

**Unit-6**

**CONTENT SELECTION AND  
ORGANIZATION  
PRINCIPLES AND PROCEDURES**

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## INTRODUCTION

Education is generally viewed as a process through which one generation transmits its acquired knowledge, experiences, competencies, beliefs, traditions and attitudes to the next generation. In the early ages the major part of this process was accomplished in the homes and the parents' personal attention was considered to be an adequate source of education and training of their children. This process of informal education was then expanded from home to the village community. Later on, when human knowledge and experience increased, formal schools and colleges were established. And now, when there is a rapid increase in knowledge with many branches of the curricula, several academic faculties have been established in the universities in order to provide the requisite knowledge skills and experiences to the students in a systematic manner.

This shows, that curricular content is expanding constantly, and, as a result, content selection is becoming a difficult task. It is, therefore, imperative to make an appropriate selection of content for different levels and stages on the basis of specific principles and scientific criteria. The following discussion raises the question pertaining to the principles and criteria to be adopted for content selection.

### What is the Curricular Content?

Smith, Stanley and Shores in their book, *Fundamentals of Curriculum Development* discussed the issue of curricular content in detail. According to them, "in the process of teaching, one must teach something to someone, the someone being the pupil and the something the content. Content might be described as the knowledge skill, attitudes and values to be learned". It includes what men know and believe, but not everything they have created. For example, an institution such as the family-matter but what is known and believed about the family, and the ideals we hold for family life, are subject-matter. Similarly, tools and machines are not subject-matter, but knowledge - about how they are made, their operation, and their uses, \_\_\_\_\_ is subject-matter that be included in the curriculum.

Ralph Tyler has, however, differentiated between the terms "learning experience" and "content". According to him, the term "learning experience" refers to the interaction between the learner and the external conditions in the environment to which he can react. Learning takes place through the active behaviour of the student; it is *what he* does that he learns, not what the teacher does. It is possible for two students to be in the same class but it is just possible that they might be having very different learning experiences. This definition of experience as involving the interaction of the student and his environment implies that the student is an active participant. The problem of selecting learning experiences involves, therefore, determining the experiences likely to fulfill given educational objectives; and also setting up situations which will evoke the kinds of learning experiences needed.

### Levels of Content and their Functions

Hilda Taba has pointed out the following three levels of curricula content, alongwith their functions:

#### (1) *Specific facts and processes*

One can view school subjects as consisting of knowledge on several different levels. One level is that of specific facts, descriptive ideas at a low level of abstraction

and specific' processes and skills. For instance, a description of the branches of government, of the characteristics of the digestive system, dates of events, and the computational processes in arithmetic and algebra belong to this category. This kind of knowledge is described as static. Its mastery does not produce new ideas although specific facts do constitute the raw material for the development of ideas. All students must master precisely the same content details; therefore, a careful choice of the details to study is as important as ever.

*(ii) Basic ideas and principles*

Basic ideas and principles represent another level of knowledge. For example, ideas about casual relationships between human culture and the natural environment are of this sort. Such ideas and principles constitute what currently is referred to as the 'structure' of the subject ideas which describe facts of generality, facts that, once understood, will explain many specific phenomena.

*(iii) Concepts*

The third level of content is composed of what might be called concepts, such as the concept of democracy or interference, of social change, or that of a "set" in mathematics. Concepts are complex systems of highly abstract ideas which can be built contexts. They cannot be isolated into specific units but must be woven into the whole fabric of the curriculum. Smith, Stanley and Shores also discussed this issue of the nature of content. According to them, there are two kinds of subject-matter, one descriptive, the other normative—a distinction which has already been raised in Unit-I A brief account of the same is, however, given in the following:

*(i) Descriptive subject-matter*

Descriptive subject-matter consists of facts and principles. Books and other instructional materials are heavily loaded with factual content. Courses in history, for example, consist largely of factual statements about what happened, when and where it happened, and who was involved in the events. Biology courses contain facts about the structure of plants and animals, about their classification, and about their functions etc. Descriptive principles are laws, rules and theories, such as scientific laws and theories. In general, these principle do not involve values and resemble facts. Just the natural description of bare principles and facts is called descriptive subject-matter.

