
UNIT 2 CURRICULUM PLANNING

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2.0 OBJECTIVES

After completing the Unit, you should be able to:

- define what curriculum planning is;
- discuss the levels of curriculum planning;
- identify the issues pertaining to curriculum planning;
- explain about various curriculum planning approaches; and
- list the curriculum planning models and distinguish between ‘technical’ and ‘non-technical’ models.

2.1 INTRODUCTION

In Unit 1 of this Block, we have talked about the essentials of curriculum, i.e., objective-setting, learning experiences, learning activities and evaluation processes. Having studied the essentials, it is but natural that we should be acquainted with the selection procedures and the sequential organizational pattern of these procedures in the curriculum-making process. We have taken up this issue in this Unit. Though we have had a glimpse of the dominant paradigm in curriculum planning in these Units, it is necessary that we should acquaint you with the various models/approaches being practised in the domain of curriculum.

This Unit is designed to present a few models of curriculum planning. However, we would like to caution you that these are not the only models available in the field under consideration. Nevertheless, we have taken up only those that serve our immediate purposes and that are not incomplete in that they have incorporated all the aspects of the activities involved in curriculum planning.

Besides in this Unit, we have clarified what exactly we mean by curriculum planning. We have also discussed the levels and components of curriculum planning and the issues pertaining to it.

2.2 CURRICULUM PLANING: A DEFINITION

It is essential that we should acquaint ourselves with a few terms in the field of curriculum. A working knowledge of these terms is not only part of studying curriculum, but also essential for effective participation in curriculum planning activities. As our immediate concern is curriculum planning, at the outset we shall attempt to evolve a definition of this term.

What does curriculum planning involve?

Curriculum planning is a complex activity involving the interplay of ideas from the curriculum field and other related disciplines. However, the ultimate purpose of curriculum planning is to describe the learning opportunities available to students.

Thus curriculum planning is ultimately concerned with the experiences of learners.

In any teaching/learning situation, however, the concern is not only with what students ought to learn, but also with how they are going to learn it. Curriculum plans that define concepts or ideas without considering action, are incomplete since learning must eventually involve the application of what has been learned. In the same way, plans that merely describe action without considering purposes are also incomplete since otherwise, learning activity runs the risk of being aimless. This relationship of content and process accentuates the need to consider curriculum and instruction not as distinct entities, but rather as interdependent concepts in the planning process.

Therefore curriculum planning involves decisions about both content and process.

Further, within the areas of curriculum and instruction, there are many specific issues and topics that may be subject to curriculum planning. Such areas might include identifying curriculum approaches that might be used, carrying out a programme, evaluating it or deciding about the need for new programmes etc. Besides, it concerns itself with various teaching/learning situations. It should be noted that curriculum planning typically involves decisions about some combinations of areas and issues since it is difficult to consider any one of these in isolation.

Therefore curriculum planning involves decisions about a variety of issues/topics.

Popular thinking in the early 1900's was that curriculum planning was the prerogative of a few scholars and the teacher's role was to implement what has been planned. Due to of advances in thinking, it is now considered that curriculum planning is not the sole responsibility or privilege of any one group. It is, in essence, a product of team-work.

Curriculum planning thus involves many groups of people and levels of operation and is a continuous process.

Now, if we put together what is presented in the above boxes, we shall arrive at a working definition of the term 'curriculum planning'. We can define the term 'curriculum planning' as a continuous process in which participants contribute at various levels towards making decisions about:

- the purposes of learning
- how that purpose might be carried out through teaching – learning situations

- whether the purpose identified and the means selected are both appropriate and effective.

Now, let us quickly touch upon a few other terms associated with curriculum planning. The terms ‘curriculum planning’ and ‘curriculum development’ are often used interchangeably. Some, however, believe that they represent two different stages of an educational activity. According to this view, curriculum planning is a blanket concept that may describe activity ranging from the identification of broad goals to the description of experiences for specific teaching/learning situations. Curriculum development is an activity concerned mainly with the design of actual teaching/learning situations. Based upon the broad goals, at the development stage ‘we identify ways to translate those goals into a coherent and coherent programme of learning experiences.

Yet another term which we should familiarise ourselves with is ‘instruction’. It is developed from broad goals and curriculum plans and focuses on methodological questions such as teaching techniques and the implementation of activities, resources and measuring devices used in specific teaching/learning situations. (We shall talk about this theme at length in Block 3).

Thus, curriculum planning is a generic concept that includes both curriculum development and instructional design, and instructional design denotes a highly specific activity focused on methods of teaching and learning.

2.3 ISSUES IN CURRICULUM PLANNING

In recent years, various trends and events have influenced curriculum. In Unit 2, Block 1, we have referred to some of the psycho-social changes that have influenced the field of curriculum and are likely to continue to do so in the near future. We have thus seen that there seems to be, more often than not, a one-to-one co-related between social changes and curriculum changes.

We shall be talking about curricular issues and emerging trends at length in Unit 4, Block 3. For our immediate purposes we shall touch upon the various levels in curriculum and some basic issues relating to the formulation of curriculum-components respectively in sub-sections 2.3.1 and 2.3.2.

2.3.1 Curriculum Planning: Levels

The planning of learning experiences is one of the most important professional activities in education. It is an important activity since it largely determines the day-to-day life of learners. There are seven situations that are involved in the planning of learning experiences. They represent curriculum planning activities at:

- the national level
- the state level
- the institution-system-wide level
- the building level
- the teacher team level
- the individual teacher level
- the classroom level with cooperative planning between students and teachers.

The purpose of discussing the seven situations is to give you a familiar context in which to consider the meaning of curriculum planning. Once we go through these situations, we can discuss the common patterns that run through them and that helps us further clarify what curriculum planning is.

