

UNIT-3

INTRODUCING CURRICULUM

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INTRODUCTION

Curriculum is an area of vital importance to the professional teacher. Over the past two decades, the study of curriculum has become an established part of teacher education programmes and all serving teachers have become familiar with the concepts of curriculum in some way. Similarly, teachers undertaking postgraduate studies and professional development activities have been exposed to the concepts associated with curriculum, and in recent years, the term is being used quite frequently in the media and the community in general.

Such a development is highly appropriate for professional teachers. Curriculum is, after all, the very substance of schooling for teachers in school. Therefore, teachers need to be knowledgeable about curriculum and understand the processes by which curricula may be developed. When teachers consider curriculum issues, for example, they tackle the substantive matter of schooling, which may be expressed in terms of the fundamental questions of curriculum.

In this Unit, different concepts associated with curriculum, its nature, important definitions and characterises, its need and scope, its planning and development including characteristics involved and effectiveness, its major tasks, and so forth, have been discussed.

OBJECTIVES

After studying this Unit, you should be able to:

1. Define various concepts of curriculum.
2. Describe the desirable characteristics of the curriculum.
3. Describe the broad components of the curriculum.
4. State the need and scope of curriculum.
5. List the steps and characteristics in curriculum planning.
6. State and analyse the principles of curriculum development.

1. THE NATURE OF CURRICULUM

Curriculum plays a vital role in attaining the aims and objectives of education tend to. It reflects the curricular and co-curricular trends in our institutions i.e. the courses of study, the objectives of education, the methodology of teaching including teaching aids, and evaluation methods.

Curriculum comes from the Latin root, *Currere* which means “to run”. Which later come to stand as the “course of Study”.

Curriculum i.e the sum total of all learning content, experience, and resources that one purposely selected, organized and implemented by the school in pursuit of his peculiar mandate as a distinct institution of learning and human development.

1.1. Important Definitions of Curriculum Compared.

The term 'Curriculum' is defined in many ways by educators. Some use the term in very limited and specific contexts while others attach very broad and general meanings. Some define it in descriptive terms, i.e., what curriculum is and others in prescribed terms, i.e. What curriculum ought to be., Again curriculum is defined in terms of subjects, activities and experiences.

Following are some of the important definitions of the curriculum:

Alberty A, and Alberty E. (1959) define curriculum' as the sum total of student activities which the school sponsors for the purpose of achieving its objectives”.

In the words of H. Robert Beck, and W. Walter Cook, “Curriculum is this sum of the educational experiences that children have in school”.

Blond's Encyclopedia (1969) of Education defines “Curriculum as all the experiences a pupil has under the guidance of the school”.

F. Bobbit in “The Curriculum" (1918) has observed that “Curriculum is that series of things which children and youth must do an experience by way of developing abilities to do things well that make up the affairs of adult life; and to be in all respects what adults should do”.

Derek Rowntree in A Dictionary of Education (1981) has defined 'curriculum in these words. “Curriculum can refer to the total structure of ideas and activities, developed, by an educational institution to meet the needs of students and to achieve desired educational aims”.

R. Doll, in Curriculum Improvement: Decision Making (1982) has stated: “Curriculum embodies all the experiences which are offered to learners under the auspices or direction of the school”.

The first definition lays emphasis on the word “sponsors' and the second definition tends to give importance to spontaneous as well as 'sponsored'. The third definition stresses the word “guidance' in providing experiences. The fourth, definition

gives importance to 'adult activities'. The fifth definition denotes that is something, "fixed". The sixth definition like the fourth one highlights the significance of guidance in providing activities.

