
UNIT 6 DOMAINS AND DETERMINANTS OF CURRICULUM

Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Domains of Curriculum
- 6.4 Determinants of Curriculum
 - 6.4.1 Philosophical Orientations
 - 6.4.2 Psychological Considerations
 - 6.4.3 Social Considerations
 - 6.4.4 Economic Considerations
 - 6.4.5 Environmental Considerations
 - 6.4.6 Institutional Considerations
 - 6.4.7 Cultural Diversity
 - 6.4.8 Teacher Related Considerations
- 6.5 Let Us Sum Up
- 6.6 Unit-End Exercises
- 6.7 Answers to Check Your Progress
- 6.8 References and Suggested Readings

6.1 INTRODUCTION

We have discussed the meaning and concept of curriculum in the previous unit. Having discussed the concept of curriculum, we now come to the foundations of curriculum.

As you know, curriculum can not be constructed/developed in isolation. Issues related to socioeconomic conditions, environmental factors, etc.. helping in a 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

When we develop a curriculum we depend primarily on ideas that stem from three major fields: Philosophy, Sociology and Psychology. These traditional fields are considered the foundations of curriculum and their understanding is crucial for the study of curriculum.

Philosophy deals with the nature and meaning of life. It inquires into the nature of human beings, the values that shape their lives and the role and purposes of education. One's perception of philosophy greatly influences one's views of learners and of various learning activities. A curriculum should also be socially

relevant. Hence a study of sociological factors is imperative as it provides necessary clues about the characteristics of contemporary and future life of the learner. This helps to make the curriculum socially relevant. Psychology deals with basic human needs, attitudes and behaviours. It helps to understand the nature and characteristics of learners. Psychology thus provides curriculum planner the basis for identifying a curricular arrangement that will most benefit the learners, in terms of their growth and development. In this unit, we shall deal with these foundation areas and understand how each influences curriculum plans, which in turn equip the learner with a wide range of individual and social experiences.

6.2 OBJECTIVES

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

- explain the domains of curriculum;
- explain the interrelationship between the various domains of curriculum;
- describe determinants of curriculum design and planning; and
- analyse the influence of various determinants of curriculum.

6.3 DOMAINS OF CURRICULUM

As mentioned earlier, the four components of a curriculum design are: (i) purpose - i.e. aims, goals and objectives, (ii) design of subject matter (iii) implementation of the learning experiences and (iv) evaluation approaches (Ornstien and Hunkins, 1988). The manner in which these four components are arranged determines the design of the curriculum. Often one component is given more weightage than the others. However, most curricular designs lay more emphasis on context subject matter while others focus on learning activities. The interrelationship among these four components of curriculum design has been given by Giles, et. al. (1942) in a diagram (see Figure 6.1). They have used method and organization instead of learning experiences.

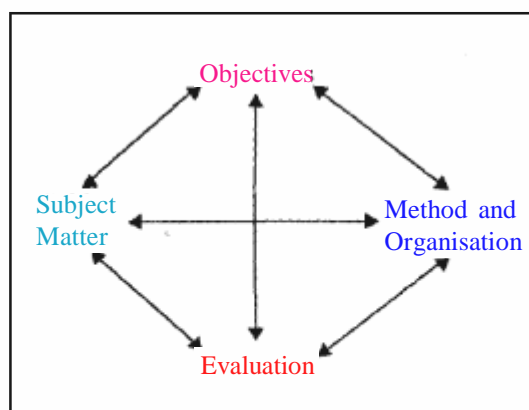


Fig. 6.1: The Components of Designs

Source : Giles, et.al. (1942)

A curriculum designer is thus confronted with four basic questions: What is expected to be done? What content is to be included? What strategies, resources and activities will be employed? How will the results of such a design be appraised? The paradigm presented by Giles, et. al. (1942) suggests continuous interactivity between the four Components i.e. decisions made about one component will influence the other.