*(ii) Normative subject-matter*

Individuals make moral and aesthetic choices. It consists of the norms or standards which represent the value/standards men have built up through generations. The objectives of education, the social-moral controls of economies, the ideals operating in and through political-institutions, the legal system, the rules of acceptable family conduct, the standards for judging the merits of artistic works—all these would be included in such a list of normative rules, and it would still be incomplete.

Normative content and descriptive content may be further distinguished by relating them to the kinds of questions that might be asked about an event. What happened? These questions can be answered only by factual statements. Why did it happen? What would cause it to happen again? These questions require an explanation. All explanations take the form of theories and general ideas, using descriptive principles rather than facts to provide the answers. Was its occurrence good or bad? Should it have happened? Should it happen again? Was it beautiful? Answers to these questions require more aesthetic judgments, and hence involve normative content.

## OBJECTIVES

After studying this unit, you should be able to:

1. Define the meaning of the term "curriculum content".
2. Understand the need for content selection and know the different levels of content and their functions.
3. Understand the principles and criteria for selecting the curriculum content.
4. Know the main procedures for content selection.
5. Understand what is meant by "Curriculum Organization" and be familiar with criteria for assessing its effectiveness.
6. Examine textbooks and determine the procedure of content selection used by the authors.
7. Outline a procedure of content selection in a field of your choice.

# 1. THE SELECTION OF CURRICULUM CONTENT PRINCIPLES AND CRITERIA

## 1.1 The Need for Selection

As Romine pointed out, there are many factors which have resulted in an increased need for the proper selection of curricular material and experiences. For example, it is impossible for anyone to master all of the accumulation of human culture. What once were considered important aspects of knowledge for all educated persons are no longer generally viewed in the same light. Also the concept of education has broadened and, as the percentage of school-age children in schools increases, there is a growing need for a careful selection of curricular content, enabling the learners to cope effectively with the complexities of modern living. Similarly, finding of latest research studies about the nature of the learner and the education process bear on the selection of materials and experiences. The study of youth provides many clues which are useful, and an understanding of the learner is indispensable. As changes take place in our concept of learning, they operate to produce changes in curricular content. Finally, for social continuity and national integration it is important that the Islamic values and the ideology of Pakistan are provided for boys and girls through selected content which prepares them to be true Pakistanis and competent persons in their respective fields.

## 1.2 Principles for Selecting Curriculum Content

Within the context of our socio-cultural framework constitute some of the most important general principles for select content.

(You will notice that some of these issues have already been raised in Unit-1).

- (a) *Promoting Islamic Ideology*  
The content should reflect and promote the Islamic ideology of Pakistan.
- (b) *Developing Social Understanding*  
A common body of educative experiences should be selected which develop social understanding in judging different problems.
- (c) *Promoting Maximum Personal Development*  
The learning situations must be related to the unique characteristics of each learner. Desirable personality traits and a wide range of special interest opportunities should be promoted.
- (d) *Promoting Continuity of Experience*  
This principle indicates concern for the maturity and learning sequence of each learner.
- (e) *Providing for Educational Aims*  
The content should reflect the stated aims of the curriculum.
- (f) *Maintaining a Balance Among all the Goals*  
This is done through a balanced allocation of time and judicious requirements.
- (g) *Involving the Pupil in the learning experiences*  
There should be flexibility and democratic procedures. Pupil participation and cooperation should be emphasized.
- (h) *Using Effective Learning Experiences*

The experiences chosen must utilize the most appropriate situations for promoting effective learning.

Although the particular learning experiences appropriate for attaining the objectives will vary with the kind of objectives aimed at, there are certain general principles which, according to Ralph Tyler, apply to the selection of learning experiences, whatever the activities maybe.