1.2. Characteristics of Curriculum

1. ***Totality of activities:*** By Curriculum it is meant all the school activities, which are used to promote the development of the pupils. It refers to the totality of subject matter, activities and experiences, which constitute a pupil's school life. Pragmatists have also included the entire range of learner's activities in the curriculum because according to them the child learns by doing.
2. ***A means to an end:*** It is known that Curriculum is not an end in itself, but a means to an end. Therefore, it is created so as to achieve the aims of education. That is the reason why different educationists have suggested different kinds of curricula to conform to the aims and objectives ascribed to education. It follows that the curriculum will change with every change in the aims of education,
3. ***Total school environment:*** The total environment of the school influences Curriculum. It is made up of everything that surrounds the learner in all his working hours. It is "the environment in motion". It refers to the total educational programme of the school (school environment) including all experiences, activities and learning, in which the learner is expected to progress and attain the goals of education.
4. ***Totality of experiences:*** Curriculum refers to the totality of experiences that a pupil gets in the school (i.e. the class-room, library, laboratory; workshop, play-ground and in the numerous informal contacts between the teacher and the pupils) as well as outside the school. These experiences help him in the development of personality: Curriculum includes not merely syllabus and books but all those experiences and relationships. Which get indulged in by the student both inside and outside the school. Thus, the syllabus specified by the authority should not be taken to mean curriculum.
5. ***Mirror of curricular and co-curricular trends:*** Curriculum forms the mirror of curricular and co-curricular trends and is able to reflect the curricular and co-curricular trends in our educational institutions i.e. the courses of study, the aims and objectives of education, the methodology of teaching including teaching aids and evaluation techniques.
6. ***Mirror of Educational Trends:*** Curriculum is the mirror of educational trends. It depicts the total picture about the prevailing educational system. The objectives behind the educational system highlighted through the series of experiences, which are provided by the curriculum.

7. ***Development of balanced personality:*** Curriculum is quite helpful in the development of balanced personality. The activities in curriculum concerning physical, intellectual, emotional, social, economic, aesthetic and cultural development play their role for developing balanced personality.
8. ***Process of living:*** Curriculum is a process of living in which interaction between the individual and his environment takes place. Curriculum is concerned both with the life of the individual and his environment.
9. ***Dynamic:*** A good curriculum is dynamic. The needs and interests of the pupils go on changing with the passage of time. For varying needs different types of activities are required. This tends to necessitate some changes in the curriculum. Curriculum is never static. It has to be different, for different students, different classes and different schools. It has to be kept dynamic in order to keep with the needs, interests, abilities, attitudes and lives of the pupils.
10. ***Mirror of Philosophy of life:*** Curriculum is regarded as the mirror, of philosophy of life. It depicts philosophy of life. Democratic or autocratic way of life is reflected in, the curriculum. Each way of life is having different philosophy and hence different goals of education.
11. ***Achievement of goals:*** Curriculum is prepared to achieve some set goals and objectives of education, which are set by society. Curriculum helps in achieving the aims and objectives of education.

1.4. Broad Components of Curriculum

The components of curriculum, according to Agnes. S. Robinson (1971). are the goals, objectives, content, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through class room instruction and related programmes (for example: field trips, library programmes, work experience education, guidance and extra classroom activities.)

According to K.A. Leithwood (1981), curriculum encompasses educational philosophy, values, objectives, organizational structures, materials, teaching strategies, student experiences, assessment and learning outcomes.

Three main components of the curriculum are as under:

- Programme of studies
- Programme of Activities
- Programme of Guidance

Programme of Studies: This refers to the various subjects like History, Languages, Mathematics, and Science etc. Emphasis on the study of a subject/subjects has changed from time to time in accordance with the philosophical and sociological ideals. Conservation and promotion of culture has been an important determinant in the

selection of the contents of the subjects. In view of the vastness of culture, principle of selection is followed. The level of information to be imparted at a particular stage or class is graded suitably.

The methods of imparting knowledge are determined on the basis of psychological findings especially regarding learning.

Programme of Activities: With the changing concepts of education and consequently curriculum an increasing emphasis of being laid on the organization of various activities in the schools. In view of the importance of activities in the promotion of ideals of citizenship, cooperative living and democracy, many educators advocate that curriculum should be envisaged in terms of activities rather than subjects,. The principles of learning emphasize that participation in activities goes a long way in sublimating the instincts of children and making teaching-learning more enjoyable as well as-effective.

Programme of Guidance: A comprehensive programme of guidance includes helping students solve their educational, vocational and personal problems. With the rapid changes in the society in various fields, it has become very much necessary to include the guidance programme in curriculum.