This involves theoretical and practical issues which will influence selection of goals and objectives of education, content and its organization, determine the pattern of delivering the content and also guide their judgment about the evaluation procedures to be adopted.

There are four bases of any curriculum social forces, human development, the nature of learning and the nature of knowledge and cognition. Let us understand the importance and influence of these bases.

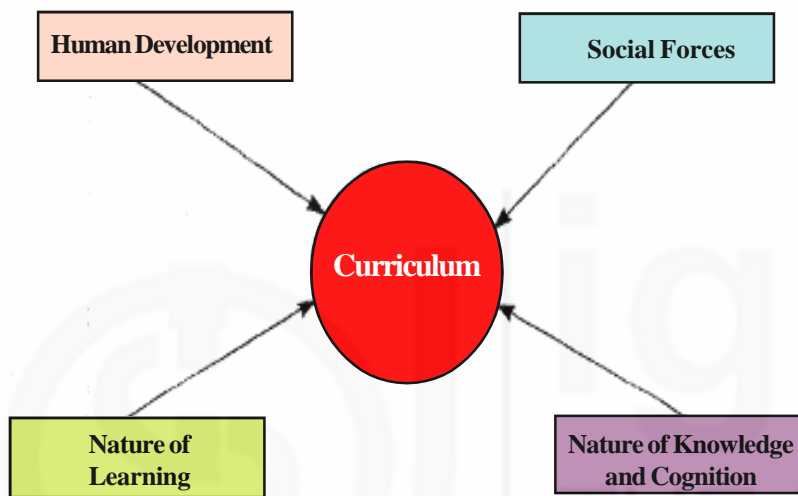


Fig. 6.2: Bases of Curriculum

a) **Social Forces**

The social forces in a society influence the functioning of schools directly as well as indirectly. These social forces are reflected in social goals, cultural uniformity and diversity, social pressures, social change, future planning and concepts of culture. Our country is multicultural and has a long recorded history, the social forces represent a bewildering variety as well as complexity; these social forces determine the social agenda of education. The curriculum reflects contemporary social forces and helps shape the society. National Policy on Education (1986, modified in 1992) is very specific on this aspect:

..”The National System of Education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India’s freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India’s common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of the environment, removal of social barriers, observance of the small family norm, and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.” (NPE 1986, 3 - 4).

b) **Human Development**

Various aspects of human growth and development are accomplished partly by the structured curriculum in use in the school and partly by the society. The area of human development has been well researched and studied in detail. These studies have made us think afresh about children, their developmental stages, how they think, their needs and interests. Children are not small adults. They differ from adults in many important ways. Differences across various developmental stages before adulthood are not merely quantitative, they are essentially qualitative. These differences have been admirably described by various child psychologists, chief among these being Jean Piaget. Knowledge about human development can help the teacher develop a curriculum. The curriculum thus developed must include various aspects of development stage not only in terms of age cohorts but also differences among children from the same age cohort.

c) **Nature of Learning**

Various aspects of the learning process have been well researched though we have not been able to reveal the entire process. This has given rise to a number of learning theories chief among these being the behaviouristic theories and the cognitive theories. These learning theories recommend different approaches to the task of curriculum planning. Curriculum specialists cannot ignore the role of these theories because most of these are scientific in their orientation.

d) **Nature of Knowledge and Cognition**

The nature of knowledge and cognition is yet another basis of curriculum. What distinguishes knowledge from information? How do children transform information into knowledge? What knowledge is most worthwhile? What is the nature of thought processes? How are various thought processes and cognitive process skills related to each other? These questions have interested teachers, psychologists, researchers as well as philosophers. Answers to these questions can help educationists organise knowledge in the curriculum. It has been established now that learners have their own preferred learning styles and strategies. A good curriculum should therefore provide alternative paths for learning according to different learning styles of students.

Check Your Progress

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

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

1) List the components of curriculum design.

.....
.....
.....

2) What is the role of nature of knowledge and cognition in curriculum planning?

.....
.....
.....