These general principles of content selection are briefly described as under:

- (a) For a given objective to be attained, a student must have experiences that give him an opportunity to practice the kind of behaviour implied by the objective. For example, if one of the objectives is to develop skill in problem-solving, this cannot be attained unless the learning experiences give the student ample opportunities to solve problems.
- (b) The learning experiences must be such that the student obtains satisfaction in carrying out the kind of behaviour implied by the objectives. For example, in the case of learning experiences intended to develop skill in solving health problems, it is important that the experience not only give the student an opportunity to solve health problems, but also that effective solution of these problems is satisfying to him. If the experiences are unsatisfying learning is not likely to take place.
- (c) The content should be *such* that reactions desired to be produced are within the range of possibility for the students. That is to say the experiences should be appropriate to the student present attainments, his predispositions, and the like.
- (d) The proposed content should help in achieving the specified objectives. No part of the content should prove to be a hinderance in the achievement of an objective while helping in the achievement of some other objectives,
- (e) The content selected should ensure that the same learning experience will usually bring about several outcomes. For example, while the student is solving field. Problems about health, he is so also acquiring certain information about the health field. He is also likely to be developing certain attitudes toward the importance of public health procedures. In addition, he may be developing an interest in or a dislike for work in the field of health. Every experience is likely to result in the achievement of more than one learning objective.

### 1.3 Criteria for Content Selection

It is generally agreed that content selection should be based primarily on the stated objective changes in objective required changes in the curriculum content it is therefore, necessary to have valid criteria for content selection, so that the final evaluation of the curriculum content can be carried out in a proper context. Below, six standards for content selection are presented in question form:

1. Does the curriculum content reflect the basic principles of Islamic values and teachings?
2. Does the content contribute to the growth and development of an Islamic society?

3. Is the content significant to an organized field of knowledge?
4. Does the content stand the test of survival?
5. Is the content useful?
6. Is the content interesting to the learner?

Perhaps you can suggest some other criteria. In thinking about this, look back at the principles outlined earlier.

In addition to the above, the following four criteria, according to Nichol Is and Nicholls, are also externally relevant and important:

(i) **The Criterion of Validity**

It is important that content should be valid, i.e. appropriate for the achievement of pre-determined objectives. For example, if an objective is concerned with the concept of the relationship between man's way of life and his environment, and the content chosen for the achievement of this objective does not show this relationship in a form which can be perceived by the pupils, it does not satisfy the criterion of validity.

(ii) **The Criterion of Significance**

Schools have frequently been showing concern that pupils should learn large bodies of facts. Yet facts are the least significant or meaningful aspects of school subjects and are only important insofar as they contribute to basic ideas; facts would be learned to illustrate these and would be included only insofar as they contributed to an understanding of these. This would reduce the problem of learning large amounts of factual information. This is linked with the question of breadth and depth in the curriculum. The breadth of coverage and depth of understanding should be appropriately balanced while making curricular content selection.

(iii) **The Criterion of Interest**

To devise a curriculum solely on the basis of pupil interest, as is sometimes the case in primary schools or with pupils in secondary schools, is likely to be found restricting. On the other hand, to ignore pupils' interests is to lose a strong motivational force and to run the risk of little or no learning taking place. However, it is necessary to apply this criterion with caution.

(iv) **The Criterion of Learnability**

What is included in the curriculum should clearly be learnable by the pupils; but criterion of learnability, however, obvious it may be, is not always satisfied. The main problem is that of the adjustment of material to the abilities of the pupils. Content must be available in forms which are appropriate to individual pupils' abilities and existing knowledge. It is also important that what is to be learned makes a connection with something which the pupils have already learned; and again this will vary from one pupil to another. This suggests the need for variety in the ways in which content is made available and in the manner in which pupils are expected to learn.

Ideally, the content selected should satisfy all the criteria (validity, significance, interest and learnability); certainly no one criterion should be applied in isolation nor carried to an extreme, although under some circumstances some criteria may carry more weight than others.