Curriculum and Syllabus

A UNESCO publication entitled 'Preparing Textbook Manuscripts' (1970) has differentiated the curriculum and syllabus as: “The curriculum sets out the subjects to be studied, their order and sequence, and so ensures some balance, between humanities and science and consistency in the study of subjects, thus facilitating, inter-subject links. It follows that the curriculum determines the amount of school-times allotted to each subject, the aim of teaching each subject, the pace of the psychomotor domain, which takes time, to acquire, and possibly, the variations between rural and urban school teaching. The curriculum in the schools of developing countries is often directly related to the requirements for development. The syllabus determines the basic content of instructions in a given subject and the range of knowledge and skills which the pupils must acquire and establish in detail the themes and individual points to be studied in each school year the syllabus is a refined detail of the curriculum at a particular stage of learning for a particular subject”.

1.5. Need of Curriculum

The following points demonstrate the importance of curriculum:

- 1. Achievement of educational aims:** Curriculum renders help in achieving the aims of education. Without suitable curriculum aims of education cannot be achieved. In the absence of curriculum it is not possible to do anything systematically.
- 2. Fixing- limits:** Curriculum is quite helpful in fixing limits of teaching and learning. It helps in determining the work of the teacher as well that

of the pupil.

3. **Development of democratic values:** Curriculum is helpful to the students in developing democratic values such as liberty, equality, fraternity, justice, respect for dignity of the individual and group living.
4. **Development of citizenship:** Development of citizenship is one of the major responsibilities of education. Suitable curriculum is helpful in achieving this aim of education.
5. **Development of character:** There is no system of education, which does not aim at developing character in the youth. Character can be developed through suitable curriculum.
6. **Satisfaction of needs:** Curriculum is able to satisfy educational, vocational and psychological needs of students. There is a great variety of interests, skills, abilities, attitudes, aptitudes, and requirements of students.
7. **Criteria of suitable teachers:** The curriculum mainly shows what type of teachers is needed in the schools. We should know what type of work they are required to do and this is to be in accordance with the requirement of the curriculum.
8. **Selection of suitable methods:** Curriculum makes the teacher to select suitable methods of teaching. 'How to teach' will be determined by what to teach i.e. the curriculum.
9. **Acquisition of knowledge:** -Curriculum helps the student in the getting knowledge. By studying various subjects laid down in the curriculum the student gets knowledge in conformity with his abilities and level of intelligence.
10. **Development of personality:** Curriculum is useful in developing physical intellectual, aesthetic, social, cultural, moral, spiritual religious and vocational abilities of the student. Suitable curriculum is necessary for the complete and balanced development of personality.
11. **Reflects trends in education:** Curriculum is meant to achieve the end i.e., the changing aims of education with the changing social requirements. Hence curriculum reflects the trends in education and changes in philosophy. Modern education expects following demands on the curriculum:
 - (i) **Providing suitable knowledge:** The curriculum should provide suitable knowledge, which will be quite helpful in the achievement of aims of education.
 - (ii) **Providing suitable activities and experiences:** The curriculum includes well-selected activities and experiences required for development of pupils according to social requirements.

(iii) **Providing wholesome influences:** The curriculum should provide wholesome school programme for developing the desirable behaviour patterns in the pupils.

12. **Discoveries and inventions:** At the university or higher level of education the main aim of curriculum is to encourage research and inventions.

Thus curriculum acts as a pivot in organizing educational effort on some manageable basis and is the heart of the school.

1.6. Scope of Curriculum

The scope of the content concerns question about what to include and what to exclude as far as the selection of subject matter is concerned. It includes the broad form, which is the range and extent of each area to be covered. Determining the scope must include some reference to aims and objectives and range of the learning experiences. Counseling what is to be included in the content is sometimes referred to as determining the scope and it can be seen by operating at four levels.

- a) First there must be decisions regarding what to include as a whole in the major area within which the curriculum operates.
- b) Should the concerns be with certain subjects that are basic to the understanding of the human caring, such as those within the behavioral science and humanistic?
- c) Should the selection drawn from the life science in that these may help the student understand physical factors of care?
- d) Should the material be developed that addresses the learning?
- e) Is there a need to include a study of the exceptional in terms of psychological considerations that are appropriate for the study of pedagogy? Thus, sort of questioning is directed at the identification of the subjects, which are thought to be eclectically desirable for the underpinning of the base of teaching practice. These have been considered at length before and viewed as the essential antecedents to distinctive instructional knowledge.