6.4 DETERMINANTS OF CURRICULUM

Curriculum for any level is determined by many factors. It is important that these factors must be understood as they help in providing direction to curriculum development. Let us have a discussion about these determinants and understand their implications.

6.4.1 Philosophical Orientations

Smith Stanley and Shores (1957) have asserted that philosophy is essential when formulating and justifying educational purposes, selecting and organizing knowledge, formulating learning activities.

The aims are the statements of value which are derived from the philosophy; means represents the processes and methods reflect the philosophical choices and the end connote the facts, concepts and principles of knowledge or behavior learnt by the learners.

According to Ornstein and Hunkins (1988), the function of philosophy could be either to serve as the base or starting point of curriculum development or as an interdependent function with other functions in curriculum development. It involves an understanding of the cause and effect relationships, questioning one's point of view and that of others, clarifying one's beliefs and values, and formulating a framework for making decisions and acting on these decisions.

Different proponents have related philosophy to curriculum differently of the first school of thought to which John Dewey belonged contented that "philosophy may be defined as the general theory of education," and that, the business of philosophy is to provide, 'the framework for the "aims and methods of schools"'. The second school of thought is exemplified by Tyler (1949), according to him, philosophy is one of five criteria influencing educational goals, and is interrelated to the other criteria like studies of learners, studies of contemporary life, suggestion from subject specialists and the psychology of learning etc. Let us how deal with how several different philosophies impact on curriculum.

i) Idealism

Idealism emphasizes that matter is an illusion and moral and spiritual reality is the chief explanation of the world. They consider truth and values as absolute, timeless and universal. The world of mind and ideas is permanent, regular and orderly; it represents a perfect order.

According to idealism, Knowledge consists of rethinking of the latest ideas present in the mind. Hence, it is the teacher's job to bring out this latent knowledge into the consciousness of the child, which would imply that teachers would act as role models of enduring values. The school must be highly structured, advocating only those ideas that demonstrate those enduring values. The choice of instructional materials would depend on the subjects, which constitute the cultural heritage of mankind. According to Ornstein, three essential skills (three Rs) and essential subjects (like English, arithmetic, science, history, and foreign language) must be the part of curriculum.

ii) Realism

Realism believes that human behaviour is rational when it conforms to the laws of nature and is governed by social laws. People perceive the world through their senses and reason, therefore education as a matter of reality rather than speculation. According to realists, curriculum follows a hierarchical order with the abstract subjects at the top and the transitory subjects at the bottom. They stress that a curriculum consists of organized body of knowledge pertaining to specific areas. For example, the history curriculum comprises experiences of mankind. Details related to animals can be studied in zoology. Like the idealist, the realist also stresses logic and lessons and exercise the mind that cultivate rational thought. It is the responsibility of the teacher then, to impart to the learners the knowledge about the world they live in. Logic and the experiences that cultivate human mind are emphasized in curriculum. The three “Rs” (reading, writing and arithmetic) are also necessary in a person’s basic education; they also believed that the subject experts are the source and authority for determining the curriculum.

iii) Pragmatism

Pragmatism, also referred to as experimentalism, is based on change, process and relativity. In contrast to the traditional philosophies, i.e., idealism and realism, pragmatism-suggests that the value of an idea lies in its actual consequences. Thus, they believe that learning occurs when a person engages in problem-solving which is transferable to a wide variety of subjects and situations.

It is believed that whatever values and ideas which are upheld currently would be considered as tentative since further social development must refine or change them. For instance, at a particular period of time it was generally believed that the earth was flat, which was subsequently disproved through scientific research.

To consider, therefore, what is changeless (idealism) and the perceived universe (realism) and to discard social and/or perpetual change is detrimental to the overall growth and development of children.