National level: Curriculum planning at the national level involves scholars of some particular discipline from various institutions across the country. They discuss and decide to develop and disseminate a programme, the existing one being either obsolete or inadequate to meet the demands.

The stages involved in the planning process are:

- identifying important subject matter, facts, principles, concepts, etc.
- deciding on a sequence in which the subjects matter may be taught—from specific to general or from easy to difficult, etc.
- recommending activities through which students might best learn the subject matter, including experiments, discussions etc.
- listing supplementary materials for further studies in the particular subject area,
- suggesting tests that learners might take to check their progress.

These stages are then put together to form sets of teaching/learning materials for purposes of implementation.

The underlying assumption, you would have noticed, is that once developed, such curriculum projects or packages could be put in the hands of teachers and quality education would be assured. The materials, thus produced, are often branded ‘teacher proof’ since it is believed that teachers with less than desired skills or knowledge would be working from the plans of scholars/experts, and that the teachers themselves don’t have to contribute to the content.

Though we do not have immediate answers with empirical evidence, it is worth considering the following questions;

- Can national level curriculum projects account for the characteristics of learners in local institutions where the projects are supposed to be used?
- Are the subject-area scholars sufficiently knowledgeable about learner characteristics to prepare curriculum plans for use in all the institutions?
- Are subject-area scholars better equipped than teachers to develop curriculum plans in their area of specialization?
- How do national-level curriculum plans influence the professional role of teachers?
- Is it possible to develop curriculum plans that would be successful even when used by relatively unskilled teachers?

State level: In this scene, a group of educators (teachers, principles, curriculum coordinators, etc) form a committee under the State Education Department. The task of the Committee is to recommend what ought to constitute the overall programme across the State. It however depends upon the characteristics of the learners and the broad goals of education. A series of meetings of the group over a course of several months culminates in the production of a model to be sent to all the Institutions for implementation.

The issues pertaining to this level of curriculum planning are:

- Should the local authorities have the prerogative of setting up their own programmes based on local needs and preferences?
- Are statewide programmes and standards necessary to ensure the quality of education for learners across a state?
- Are State level personnel more qualified to develop curriculum plans than local teachers are?

- How do State level curriculum guides and mandates affect the role of the teachers at the local level?

Building level: This scene deals with a group of parents, teachers, administrators, counsellors and students from a particular institution. They are supposed to work together to evolve a new discipline policy for that institution.

The group works on the basis that a student's encounter with personal and social experiences is as important as with those experiences gathered from the academic activities. Therefore, these personal and social experiences form part of the curriculum. This situation represents a form of curriculum planning that result from the recognition that students learn a great deal from what is termed the 'hidden curriculum'. The hidden curriculum includes such institutional features as governance structure, grouping patterns, grading procedures, teacher expectations, etc. Since features like these do result in learning, whether they are planned or unplanned, they need to be considered in conscious efforts to plan the curriculum. That is to say, they must be planned in terms of purposes, activities, evaluation devices and so on.

Hence the issues are:

- Should students be included on a building-level curriculum council? If so, in what capacity, and how would student representatives be selected?
- To what extent should the aspects of hidden curriculum be considered to be sources of learning for students?

Teacher-team level: This scene deals with a group of teachers representing different subject areas who come together to develop a unit. This type of activity is known as inter-disciplinary curriculum planning since it involves contributions from various subjects or disciplines of knowledge.

The oft-repeated questions at this level of curriculum planning are:

- What might be the benefits of cooperative interdisciplinary planning?
- What are the factors that are believed to detract from the effectiveness of an interdisciplinary team?
- How might aspects of various subjects be correlated with one another?

Individual teacher level: In this case, a teacher tries to take a decision about learning objectives—what the teacher would like a group of students learn. In the area of subject matter or content, the teacher will have to take decisions about important facts, principles, concepts and learner outcomes that should be emphasized. The teacher must also plan different kinds of activities and resources and ways to measure how well learners have accomplished various objectives. At some stage, the teacher may search through various journals looking for ideas about activities, gather background information, or consult other teachers. In the end, the teacher decides on long-and short-term objectives as well as on the timing of various activities. The teacher must then develop a set of plans for use on a daily or weekly basis. In designing this kind of plan, a number of items must be considered, such as the characteristics of the learners, the sequencing of activities, the appropriateness of various learning materials, and the availability of resources.

We must recognize here that the planning orientations of prospective teachers are often limited to daily lesson planning. All too often, little attention is paid to how these relate to long term unit plans. As a result, many teachers may have difficulty in understanding the relationship between short and long term plans with a wide range, and, in addition, may not realize the need for the latter. The planning done by the individual teacher is probably the most critical in the range of curriculum planning forms.

As a teacher you might be interested in the following questions:

- In developing curriculum plans for your teaching, do you consider both long and short term learning objectives?
- What is the greatest problem you encounter in your curriculum planning?
- About how much time do you spend on curriculum planning? Is that time sufficient? If not, how much more do you require? How do you arrange for it?
- What format do you use for formulating curriculum plans? How does your format compare with that of other teachers?
- How often do you teach without having prepared curriculum plans?
- Do you feel the preparation of careful curriculum plans enhances your teaching?
- How often do you depart from your plans in teaching situations?

Cooperative curriculum planning level: This scene deals with a teacher and a group of learners. After discussions, the group draws up a formal set of the plans, summarizing all of its discussions about what might be done.

Here the teacher is guiding a group in formulating plans as to how they might study a particular topic. The teacher and learners work together to decide any combination of the 'what, how, who where, and when' questions regarding the unit they are working on.

Whether one believes its use or not, student-teacher planning does represent a level and form of curriculum planning. Its proximity to the actual group of learners and the possibilities for including learner interest in plans lead some of its proponents to conclude that it is the ultimate level of curriculum planning.