Second there is level of scope, which looks at the area of a distinctive subject and considers what might be borrowed and used. This eclectic use of knowledge draws and extracts from the particular established discipline concerned without necessity of accepting the total area of ideas and beliefs within the totality of the discipline.

Third level of scope determination concerns the individual teachers working from curriculum at classroom level and involves independent decisions, about how much material can be developed within a particular period of time and where the emphasis should be placed within certain subjects and topics.

A fourth level of scope relates to individual lessons concerning the areas to be dealt with and the extent they are to be covered and the level of intellectual difficulty involved that the patterns of the curriculum should adapt a certain idea of scope, which focuses on certain centres of organization. Such centers of organizations can be seen to operate through themes or modular theme.

In dealing, with the scope of the contents certain basic principles can be usefully followed and these can also act as a general guide from making decisions.

1. There is a need to work from basic generalizations or universal thinking about the content progressively towards specific or particular elements.
2. The initiated decision-making should be concerned with the identification of the major areas of knowledge to be included. .
3. The content to be included must be educationally worthwhile.
4. The content must occupational be relevant for teaching.
5. The content should be professionally relevant for teaching.
6. The scope must determine the appropriate skills, attitudes and beliefs, which the students need to be aware of.
7. The scope should determine the appropriate intellectual and practical level of difficulty in the content.
8. The scope needs to be taken, into account whether additional, external expertise is needed from outside the field of teaching
9. The scope of the content should reflect the necessary educational technology to be included and the curriculum materials.
10. The scope ought to include consideration of the basic form of assessment and examinations to be used.

Inevitably when the scope of curriculum content has been determined there will be concern for the tradition approaches of the past, which may well be thought to have stood the test of time.

2. CURRICULUM PLANNING AND DEVELOPMENT

Like curriculum, curriculum planning has been defined in various ways:

1. Curriculum planning is a process in which participants at many levels make decisions about what the purposes of learning ought to be, how those purposes might be carried out through teaching-learning situations and whether the purposes and means are both appropriate and effective.
2. Curriculum planning consists of all the processes necessary to plan for and write a curriculum.
3. Curriculum planning is the process of gathering, sorting, selecting, balancing, and synthesizing relevant information from many sources in order to design those experiences that will assist learners in attaining the goals of the curriculum.
4. Curriculum planning is the orderly study and improvement of schooling in the light of stated objectives.
5. Curriculum planning is the preliminary phase of curriculum development when the curriculum workers make decisions and take action to establish the plan that teachers and students carry out.
6. Curriculum planning is the process whereby arrangements of learning opportunities or curriculum plans are created.

2.1. Characteristics of Curriculum Planning

These may be stated as:

1. Curriculum planning is ultimately concerned with the experiences of the learners.
2. Curriculum planning involves decisions about both content and planning.
3. Curriculum-planning involves decisions about a variety of issues.
4. Curriculum planning involves many groups.
5. Curriculum planning takes place at many levels.
6. Curriculum planning is a continuous process.

2.2. Process of Curriculum Development

The process of curriculum development begins with the following:

1. Formulation of objectives of education, which are based on the ultimate, aims of life, and also on the political and social philosophy and development needs of a country.
2. Specification of objectives of education in respect of different stages of school

education and also in respect of different subjects and activities and experiences at different stages of education.

3. Determination of the scheme of studies, syllabi, etc.
4. Preparation of instruction materials like textbooks, supplementary readers workbooks, teacher guides, etc.
5. Implementation of curriculum in the school.
6. Evaluation of curriculum to ensure quality control for effecting suitable modifications in the curriculum.