## 2. PROCEDURES OF CONTENT SELECTION

This issue has been discussed in detail by Smith, Stanley and Shores. According to them, the procedures of content selection are (a) judgmental (b) experimental (c) analytical and (d) consensual.

### 2.1 The Judgmental Proceeds

Selection of subject-matter I the curriculum worker to answer the following questions:

- (i) What social and educational objective should be accepted?
- (ii) What is the existing state of affairs in which these objectives are considered desirable and appropriate, and in which they must be realised?
- (iii) What subject matter best satisfies these objectives under the existing conditions?

The most objective, selection of content by this procedure requires that the interests, knowledge and ideals of the curriculum worker rise above those of special social vision and freedom from the restricting influences of personal rationalizations.

When the curriculum worker is collecting data to help determine objectives, or when he is using these data to select content with the judgemental procedure, he is not expected to make original social and historical investigations. The knowledge he needs should be drawn from scholarly work in cultural anthropology, sociology, economics, political science, geography, history, psychology, and philosophy etc.

In addition, the judgemental procedure calls for extensive group discussion and deliberation, in which general points of view and personal and group opinions are critically evaluated and reconstructed in the process of agreeing upon social ideals and goals. Curriculum content chosen on the basis of the prejudices and rationalizations will not satisfy the conditions of the judgemental procedure. Nor will the selection of such content improve the curriculum.

The judgemental procedure is best demonstrated when the criterion of social reconstruction is the primary basis of subject-matter selection. This principle makes social development a primary basis of content selection. It should not be assumed, however, that this is merely a matter of personal choice. On the contrary, the test of the judgement is the extent to which other persons accepting the same ideals, facing the same facts and possessing the same social understanding would themselves select the same subject-matter or agree with its selection. Its successful implementation requires critical, informed, and judicious persons as curriculum formulators. In the hands of such people, it can be one of the most dependable methods of content selection. But the curriculum worker cannot neglect any of its phases without the risk of serious misjudgment.

### 2.2 The Experimental Procedures

The experimental procedure of content selection tries to determine by actual testing whether or not subject-matter satisfies a particular criterion. It answers such questions as: Is the subject-matter interesting? Is the subject-matter suitable for the adults

keeping in view their needs and problems etc. The tryout of the subject-matter must, of course, be done under prescribed conditions, and by techniques that make the procedure as rigorous as possible. Errors due to personal or group prejudices, misjudgement and outside conditions are to be reduced to a minimum. The experimental procedure of content selection takes the following form:

- (a) Tentatively selecting subject-matter in accordance with a criterion.
- (b) Hypothesising that the tentatively selected subject-matter meets conditions of the criterion (that it is interesting or useful)
- (c) Prescribing conditions for the tryout (description of the characteristics of the children, the teacher, the classroom, the materials to be used and other facts affecting the experiment).
- (d) Checking the results against the hypothesis to find whether or not the subject-matter satisfies the criterion.

This procedure has not yet been used extensively, but its findings have been generally respected. However, it is open to the objection that all factors cannot be controlled; and that its findings, therefore, are not entirely dependable. Another criticism is that the experimental procedures assume an unchanging curriculum in all the aspects related to the one under investigation. If this is not the case, the experimenter cannot know whether his results were due to the conditions of the experiment or to some outside conditions that changed without measurement or control. However, in spite of all the criticisms this procedure remains one of the most promising means of selecting the subject-matter.

### 2.3 The Analytical Procedure

The analytical procedure is one of the most widely known methods of content selection. It has been closely identified with the criterion of utility. In general, it consists of an analysis of the things people do in order to discover the subject-matter involved in these activities.

There are three forms of the analytical procedure, each following more or less the same pattern. Their brief description is as follows:

#### (i) Activity analysis

The purpose of this analysis is to discover the general activities of people of a given national group or region. This analysis helps in identifying relevant activities to be selected for the curriculum.

