

Bases of Curriculum

Course No-C.C.7

Semester-2nd

Unit-1

By-Bandana Kamari (SRF)

Mob. No – 8789736110

Email Id –bandana2402@gmail.com

Bases of Curriculum

Objectives:

After the study of e-content students will be able to

- Understand the need and importance of various bases of curriculum
- Explain how Philosophy, Sociology and Psychology affects the curriculum
- Differentiate various bases of curriculum.

Introduction:

Bases are the pillars upon which the building lies. Curriculum development also has several bases. Curriculum development is the most important component of educational programme. The answers of three fundamental questions provide the awareness and basis of education.

Why are education and curriculum needed?

What should be taught in education?

And how we teach?

The roots of planning any curriculum depends upon the ideas of Philosophy, Sociology and Psychology. Thus the curriculum development has three bases

- a) Philosophical bases of curriculum
- b) Sociological bases of curriculum
- c) Psychological base of curriculum

Philosophical Base of Curriculum

In order to have a curriculum, the topics issues and activities have to be selected on certain basis. This basis depends upon fundamental beliefs of the curriculum planner. His beliefs will naturally depend upon his philosophy of education. Thus philosophy is considered as one of the major foundations of curriculum.

The philosophy will provide the following information for the purpose of curriculum planning:

1) What are beliefs about the nature of people? *All people are good While they are born or they are ignorant when they born and so on.*

2) What are the sources of truth and values that provide life?

Whatever is given in religious books is true. Everyone should develop those virtues which are given in his religion and so on.

3) What constitute a good life?

A good life is that which has been conveyed through the prophets or the life such our forefathers have lived or materialistic life and so on.

4) What should be learnt by the people?

Teachers can take decision according to their own interest or it will depend upon the circumstances and situations and so on.

5) What role should be played by the school in the society?

The school should do as the parents want or the Government wants or school should be natural and should not play any role in framing the society.

6) What role should be played by the teacher in the learning process?

7) Teachers should dominate the scene or students should play an important role or teacher should be a dominant partner and so on.

8) If there was one philosophy of life there would have been one philosophy of education and one and only one answer to each question. But since there are different philosophies of life and philosophies of education so there are different answer to these questions.

The main philosophies of education are described below:

A) Idealism

The philosophy of idealism believed that truth and values are eternal and that human beings were engaged in discovering them. People have already ideas within and it was needed that they should be helped to bring out the ideas they already have.

(Plato, Rene Descartes, George Barkeley, Immanual Kant and George Hegel advocates this philosophy).

If we apply this philosophy to education we can have the following ideas:

1) Children are born well and they have a tendency within themselves to remain good and to do right.

- 2) Children needs help to bring but this tendency, discover spiritual goodness and apply it to their life.
- 3) Education should bring out the learner to a point where the natural spirit is recognised in relation to the supernatural power/God.
- 4) The school should provide such opportunities that inner goodness of the learner is further strengthened and he does those things which learn pleasure of God and be forbidden from those which earn his displeasure.
- 5) The teachers should also present such life before the learners that it further strengthens their inner goodness.
- 6) The schools should be highly structured and include only those ideas in their programme which have religious and moral values.
- 7) Learning should be centred around broad ideas to help the learners to see the relationship among various aspects of the universe.

B).Realism:

- Aristotle developed the philosophy of realism because he believed that truth can be discovered by studying the world of matter or reality.
- Science and Philosophy were both important because science is a method for objective study of reality.
- Discovery of truth by study, view of human being as rational animals and notion of enduring values existing in the world provide the basis of realism.
- According to this philosophy children were born ignorant. They did not know about the reality of the world.

- They cannot enjoy their life unless they were taught the reality of the world. Since human beings were considered as rational according to this philosophy, they would be able to learn if they were taught. If they were not taught, they will remain ignorant.
- In that situation they will not be able to enjoy life.

If we apply this philosophy to education, we can have the following ideas:

- 1) Children are born ignorant so they need direction towards required knowledge.
- 2) Children would remain ignorant if they were not provided proper guidance.
- 3) Children should be taught what is already about that world because it is reality.
- 4) The role of teacher is very important because children will learn from the life of the teacher as well as from his knowledge. According to this philosophy it is the knowledge of teacher about the world which is more important for the learner.
- 5) The school should develop such virtues which are real and of permanent nature such as honesty, diligence etc.
- 6) The education should be preparation for a good life.

C).Pragmatism:

- John Dewey was the proponent of philosophy of pragmatism.
- He believed that children were neither born with goodness nor with ignorance but they had the physical and mental equipment which allowed them to participate in the world around them.

- He also believed that society and culture did not have any fixed values and all ideas were temporary because they continued to be changed and refined.
- Thus truth and values were not fixed but they were the result of changing human experience.

