
UNIT 2 CONSIDERATIONS FOR CURRICULUM PLANNING

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2.1 INTRODUCTION

In the previous unit you have already studied the concept of curriculum and its related issues. You have studied the basis of curriculum: social forces, human development, nature of learning, and nature of knowledge and cognition. You have also studied, in brief, the curriculum process and its stages. The discussion of this unit is based on the content/issues discussed in Unit 1. You will study various considerations for curriculum planning in this unit. As you know, curriculum can not be constructed/developed in isolation. Issues related to socio-economic conditions, environmental factors, etc., help plan meaningful curriculum. In this unit we shall present an overview of all the possible considerations you should keep in mind while planning curriculum for your students.

You know that the school system aims at preserving and transmitting the culture of the society. For achieving this goal the school uses curriculum. Curriculum consists of those selected and reorganised portions of the culture, knowledge and experiences of the society which are considered essential for the preservation and development of the society. Curriculum planning involves the exercise of deciding what information and experiences of the society are to be selected for their systematic transmission to students. In fact, the curriculum planners, while planning the curriculum, answer two basic questions. What knowledge is most worthwhile to be preserved and transmitted? And, how can it be acquired or transmitted? The task of answering these questions has to be invariably considered by every curriculum planner. These considerations lead to the development of a curriculum which can help the school in achieving its aims effectively. In this unit we will discuss these important considerations that should be kept in mind while planning a curriculum.

2.2 OBJECTIVES

After going through this unit, you should be able to:

- describe the nature of the discipline as a consideration for curriculum planning,
- explain learner-related factors which influence curriculum planning,
- describe institutional and teacher-related factors which influence curriculum planning,
- discuss the relative influence of various factors on curriculum planning,
- describe trends in curriculum as witnessed in the twentieth century and visualised for the future.

2.3 NATURE OF DISCIPLINE AND CURRICULUM PLANNING

The first thing that you have to keep in mind while planning a curriculum is the nature of the discipline. A **discipline** refers to a broad, logically organised body of subject matter which is distinguished by its scholarly substance and is characterised by its own structure. Physics, Chemistry, History, Mathematics, etc., are examples of distinct disciplines. Every discipline has an area or a field of activity, study or phenomenon which it deals with. Secondly, every discipline has its own method and mode of inquiry through which knowledge is created and validated. For example, the experiment is the method used for generating and validating knowledge in sciences; in social sciences, qualitative study and analysis in an uncontrolled environment is the preferred method. Thirdly, a discipline has a tradition or a history of its domain and rules. The structure of a discipline is highly suggestive of the way in which it is studied and learned. It is the structure of the discipline which decides the approach to be followed in the treatment of its subject matter; how the information and experiences related to it are to be sequenced; and what methods and devices are to be followed for its effective instruction. Thus the knowledge of the structure of a discipline helps in understanding its essential nature. So the structure of the discipline has to be the first consideration in planning the curriculum. For example, Physics and History are two different disciplines; each of these has an altogether different domain of knowledge. The methods of inquiry in both the disciplines are different and cannot be interchanged. Physics curriculum has to incorporate experiments and laboratory sessions. History curriculum, on the other hand, emphasises an authentic and chronological presentation of facts and logical discussion based on them. Both the disciplines are different in nature. Therefore they have to be dealt with differently and their curricula are bound to differ. These curricula have to suggest specific modes of learning experiences to be provided to the students. These learning experiences depend upon the nature of the concerned discipline. Thus, the nature of the discipline involves the knowledge and its structure, methods and mode by which knowledge is created and validated. This is the first factor that essentially influences the process of curriculum planning and so has to be considered by the curriculum planner.

Check Your Progress 1

Notes : a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

i) What is a discipline?

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ii) What is the structure of a discipline?

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iii) How does the nature of a discipline effect its curriculum planning?

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2.4 BASIC CONSIDERATIONS IN CURRICULUM PLANNING

As a curriculum planner, you need to keep various considerations in view during the task of curriculum planning and development. These considerations collectively influence every

decision regarding planning and development of a need-based curriculum. Important considerations discussed in the rest of the unit have been shown in Figure 2.1.