2.4. Effective Curriculum Planning

Following are some crucial factors, which guide effective curriculum planning:

1. Curriculum planning must be based upon a clear conception of what makes a good life.
2. Curriculum planning must take into account the characteristics of past, contemporary and future society.
3. Curriculum goals should address a broad range of needs, interests of both individual and society.
4. Curriculum planning should recognize and encourage diversity among learners.
5. Curriculum planning must make provision for all aspects of teaching-learning situations. They should include suggestive activities, content, resources, and measuring devices, etc.
6. Curriculum planning should be done in the light of the characteristics of the learners for whom they are intended.
7. Curriculum planning should also make use of approaches other than subject-area approach. .
8. Curriculum planning must provide flexibility to allow teacher pupil planning.
9. Curriculum planning must provide for the infusion of spontaneous ideas, which emerge during the interaction of the learners and teachers.
10. Curriculum planning should reflect a balance among cognitive, affective and psychomotor needs of the learners.
11. Curriculum planning should include provision for reflective thinking, values and valuing, enhancement of self-concept and self-esteem.
12. Cooperative planning and development are most effectively done in cooperative settings.
13. Curriculum planning should take into consideration an integrated set of

experiences rather than a disjointed conglomeration of activities.

14. Curriculum planning must provide for continuous evaluation of all aspects of curriculum.

2.4. Basic Principles of Curriculum Development

Curriculum is a tool in the hands of the teachers, to give training to children in the art of living together in the community. It is a tool, which, considerably helps to inculcate those standards of moral action, which are essential for successful living in society and for getting true satisfaction out of life. It is therefore; very essential that the curriculum should be, based on sound principles.

The following principles should be kept in mind when framing curriculum;

1. ***The Conservative Principle:*** It has been stated that nations live in the present, on the past and for the future. This means that the present, the past and the future needs of the community should be taken into consideration. The past is a great guide for the present as it helps us to decide what has been useful to those, who have gone before and what will be useful to those, who are going through now. The point has been explained in the Handbook of Suggestions for Teachers as “It is, in fact, being increasingly recognized that the various subject of the curriculum represent certain form of skills and certain branches of knowledge, which have proved to be of importance in the experience of the race, and which have to be taught to each succeeding generation. From this point of view it is the function of the school to preserve and transmit the traditions, knowledge and standards of conduct on which our civilization depends.

This principle will be of help only when we carefully select as to what things of the past are likely to help us in the present. All the things of the past may not suit us. It is, therefore, essential that we should select only those subjects and activities, which are required by the present generation.

This principle has been criticized by some educationists on the ground that it looks to subjects and not to the pupils. It is contended by its antagonists that in these days when it is accepted that education and schools, and therefore curriculum, should be child-centred, this principle does not take us very far. It may be replied to such critics that to condemn everything of the past is not a sound policy and especially in a country, which has had a glorious past and, which showed the path of knowledge to other countries. Another point to be stressed is that there must be a base to stand upon and if the base is durable it must be accepted. Thirdly, it would be wrong to say that in the past the child was entirely ignored. However, as stated above, the principle of selectivity should be adapted in the selection of the curriculum on the basis of the past.

2. ***The Forward-looking Principle:*** While discussing the first principle, we have pointed out that in the present, future needs and requirements of the community should be given their due place. Children of today are the citizens of tomorrow. Therefore, their education should be such as it enables them to be progressive

minded persons. Education should give them a foundation of knowledge and feeling that will enable them to change the environment where change is needed.

3. ***The Creative Principle:*** In the curriculum those activities should be included, which enable the child to exercise his creative and constructive powers. The objective of education is to discover and to develop special interests, tastes and aptitudes. Weeler says, "The promptings to anyone of the intellectual interests may fade away and become practically irrevocable unless opportunities be then and there forthcoming. None of the child's native gifts should escape our notice and so perish of inanition. In a curriculum that is suited to the needs of today and of the future, there must be a definite bias towards definitely creative activities.
4. ***The Activity Principle:*** The curriculum should be thought in terms of activity and experience, rather than of knowledge to be acquired and facts to be stored. Growth and learning take place only where there is activity. 'Experience' rather than 'instruction' is to meet the needs of the various stages of growth. In the words of John Dewey. "The general movement is away from the old over-reliance and verbal instruction, formulated subject and learning from books, and in the direction of more varied and many sided individual activities in keeping with child's real interests".

Playgrounds, shops, workrooms and laboratories not only direct the natural active tendencies of youth, but they also involve intercourse, communication and co-operation.