Curriculum, according to pragmatists, should be so planned that it induces teachers and the learners to think critically, rather than what to think. Teaching should, therefore, be more exploratory than explanatory. Learning takes places in an active way as learners solve problems, which help them widen the horizons of their knowledge and reconstruct their experiences in consonance with the changing world. Therefore, the teacher should provide learners learning opportunities to construct their own learning experiences. They stress more on problem-solving using scientific method than acquiring an organized body of knowledge.

iv) Existentialism

According to the existentialist philosophy, learners are thrust into a number of choice making situations. Learners should be given the freedom to choose what to study, and also to determine what criteria to determine these truths. It emphasizes that education must centre on the perceptions and feeling of the individual in order to facilitate understanding of personal reactions or responses to life situations: Of primary concern in this process is the individual. Since, life is based upon personal meanings, the nature of education, the existentialists would argue, should be largely determined by the learner.

Individual learners should not be forced into predetermined programmes of study. Rather learning provisions must be made by the teacher according to choice of the learners.

Ornstein and Hunkins (1988) are of the view that an existentialist curriculum would focus on experiences and subjects that lend themselves to philosophical dialogue and acts of choice making. It would enable activities of self-expression and experimentation. The teacher becomes a partner in the process of teaching-learning, assuming a non-directive role. The teacher is a more of a facilitator enabling the learner to explore and search to develop insights rather than one who imposes predetermined values.

v) **Reconstructionism**

Reconstructionism laid more emphasis on society-centred education which took care of the needs of society (not the individual) and all classes (not only the middle class). They believe that as the school/college is attended by virtually all the youth, it must be used as a means to shape the attitudes and values of each generation. As a result, when the youth become adults they will share certain common values, and thus the society will have reshaped itself.

The reconstructionist curriculum consists of subjects which promote new social, economic and political education. The subject matter is to be used as a vehicle for studying social problems, which must serve as the focus of the curriculum. Views of some recent reconstructionist have been put forth by Ornstein and Hunkins, (1988) who have given a reconstructionist programme of education which emphasize the following:

- critical-examination of the culture heritage of a society as well as the entire civilization;
- scrutiny of controversial issues;
- commitment to bring about social and constructive changes;
- cultivation of a planning-in-advance attitude that considers the realities of the world we live in; and
- enhancement of culture renewal and internationalism;

Stemming from this view

Reconstructionism expands the field of curriculum to include intuitive, personal, mystical, political and social systems of theorizing. In general, the curriculum advocated by reconstructionists, emphasizes sociology, psychology and philosophy, and not the hard sciences. The thrust is on developing individual self realization and freedom through cognitive and intellectual activities, and thus on liberating people from the restrictions, limitation and controls of society. The idea is that we have had enough of discipline-based education and narrow specialization, and we do not need more specialists now, we need more 'good' people if we want to survive.

The reconstructionists, including such recent proponents as Mario Fantini, Iarold Shane and Alvin Toffler, seek a curriculum that emphasizes, cultural pluralism, internationalism, and futurism. Students should be taught to appreciate life in a world of many nations - a global village - with many alternatives for the future, they advocate.

What we as curriculum specialists need to do is to adopt an eclectic approach, the middle road, where there is no emphasis on extremes of subject matter or socio- psychological development, excellence or equality. We must understand

that curricularists have to continuously reflect on their curricular decisions, and these should be based on the changing needs of the students and society. Hence a curriculum philosophy should be one that is politically and economically feasible and serves the needs of students and society.

Check Your Progress

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

- 3) According to realism, what is the role of teachers?
.....
.....
.....
- 4) What do the reconstructionists emphasize with regard to the role of education and curriculum?
.....
.....
.....

6.4.2 Psychological Considerations

While deciding curriculum, various factors related to growth and development of learners, their Psychological needs, interests and problems are to be kept in mind. Each area of growth and development (such as physical development, emotional development, social development, and intellectual or cognitive development) are marked by distinguished characteristics. The interaction between these four areas are represented in the figure below.