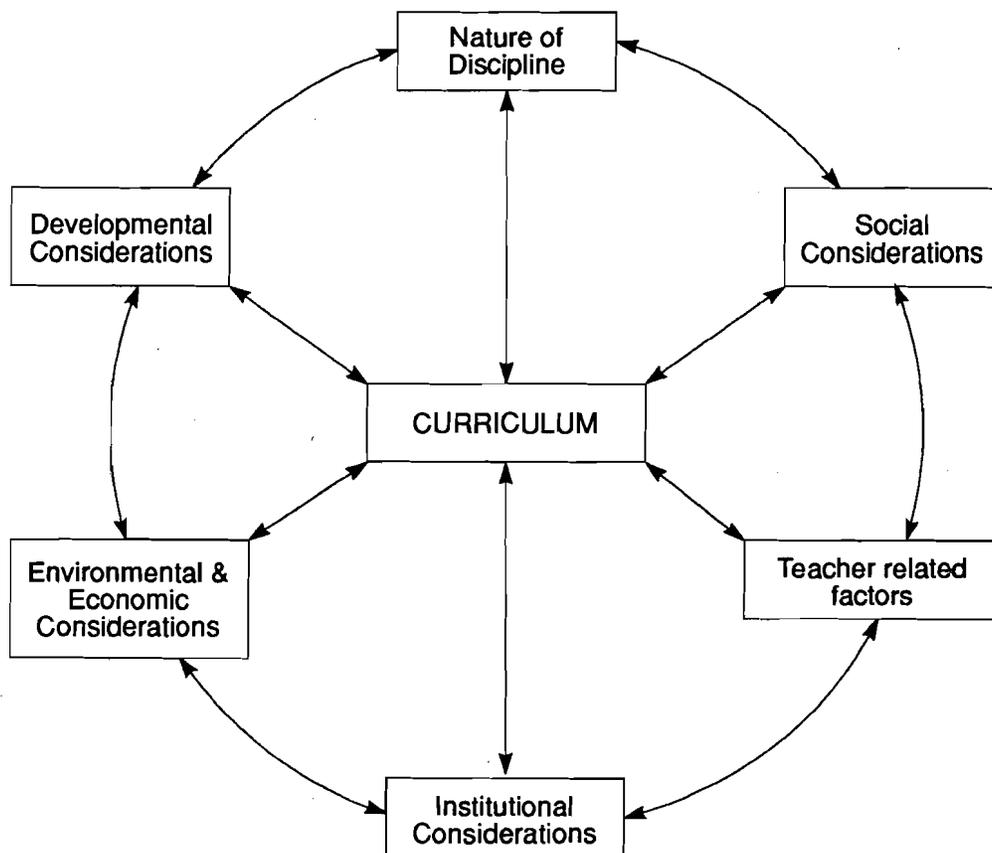


Fig. 2.1 : Considerations for Curriculum Development

Figure 2.1 depicts how a curriculum is influenced by various factors ranging from the structure of the subject matter through learner, society, environment, economy, institution and teacher related factors. The Fig. 2.1 also shows that each factor exerts its own pressure on the curriculum planner. Besides, all these factors influence each other as well. Due importance should be given to each factor in order to plan a meaningful curriculum to achieve the intended educational goals. Let us discuss each of these factors or considerations in detail. While going through the unit you should keep in mind your school curriculum and try to examine how these considerations/factors have been taken care of by the curriculum planners. You can share your views with your fellow-teachers and also with your counsellor at the Study Centre.

2.4.1 Developmental Considerations

When we sit to decide what experiences should be included in various curricula meant for different levels of education, we always keep in view the factors related to growth and development of children at these stages; from their infancy to adolescence. Psychological needs of the children, their interests and their problems guide us on planning a suitable curriculum for them. Growth and development considerations include the following areas of development of a learner: (a) physical development, (b) emotional development, (c) social development, and (d) intellectual or cognitive development.

In physical development we consider body development, development of motor skills, physical abnormality and health status of the students for whom we want to frame curriculum. Similarly, in emotional development we should keep in view the worries, fears and anxieties of the students of a given age level. Any emotional maladjustment that is associated with this stage of development should be taken into consideration. Social development characteristics such as, interpersonal relationships, family relationships, heterogeneous relationships, social maladjustments, etc., also influence the decisions on curriculum planning. Under intellectual development we consider the stage of language development, readiness for various types of learning, ability to reason and think abstractly, and the capacity to learn. It is important to note that these four areas of development are interrelated and these interrelationships form different

patterns at different stages of growth of a learner. The interrelationship of these areas of development has been shown in Figure 2.2.