In this context let us consider the following issues:

- Can we involve learners in curriculum planning, if yes in what ways?
- What factors might inhibit learner participation in curriculum planning?
- What might be the benefits we gain from learner participation in curriculum planning?
- Should learners play a role in curriculum planning? If no, why not? If yes, what kind of role?

At each of these levels there might be various issues to be looked into in order that the curriculum planned will serve the set purpose. We have listed a few procedural issues pertaining to each of these levels. There are still some pedagogical issues that demand our attention which we have grouped into three categories for convenience and easy reference. In sub-section 2.3.2 we shall take them up for discussion.

2.3.2 Curriculum Planning: Issues

In Block 1, we have learnt that curriculum decisions mostly depend on one's philosophy of education. Irrespective of curriculum planning levels that we have looked into in sub-section 2.3.1, therefore, the curriculum composition depends on what one wants one's students to achieve. When a group of people comes together for evolving a curriculum, naturally there will be diverse views and opinions. For our purpose, we have categorised these issues as follows:

- i) subject centred versus learner centred curriculum;
- ii) who plans the curriculum; and

iii) the basics that constitute the curriculum.

Let us take each one of them in the given order for discussion.

i) **Subject centred vs. Learner centred curriculum**

The idea of focusing curriculum plans on separate subjects has a long tradition in education. The subject area approach to curriculum development is based on the idea that the various subjects contain essential knowledge, the mastery of which makes a person complete or 'educated'. Thus some feel that the most appropriate method of education is to explore various subject areas and 'learn' what is contained in them.

The Progressive Education Movement of the 1930s, however, introduced the concept of a learner centred curriculum. Here, the curriculum would be based not on separate subjects, but rather on the emerging world of the learner. The important issues that a curriculum plan should address itself to, according to the advocates of this movement, are the interests, needs, problems, and concerns of the learner. For example, curriculum plans for middle grade learners might focus on getting along with peers or on physical changes during this stage of development and so on and those for high school students might centre on questions of self-identity, global awareness, plans beyond high school, etc.

Thus, in designing curriculum plans curricularists are often confronted on the subject and the learner centred curriculum as questioning whether subject matter should be mastered or discarded. The fact is that subject matter always forms a part of the teaching/learning experience. John Dewey attempted to resolve the issue by arguing that the issue of subject versus subjects, i.e., learners is not an 'either or' question. The task, according to him, was to work with subject matter that was of use to the learner both in the immediate sense and in gradually expanding horizons of new realizations.

ii) **Who plans the curriculum?**

Many groups are involved in curriculum planning: scholars, teachers, administrators, learners, citizens, state education department personnel and so on. Yet, in reality, a debate continues over the question of balance and even whether some groups ought to participate at all.

It is decidedly logical that teachers ought to be involved. Yet some people believe that teachers ought to play the role of the implementers of plans while scholars and/or administrators ought to do the actual planning. Others believe that curriculum planning ought to involve professionals and exclude citizens and so on. In short, positions on this question range from including only one group to including all the groups in different degrees.

Of late, this issue has been compounded by the emergence of politics in curriculum planning. Various groups have sought power in that process, ranging from those representing national and religious movements to local groups interested in specific materials which they want to be used in teaching and learning. Within the profession, a new job-title, i.e., curriculum developer, has emerged. Although selected issues or topics may serve as the focus for these recent events, the fundamental issue is still who should plan the curriculum? We shall talk more about this in Unit 3 of this Block.

iii) **The basics that constitute learning**

Perhaps the most compelling educational issue we have faced since the 1970s revolves around the question of 'basics' in learning. Displeased over the alleged decline in reading, writing and mathematics test scores, many critics decry the emphasis on relevant learner centred curriculum plans

developed in the late 1960s, extending the cry for reform beyond basic skills to a renewed emphasis on traditional subject areas.

Some members of the public and of the profession respond to this movement by describing a broad definition of the basics. It includes not only those skills previously mentioned but also such areas as values, citizenship, problem solving and global awareness. The study of curriculum history seems to show that these issues arise almost every decade, and one or another view has gained the most favoured status at various times. It has become a cliché in education that, ‘the pendulum is always swinging from one position to another’. For many educators, it is a question of maintaining a sense of balance between specific skills and broad concepts and between traditional subjects, emerging social issues and the personal needs of learners.

Before we proceed any further, let us work on the exercise given here.

Check Your Progress 1

- Notes:* a) Space is given below for your answer.
b) Compare your answer with the one given at the end of this Unit.

List curriculum planning levels and issues, identify which one of the curriculum planning levels is, by and large, adopted for distance education purposes.

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Having now studied what curriculum planning is, its levels and the issues pertaining to it, we shall take up the curriculum approaches in section 2.4.

2.4 CURRICULUM APPROACHES

Let us start this section with a definition of the term ‘curriculum approach’. We may define curriculum approaches as a pattern of organisation used in taking decisions about the various aspects of a teaching/learning situation.

There is a wide range of approaches that are used. However, these generally fall into the following four major categories:

- i) Subject area approach
- ii) Broad fields approach
- iii) Social problems approach
- iv) Emerging needs approach

The selection of an approach reflects and influences the organising centre, i.e. the topic for the teaching/learning situation, the selection of objectives, and the use of subject matter or content.

Let us touch upon each of these approaches in the given order.

