desired goal of students as well as of the school. It is the curriculum through which all round development of the children can be achieved through its diversifications, to the needs and demands of the students.

4.3 CONCEPT AND MEANING OF CURRICULUM

We are all familiar with the term of curriculum. Curriculum is an essential tool for running the programme of educational instruction in the formal schooling. Each and every educational institution has some planned activities and programmes in the name of curriculum and co-curricular activites which are meaningful and significant for the students in their real life. Because through the various skillful and value-oriented curricular and co-curricular activities students can develop their physical, emotional and intellectual capacities that lead to their all round development. In order to have some clarity about its basic meaning, we have to know the origin of the term curriculum. The term "curriculum" is derived from Latin word 'Currere' which means 'run'. The very meaning of curriculum means a course to be run for reaching a certain goal or destination. Thus, in an educational institution, education is imagined as a race, with its aim as the goal and curriculum as the course leading to that goal.

In a more precise term, we can define curriculum in the words of an educationist, **Cunningham** as "a tool in the hands of artist (teacher) to mould his material (pupils) according to his ideals (aims and objectives) in his studio (school)" This definition explains that curriculum is a course of study, designed to be followed at the various levels of education.

- In the opinion of **Crow and Crow** (as quoted in the book Safaya, R.N. and Shaida, B.D. (1996): *Development of Educational Theory and Practice*") "Curriculum includes all the learner's experiences in or outside the school that are included in a programme which has been devised to help his development, physically, emotionally, socially, spiritually and morally." Here the main logic of curriculum is to develop the total learning experiences of the students in their life.

of new psychological, philosophical and sociological principles which has brought the modification in the educational process as well as in the curriculum construction.

Let us look at the following types of curriculum-

- The Traditional or Subject-Centered Curriculum
- The Activity Curriculum
- The Experience Curriculum
- The Undifferentiated Curriculum
- Basic Education Curriculum
- Life-Centered or Balanced Curriculum.

Among the above types of curriculum, we are discussing here only three types of curriculum i.e. **Traditional, Activity-based** and **Balanced curriculum.**

Traditional or Subject-centered curriculum: The Traditional curriculum which is also known as subject-centered curriculum includes the subject of study within a fixed time schedule. In this curriculum, each subject has separate entity where the nature and the scope are clearly defined. Emphasis is on the intellectual attainment of the child, rather than on the values of studies for personal and social development.

In this curriculum the basic features are as follows :

- It is centred around subject.
- Its emphasis is on teaching matter.
- Subject matters are selected and organized before the teaching situation.
- It is teacher-centred and controlled by the teacher or someone representing authority, external to the learning situation.
- Emphasis is on teaching facts, imparting information of acquiring knowledge for its own sake or possible future use.
- Emphasis is upon improving methods of teaching in the subject matter.

Therefore, teaching through a constructive and purposeful activity should be done in accordance with the nature and interest of the children. Thinkers like Rousseau, Montessori, John Dewey and Gandhi who consider education through the process of 'Learning by doing' and 'Activity' as the best methods of teaching.

Some of the salient features of Activity curriculum are:

- Activity curriculum reveals that activities through 3H (Head, Heart and Hand) can enrich the students.
- Generally, all physical activities of the activity based curriculum undertaken by pupils not only develop manual skill and technical efficiency but also give the mental satisfaction and the intellectual growth.
- Activity also contributes to the social development of the children.
- The problems and techniques of the activity curriculum are solved through the mutual understanding between teachers and the pupils.
- The mutual dealing within the group under the activity based curriculum leads to social awareness and provides training in proper adjustment and co-operation.

LET US KNOW



Although, Activity curriculum is more attractive and life-based curriculum for imparting the requisite knowledge, skills and attitudes, yet for the want of proper infrastructure, it is not easy to run. Besides this, this curriculum is not sufficient for the children to develop the social and cultural habits which play some essential and prominent role for developing the children's personality at best.



Aesthetic: the study of beauty, especially beauty in art.

Balanced Curriculum: After going through the other two types of curriculum, now we have realized that neither the Subject-centered curriculum nor Activity based curriculum is the perfect type of curriculum that can bring out and develop the full potentialities of the students. Keeping the variability of the students in mind, one type of curriculum is developed which is called Balanced type of curriculum. Balanced curriculum is the curriculum which is made considering the selected activities and subjects

Social studies, general sciences, Mathematics, Art and Music, Craft and Physical Education etc.. At the stage of Higher level, this curriculum is based on special abilities and interest of the pupils who can choose the subjects among a wide variety like the Humanities, Technical, Commercial, Agricultural, Fine arts etc.



ACTIVITY 4.1

Which one would you like to choose as the best way of curriculum for study in teaching learning process?

.....

.....

.....



CHECK YOUR PROGRESS

Q 3: What do you mean by Balanced curriculum? Explain it in 50 words

.....

.....

.....

.....