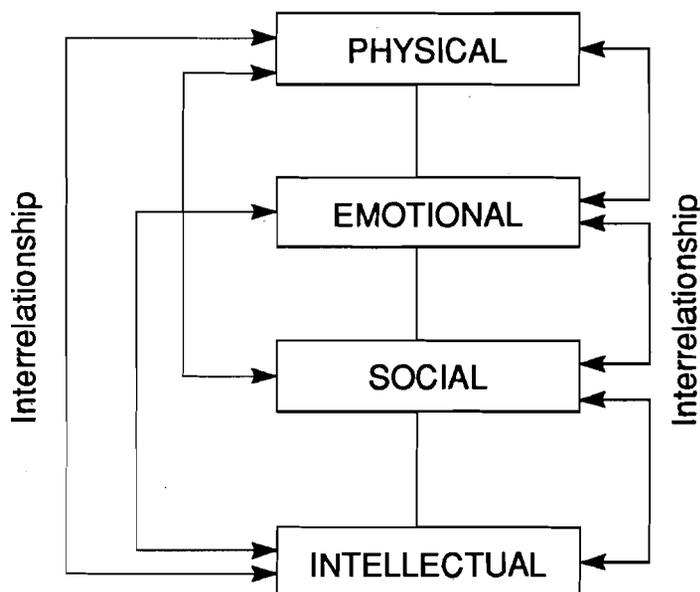


Fig. 2.2 : Areas of Development and their Interrelationships

The growth and development from infancy to adolescence is a gradual, continuous and sequential process. The sequential development has given rise to the concept of readiness for learning and the pace in providing learning experiences. The readiness principle suggests that for learning a particular task or unit the student has to achieve a minimum level of maturity. Similarly, the pace of learning also depends on the level of the child's maturity. In other words, learning should not be too early, too much or too fast. However, we should clearly understand that readiness to learn does not depend solely and strictly on the age and maturity of the child. Patterns of interrelationship among the areas of development presented in Fig. 2.2 show that environment around the learner, manipulation of learning experiences to enhance capacity/ability to learn, etc., are other factors which influence the child's readiness to learn. And so, what the curriculum has to offer and to whom should be decided by taking into account all these factors and their influence on one another.

Check Your Progress 2

- Notes : a) Write your answers in the space given below.
 b) Compare your answers with those given at the end of the unit.

i) Enumerate the areas of development of a learner.

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ii) Describe the characteristics that you would look for in physical development.

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iii) What is readiness to learn?

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iv) Describe pacing in teaching.

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2.4.2 Social Considerations

Education of the child is a social undertaking and it is always carried out in a social situation. The social forces in a society at any point of time determine the objectives of education. The curriculum is designed to achieve those objectives. It is, therefore, necessary that while planning the curriculum, you must have a thorough knowledge of those social forces that have a bearing on the educational system of the society.

The basic aim of education is to preserve and transmit the culture, values, beliefs, ideals, traditions, aspirations and acceptable modes of behaviour in a society. A good curriculum ensures that the unique character and integrity of the society is preserved and the quality of life of social groups is also improved. The social forces influence the decisions regarding what is to be taught, and how it is to be taught. What is to be added to or deleted from the existing curriculum to accommodate the change(s) in society is also decided by social forces.

Social forces exert their influence on curriculum through different organisations and groups of people operating at regional, national and local/community levels. These forces may be discussed under four categories: governmental forces, quasi-legal forces, professional organisations, and special interest groups operating in a community. Please refer to Figure 2.3.