- i) **Subject area approach:** One way to organize curriculum plans is around separate subject areas or disciplines of knowledge. For example, the programme of studies might be divided into areas like English languages, arts, social studies, sciences, mathematics and so on. When this is done, learning objectives involve mastering subject matter and skills within a given subject. The subject areas approach is the most popular method of curriculum organization. As this approach defines important learning in terms of subject matter from existing disciplines of knowledge, it is particularly favoured by proponents of the philosophy of realism.
- ii) **Broad fields approach:** In this approach, organization of curriculum involves combining two or more subject areas into a broader field. For example, a unit may be developed in art and history and music may be combined to form a humanities programme; a unit on metrics may involve the simultaneous study of metric mathematics and its use in science etc. The broad fields approach recognizes and uses individual subject areas, but it also attempts to show learners the correlations between various areas of knowledge. Advocates of this approach cite the knowledge of such correlations as providing an advantage over the separate subject approach. The emphasis on broad ideas and concepts from subject fields makes this approach popular with those who favour the philosophy of idealism.
- iii) **Social problems approach:** Major problems in society dictate the organization of curriculum plans. For example, units may be developed with regard to environmental problems, technology, the future, racism, global interdependence and so on. In this approach, learning objectives involve analyzing the problem or issue, and the subject matter is drawn from any source pertinent to the problem. If the unit topic, for example, were to be 'Future', learners might turn to social studies for information about government or population growth, to science for trends in technology, or to language arts for ideas regarding communications. However, little if any, concern is shown for retaining the identity of separate subjects even when the subject matter is derived from them. In other words, complete emphasis is laid upon the problem under study.

The major purpose of using this approach is to help learners develop awareness of crucial social issues and the skills that they might need and use in the future to help solve them. For this reason, it is particularly popular among proponents of the re-constructionist philosophy of education.

- iv) **Emerging needs approach:** Learner needs is the focal point of this approach. Curriculum plan focuses on the personal and social needs that are emerging in learners' lives at the present time. Topics such as getting along with others, understanding physical changes associated with puberty, developing personal values, understanding peer status etc., will gain entry into curriculum. Thus, the issues will relate to the stages of the learners' development.

As in the social problems approach, here too, information may be drawn from various subject areas, but there is no attempt to recognize a distinct line between disciplines of knowledge. The major purpose of this approach to curriculum is to help learners come to grips with issues in their present lives so as to be prepared for the present rather than the future. While some topics or issues for study may be pre-planned by teachers, others may emerge spontaneously from discussions among teachers and students about pressing problems in learners' lives. It has the support of those who adhere to the pragmatic and existential philosophies of education.

We have looked into the four major approaches to curriculum with illustrations of each. Now we shall look into the issues relating to these approaches.

Issues relating to various ‘approaches’

We shall categorise the issues into the following three items:

- i) ***Curricular approach and various instructional methods:*** Many educators tend to stereotype various ideas and roles in curriculum. The most common stereotype is the distinction between traditional and progressive approaches. In this case, traditionalists are described as advocates of the subject approach and proponents of methods such as ‘lectures’. Progressives, on the other hand, are seen as advocates of the social problems or emerging needs approaches and associated methods such as ‘small-group discussions’. Educational stereotypes tend to be largely destructive and in this case erroneous. For example, we can easily imagine an English teacher developing a unit on short stories. During the session, it is possible for a resource person to visit the classroom to conduct a small-group discussion on the characters or personalities of a story. It is also possible in a different situation that a teacher studying peer pressure with a group of learners might present a lecture on the reasons as to why status is assigned to various individuals. In essence, the activities are independent of the approach. The other unfortunate result of stereotyping the approaches is the idea that the subject area and broadfields approaches involve hard work and ‘real’ learning while the social problems and needs approaches are simply fun and games or the “soft side” of the curriculum. Again, such a conception is erroneous and foolish. For instance, trying to understand ‘racial prejudice’ in our society involves just as much serious attention and hard work as learning about the elements in the periodic chart in Chemistry— though views may differ on this.
- ii) ***Curricular approaches and various instructional organizations:*** Two popular ideas gaining currency in the field of curriculum are general education and inter-disciplinary teaching. The former refers to that portion of the educational programme which is considered central and, is therefore, required of all students. The latter has gained attention through the formation of teaching teams involving various subject areas such as language, mathematics, social studies, science and so on.

Again, in both the cases, the problems of stereotyping and narrow definition have emerged. The definition of ‘general education’ excludes the idea that all learners might also develop knowledge and skills related to social problems and emerging needs. On the other hand, many inter-disciplinary team efforts have failed because teachers have been led to believe mistakenly that such teams must always fuse the various subject areas into a social problems approach. Such narrow minded positions exclude the idea that interdisciplinary teams can use all the curriculum plans.

- iii) ***Choice of curricular approaches:*** Very often, educators will propose that one particular approach is better than the rest. While it is certainly probable that individuals would favour or emphasize a particular approach, it is equally clear that all four have an appropriate place in any educational programme. Each serves a different and important purpose. Thus the real issue in considering curriculum approaches is not which one is better, but how can it be used optimally. By addressing the issue in this way, educators would confront the question of how to provide balance in the curriculum, which is in fact the real challenge.

Check Your Progress 2

Note : Check your answer with the one given at the end of this Unit.

Match the approaches to curriculum planning listed under 'A' with the school of thought listed under 'B'

A	B
1. Subject area approach	Existentialism
2. Broadfields approach	Reconstructionalism
3. Social problems approach	Realism
4. Emerging needs approach	Idealism

Now we shall look at a few models of curriculum planning.

2.5 MODELS OF CURRICULUM PLANNING: AN OVERVIEW

All through our discussion so far, we have been emphasizing the need for careful curriculum planning for successful education. Prior to creating or implementing a programme, we should therefore require a master plan. In Block 1 we have seen that one's conceptualization of a curriculum plan largely depends on one's inclination towards a particular educational philosophy. Furthermore, our awareness of and sensitivity to curricular issues, both present and anticipated, influence our plan. We have been reiterating that, we cannot construct a curriculum without giving some serious thought to goals, content, learning activities and evaluation. Obviously, the need for planning in curriculum is very crucial.

However, the problem seems to be that there are various ways to define curriculum planning, and rarely do any two persons agree on what it is or what it involves. We can attribute this kind of impasse to one's idea of which factor should receive attention in curriculum planning—subject matter, students or society.