#### (ii) Job analysis

This analysis is applied to vocational operations. To determine what should be taught in Professional Preparation of Teachers' course, for example, an analysis of their work would come the basis of the teacher education programmes.

#### (iii) Knowledge analysis

If the problem is to find what elements of written expression are in general use, one procedure would be to analyse such relevant documentary materials as newspapers, journals, and library materials. The content to be included in a course on grammar might

be determined by studying the grammatical forms found in the correspondence of people in general or of a selected group. The analytical procedure of content selections therefore consists of the application of certain techniques of fact-finding to the activities under investigation.

The analytical procedure can involve the use of the following techniques:

(i) **Interviewing**

The interviewer requests a person on the job, or one who performs certain activities, to name the duties for which he is responsible or the ideas and skills he employs. From these interviews, a composite list of duties is drawn up.

(ii) **Working on the Job**

The investigator works on the job, studying the operations required and making a list of them.

(iii) **Analysis of the Job or Activity by the Worker**

A person who has become familiar with a job or activity is asked to list his duties or the operations he performs.

(iv) **Questionnaires**

The duties or operations involved in a job or activity are sought by means of an inquiry blank sent to the workers or persons whose activities are under investigation.

(v) **Documentary Analysis**

The investigator makes an analysis of magazines, correspondence, public records and the like and tabulates the information, skills, or principles found in these documents. These findings throw light on what will be needed by persons who use these documents or who are involved in activities from which they result.

(vi) **Observing the Performance of People**

The curriculum worker, or a group of persons under his direction, observe and tabulate their observations and findings. This may be concerned with the daily activities of people or it may involve analysis of individuals or groups in certain specific situations.

The main criticism on the analytical procedure is that it breaks operations, skills, and knowledge into such small elements that the real identity of the original process or knowledge is lost. Although this criticism may be valid when analysis has been carried to extremes, it can hardly be held to be justifiable in most instances. Analysis is always essential, and there is no justification for wholesale criticism on it. The pertinent questions should always be these: What is the analysis for? Is it sufficient for the purpose? A second criticism is that the process of analysis yields static results. An analysis of present conditions indicates nothing about what they should be. Hence, the discovery of what is actually done on a job, or the knowledge and skills that people actually use in their various activities, offers no basis for improving performance.

## 2.4 **The Consensual Procedure**

The consensual procedure is a way of collecting people's opinions about what they believe the curriculum should be. The results of the consensual procedure are expressed in terms of the number of persons, or percentage of persons, of a particular

community or group who believe that such and such should be taught in the schools. The selection of persons whose opinions are to be sought is the first step. Such persons are usually selected because they are:

- (i) Outstanding leaders in the fields of education industry, business, agriculture, labour, and in the social life of the community.
- (ii) Experts and-specialists such as physicians, engineers, teachers, and artists or
- (iii) Representatives of the population of a community or region.

The next phase is the development of method for collecting opinions. Usually a questionnaire is used. In some cases, interviews or small group conferences are employed. The final stage of the consensual procedure is the tabulation and interpretation of the responses. This procedure is perhaps most dependable when it is used along with the judgemental procedure. But it too is subject to the objection that people's replies are too often dictated by vested

interests, unexamined prejudices and occupational bias. It is also apparent that this procedure results not in consensus but in a tabulation of votes.

## **2.5 Activity**

Interview some of the members of National Curriculum Committee in a subject and level of your choice about the procedures used in content selection.

## **2.6 Romine's Classification of Procedures**

It is difficult to separate "selection" from organization, particularly at the actual point of making choices within the overall framework of the curriculum. For that reason, the procedures dealt with above apply in varying degrees to both selection and organization of curricular experiences, suggesting means of establishing courses and other aspects of the total curriculum. A number of suggestions may be found in educational literature dealing with this task of curricular construction. Some authors discuss one or more of the procedures in terms of determining the scope of the curriculum, others in terms of the selection of curricular materials and experiences. Some of the procedures are more applicable on a broad basis, while others are more pertinent to course of study, units, projects and related classroom activities.