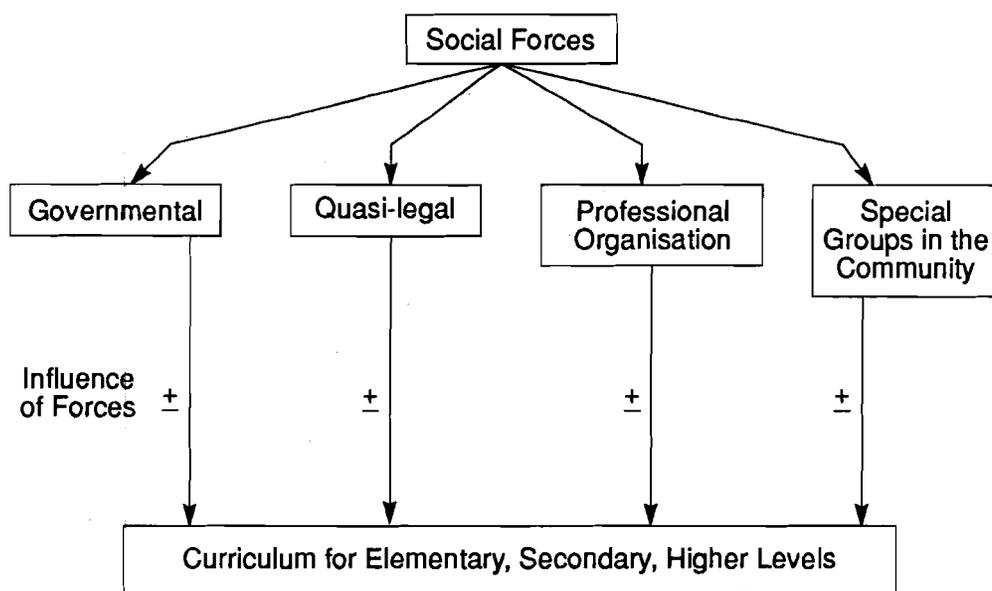


Fig. 2.3 : Social Forces Exerting Influence on Curriculum

Governmental forces: The government makes policies on education and its curriculum. Direct governmental controls are based on constitutional and statute laws. For example, in our country the Directive Principles of the State Policy under Article 45 direct the Government of India to make arrangements for universal elementary education. The government, thus, has to make provisions for universal elementary education which includes provision for physical facilities and engagement of teachers. It develops curriculum and textbooks for the children. Similarly through Acts of Parliament in 1969 and 1986, the Government approved some new education policies which included components of vocational education, moral education, and extended general education upto class X. All these and several similar policy decisions affect curriculum planning. These decisions have led to reformulation of objectives of education and reconstruction of curriculum at different levels of education: primary, secondary and higher education. The constitution of India enshrines the principles of democracy and secularism which are reflected in the school curriculum and the textbooks based on them.

Another means through which the government influences the school curriculum and in fact, most parts of the school education is the financial support extended by the Central, State and Local governments to educational enterprise in the country. Thus the government is in a position to enforce its rules, regulations and policies regarding curricular activities and experiences to be provided to the students.

Quasi-legal forces: These forces are not necessarily created by law. These may be created by voluntary organisations, professional bodies and autonomous institutions. These may include universities and colleges, parent-teacher associations (PTAs), textbook writers, publishers,

philanthropic organisations, mass media, etc. For example, universities and colleges not only influence the curriculum through teacher education, but also play a significant role in determining the school curriculum. PTAs are the pressure groups through which community views on curriculum and textbooks are channelled to school, its board and curriculum planners. Big publishers greatly influence the type of content to be included in the textbooks and the curriculum. Textbooks with sound psychological organisation, stimulating format, appropriate learning activities and relevant and powerful illustrations determine the content and the teaching procedures to be followed in schools. Curriculum makers sometimes pattern the course of study in particular fields according to these well organised textbooks.

Professional organisations: The professional organisations which influence the curriculum to a great extent include teachers' and teacher educators' associations. For example, National Council of Teacher Education (NCTE) is empowered by the Government of India to design curriculum for teacher education. The teachers organisations not only work for improving the welfare and working conditions of the teachers but also disseminate information about the profession, give suggestions for improving instruction and support research in education and in-service training of the teachers. All these activities affect school curricula. While planning the curriculum, the curriculum planner has to consider the views and suggestions of educational organisations and their well-informed members. Besides teachers' professional organisations, the curriculum planner considers the suggestions and concerns of other related professions. For example, for planning a good curriculum on commerce and accounting the opinions of the associations of professional accountants, company secretaries, exporters, etc., should be taken into account. Similarly views, research findings and experiences of subject societies should also be considered while planning the curriculum.

Special interest groups in the community: In every society there are groups or organisations which promote a particular school of thought or areas of special interest. These organisations may include patriotic groups, cultural and religious organisations, civic groups and others representing various interests in the community. The curriculum planner should be interested in having an insight into the beliefs, aspirations and expectations of various groups in the society. The local education committee which represents the community, governs the schools and caters to the educational interest of the community, usually approves the course proposals and authorises the development of curriculum materials. Through these committees the aspirations, expectations and values of the interested groups are reflected in the curriculum, of course, within the broad frame of state and central education policy. These groups attempt to impress upon the curriculum planner.

Check Your Progress 3

- Notes : a) Write your answers in the space given below.
 b) Compare your answers with those given at the end of the unit.

i) Enumerate social forces that influence the curriculum development.

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ii) How do the governmental forces affect the process of curriculum development?

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iii) Give five examples of quasi-legal forces.

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iv) In what way do professional organisations contribute to curriculum development?

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v) How does a community around the school exert its influence on the curriculum for its schools?

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2.4.3 Economic Considerations

Economic considerations basically relate to the practicality of a curriculum. The implementation of a curriculum entails several actions including provision of physical facilities, development of learning materials and recruitment of trained teachers. All these provisions involve recurring costs. These costs are borne by the government, and also by the community and other institutions. The planners always weigh the cost of providing certain learning opportunities. The alternative modes of providing educational opportunity have varying cost. A curriculum planner has to ascertain whether the community around the school will be able to bear the expenses of proposed curriculum. In spite of the state's support at all the levels of education, the community too has to bear certain expenses of education. It is the community which will send its children to the school. If the financial condition of the society is not sound enough to share the cost of education, it will not be in a position to serve its people.