Ideally, all those who are/or will have to be affected by a curriculum should be involved in the process of development. But, as with most aspects of education, there is some debate about what formula to follow in order to achieve particular educational goals. Although there are numerous models, from which to choose, most of them can be classified as either a 'technical model' or 'non-technical model'.

A word of caution

Before we proceed any further in discussing these two models, we should clarify here that we do not imply any prerogative sense when we use the terms 'technical' and 'non-technical'. We use them to mean two contrastive postures. For instance, persons who believe in some subject matter curriculum design usually advocate the technical approach to curriculum planning. Those who favour a learner-centred design prefer the non-technical approach. Problem-centred designs can fall within either approach.

Having said this, we shall take up the two models for detailed study.

2.5.1 Technical Models

Those who advocate the technical models look at curriculum planning as a plan for structuring the environment to coordinate in an orderly manner the elements of time, space, material, equipment and personnel. The implications are that

they do not regard the technical models as vehicles for dehumanizing education, but rather a means of planning curricula to optimize students learning and to allow them to increase their output, including their humanness. Thus, technical models enable us to comprehend curriculum from a macro viewpoint, i.e., a complex unity of parts organized to serve a common function—the education of individuals.

To elaborate on this theme we shall talk about the following models:

- i) The Tyler model
- ii) The Taba model
- iii) The Saylor and Alexander model
- iv) The Goodlad model
- v) The Hunkins model
- vi) The Miller and Seller model

Let us take up each one of them in the given order for our discussion.

i) The Tyler Model

If you recall Unit 1, Block 2, you will notice that this model is not unfamiliar to you. We have referred to Tyler’s four basic principle/ components of curriculum. However, a discussion is relevant as it will help us juxtapose it with the other models.

Tyler (1949) argues that those who are involved in curriculum inquiry should try to define the

- purposes of education
- educational experiences related to the purposes
- organization of experiences
- evaluation of the purposes

Fig. 2.1 gives us an idea of Tyler’s curriculum development models.

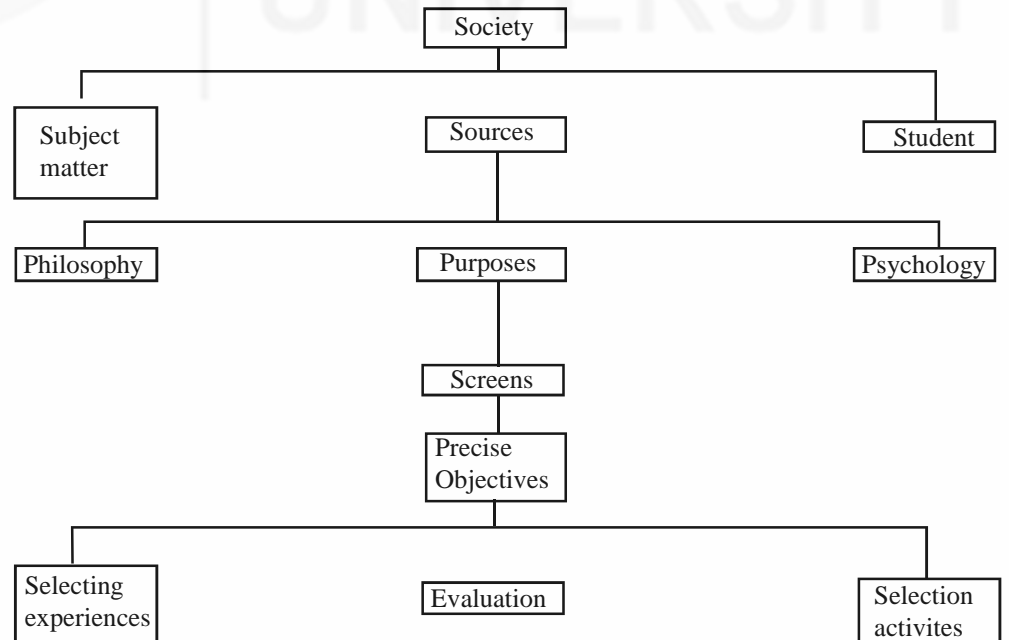


Fig. 2.1: The Tyler Model

A look at Fig. 2.1 should tell us that to identify the purposes we need to gather data from three sources, namely society, students and subject matter. As the purposes will be general in nature, we need to translate them into precise instructional objectives.

Tyler makes a provision for this purpose in his model on the bases of educational philosophy and the psychology of learning. By filtering the general purposes through these two screens as the figure suggests, we can refine them to specific instructional objectives. Once we have identified the objectives, we shall take up the task of selecting the requisite learning experiences, i.e. those which suit the objectives. The selection of learning experiences depends to a great extent on the previous experience and the perceptions that the learner brings to a situation. The identified content-mass has to be chiselled and tailored in such a way as to reach the intended target group in an organised and a sequential pattern in order to effect the required learning. Tyler's last principle deals with evaluating the effectiveness of planning and actions. It gives us feedback as to whether or not we have achieved the intended goals. As the figure suggests all the four basic principles are interdependent.

ii) **The Taba Model**

Hilda Taba's grassroots model (1962) is a reaction to how Tyler's model was put to use. Although Tyler does not suggest that all the elements in his model should only be employed by selected core personnel, it was taken for granted that it is a top-down model, as the curriculum user does not find a role to play in curriculum planning in this model.

Taba feels that curriculum should be designed by its users. Teachers, for instance, should begin the process by creating specific teaching-learning units for their students. She further advocates that teachers need to take an inductive approach to curriculum development—starting with specifics and building to a general design as opposed to the traditional deductive approach—starting with the general design and working toward the specifics.

