
UNIT 2 MEANING AND TYPES OF CURRICULUM*

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Concept of Curriculum
 - 2.3.1 Definition of Curriculum
 - 2.3.2 Functions served by the Curriculum
- 2.4 Curriculum Framework
 - 2.4.1 Common elements of Curriculum Framework
- 2.5 Curriculum and Syllabus
- 2.6 Curriculum and Textbooks
- 2.7 Types of Curriculum
 - 2.7.1 Core Curriculum
 - 2.7.2 Null Curriculum
 - 2.7.3 Competency-Based Curriculum
 - 2.7.4 Hidden Curriculum
 - 2.7.5 Happiness Curriculum
 - 2.7.6 Entrepreneurship Curriculum Programme (ECP)
- 2.8 Let Us Sum Up
- 2.9 Unit-End Exercises
- 2.10 References and Suggested Readings
- 2.11 Answers to Check Your Progress

2.1 INTRODUCTION

When you were in school, you were taught by your teachers about the curricular contents in different subject areas from syllabi prescribed by different school boards like Central Board of Secondary Education (CBSE) or State Boards of Secondary Education. Apart from going through academic contents in subjects like Languages, Mathematics, Sciences, Social Sciences etc., you were also engaged in several scholastic and co-scholastic activities. For example, there were specific periods earmarked in school calendar for sports, morning assembly, library work, lab work, visit to nearby community, etc. During these periods, you were engaged with various activities other than those pertaining to classroom learning. All these engagements provided you a lot of learning experiences which constitute substance of education. Curriculum is broadly understood as the totality of learning experiences a

student acquires through his/her engagement in different types of scholastic and co-scholastic activities. In this unit you will study the detailed explanation of curriculum, its framework, how curriculum is different from syllabus, textbooks and what are the different types of curriculum being implemented in the system of education.

2.2 OBJECTIVES

After going through this unit, you should be able to:

- explain the concept of curriculum and curriculum framework;
- distinguish the concept of curriculum and syllabus;
- differentiate between the concept of curriculum and textbook;
- describe various types of curriculum; and
- analyze the impact of various curriculum on different course of study.

2.3 CONCEPT OF CURRICULUM

All of us are familiar with the word 'curriculum'. It is a significant component of education system right from the kindergarten to higher level. It is the root of the entire educational process and without curriculum the stakeholders of education cannot achieve any educational goals. The term 'Curriculum' is derived from the Latin word 'currere' which means path. It is the path through which the learner has to move forward in order to achieve the goals set by an educational system. The term 'curriculum' is normally understood as a group of subjects approved for a study in a particular course/programme. But the understanding of curriculum is not restricted to this narrow concept. The course of study lists the content to be learnt and indicates some of the major activities, which constitute only a part of the curriculum. Curriculum is considered as a broad term, which comprises all those learning experiences provided to a learner through a course of study. Thus, Curriculum for a course of study can be operationally defined as the totality of experiences a learner acquires through various teaching-learning activities organized inside and outside school while undergoing that course, with a view to achieving the desired educational goals. For serving its purpose, any curriculum which has been formulated must be based on sound foundations. The foundations of curriculum should be based on the philosophical, sociological and psychological perspectives of education and thereby the curriculum has to be developed accordingly. *Philosophical Foundation of Education* has a significant role in conceptualization of curriculum. Philosophy of a society determines the ultimate aims of its education. Philosophy considers fundamental issues such as place of human beings in the universe, the relationship between nature and society, the relationship between individual and society, etc. Various philosophies such as idealism, naturalism, pragmatism, realism, etc. have different views on

these issues and the basic principles of these philosophies influence the respective educational systems including their curricula. *The Sociological Foundation of Education* demands that we should bear in mind the needs, requirements and aspirations of the community for which an educational system is designed. This approach considers not only the needs of the society, but also the needs of the learner. It takes into consideration the needs of the learners at present times and their future needs as citizens and adult members of the society. For achieving this, the cultural heritage of the society should also be reflected by the curriculum. *Psychological Foundation of Education* is the most important element for fixing the concepts of the curriculum. The results of various research studies have shown that it has a great impact on the shaping of curriculum. Since the main emphasis of curriculum is on achievement of the learners' holistic development, it should be shaped in tune with the psychological needs of the learner.