Stephen Romine has discussed some procedures which can be used in selecting and organizing curricular experiences: analysis of text books surveys of opinions, the study of errors, the study of the curricula, analyses of adult activities, analyses of social functions, and study and analysis of youth interests and needs. Although some of these have, to some degree, been discussed under the above four procedures, it would be interesting to discuss them further.

### **(i) The Textbook Procedure**

This self-explanatory procedure is the most commonly employed of all for selecting and organizing curricular experiences. The content of a course or a curriculum based on this approach is determined in large part, if not entirely, by the selected

textbook (or textbooks). Essentially, it assumes that the writers of texts are sufficiently expert to know what is appropriate for the youth who are to pursue given curricular experiences and use the textual materials in so doing. While such persons generally have access to such basic data and do a real service in bringing together and organizing materials, it is doubtful whether they are capable of accurately diagnosing pupils' background and needs as they are found in the thousands of classrooms over the nation. Yet in the hands of many teachers, the text serves as the prescription for all pupils, regardless of individual differences amongst them.

(ii) **The Survey of Opinions Procedure**

This procedure has several variations and is spoken of as the consensual or expert-opinion procedure. Subject-matter committees, for example, make pronouncements based upon the study and opinions of the members. These decisions frequently are based upon considerable studies and deliberations and are worth careful consideration. On other occasions, the recommended ideas or practices may be nothing more than unstudied opinion. The value of the procedure is likely to be greatest in restricted areas of the curriculum, as in some special subject field, or in dealing with special problems. In this procedure live groups of persons may be involved individually or collectively: (a) experts in a given field, including teachers, (b) specialists in professional education (c) lay leaders, (d) the general public and (e) pupils. Opinions may be solicited through the committees established to study given problems.

(iii) **The Study of Errors Procedure**

The idea behind this procedure is that of identifying errors and shortcomings as a basis for incorporation into the curriculum such content as will assist in removing these weaknesses. This is a form of analysis which concentrates on incorrect or improper behaviour, judged in terms of given criteria of values. In the field of social studies, for example, a study might be directed at determining the reasons why different racial groups in a community were not getting along well. On the basis of the findings, a series of curricular experiences should be outlined and materials selected to help promote better understanding and more cooperative relationships. In mathematics, a teacher may study pupil performance, determining weaknesses in several respects. Remedial work may then be implemented. For the purposes of diagnosis at the beginning of courses, a more extensive analysis may be made of both the strengths and weaknesses of pupils. This may serve as a partial basis for structuring the course, particularly with regard to an introductory unit aimed at developing desired understandings and basic skills.

(iv) **The Study of Other Curricula Procedure**

Sometimes identified as the "scissors and paste" method, this procedure entails the study of curriculum guides, courses of study and similar materials prepared by other schools and agencies. The general idea is to determine from such study what others are doing which may be useful in one's own school situation. In this way a teacher, or a school, may rely heavily on another for the substance of curricular content. A teacher may, for example, simply look over a course of study in science which is used in another school and adopt it exactly as it is for use in his own class. This danger must be avoided if the procedure is to serve any good purpose. In Pakistan we have prescribed content, a teacher may, however,

come to know about methods of teaching as prescribed in other schools.

**(v) The Analysis of Adult Activities Procedure**

Activity analysis is not a new procedure, but it still has value in dealing with curricular content. Broadly conceived it involves the study of life activities citizenship, vocations, and so to discover significant activities concerning which youth should be taught to be proficient. It is more commonly recognized and utilized, however, in relation to vocational education, wherein analysis is directed towards the identification of specific skills. Once such identification has been accomplished, curricular experiences are set up to teach the skill involved.