Accordingly, she has noted the following seven steps to her grassroots model in which teachers would have major inputs to make.

- **Diagnosis of needs:** The teacher (the curriculum designer, in this context) start the process by identifying the needs of the students for whom the curriculum is to be planned.
- **Formulation of objects:** After the identification of the needs that require attention, the teacher specifies objectives to be accomplished.
- **Selection of content:** The objectives selected should suggest the subject matter to unit-lesson.
- (Taba points out that not only should objectives and content match, but the validity and significance of the content identified need to be determined as well).
- **Organization of content:** Having selected the content, we need to organize it in some sequential pattern. Organization of content depends on the cognitive maturity of the learners, their academic achievement and interest areas.
- **Selection of learner-activities:** Depending on the content selected and its sequence we should introduce appropriate instructional methodologies that will help the students involve themselves with the content.
- **Evaluation:** The purpose of evaluation is to determine how much of the objectives could be achieved. The evaluation procedures need to be considered by the students and teachers.

You might have noticed here that the elements in the grassroots model of Taba are identical with those of Tyler's. The emphasis however in the former is that curriculum framing should adopt participatory management rather than a top-down one.

Though Taba's model has much merit, some maintain that its primary weakness is that

- it applies the concept of participatory democracy to a highly technical and specialised process; and
- it assumes expertise such extensive curricular activity on the part of the teachers in.

However, we do need to recognize that the grassroots approach has made it abundantly clear that a broad base of involvement is essential for curriculum decision making.

iii) The Saylor and Alexander model

Saylor and Alexander have presented a systematic approach to curriculum development that has 4 distinct stages with a feedback loop. We can illustratively present it as shown in Fig. 2.2.

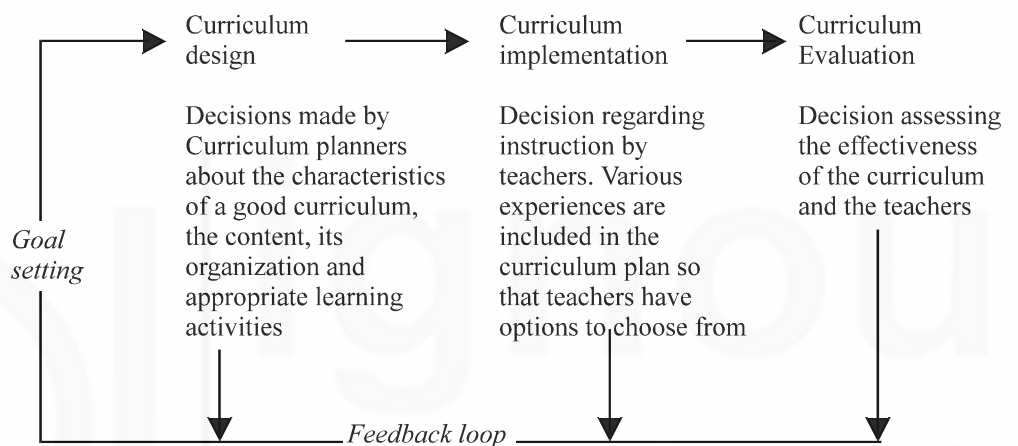


Fig. 2.2: The Saylor and Alexander Model

Though the figure by itself is suggestive of the stages involved in curriculum planning, a word about each of the stages is in place here.

Goal setting: There are four major curriculum domains that should receive attention: personal development, human relations, continued learning skills and specialization. Each of the goals identified should depict a curriculum domain.

Curriculum design: Here we have to take a decision on the content, its organisation and appropriate learning opportunities for the content selected. Moreover, at this stage we decide whether the curriculum be designed to emphasise the academic disciplines, the learner needs or the needs of the society.

Curriculum Implementation: Once we design the curriculum and develop it for implementation, the teachers.

Select various methods and materials to suit their learners. In a distance education context, mostly the learners themselves decide on the methods.

Curriculum evaluation: This is the final stage in the model. At this stage, the curriculum planners and teachers choose from the available evaluation techniques, those that will furnish an accurate picture of the value and success of the curriculum and its delivery. Evaluation should focus on the curriculum plan, the quality of the instruction and the learning behaviours of the students. Through such comprehensive evaluation we determine whether to retain a programme, modify it or discard it. (Please see the feedback loop in the figure).

iv) **The Goodlad model**

In this model, all educational aims are drawn from the analysis of the values of the existing culture. These educational aims are then translated into educational objectives stated in behavioural terms. Obviously, the objectives identified suggest learning opportunities. According to this model, curriculum planners deduce specific educational objectives from the general educational objectives identified and the learning opportunities suggested. Specific objectives help the planner in selecting organizing centres, i.e., specific learning opportunities set up for identifiable students or for a particular student.

v) **The Hunkins Model**

It has the following seven major stages:

- curriculum conceptualization and legitimization
- diagnosis
- content selection
- experience selection
- implementation
- evaluation
- maintenance

A diagrammatic representation of the model is given in Fig. 2.3.

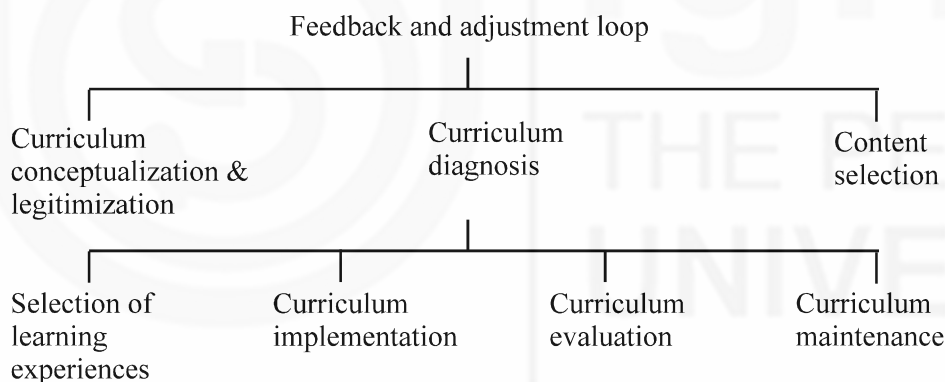


Fig. 2.3: The Hunkins Model

If you noticed, in this model there are a few elements which are missing in the other models.