Abbott and Wood report has also stressed the activity principle, "It is vitally important that young children should not be required to sit still for long periods at a time. A young child needs rest, it is true, but he must play, he must explore, and he must be physically active if he is to derive a daily satisfaction out of his attendance at school. In short, he needs experience more than instruction".

The curriculum must ensure the activity of body and mind. It should be the centre of the curriculum. All modern methods of teaching, i.e. Kindergarten, Montessori, Project, Basic, etc., are based on this principle of activity.

5. ***Principle of Preparation for Life:*** This is most important principle in the construction of the curriculum. Education must equip an individual for life. Hence, curriculum must include those activities, which enable the child to take his part effectively and amicably in the activities of the community when he becomes an adult. We have to prepare him in such a way, as he is capable of facing the various challenges of the complex problems of the future.
6. ***Child-Centred Curriculum:*** It is true that the child is to be prepared for life. But this does not mean that his immediate interests should be sacrificed for the sake of the future, which is indefinite. The best preparation for life that we can give a child is to help him to live fully and richly his life at that stage at which he is. The child automatically prepares himself for the next stage by living well and true life at one stage. Smith and Harrison observe, 'Education.... regards the child as an individual growing by his own activity, living in his own environment, and

preparing himself for adult life, not by imitating the adult, but by living as fully as possible in the environment of childhood”

7. **Principle of Maturity:** Curriculum should be adapted to the grade of the pupils and to their stage of mental and physical development. In the early childhood; 'wonder' and 'romance' predominate. So subjects and activities, which present the elements of 'wonder' and 'romance', should be included at this stage. At a later stage they are interested in practical things. So at the Elementary Stage the curriculum should provide for practical problem. At the next stage, that is the Secondary Stage, students are interested in generalizations and accordingly curriculum should provide such activates. The child at this stage is keen to discover, to find out and discuss new facts. The curriculum should harness the adventurous spirit of the growing child.

The experience provided should be within the comprehension of the students.

8. **Principle of Individual Differences:** Individuals differ in taste, temperament, skill, experience, aptitude, and innate ability and in sex. Therefore, the curriculum should be adapted to individual differences. It should not be rigid.
9. **Vertical and Horizontal Articulation:** On the one hand, each year's course should be built on what has been done in previous years and at the same time should serve as basis for subsequent work. It is absolutely essential that the entire curriculum should be coordinated.
10. **Principle of Linking with Life:** The community needs and characteristics should be kept in view while framing the curriculum.
11. **Principle of Comprehensiveness and Balance:** The curriculum .should be framed in such a way as every aspect of life i.e. economic relationships, social activities, occupations and spiritual life, is given due emphasis.
12. **Principle of Loyalties:** The curriculum should be planned in such a manner that it teaches a true sense of loyalty to the family, the school, the community, the town, the province, the country and the world at large. It should enable the child to understand that there is unity in diversity.
13. **Flexibility:** Curriculum should take into consideration the special need and circumstances of the pupils. Curriculum of the girls may not always he identical with the hoys. The special needs of both the sexes should be given their due consideration.

In general the curriculum of the village and the urban school will be the same but there might be variation according to the specific needs of the locality.

14. **Principle of Core or Common Subjects:** There are certain broad areas of knowledge, skill and appreciation with which all the children must be made conversant and these should find a place in the curriculum. This is more important at higher secondary stage where there are diversified courses. These subjects are to be common to all groups. They are known as core subjects.

Mother tongue or regional language, special studies (general course), general science including mathematics and one craft are expected to be the core subject.

15. ***Principle of Leisure:*** The curriculum should prepare the child for the use of leisure time. According to Herbert Spencer, Literature, Music and Art occupy the leisure part of life and should, therefore, occupy the leisure part of education. The capacity to enjoy leisure greatly determines a man's capacity to work. If leisure is spent in gambling, drinking and reading obscene literature, it will hamper progress not only of an individual but also the nation as a whole. The school curriculum should therefore, prepare the would-be-citizens to use effectively their leisure time.
16. ***Principle of All-round Development of Body, Mind and Spirit:*** All kinds of experiences should be provided to the students so that they may develop their all powers.