**(vi) The Social Functions Procedure**

Related to the activity analysis approach, but broader in point of view, is what may be called the social functions procedure. This procedure has its basis in the concept of education as social process, and, as a primary step, involves an analysis of the social functions which adult citizens should be capable of performing. Because it requires a broad grasp of the total environment and deals with larger areas of living. This approach is more applicable to such larger areas of the curriculum as, for example, the whole social studies programme. It may, however, lead to more detailed selection and organization as an outgrowth of the larger planning which is done initially. This procedure entails comprehensive study of social, political, economic, and related conditions, influences, and trends and these may be approached through surveys, study of literature, research and other such methods. A general appraisal of the total situation, the forces and factors influencing it, and what it all means in terms of the social functions and the school is essential.

**(vii) The Youth Interests and Needs Procedure**

Certain similarities exist between the social functions procedure and that of youth interests and needs. The former takes its scope from the functions of adult-living, ordinarily classified into a number of large areas of persistent life problems. Its sequence preferably is based upon the background, maturity, interests and needs of boys and girls, although it may be chronological and logical. The youth interests and needs procedure involves consideration of persistent problems too, but both its scope and sequence are based upon youth. It involves the personal and social functions of boys and girls rather than of adults. It does not avoid preparing for adult living; in fact, it contributes much to this. But its primary focus is on the here-and-now, young today and the things which concern them.

### 3. PRINCIPLES OF CURRICULUM ORGANIZATION

The principles suggested for use in selecting educational content are also useful in considering organization and may be modified slightly to become more applicable for such a purpose. The pattern of the curriculum with its sub-divisions should be planned and structured with due regard to the bases which have been suggested as underlying the operation of the school the purposes of education, the needs and abilities of the learners and the educative process.

- (a) Provide for scope and sequence with flexibility
- (b) Provide a common body of educative experiences, plus those which are essential in meeting special interests and needs.
- (c) Be consonant with the manner in which learning takes place.
- (d) Implement the attainment of stated objectives, and encourage the evaluation of pupil growth and development in terms of these objectives.
- (e) Give consideration to the individual learners, and involve them in cooperative curriculum planning an active learning ventures.
- (f) Relate to the total educational picture in away so as to affect favorably the learning climate in the school and in the community.

#### 3.1 What is Curriculum Organization?

According to Ralph Tyler, important changes in human behaviour are not produced overnight. No learning experience has a very profound influence upon the learner. Changes in ways of thinking, in fundamental habits, in major operating concepts, educational experiences in attitudes, in abiding interests and the like develop slowly. It is only after months and years that we are able to see major educational objectives taking marked concrete shape. In some respects, produce their effects in the way water dripping upon a stone wears it away. In a day or a week or month there is no appreciable change in the stone, but over a period of years definite erosion is noted. Correspondingly, by the cumulation of educational experiences profound changes are brought about in the learner. In order for educational experiences to produce cumulative effects, they must be organized to reinforce each other. Organization is thus seen as an important aspect of curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners.

#### 3.2 Criteria for Effective Curriculum Organization: Continuity, Sequence and Integration

As discussed by Tyler in *Basic Principles of Curriculum and -Instruction*, there are three major criteria to be met in building an effectively organized group of learning experiences. These are continuity, sequence and integration. A summary of Tyler's discussion is given below:

##### (i) Continuity

This refers to the vertical reiteration of major curriculum elements. For example, if in social studies" the development of skills in reading social studies material is an important objective, it is necessary to see that there is a recurring and continuing opportunity for these skills to be practiced and developed. This means that overtime the same kinds of skills will be brought into continuing operation. in similar fashion, if an

objective in science is to develop a meaningful concept of energy, it is important that this concept be dealt with again and again in various parts of the science course. Continuity is thus seen to be a major factor in effective vertical organization of curricular contents.