What are they?

Except in Goodlad's model, the rest do not have the feedback and adjustment loop. And even in Goodlad's model the loop is of a primitive nature. But in this model it has gained importance. It allows those working with the model to continually adjust their decision making about curricular action, depending on the situation. For instance, supposing the designers are at the stage of content selection and find that there is a lack of resources, they can return to the curriculum diagnosis stage to modify the objectives selected. Or they can even go back to the beginning stage and rethink the curriculum in the light of the new information. It allows the process of curriculum decision-making to be 'spiral' rather than 'linear'.

And the other distinguishing feature of this model is the incorporation of the stage at which conceptualization and legitimization of curriculum takes place. It is possible that people engage in the curriculum

development process without considering what their philosophical orientations are. (At this juncture, it would be a good idea to refer back to Unit 2, Block 1). The first stage in the Hunkins model resolves this problem. It ensures that at the beginning itself one should be able to clearly articulate one's philosophical orientation. It guides the rest of the curriculum planning activities- In the other models; curriculum evaluation has been considered the final stage of curriculum planning activities. However, the Hunkins model has a unique stage after the evaluation stage. It is the curriculum maintenance stage. Generally, we tend to be self-complacent once we launch a programme or are satisfied with the data' collected from the feedback system. But then, curriculum programmes that are not consciously maintained usually dissipate and finally become parts of a patchwork of courses. The curriculum maintenance stage suggests various means of managing the curriculum system and the support systems necessary for the continuation of the programme.

The activities at the rest of the stages are by and large similar to those of the stages in the other models.

vi) **The Miller and Seller Model**

It introduces the notion that the various models of curriculum development exhibit at least the following (three orientations towards the purpose of curriculum:

- Orientation of transmission position: The curriculum can emphasise that the education should transmit facts, skills and values to students. The stress is on mastery of competencies and carrying on the culture.
- Orientation of transaction position: An individual should be perceived as a rational being and thought to be capable of intelligent action. We can therefore, view education as a dialogic process between the student and the curriculum.
- Orientation of transformation position: It centres on personal and social change. Here, as you may recall, there are those who have an inclination towards humanistic approach in curriculum planning, those who approve of personal attitudes, etc., and social changes influencing curriculum.

We shall present this model in a diagrammatic form as shown in Fig. 2.4.

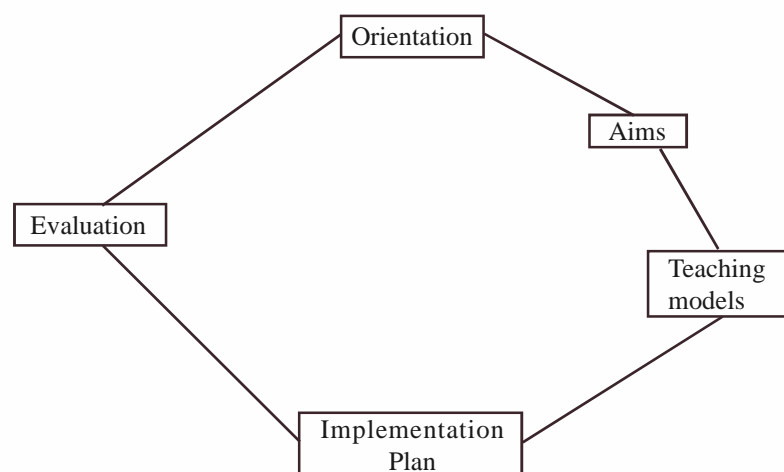


Fig. 2.4: The Miller and Seller Model

The figure clearly shows that it has all the features of the 'technical model' of curriculum planning, in spite of the fact that it advocates orientation to transformation.

The stages presented in the figure are rather self-evident. The orientation stage deals with considering one's philosophy and, one's view of society. From this orientation, we determine the aims, goals and objectives to be addressed. You may have noticed here that the content of the curriculum which normally follows the objective setting stage in the other models seems to have been ignored. Here, one goes from objectives to experiences and teaching methods. The implementation stage that follows refers to incorporating the curriculum into the teacher's repertoire of behaviour. At the evaluation stage, one assesses the effectiveness of the curriculum.

Note: It is not as though there are only these models are available under the technical models.

There are in fact a few more but all of them are incomplete by themselves. We should also understand that it is not possible for every model to show every detail and every nuance of the curriculum planning process. We should furthermore realize that even though the models that we have talked about are inclined to the subject-centred curriculum designs, they can, in fact, be employed to develop a curriculum for any and all of the curriculum designs. Having looked into the technical models, let us now take up the non-technical models in sub section 2.5.2.

2.5.2 Non-Technical Models

Let us start this subsection with a word of caution. Here, we are not suggesting that the non-technical models are unsystematic by comparison. Rather, these models take up issues with some of the key assumptions underlying the technical approach and questioning some of the consequences that result from utilizing this approach to curriculum development.

In this subsection, we shall be talking about the following three models in the given order:

- i) Open Classroom Model
 - ii) Weinstein and Fantini Model
 - iii) Interpersonal Relations Model
- i) **The Open classroom model**

Much discussion favouring a non-technical approach to curriculum appeared during the early 1970s in what has come to be known as the open-classroom or open-school movement.