2.5. Elements of Curriculum

Curriculum development process consists of various phases or elements. The curriculum planners have to consider all these phases while working on such process. According to J.S, Farranta (1990; p-24) the elements of curriculum development are philosophy, society, aims, educational administrators, school organization, teaching material teacher's role and teaching methods.

In the words of Lawton D. (1976; p-21) the elements of curriculum are the goals, objectives, content, processes, resources, and means of evaluation.

Weeler (1974; p-30) has given five elements of curriculum as:

1. The selection of aims, goals and objectives.
2. The selection of learning experiences calculated to help in the attainment of these aims, goals and objectives.
3. The selection of content (subject matter) through which certain types of experience may be offered.
4. The organization and integration of learning experiences and content with respect to the teaching learning process within school and classroom.
5. Evaluation of the effectiveness of all aspects of phases 2,3, and 4 in attaining the goals detailed in phase I.

In the light of above mentioned elements and taking into consideration the educational system in Pakistan, curriculum must have the following important basic factors:

- (a) Situational analysis
- (b) Setting the objectives.
- (c) Content

- (d) Learning experiences
- (e) Evaluation

(a) Situational Analysis:

Geographical condition of the country, society, its religion and culture, all influence the process of curriculum development, as one of the functions of curriculum is to preserve the cultural heritage of society and the school programmes are responsible to transmit this heritage to the coming generation.

The curriculum development process is also influenced by the geographical Conditions especially when general decisions are made for school timings, duration of working time, summer and winter vacations, availability of natural sources, animals, plants, etc.

In the same way, sociological conditions are also important to be kept in view. According to Murray, Print (1993; p-39), “Curriculum developers serve the function of translating traditional assumptions, ideas values, knowledge and attitudes into curriculum objectives, content, learning activities and evaluation. Of these elements sociological sources have their greatest impact on education system of a country,

When curriculum is planned, the cultural background of the concerned society is also considered. The objectives, which are set, the content, which is selected, the methods, which are followed, and the evaluation procedures, which are adopted, all can only be effectively done if they are according to the cultural and religious background of the country.

Curriculum planners have to give due importance to the society, beliefs, attitudes, values, likeness, dis-likeness, etc. during the process of curriculum development.

(b) Setting the Objectives:

The objectives play pivot role in the curriculum design. They are the starting point. Nothing can be done without having any target to be achieved.

Hughes (1967) indicated that there are normally four sources or inputs through which-curriculum developers go for objectives. These are society, knowledge, learners and learning process. Curriculum planners use research findings and opinions of philosophers, educationists, Psychologists, subject specialists and sociologists as inputs for their designs. The selection of objectives is based on their collective value position, which is supposed to be the representative of society because the composition of the committee is meant to-reflect this and the opinion of the committee is focused on the main targets or objectives to be achieved.

Perhaps you tend to use the terms ‘goals’ ‘aims’ and ‘objectives interchangeable. But, in fact, these terms express different concepts. Therefore, we should be clear about the main distinctions at this stage, although they are treated in much more detail in coming units.

Educational aims refer to the overall purposes of education, which represent the needs, and aspirations of a society as manifested in its educational policy.

Goals are the general purposes of education that are normally prepared for particular stage or level of the education system; whereas objectives refer more precisely to the changes in behaviour, which we hope will result from studying particular courses. While goals are less general than aim but less specific than objectives.

The very first question one must face in developing a curriculum-is “what are its aims and objectives”. There, must be some point to planning activities, some intended educational outcomes.

When consider the nature of aims and objectives, we come across many conflicting views about issues like “Why do we teach”? What should be the purposes of education? For example, what is the major purpose of education and what should we select as a teaching material to reach and achieve the main purpose.

(c) Subject Matter or Content:

This is the element, which has been emphasized mainly in the past. At the time of subject matter selection, the following factors are to be considered:

- Type of society/culture
- Type of curriculum
- Number of diversified courses offered
- Scope of the subject itself
- Level age of the learners
- Number and qualification of the teachers
- Available sources and resources
- Strength in the classrooms
- Demands of the society
- International needs
- Methods of content organization
- System, of examination, etc.