If we apply this philosophy to education, we can have the following ideas:

- 1) Children learn through interaction around them but that learning will not be fixed but will be changed and refined with further experience.
- 2) Education does not mean learning eternal truth or fixed subject matter.
- 3) Children will become progressively more mature in values, beliefs and knowledge as they will.
- 4) The past experience though changed later on are not of less importance because they would provide grounding for the new learning.
- 5) Children can learn up to a certain limit at any time depending upon their experience and their mental and physical development.
- 6) Education of children should emphasise learning about other people and learning how objects fit into or work in the environment.
- 7) Later on these children may also explore beliefs and values from their society and time as well as from others.
- 8) The role of the teacher is not to provide information but to provide direct experience and opportunities to children to learn from

experiences. The basis of learning would be child's own world rather than the world of adult.

D).Existentialism

Existentialism in the broader sense is a 20th century philosophy that is centered upon the analysis of existence and of the way humans find themselves existing in the world.

- The notion is that humans exist first and then each individual spends a lifetime changing their essence or nature.
- In simpler terms, existentialism is a philosophy concerned with finding self and the meaning of life through free will, choice, and personal responsibility.
- The belief is that people are searching to find out who and they are throughout life as they make choices based on their experiences, beliefs, and outlook.
- Existentialism is a philosophical theory or approach which emphasizes the existence of the individual person as a free and responsible agent determining their own development through acts of the will.

If we apply this philosophy to education, we can have the following ideas:

- 1) Child is an individual so he must seek meaning in a meaningless world.
- 2) Child should acquire or create his own ideas rather than depending upon ideas of others.
- 3) Education must concentrate on the perceptions and feelings of the child in order to help him to understand personal reactions or response to life situations.

- 4) Child should be encouraged to take action on his ideas and beliefs so that ideas can be applied to life.
- 5) Nature of education should be mainly determination.
- 6) School should respect the feeling of the child about what he wants to learn and should provide facilities for it.
- 7) The role of the teacher is non-directive and facilitating rather than imposing.
- 8) Thus it can be concluded that philosophy has a valuable place in construction of curriculum through formulation of educational goals because they are determined on the basis of the philosophy and themselves determine the curriculum.

Sociological Bases of Curriculum:

- In real life students live in a world which is larger than the school in which they study. Thus their interests and attitudes are shaped not only in the school but by the outer world also.
- Students are an important resource of solving issues through their role as a student of today and as an adult of tomorrow.
- Society maintains school to help the students to adapt to and prepare for life in the large society.
- Thus it is must for curriculum planners to take into account the characteristics of present society as well as the characteristics of future society in which they will live most of their life.
- *So it is necessary to identify those issues which they will face.*
- *Thus the curriculum planner should take into consideration the following issues:*

1. *What knowledge, skill and attitudes are needed in students of today and adult of tomorrow by society?*
2. *Is curriculum for maintaining the present values of society?*
3. *Should be curriculum bring out changes in values of society?*
4. *Should specific social problems be included in the curriculum?*

(A). Family Structure:

The change of family structure poses some issues before the curriculum planner:

1. Should the school assume some responsibilities of the family which have been traditionally associated with the latter?
2. What kind of family structure should be aimed at when it is changing so much?
3. What should be the expectation level of the school about the role of family in providing learning at home?
4. Who should be responsible for the development of morals and values? Parents or school.

(B). Occupational Structure:

Now a day's occupational structure is creating problem for curriculum planners such as:

1. What occupational fields might emerge for which some preparation should be done in the schools?
2. What work values should be provided in the students so that they could accept the challenge of the society while they enter from world of learning to world of work?

3. What skills should be provided during school education so as to live as satisfying life in future?
4. At what stage the elective courses be introduced to provide background in general education on the one hand and proper orientation for occupational work on the other hand?

(C). Change in Role of Women:

Due to changing role of women the curriculum planners have to consider the following issues:

1. Should the curriculum be used as a means of dispel sex-role stereotypes?
2. What represents equitable sex-role portrayal in curriculum materials and activities?
3. To what extent should young students be expected to participate in activities that conflict with sex-role stereotypes?
4. Which aspects of curriculum plans are based on unfair sex-role bias?
5. What changes should be made in curriculum to prepare women for some special jobs?

(D). Communalism

- 1) Should the curriculum emphasise national objectives like democracy and secularism?
- 2) Should the curriculum emphasise such activities which foster fraternity among different section of the society?
- 3) Should communalism be attacked directly or indirectly in the school programmes?

4) Should schools insist upon, national objectives while recruiting teachers so such person are not recruited who do not agree with national objectives.

5) How should the school portray such cultural values which are based on national objectives?

6) To what extent curriculum plans be revised to reflect cultural and religious diversity?

(E).Values

1) Which values should curriculum emphasise?

2) Should life in the school reflect the diversity of society?

3) What curriculum activities should be included if the school consists of students of different ethnicities or religion?

4) What guidance should be given to identify way to use leisure time?