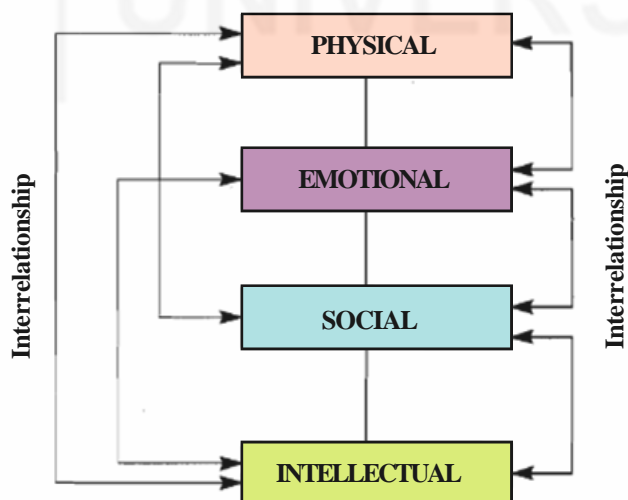


Fig. 6.3: Area of Development and their Interrelationships

It is clear from the figure above 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. The readiness principle suggests that for learning a particular task or unit, the learner has to achieve a minimum level of maturity. It implies that learning should not be too early, too much or

too fast. However, it must also be noted that readiness to learn does not depend solely on the age and maturity of the child but also on the learning experiences, school environment etc. Hence, 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.

6.4.3 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 also determine the objectives of education, therefore, it is necessary that while planning the curriculum, we must have a through knowledge of those social forces that have a bearing on the educational system of the society. There are several theories that attempt to explain the relationship between the curriculum and the wider social environment.

Apple's (1982) work suggests ideology as the thread that relates the levels of base and superstructure. In order to perceive the organisation and practices of curriculum, it is necessary to investigate the ideological root of what counts as valid knowledge in a given curriculum. Ideology refers to the process of production of ideas and values of a dominant group in social life, and the legitimation and promotion of these in society. It is about how a dominant group uses power to shape its notions into a mainstream trend.

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 are discussed under four categories: governmental forces, quasi-legal forces, professional organisations, and special interest groups operating in a community. Please refer to Figure 6.4.

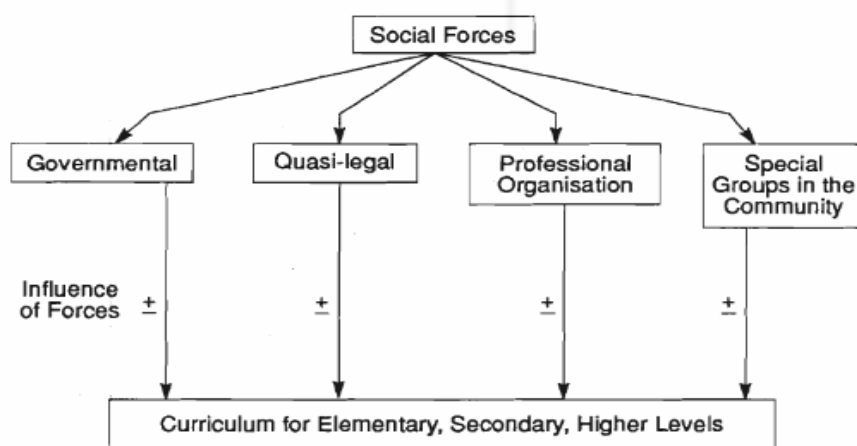


Fig. 6.4: Social Forces Exerting Influence on Curriculum

i) Governmental forces

The government makes policies on education and its curriculum. Direct governmental controls are based on constitutional and statute laws. For example, RTE has given right to children between 6-14 years to have free and compulsory

education. For this, government has to make provisions for physical facilities and engagement of teachers. It has develop 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. Another example is 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.

ii) 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.

iii) 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. Beside 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.

iv) Special Interest Groups in the Community

In every society there are groups or organizations 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

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

5) Enumerate the areas of development of a learner.
.....
.....
.....
.....

6) How do government forces affect the process of curriculum Development?
.....
.....
.....
.....

7) How professional organisations contribute to curriculum?
.....
.....
.....
.....