The curriculum planner has to keep four kinds of costs in mind while proposing a curriculum. These include initial cost, maintenance cost, supplementary cost and personnel cost. For example, if a vocational course in typing is being proposed, it will involve the initial cost of purchasing typing machines, the cost of maintaining the machines in working order, the cost of supplementary materials like paper, carbon ribbons, etc., and the cost of acquiring a trained teacher well versed in typing.

2.4.4 Environmental Considerations

The environment includes the physical and social conditions around an individual, an institution or a community. The environment is both natural as well as manmade. Human beings' survival and sustained development depends on the sensible and planned development and use of the natural resources and environment. Advancements in science and technology have helped us gain control over the environment and reach unprecedented levels of development. Industrialisation, automation, communication revolution, urbanisation, etc., have posed innumerable challenges for human beings. The revolution in communication technology has transformed the world community into a global village. Science and technology have made a tremendous impact on health and hygiene conditions and have been helpful in controlling many dreaded diseases. However, the advancements in science and technology and consequently their impact on society have also caused serious environmental degradation, depletion of natural resources, expansion of slums, outbreak of new diseases, misuse of new technologies by nations in armed conflicts, etc. The education system through its curriculum should introduce the student with the achievements of human beings.

But at the same time the learner must also be made fully aware of the challenges one has to face due to fast-paced development. The curriculum planners should consider ways and means to equip the student with appropriate knowledge and skills to harness the environment of resources. This will enable the learner to carve out a place for himself in the world of the future.

The most important function of the curriculum in this context is to develop a concern for the environment, human welfare and personal morality that will enable the student to use the resources available for the benefit of mankind. The curriculum of sciences, social sciences and languages can effectively inculcate an attitude of concern towards the environment and mankind, and peaceful co-existence of nations, communities and individuals. The curriculum planner should keep these emerging needs in view while developing a curriculum.

2.4.5 Institutional Considerations

Institutional considerations are especially taken into account when the curriculum planner is given the responsibility to develop curriculum for an institution. As you know, an institution is a unique sub-system of a society for achieving special institutional objectives. The curriculum

planner must keep in mind the nature of the institution, particularly its manifest purposes. The institutional purposes will be helpful in the selection of an appropriate procedure for formulation of course objectives and organisation of content, etc. For example, vocational and technical schools are expected to train students for specific jobs. Hence, for formulating the objectives of a vocational programme the technique of job analysis will be used and these will be helpful in selecting appropriate instructional materials. However, the job analysis technique will not work for an institution with humanistic goals. For formulating objectives for such institutions, another technique which is more consistent with the process of self-actualisation for individuals i.e. learners will have to be used; and curricular materials based on it will be developed. Similarly, while planning a course for a specific institution one has to know the attitude of the school authorities, particularly of those who are involved in planning and management, towards a discipline e.g. attitude towards Commerce/Business education as a whole and towards certain business subjects in particular. Availability of necessary facilities, such as library, equipment, staff, space, etc., in the institution should also be considered while taking decisions on curriculum planning in a particular area or discipline.

Check Your Progress 4

- Notes : a) Write your answers in the space given below.
 b) Compare your answers with those given at the end of the unit.

i) What economic considerations should be kept in mind while planning a curriculum?

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ii) Describe the environmental considerations for curriculum planning.

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iii) Why are institutional considerations so important in curriculum planning?

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2.4.6 Teacher-related Considerations

The process of teaching is performed by the teacher who transacts a specific curriculum. S(he) is an integral part of the teaching-learning system. His/her functions include interpretation, explanation, demonstration and guidance in various activities and experiences incorporated in the curriculum. Therefore, while planning a curriculum the planner should consider the teacher-related factors as well. Every curriculum will require a certain group of teachers equipped with appropriate education, training and experience to successfully transact the curriculum and to help the students in achieving its (curriculum) objectives. The type and the level of content and activities included in the curriculum will determine the type of teachers, their level of education, and the kinds of teaching behaviour expected of them. Similarly, whether the type of teachers we need are readily available or they have to be prepared or they have to be provided in-service training necessary for working teachers for implementing the curriculum, etc., should be the basis of decisions on curriculum planning. Besides, we have to

consider whether pre-service training of the teachers is necessary and what type of training should be provided in order to enable them to transact the curriculum and also how long it will take to develop them. Provision of qualified and competent teachers, thus, is a basic factor to be considered in curriculum planning. Hence the teacher-related factors must be given due consideration by the curriculum planner.

Check Your Progress 5

Notes : a) Write 'T' if the statement is correct and 'F' if it is false.

b) Compare your answers with those given at the end of the unit.