Q 4: Say True or false:

a) Traditional curriculum is based on bookish knowledge (True/False)

b) Activity based curriculum is fully controlled by teachers (True/False)

c) Activity curriculum follows the principle of learning by doing system.(True/False)

d) Balance curriculum is designed on the basis of variability of the students. (True/false)

e) In the Balanced curriculum, students have the choice to select their desired subjects after the age of fourteen. (True/false)

4.6 BASIC PRINCIPLES OF CURRICULUM CONSTRUCTION AT PRIMARY AND SECONDARY LEVEL

For constructing a curriculum, some principles should be followed in order to cater to the needs and interests of the students from the school to college and university levels. But it is required to see their interests and needs separately. Besides, the mental level of the students should also be taken in to account. Now let us discuss the basic principles, which should be followed while constructing a curriculum at the primary and secondary level.

The principles which should be followed at ***Primary level***:

- Curriculum should be child centred: Curriculum should be based on the present needs and **circumstances** of the children. At the time of curriculum construction, mental level of the students should be considered.
- Curriculum should provide a fullness of experience for children: Curriculum should be constructed not only to include some certain academic subjects like sciences, mathematics, work experiences, languages, art and music, health and physical education, the knowledge of which is very vital for the learners; but it should also have enough space for some other activities like drama, excursion, regional study, laboratory work, drawing, original composition, collection for museum etc. It may also include some other co-curricular activities like games, social service, scouting and guiding, N.C.C. etc. These activities should form a regular feature of the normal working of the institution in order to empower the students with experiences that would help them to reach their ideals in life.
- Curriculum should be Community centred: The main purpose of the curriculum is to serve the children's needs and to enable them to adjust themselves in society. Actually, the very meaning of the school is to serve the needs and demands of the society where it is established. In fact, it is the school which the students attend as members of the society. Curriculum, therefore, should be prepared keeping in view the needs and changing nature of the society.
- Curriculum should be integrated: Curriculum should follow the principle of integration through which to bring about integration between children's

capacities of students. Let us discuss the following principles which are recommended by the ***Secondary Education Commission(1952-53)*** in the education report for constructing the curriculum at Secondary school level:

- Totality of Experience: This principle believes that curriculum should not only include the academic subjects but also the whole ranges of experiences that the student faces both inside and outside the school. It is the curriculum from which students get experiences like class room, library, laboratory, workshop, playgrounds besides numerous formal and informal contacts between teachers and the pupils. Therefore, all these should be considered at the time of constructing the curriculum.
- Variety and Elasticity: Curriculum should have the ***way of selectivity*** where the children can choose the subject for study in accordance with their needs and interests. Uninterested and uncongenial subjects lead to the sense of annoyance and frustration among the children and thus, hinder their normal development. Therefore, flexibility is one of the basic criteria of a good curriculum. The Courses of curriculum should be linked with the fast changing time and situation that produce the ***manpower*** in the society.
- Relation to Community life: The learners who come to the school for study are the members of the community. Again, the school where it is established is surrounded by the community and therefore there should be strong link between the two. The course of curriculum should co-relate to the community's requirements.
- Training for leisure: The curriculum should be designed to train the students in leisure time also. A variety of activities like social, aesthetic and sports etc. should be introduced in the school. Such activities make the school experience not only pleasant and meaningful, but also cultivates the varied interests and hobbies among the students enabling them to choose their way in future.
- Integrated and Co-related: Curriculum should be interrelated within each subject; the contents should be a broad-field unit that includes all the necessary information which can be co-related better with life rather than with narrow items of information.



Way of Selectivity: what you choose to do, method of selection



Manpower**:** all the worker available for a particular kind of work, the person who are trained and skillful**.**



4.7 LET US SUM UP

- Curriculum means a course for reaching a certain goal or destination of the learners in an educational institution.
- In the recent years, curriculum is considered including all the planned activities and experiences which are available to students under the direction of the school.
- Although there are so many types of curriculum, but here, we have discussed only three types of curriculum: **Traditional, Activity-based** and **Balanced curriculum**.
- Traditional curriculum is subject-oriented and bookish, whereas in Activity curriculum, subject matter is directly concerned with the activity. In Activity curriculum, the knowledge is gained through the system of learning by doing system.
- Balanced curriculum is the combination of both theoretical and practical subject. It means Balanced curriculum makes the bridge between the Subject and Activity based curriculum.
- The present system of curriculum suffers from the various defects like narrowly conceived or rigid, emphasis on bookish knowledge, absence of proper technical and vocational course, domination by examination etc.
- For constructing the curriculum, some basic principles should be followed separately for the Primary and Secondary School levels.
- The constructing principles should be based on mental level of the students, according to their growing stages of schooling.



4.8 FURTHER READING

1) Safaya, R.N. and Shaida, B.D. (1996): *Development of EducationalTheory and Practice* , Dhanpat Rai & Sons, Jalandhar, Delhi

their needs and interests. As a child centric curriculum, the course should be based on mental level of the students and also the two aspects, mainly time and situation, should be considered when curriculum is being constructed.



4.10 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What do you mean by the term curriculum?

Q 2: Traditional curriculum is subject centred-explain.

B) Long Questions ((Answer each question in about 300-500 words)

Q 1: Discuss the various types of curriculum in the educational process.

Q 2: Discuss the idea of a Balanced curriculum.

Q 3: Discuss the importance of Activity curriculum.

Q 4: Explain the various defects of curriculum.

Q 5: What basic principles would you suggest for the curriculum of Primary school level?

Q 6: What basic principles would you suggest for the curriculum of Secondary school level?

****