It is based on an activity based curriculum in which the activities are treated as ends in themselves. To a certain degree, those who favour the activity curriculum are averse to making in advance any plan that might stifle the development and learning of the students. It, thus, suggests that students learn by participating in tasks and by actively moving around the room and not by passively listening to the teachers.

In essence, this model places great faith in students and encourages learner autonomy.

Although some persons believe in such non-planning of the curriculum, most of them advance some consistent ways of creating a programme. They present, for example, stages of actions that need to be considered systematically.

ii) **The Weinstein and Fantini model**

Through this model, teachers can generate new content and techniques to assess the relevance of the existing curriculum, content and techniques. Weinstein and Fantini note that it is a way of linking sociological factors with cognition so that the learners can cope with their concerns.

According to this model the first step in the curriculum planning activity is to identify the learner-group. By implication, this model gives importance to learner-concerns, that determine the:

- content and its organisation; and
- teaching procedures to be employed

Since concerns are deeper and more persistent than interests, they give the curriculum some consistency over a period of time. The nature of content organisation contributes in sustaining the motivation of the students. All content, in fact, is organized into the following three divisions:

- content gained from experiences one has as a growing person here the content addresses student identity, power, belonging and connection,
- content relating to the learners' feelings about his or her experiences for instance, one's feelings about one's friends, about sports and social activities need to find a place in the curriculum,
- content that the student gets/obtains from the social environment in which he or she lives.

The types of content selected obviously influence the types of skills selected as well. Identifying the teaching procedures is the next major stage in this model. The necessary procedures are those that will address the learning styles of individuals and that will also have the greatest impact on their affective dimensions. The message of this model, therefore, seems to be to foster self-control of one's educational experience.

iii) **Interpersonal relations model**

Carl Rogers is not a curriculum specialist, but he has developed a model for changing human behaviour, which can be used for curriculum development. His emphasis is on human experiences and not on content or learning activities. Rogers' model is used for exploring group experiences, whereby people examine themselves and others through peer group discussion etc. With the aid of a trained facilitator each participant in the group is encouraged to put aside his/her own defences, to communicate honestly and to explore his/her own feelings and those of others. So the model is called 'interpersonal' relations model.

Rogers' model can be used for improving the attitudes, behaviours and personal relations of students, parents, community member and so on. It can be used not only among peers, but also to effect relations between members of different status-roles such as a curriculum committee consisting of board members, community members, parents, administrators, teachers and students. In this manner, members of the curriculum committee can learn to understand themselves and others better, and to become more flexible and willing to work for constructive changes.

As we have mentioned earlier, the danger in noting that one set of approaches is systematic or rational is the implication that the other is systematic or non-rational. However, we do not intend any such non-implication here.

Before we complete our discussion on curriculum planning, we shall go through the exercise presented below.

Check Your Progress 3

- Notes:* a) Space is given below for your answer.
b) Check your answer with the one given at the end of this unit.

Say in about 10 lines, what the terms 'technical' and 'non-technical' mean in our context.

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The technical approach to curriculum suggests that the process of curriculum development has a high degree of objectivity, universality and logic, and it works on an assumption that we can identify, understand and represent these elements in symbolic form. It states that the aims of education can be made known, stated precisely and addressed in a linear fashion.

In contrast, those who advocate the non-technical approach stress the subjective, the personal, the aesthetic, the heuristic and the transactional. In other words, this approach to curriculum focuses on individual's self-perceptions and personal preferences, their own assessments of self-needs, and their attempts at self-integration. They stress not only the outputs of the transaction but also the learner, especially through activity oriented approaches to teaching and learning. Those favouring this approach note that not all ends of education can be known, nor indeed, do they need to be known in all cases. In essence, this approach considers that the curriculum evolves rather than being planned precisely. This differs to some degree from the technical approach which relies more heavily on the view of the expectations and the demands of the subject matter and of society for determining student needs.

Those favouring this view place high priority on educational objectives that are personal and process-oriented and that allow individuals to grow as individuals and as members of a social order.

In this section we have looked into two contrasting approaches to curriculum planning without making value judgements about either of them. It may not be possible to follow any one approach strictly in the curriculum planning process. Learners are as important as the selection of content or teaching activities, etc., and vice versa. The point of departure however is as to what should be given more or less importance. Ideally, to evolve an effective and purposeful curriculum, we need to opt for an eclectic model.

2.6 LET US SUM UP

We shall now recapitulate what we have studied in this Unit.

We started with a definition of what we mean by curriculum planning. We said that it 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 or not the purposes and means are both appropriate and effective.

Having defined the term ‘curriculum planning’, we looked into the issues in planning a curriculum. In the process we also identified the levels of curriculum planning. Later, we took up the two major components of the Unit, i.e., approaches to and models of curriculum planning. Under ‘approaches’ we have touched upon:

- Subject area approach
- Broadfields approach
- Social problems approach and
- Emerging needs approach

Under models, we have in detail looked into the technical and non-technical models.

In doing so, we have emphasized that we are not favouring any one model. In fact we have suggested that an eclectic approach to curriculum planning might be more effective than focussing on any one model.

2.7 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- a) Curriculum planning levels
 - National level
 - State level
 - Building level
 - Teacher team level
 - Individual teacher level
 - Cooperative curriculum level
- b) Curriculum planning issues
 - Subject centred vs learner centred
 - The question: who is to plan the curriculum?
 - Basis that constitutes learning

For distance education purposes, more often than not, we adopt national level curriculum planning.

Check Your Progress 2

A	B
1) Subject area approach	Realism
2) Broadfields approach	Idealism
3) Social problems approach	Reconstructionalism
4) Emerging needs approach	Existentialism

Check Your Progress 3

In our context, the term 'technical' implies the idea that aims of education and the curriculum that emerges out of them can be objectively stated. The term 'non-technical', however, stresses that an individual's needs dictate the aims of education and thus influence curriculum planning.