- i) Using the medium of curriculum the teacher determines the process of teaching.
- ii) In modern times the process of teaching is independent of a curriculum.
- iii) Qualifications and training requirements of teachers are determined by the curriculum.
- iv) A curriculum planner has just to plan the curriculum. He is not supposed to think about the availability of teachers.
- v) Teacher-related factors for curriculum planning include type of teachers, their qualifications, type and duration of training, specific experience, etc., required for the new curriculum.

2.5 TRENDS IN CURRICULUM

As you know, curriculum is not a static phenomenon. For being effective, it should be a dynamic instrument of the school which keeps changing in response to various changes in the society. Twentieth century is marked with varied socio-economic and technological changes in almost all the societies of the world. These changes should be reflected, in varying degrees, in the activities and learning experiences being provided by the schools to its future citizens. A good curriculum planner is one who is not only aware of the current changes and developments in the society but is also conscious of the future needs. S/He should also know prospective developments that are likely to take place or should take place within and outside the society due to both the internal and external factors. A curriculum would be termed as relevant and effective if current and prospective trends in the society have been reflected in it from time to time. Following are some examples of how various trends in the society affect the curriculum for the twentieth century and in what ways future developments are likely to affect the school curriculum.

2.5.1 Curricula in the Twentieth Century

In the present century several changes have taken place in the curricula across the world. Some of the crucial ones are being described here.

- i) **Liberal education:** Liberal education is the successor of the previously held old concept of authoritarian education wherein the teacher was considered as the sole authority in teaching a subject. S/he was empowered to enforce stringent reward and punishment methods to get a subject learnt by students without individual freedom. Education was confined to a selected few. As against this, liberal view of education begins to be accepted by people as more appropriate for spreading education. Liberals believe that education is to liberate the mind of the learner and that it has to be provided to the masses without any discrimination. As against the classic curriculum which was the focus of attention during authoritarian education, the curricula now emphasises natural and modern sciences and modern languages. Emphasis also shifted from cramming the text to an understanding and appreciation of the text and self expression by the learners. It is liberal education that leads the school curricula to secularisation.
- ii) **Global education:** Global interdependence has become a necessary and rather an inevitable phenomenon for every society today. The network of links, interactions and relationships among nations encircle the globe like a spider's web and to touch any part of the spider's web is to trigger vibrations in many-sometimes all-other parts. Take any aspect of human life and that will be found globally interdependent. Be it clean drinking water, clothing, transport, tax policy, inflation, employment, contents of newspapers and books, cost and supply of fuel, terrorism or peace, etc. All these have global interdependence and implications.

Global education is a response to the need of the contemporary world to understand the emergent global systems. Students may accept the ramifications of global interdependence as unremarkable features in their daily life. They have to attain a profound understanding of the world of which they are a part. For this development of the curriculum has to be such that it develops an awareness among students about the world. They should be able to understand the degree and pace of changes in the world. Preparations for the change necessitates the development and practice of action-oriented skills such as decision making, problem solving, creative thinking and future projection as well as those which facilitate participation in group processes.

The curriculum of global education has to provide a global perspective to its learners. Five aims of global education viz., development of systems consciousness, perspective consciousness, health of planet awareness, involvement consciousness and preparedness and process-mindedness will help to provide the global perspective to students and will prepare them for contemporary reality.

- iii) **Interdisciplinary content:** Some of the present curricula have deviated themselves from the traditional water-tight division of knowledge into autonomous disciplines and subjects. From various social and natural sciences, various disciplines such as social studies, environmental studies, biochemistry, business studies, business mathematics, etc., have emerged. The interdisciplinary approach in curriculum helps students in understanding the fields of different subjects/disciplines in a better and more realistic manner. It also helps in solving various problems of the human society more effectively. It is argued that the young adults need to become aware of key concepts and general ideas that have emerged in different disciplines. In later life when they start solving the fundamental problems the barriers between subjects seem less relevant and the work necessarily becomes interdisciplinary.
- iv) **Secularism and education:** Almost all the societies today have people of many faiths and religions. The democratic societies have a strong faith in the principle of secularism by which people enjoy an unfettered freedom of worship according to their beliefs. The state avoids interfering in their religious professions and practices. This may be observed in a single school where there may be students professing different faiths and religions. To make the schools conform to a particular form of religious instruction may be full of danger and mischief. Imparting of religious instruction may be a source of discontent and internal trouble which may mar the instructional tone of the institutions. For these reasons the state provides training to the students in secular outlook through its formal curriculum. In the early twentieth century when arguments in favour of universal free education were forwarded, the process of secularisation of education took a start which was totally approved by the church and the clergy. Liberals, however, had rightly thought that secularisation of curriculum was an opportunity to sweep away the imposition inherent in the religious aspects of the curriculum and wanted to replace it by a scientific understanding of the universe and an increased awareness of the political and economic aspects of the society.
- v) **Psychology and curriculum:** While planning a curriculum sufficient attention is devoted to the psychological features that influence the learning of a particular subject. Such areas as human development, concept formation, learning of different types of content, motivational factors in learning, educational technology and evaluation procedures, etc., are kept in mind while framing a curriculum of a particular subject. In the organisation of the subject matter of a discipline both logical and psychological appeals and arrangement is essentially considered by the curriculum planners. Varying learning needs arising out of individual differences among learners form the basis of selection and sequencing of learning experiences to be provided to them. So learning psychology has come to directly influence the curricular decisions.