(d) Methods of Teaching/Activities:

This is another important element of curriculum development. It includes the methods adopted by the teacher during instruction and the learning experiences or activities performed by the students. This element has been ignored too often in the past and even it is being ignored at present. It is not fair to ask teachers to achieve certain

goals without giving them guidelines how to go to the achievement of desired goals. In Pakistan the curriculum development process is centralized. Teachers are not directly involved in this process. So most of them are ignorant of the process of achievement of desired goals. They may be subject specialists with full command on subject matter but still they may have the problem of selecting appropriate methods of teaching and engaging the learners in various activities accordingly after we have determined the goals, aims and objectives, the next important problem is the selection of the subject matter. Out of the huge amount of ever expanding knowledge, what should we impart to our pupils? What knowledge is of greatest value to them? Further, should we emphasize process or” information? Should a curriculum be fixed or flexible, constant or common to all or differentiated, practical or liberal?

(e) Evaluation:

Curriculum development is a dynamic process, which needs a continuous research and evaluation for its betterment.

In order to cope with the society demands and bring about desirable changes, evaluation is made by the curriculum planners/researchers and teachers.

Curriculum evaluation must not be misinterpreted as student evaluation. It is a broad term used to make judgment about the set curriculum and to make decisions about the worth or effectiveness of it on the basis of evaluation the experts can modify the curriculum by bringing about desirable changes. Keeping into account the process of dynamic nature of the curriculum development, evaluation becomes necessary for decision making at all stages in curriculum planning. Guba and Stufflebeam (1970) identified four types of decisions, which are involved in-curriculum evaluation.

- (a) Planning (objectives to be selected).
- (b) Planning procedure (personnel, method and material to employ).
- (c) Implementing procedures (whether to continue, modify or abandon a procedural plan).
- (d) Outcomes (extent of achievements of targets or objectives).

3. SUMMARY

Curriculum is a Latin word which means the “race course” or a run-way, which one takes to reach a goal. Thus, a curriculum is the instructional and educative programme through which the pupils achieve their goals, ideals and aspirations of life. Cunningham says, “Curriculum is a tool in the hands of the artist (the teacher) to mould his material (the pupil) in accordance with his ideals in his studio (the, school).” The curriculum however cannot be considered synonymous with courses of study, although they form an important part of curriculum.

The term curriculum in recent years has come to mean all the planned activities and experiences, which are available to students under the direction of the school. It “includes the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop, playground and in the numerous informal contacts between teachers and pupils. In this sense, the whole life of the school becomes the curriculum, which can touch the life of the students at all points and help in the evolution of a balanced personality.

For constructing school curriculum, these principles should be borne in mind:

1. Curriculum should be child centred
2. Curriculum should provide fullness of experience.
3. Curriculum should make provision for flexibility within framework of acceptable principles and values.
4. Curriculum should be related to the life, needs and aspirations of the people.
5. Curriculum should be able to develop a rational outlook.
6. It should lay emphasis on learning to live rather than on living to learn.
7. Curriculum should make provision for socially useful productive work.
8. Curriculum should be able to promote social justice, democratic values and national integration.
9. Curriculum should make adequate provision for the study of languages.
10. Curriculum should make provision for artistic experiences and expression
11. Curriculum should make provision for physical development
12. It should have provision for character building and human values.
13. Curriculum should provide for uniformity and variety.
14. Curriculum should provide for continuity in the whole programme.
15. It should be well integrated.

4. SELF-ASSESSMENT QUESTIONS

- Q.1 Write down different definitions of 'curriculum' quoting at least three educational theorists.
- Q.2 After Considering various definitions and views on curriculum, write down your own ideas about the meaning of 'curriculum'.
- Q.3 What are the main principles for curriculum construction? Explain.
- Q.4 Explain the meaning and characteristics of curriculum.
- Q.5 What is the importance of curriculum?
- Q.6 What are the defects in the existing curriculum? Suggest principles of curriculum construction.
- Q.7 Explain the scope of curriculum in the light of four levels.
- Q.8 Write short notes of the following
- i. Effective curriculum planning
 - ii. Basic principles of curriculum development
 - iii. Elements of curriculum

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