(ii) **Sequence**

This is related to continuity but goes beyond it. It is possible for a major curriculum element to occur again and again but merely at the same level, so that there is no progressive development of understanding or skill or attitude. Sequence as a criterion emphasizes the importance of having each successive experience built upon the preceding one, but goes more broadly and deeply into the matters involved. For example, sequence in the development of reading skill in social studies would involve the provision of increasingly more complex social studies material, increased breadth in the operation of the skill involved in reading these materials, and increased depth of analysis so that the sixth-grade social studies programmes would not simply reiterate the reading skill involved in the fifth-grade but would go into them more broadly and deeply. Correspondingly, sequential development of a concept of energy in the natural science would require that each successive treatment of energy would help the "energy". Sequence emphasizes not duplication but higher levels of treatment with each successive learning experience.

(iii) **Integration**

This refers to the horizontal relationship of curriculum experiences. The organization of these experiences should be such that they help the student increasingly to get a unified view and to unify his behaviour in relation to the elements being dealt with. For example, in developing skill in handling quantitative problems in arithmetic, it is also important to consider the ways in which these skills can be effectively utilized in social studies, in science, in business and other fields so that they are not developed simply as isolated behaviours to be used in a single course, but are increasingly part of the total capacities of the student to use in the varied situations of his daily life. Correspondingly, in developing concepts in the social studies, it is important to see, how these ideas can be related to work going on in other subject fields so that increasingly there is unity in the student's outlook, skills, attitudes and the like.

### **3.3 Conclusion**

The above discussion leads to the conclusion that the most important criterion point for the selection of curriculum content is the Islamic society, which puts equal emphasis upon the materialistic and spiritual development of the individual and society.

Furthermore, the content should be selected and presented in such a way that a balance between 'permanence' and 'change' is established. In other words, we have to conserve the permanent perennial values and also adopt innovations and change. A balanced curriculum would, therefore, be one which takes care of the needs and interests of the individuals as well as society. Further, the selection of such content should satisfy the criteria of validity, significance, interest, and learn ability.

In unit-4, you studied in detail aims, goals and objectives and the importance of stating these clearly as a first step in curriculum planning and evaluation was stressed. In this unit, we have considered the next stage the selection of curriculum content. It is now time to look at the evaluation of the curriculum which is covered in unit-6.



#### 4. SELF-ASSESSMENT QUESTIONS

1. Describe the meaning of 'curriculum content'.
2. Why must we select the content?
3. Describe important levels of content and their functions.
4. What are the important general principles for selecting curricular content as well as learning experiences?
5. Elaborate on the following criteria of content selection:
  - (a) the criterion of validity
  - (b) the criterion of significance
  - (c) the criterion of interest
  - (d) the criterion of learnability.
6. For assessing the validity and significance of the content, a number of criteria of content selection have been discussed by Romine in the book, *Building the High School Curriculum*. Discuss each criterion.
7. Smith, Stanley, and Shores have discussed different procedures for content selection. What one of them do you like to be adopted in Pakistan and why? Explain.
8. What do you mean by the term 'curriculum organization'?
9. Explain the principles of curriculum organization.
10. Ralph Tyler in his famous book *Basic Principles of Curriculum and Instruction* emphasized the following criteria for effective curriculum organization:
  - (a) the continuity criterion
  - (b) the sequence criterion
  - (c) the integration criterion.Discuss each and secondary school curriculum in Pakistan under these criteria.
11. Assume that you are a member of a committee to revise the curriculum in a field of your choice. Outline a procedure of content selection which you would recommend to the committee. What difficulties would you anticipate in following this procedure?
12. Identify true/false of the following statements:
  - (a) According to Ralph Tyler, "learning experience refers to the interaction between the learner and external conditions in the environment. T/F
  - (b) The static type of knowledge refers to third level of contents. T/F
  - (c) Newton's laws of motion refer to the normative subjective matter. T/F
  - (d) 'interviewing' is included in the analytical procedure of content Selection. T/F

#### Answers:

For answers to the SAQ's I to II consult relevant section of the unit.

Answers to Question 12

- |          |          |          |
|----------|----------|----------|
| a. True. | b. False | C. False |
| d. True  | C. False |          |

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