruner, etc.) from time to time. Hence curriculum development has sufficient psychological bases.

4. Political Bases of Curriculum

- It is important to acknowledge that education is essentially a political activity.
- The political climate prevailing in a country is very important and significant in determining the type of schooling and curriculum for the young.
- Education also has a political function; in that it promotes ideologies which influence the power structure within society.
- It is noteworthy also that political forces, the most powerful of which are associated with the government of the time, are responsible for allocation of resources that are necessary to support a curriculum.
- Hence, the need to take the politicians views into consideration in curriculum planning.
- In addition, a curriculum worker is also likely to have a political and ideological stand in life that would influence his/her decision making process in curriculum matters.

