

CURRICULUM

Unit – I

Knowledge Curriculum and Perspectives

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Meaning of Curriculum

- Latin word – **Curricere/Currere** – means – ‘A Race Course’ or ‘Run way’
- In Education – ‘Work field of student’
- Course means curriculum**
- Race refers students experiences and activities**
- Curriculum means a course to be run for reaching a certain goal**
- Simply – A course of study**

Definitions of Curriculum

Curriculum is a tool in the hands of artist (teacher) to mold his material (pupil) according to his ideal (objectives) in this studio (school) –

Cunningham

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Definitions of Curriculum

Curriculum as “a set of intentions about opportunities for engagement of persons to be educated with other persons and with things (all bearers of information process, techniques and values) in certain arrangements of time and space.”

Arthur J. Lewis & Mid Alice

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Definitions of Curriculum

Frobel's

"Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race"

Munroe's

"Curriculum includes all those activities which are utilized by a school to attain the aims of education"

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Definitions of Curriculum

Secondary Education Commission

"Curriculum does not mean the academic subject taught in the school but it includes the total experience that a child receives at a school".

Horne's

"Curriculum is that which is taught to the students. It is more than reading and writing. It includes practices, activities, industry, vocation and acquiring knowledge".

Concept of Curriculum

- It is dynamic as the **changes** that occur in the society
- In a **narrow sense** it is viewed merely as a listing of subjects to be taught in school.
- In a **broad sense**, it refers to the total learning experiences of individuals not only in schools but in society as well.

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Concept of Curriculum

- ❑ Systematic group of courses or sequence of subject required for **graduation** or **certification** in a major field of study.
- ❑ A general overall **plan of the content or specific materials of instruction** that the college should offer the student by way of qualifying him for graduation.

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Concept of Curriculum

A body of prescribed **educative experiences** under the supervision of an educational institute, designed to provide an individual with the best possible training and experience **to fit him for the society** of which he lies as a part or to qualify him for a trade or profession

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Characteristics

- Fulfillment of objectives
- Determined by factors - social, human development, nature of learning and nature of knowledge
- Cater individual differences
- Pre- planned but can be changed
- It is a blue print
- It is a tool in hands of a teacher
- More than teaching and learning
- Describe environment in motion
- All learning inside and outside school

Nature of Curriculum

- Curriculum as a Plan
- Curriculum as an Experience
- Curriculum as a Subject Matter
- Curriculum as an Objective
- Curriculum as a system
- Curriculum as a field of study

Curriculum as a Plan

□Oliva (1982) stated that “Curriculum is a plan or programme for all experiences which the learner encounters under the direction of the school.”

□Carter V. Good (1959) defined curriculum as “a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for gradation on certification for entrance into a professional or a vocational field.”

Curriculum as a Plan

- ❑ **Tyler and Hilda Taba (1962)** defined curriculum “as a plan for action, or a written document, which includes strategies for achieving desired goals or ends.”
- ❑ **Galen Saylor** defines curriculum “as a plan for providing sets of learning opportunities for persons to be educated”

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Curriculum as an Experience

□ **Tanner and Tanner (1980)** stated that “Curriculum is that reconstruction of knowledge and experiences systematically developed under the auspices (support) of the school (or university) to enable the learner to increase his or her control of knowledge and experience.”

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Curriculum as an Experience

□ The Secondary Education Commission (1952-54) states that “curriculum includes totality of experiences pupil receives through the manifold activities that go on in the school, classroom, library, laboratory, workshop, play ground and in numerous informal contacts between teachers and pupils.” In other words the whole life of school is curriculum which can touch the life of students at all levels and helps in evolution of a balanced personality.

Curriculum as an Experience

□ According to **Crow and Crow,**

“Curriculum includes all the learners experiences in and outside the school that are included in a program which has been devised to help to develop mentally, physically, emotionally, spiritually and morally.”

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Curriculum as an Experience

□ **Franklin Boobit (1918)** defined that “Curriculum is that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life; and to be in all respects of what adults should be”

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Curriculum as a Subject Matter

□ **Doll (1978)** defined that Curriculum is **both a subject to be taught at colleges and universities** and a **field in which practitioners work**.

Curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of that school”.

□ Curriculum refers to the **set of subjects or course offered** and also those required or recommended or grouped for other purposes; thus such terms as the college ‘preparatory curriculum’ ‘science curriculum’ and ‘premedical curriculum’ are commonly used.

Curriculum as an Objective

- ❑ **B.F. Skinner** views the curriculum as being formulated according to **behaviorist objectives**. The curriculum is the series of experiences which children and youth must have by way of attaining activity-based objectives.
- ❑ **W. W. Chatters** (1923) viewed **curriculum as a series of objectives** that students must attain by way of a series of learning experiences.
- ❑ According to **Payne**, “curriculum consists of all the **situations** that schools may **select and consciously organize** for the purpose of developing the **personality** of its pupils and for making **behavior changes** in them.”

Curriculum as a System

Curriculum can be considered as a **system** for dealing with **people** and the **processes** or organization of personnel and procedures for implementing the system (Babcock, McNeil, Untruth).

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Curriculum as a field of study

Curriculum can also be viewed as a **field of study**, comprising its own **foundations** and **domains of knowledge**, as well as its own research, theory, and principles (Orlosky and Smith, Schubert and Tanners).

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Scope Of Curriculum

Curriculum is very **comprehensive** in its scope. It touches all aspects of the life of the pupils- the **need and interest of the pupils**, **environment** which should be educationally congenial to them, **ways and manners** in which their interests can be handled and warmed up, the **procedures and approaches** which cause effective learning among them, the **social efficiency** of the individuals and how they **fit** in with the community around.

In the **total education** of the child, all the subjects' likes history, geography, science and language are but **tools**. These are the **means**, and therefore, the children must not be made to fit in such study.

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