6.4.4 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 untrained 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.

6.4.5 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.

6.4.6 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 Commercial 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

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

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

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

.....
.....
.....
.....

9) Why institutional considerations are important in curriculum planning?

.....
.....
.....
.....

6.4.7 Cultural Diversity

Culture, to the sociologist, is a natural term that includes everything that is learned and man made. Schools are formal institutions specially set up for the preservation and transmission of culture. Schools seek to discharge this function through the curriculum which is the sum total of learning experiences provided through it.

However, it is observed that society is now moving away from a homogenous culture towards one of diversity and plurality. The shift in trend can be attributed to the following phenomena: Diversity in values and lifestyles (being different is now a socially sanctioned idea); Renewed interest in ethnic history (people have developed a new interest in their own history and personal heritage): and Development in tele-communications (people have been reminded of their links with cultures in other parts of the world).

However, the important feature of curriculum development is how the curriculum portrays cultural values. It has been taken for granted that school curriculum represents a class-free, non-controversial fund of knowledge, which is good for all children in that particular school. Certain schools have tried to transmit what they have assumed as “culture free knowledge, language, sciences, mathematics, arts and crafts, physical education”, and so on -which is believed to be needed by one and all for the all round development of one’s personality. It is also accepted that those who failed to respond to such curricular treatment, either because of poor home background or other socio- economic reason is, should be given compensatory education to make up for their cultural disadvantages and deprivations. Deprivation, it is now argued, can have meaning only as an economic notion and instead of taking a patronizing attitude by labeling working class children as culturally deprived. The schools reorder their curriculum, taking into account the culture richness and energy of the class of children, who are economically deprived. For example, in India, children with diverse cultural backgrounds study in the same class and follow the same curriculum. They speak different languages, have different food habits and practise different religions, etc. Hence, the curriculum planner has to derive a curriculum that cater to the needs and interest of the different sections of people while at the same time pursuing worth while knowledge, values and skills. In a pluralistic society a common culture cannot be forced on all, since it is accepted that one sub culture or culture is as good (or as bad) as any other. Hence we see that social changes have their impact on curriculum planning. As’ long as a society is dynamic, the debate over the aims of education will stir up changes, which is the sign of a healthy society. (Beane, et. al. 1986).

6.4.8 Teacher-Related Considerations

The process of teaching is performed by the teacher who transacts a specific curriculum. She) is an integral part of the teaching-learning system. 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

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

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

10) State the following as 'True' and 'False'.

a) Qualification of teachers is determine by the curriculum. (True) (False)

b) Process of teaching is independent of curriculum. (True) (False)

6.5 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.

6.6 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 discipline;
 - 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.

6.7 ANSWERS TO CHECK YOUR PROGRESS

1. Four components are: purpose, subject matter, learning experiences and evaluation.
2. Nature of knowledge and cognition helps in the organization of curriculum and helps to understand the alternative paths for learning.
3. To impart the knowledge about the world in which learners live and to cultivate logical thinking.
4. It must emphasize on the following:
 - critical-examination of the culture heritage of a society as well as the entire civilization;
 - scrutiny of controversial issues;
 - commitment to bring about social and constructive changes;
 - cultivation of a planning-in-advance attitude that considers the realities of the world we live in; and
 - enhancement of culture renewal and internationalism.
5. Physical, emotional, social, intellectual.
6. Through constitutional and statute laws, policy decisions, financial support.
7. PTA, textbook writers, publishers, universities and colleges, mass media.
8. The financial consideration at the costs of physical facilities, learning materials, teachers, initial and recurring costs. These costs should be shared by community and governments.
9. Because in the absence of necessary institutional capacities and resources, the school may not be able to implement the curriculum in the desired manner.
10. (a) True; b) True

6.8 REFERENCES AND SUGGESTED READINGS

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

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

Saylor, J. Galen and Alexander, William M (1966): *Curriculum Planning for Modern Schools*. Winston, Inc., NewYork.