2.5.2 Possible Future Trends

One of the basic functions of curriculum is to prepare young people for the future. Keeping this function in view the curriculum planner needs to assess the possibilities of curriculum development for the future. While doing so a number of questions have to be answered:

- What is the role of education in our society?
- Can the future of our society be influenced by education/curriculum?
- How can we effectively involve others in planning curriculum for the future of our society?

The curriculum design for the future has become necessary because of the following reasons:

- Demographic changes – sex, age pattern, death rate, etc.
- Technological innovations e.g. use of machines and increase in productivity.
- Social innovations – new system of education.
- Cultural diffusion – transfer of ideas, acculturation due to travel, trade, employment, media, etc.

These changes have altered the social fabric of the Indian society. Schools are besieged by challenges of socio-economic and political factors. Such an experience greatly increased the concern for the future and stimulated future planning in education. What should schools be like in future? One of the roles of curriculum should be to determine the purpose(s) of the school as it relates to changing society. The students must possess a set of basic skills such as, learning skills, understanding others, capacity for continuing education, informed participation in economic world, use of accumulated knowledge and coping with change.

Information explosion and communication technology: Information explosion is already underway in our country. This demands that the curriculum should on the one hand, be kept abreast with the up-coming information and, on the other, the learner should also be equipped with skills and interests necessary for continuously harnessing the flow of information. Alongside with the inflow of information the communication technology is also changing at a fast pace. This is obviously going to change the mosaic of the learning inputs and will make the curriculum transaction more scientific and efficient over the years to come. Learning has to be based on a variety of software developed to suit a learner's needs and conditions.

New jobs : In view of a series of new jobs likely to be created in the market the need for trained human power in these new jobs will force many changes in the future curriculum. Curriculum will need to be more career-oriented. Though the idea of career education is not quite old, it needs fresh thinking because of the great variety of jobs coming up these days. In schools there is a growing demand to have a separate or parallel curriculum design for vocational or career education which can help train young adults for the new jobs. In the past one decade the efforts to design comprehensive vocational or career-based curriculum in the country are underway because of following reasons:

- Schools are being recognised as an essential component of the national economic condition as the schools will turn out a sizeable trained human power for the country's economy.
- Career-oriented or vocational education will help in improving an individual's productivity and employability. Thus career-oriented curriculum can help in eradicating poverty and backwardness and improving the economic condition and standard of living.
- The concept of utilitarian education has increased the awareness and demand for job-based curriculum.

There is a general feeling that insufficient attention has been paid to this hard social reality that everyone must eventually seek gainful employment. It is also felt that the current technological and political conditions demand a change in the basic definition of education.

Bottom-up model: In bottom-up model of curriculum the individual learner is the primary focus of attention. Over the years curriculum designers have seen a shift in emphasis towards understanding, compassion, encouragement and trust. The bottom-up model curriculum is so designed that it allows freedom in the form of student mobility and increased choice of curricular activities and encourages learning by doing. In such a curriculum, instruction is humane, personalised and individualised. Teachers serve as guides rather than as authority figures or purveyors of knowledge.

The problem solving process of instruction borrows heavily from another humanistic design – the core curriculum which emphasises on

- continuity in teacher-student relationship
- developing courses based on student concerns
- relating school activities to community
- using a wide variety of sources of information
- emphasising on choice of subjects and responsibility of learning

Bottom-up curriculum designs are characterised by highly flexible instructional areas, a high degree of student involvement and an emphasis on the process of learning.

Distance/open education: Increased emphasis on and need for lifelong and continuing education for all has given impetus to the distance or open mode of education, both as an alternative to face-to-face mode and also as a necessary supplement to the face-to-face education. Distance education curricula are highly need-based, suited to individual learner's needs and convenience, highly flexible in organisation and are provided at the doorsteps of the learner. The teacher has to provide indirect influence on the learner's behaviour through a set of well prepared learning packages and programmes. Both print and electronic media are used as the main media of interaction with the learners. In the distance mode the curricula demand a high degree of learner's motivation for learning through self-study and self-activity. Such curricula incorporate detailed guidelines for self-learning and self-activities that would strengthen learning by the distance learner.