Psychological Base of Curriculum

- Psychological has made great contribution for the development of school curriculum.
- Psychological played a leading role in giving shape to schools and has been responsible to a great extent what happens in classroom.
- The main fields of contribution have been through researchers in motivation, learning, child growth and development.
- The following ideas have developed in relation to psychological foundation of curriculum.

(A).Development Tasks:

- The concept of developmental tasks is important for considering humans needs for the purpose of curriculum planning.

- R. Havighurst (1950) in his book “Developmental Tests and Education” identified tasks for the infancy and early childhood, middle childhood and adolescence which are helpful to the curriculum planner to plan the curriculum.
- The development tasks identified by Havighurst are as follows:

1) Infancy and Early Childhood:

- I. Learning to walk
- II. Learning to talk solid food
- III. Learning to talk
- IV. Learning to control the elimination of body wastes.
- V. Learning sex differences and sexual modesty.
- VI. Achieving physiological stability.
- VII. Forming simple concept of social and physical reality.
- VIII. Learning to relate oneself emotionally to parents, siblings and other people.
- ix. Learning to distinguish right and wrong and developing a conscience.

2) Middle Childhood:

- I. Learning physical skills necessary for ordinary games.
- II. Building wholesome attitudes towards oneself as a growing organism.
- III. Learning to get along with age-mates.
- IV. Learning an appropriate masculine or feminine social role.
- V. Developing fundamental skills in reading, writing and calculating.

- vi. Developing concepts necessary for everyday living.
- vii. Developing conscience, morality for everyday living.
- Viii. Achieving personal independence.
- ix. Developing attitudes towards social groups and institutions.

3) Adolescence:

- I. Achieving new and more mature relations with age-mates of both sexes.
- II. Achieving a masculine or feminine social role
- III. Achieving one's physique and using the body effectively.
- IV. Achieving emotional independence of parents and other adults.
- V. Achieving assurance of economic independence.
- VI. Selecting and preparing for an occupation.
- VII. Preparing for marriage and happy life.
- VIII. Developing intellectual skills and concepts necessary for civic competence.
- IX. Desiring and achieving socially responsible behaviour.
- X. Acquiring a set of values and an ethical system as a guide to behaviour.
- XI. Curriculum planner can frame better curriculum

If they keep above mentioned developmental takes in their mind because they indicates the readiness of the students for a particular task at a particular age-group.

(B). Fully Functional Personality:

- Earl Kelley (1962) in an article “The Fully Functioning Self” suggested to the association for supervision and curriculum development that school should play its part in helping each young boy and girl to achieve the potential of his or her “fully functional self”.
- It is possible only if school curriculum is prepared around the basic needs of young boys and girls so that students could progress towards becoming fully functional personality.
- Kelley defines the following characteristics of fully functional personality.
 - I. It thinks well of himself
 - II. It thinks well of others
 - III. It seeks his stakes in others
 - IV. It, therefore, sees himself as part of a world in movement.
 - V. It having accepted the on-giving nature of life and the dynamic change sees the value of mistakes.
 - VI. It seeing the importance of people develops and hold humans values.
 - VII. It knows no other way to live except in keeping with his values
 - VIII. It is cast in a creative role.

The curriculum planner should consider the characteristics of fully functional personality as guidelines for curriculum planning so that objectives of the curriculum can be effectively achieved.

(C).Needs Theory

- The main task of the curriculum is to promote learning but if it could meet the emotional needs also.
- Louis Rath (1972) in his book “Meeting the needs of children” identified eight persisting emotional needs. They are as follows.
- Needs for love and affection.
- Need for achievement.
- Need for belonging
- Need for self-respect.
- Need to be free from deep feelings of guilt.
- Need to be free from deep feelings of fear.
- Need for economic security.
- Need for understanding of self.

If these needs will not be satisfied through curricular activities, the children may be frustrated. If school, its teachers and curriculum increase attention towards emotional needs, the children learn effectively.

(D).Self-Actualisation:

- Abraham Maslow (1937) in a paper “ Dominance-feeling, Behaviour and status” published in Psychological review 44(1937) pointed out five basic needs in the following hierarchical order- psychological needs, safety needs, social needs, need for esteem and need for self-actualisation.
- So self- actualisation need can be fulfilled after going through the first four needs.

- In his book, Maslow (1954) “Motivation and personality” discussed in detail the process involved in maximising self- actualisation.
- It required that child should be helped to realise his potential through those activities which will fulfil his basic human needs.
- Thus self- actualisation will help children to find out who he is and what he wants to become. Thus school curriculum should pay attention for maximising the achievement of these needs.
- The curriculum planners should pay special attention towards the concept of self- actualisation. He should also recognise the importance of school and community goals.
- Thus there is a need that the curriculum should reflect a balance between personal needs and institutional needs for the proper growth of the children.

Review Questions:

Write long answer:

- 1) Explain the bases of curriculum.

Write short notes on:

- 1) Philosophical bases of curriculum
- 2) Sociological bases of curriculum
- 3) Psychological bases of curriculum