Check Your Progress 6

Notes : a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the unit.

i) Write three important changes that took place in the school curricula during the twentieth century.

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ii) Why has curriculum design for the future become necessary? Give four reasons.

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iii) Give any three trends in curriculum that are likely to take place in the future.

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2.6 LET US SUM UP

Curriculum is a basic means available to the school for achieving the goals of education. The exercise of curriculum planning is guided by several considerations. Most important among these are the nature of the discipline, growth and development of the child, socio-economic background of the country, society or the school, environment around institutional and teacher-related considerations. The curriculum planner first needs to know the structure and nature of the discipline for which a curriculum is to be planned and developed. A curriculum is meant for a particular group of students. So their growth and development characteristics in terms of physical, emotional, social and intellectual development should be taken into account by the curriculum planner. S(he) should also be aware of the educational implications (from the point of view of teaching-learning) of the different stages of growth and development.

Since education is a social undertaking, the social forces have a bearing on the planning of the curriculum. Social pressures may be exerted by governmental and quasi-legal agencies,

professional organisations and special interest groups in the society. You have studied in this unit that every curriculum entails economic implications for its implementation. It has to be ascertained whether or not the state, the community and/or the institution is able to bear the costs implied by the framed or developed curriculum. The curriculum should also help in developing a favourable attitude of students towards environment and mankind and should generate a feeling of peaceful co-existence in the family, community, country and the world.

The school curricula have witnessed many changes in the twentieth century. The emphasis has been shifting from authoritarian education to liberal education, from education for national understanding to international and global understanding, autonomous disciplines study to inter-disciplinary education, and from religious education to secular education. In future issues such as, information explosion, communication technology, new jobs, stress on bottom-up model of education and distance education will have implication for curriculum planning.

2.7 UNIT-END EXERCISES

1. Discuss the relative influence of various factors related to discipline, learner, teacher and institution on curriculum planning.
2. Take the secondary (10 +) level curriculum of your school and try to ascertain the extent to which it has been planned keeping in view:
 - a) The nature of different disciplines;
 - b) Developmental considerations;
 - c) Social considerations;
 - d) Institutional considerations; and
 - e) Teacher-related considerations.
3. Have a look at both the academic and the vocational streams courses at the secondary stage (10 +) in your state and find out how far these courses are economically cost effective/feasible from the point of view of both the government and the community. Discuss with examples.

2.8 ANSWERS TO CHECK YOUR PROGRESS

1.
 - i) A discipline refers to a broad but logically organised body of subject matter which is distinguished by its scholarly prestige and is characterised by its own structure.
 - ii) Structure of a discipline includes (i) domain of study, (ii) methods of inquiry, and (iii) history and rules of discipline.
 - iii) The structure suggests the ways in which the discipline is learned.
2.
 - i) Physical, emotional, social, intellectual.
 - ii) Bodily development, development of motor-skills, physical abnormality, health status of the student.
 - iii) Readiness means the attainment of a minimum level of maturity required to learn the prescribed subject matter.
 - iv) Pacing means teaching according to the level of maturity i.e. readiness to learn – neither too early, nor too much, or too fast.
3.
 - i) Governmental, quasi-legal, professional organisations, special interest groups.
 - ii) Through constitutional and statute laws, policy decisions, financial support.
 - iii) PTA, textbook writers, publishers, universities and colleges, mass media.
 - iv) By disseminating information, suggesting ways to improve instruction, supporting research in education, supporting in-service training of the teachers.
 - v) By providing an insight into the beliefs, aspirations and expectations of the community through its patriotic, cultural, religious, civic, business organisations and groups.
4.
 - i) The financial considerations are the costs of physical facilities, learning materials, teachers, initial and recurring costs. These costs should be shared by community and governments.

- ii) Curriculum should develop a concern for the environment, human welfare and personal morality that will enable the learner to use technical achievements for the benefit of mankind.
 - iii) Because in the absence of necessary institutional capacities and resources, the school may not be able to implement the curriculum in the desired manner.
5. i) True
ii) False
iii) True
iv) False
v) True
6. i) Globalisation of education, secular education and inter-disciplinary education.
ii) Demographic changes, technological innovations, social innovations and cultural diffusion.
iii) New jobs and career education, bottom-up model of education, open education, etc.

2.9 SUGGESTED READINGS

Aggarwal, J.C. (1990) : *Curriculum Reforms in India*, Delhi : Doaba House.

Mamidi, M.R. and Ravishankar, S. (1984) : *Curriculum Development and Educational Technology*, New Delhi : Sterling Publishers.

Kelly, A.V. (1989) : *The Curriculum : Theory and Practice*, London; Paul Chapman Publishing.