2.3.1 Definition of Curriculum

Etymologically, the term 'curriculum' is derived from the Latin word "currere" which means run or run-way or a running course. Thus, curriculum means a course to be run for reaching a certain goal. The term curriculum has been defined by different scholars in different ways. Some of them defined it with a narrow scope, while others define it in a much broader sense. Bruce Joyce and Marsha Weil (1972) describe a curriculum as "an educational programme". According to Caswell & Campbell (1935), "Curriculum is composed of all of the experiences children have under the guidance of the teacher." Curriculum is now generally considered to be all of the experiences that learners have under the auspices of the School (Ronald Doll, 1996).

Curriculum embodies all the experiences which are utilized by the school to attain the aims of education'. Curriculum is a tool in the hands of an artist (teacher) to mould his materials (pupils) according to his ideals (objectives) in his studio (school)'. In short, curriculum is a means of achieving the goals of education. It includes all those experiences, activities and environmental influences which the students receive during their educational career, for the realization of a variety of desired goals. Hilda Taba (1962) defined Curriculum "as a plan for action, or a written document, which includes strategies for achieving desired goals or ends." Tanner and Tanner (2007) stated, "Curriculum is the reconstruction of knowledge and experiences systematically developed under the auspices of the school (or university) to enable the learner to increase his or her control of knowledge and experience."

The Secondary Education Commission (1952-54) states, "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 help in evolution of a balanced personality.

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 is intimately related with all aspects of education. Curriculum is the plan for guiding the educational process. Four important components of this plan are:

- 1) the objectives
- 2) the content or learning materials
- 3) teaching learning strategies and activities (transaction)
- 4) Evaluation.

2.3.2 Functions served by the Curriculum

The curriculum serves the following major functions:

- 1) *Synthesis between the subjects of study and life:* The major aim of the curriculum is to provide the students with the subjects of study which enable them to synthesize curricular knowledge obtained from the subjects of study with the life outside the school.
- 2) *Acquisition and strengthening of knowledge:* Acquisition of relevant knowledge from various subjects may be considered as the most fundamental requirement for making the above synthesis possible. Hence it should be considered as a primary function served by the curriculum. By providing and integrating knowledge in various subjects, the cognitive structure of knowledge in mind gets strengthened.
- 3) *Holistic Development:* The aim of education to achieve the holistic development- the physical, mental, social, moral, religious and spiritual development of the student- is realized through the curriculum.
- 4) *Development of democratic values:* Another important aspect of the curriculum is to develop the democratic values among the students. All democratic values like equity, liberty and fraternity along with values like tolerance, respect for others and cooperation are inculcated through various curricular disclosures. This development aims not only at creation of national outlook, but also fosters a spirit of internationalism.
- 5) *Specification of the students' needs:* A great variety of interests, skills, abilities, attitudes, aptitudes, etc are possessed by the students. The curriculum attempts to cater to multifarious needs and requirements of students.
- 6) *Realization of values:* The ultimate aim of education is the development of character and what is required for this is to help students internalize various desirable values. Hence one of the functions served by curriculum is to enable the students build up a desirable value system.

- 7) *Harmony between individual and society:* The effectiveness of a democracy depends on the harmonious relationship between the individual and the society. Hence creation of an environment which enables the individual to establish harmonious relationship between him/her and the society leading to the betterment of the society is another function served by the curriculum.
- 8) *Creation of conducive environment:* The conducive learning environment assists the students in achieving the maximum possible development of his/her intellect, emotions and skills. Hence creation of conducive learning environment for the holistic development of the students is an important function of the curriculum.

Activity 1

Write a diary / a journal describing your school experiences in and outside the classroom and evaluate how those experiences help you achieve your academic goals.

Check Your Progress 1

Notes: (a) Write your answers in the space given below.

(b) Compare your answers with those given at the end of the Unit.

- 1) Indicate 'T' for True and 'F' for False regarding the concept of Curriculum for the given statement.
 - a) Curriculum is the totality of all educational experiences.
 - b) Curriculum is constructed on the basis of philosophical, sociological and psychological foundations.
 - c) The term curriculum is derived from the English word 'Currere'.
 - d) A Curriculum is a narrow term but syllabus is a broader term.

2) List any five functions served by a curriculum.

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3) Define curriculum and explain how it is related with different aspects of education.

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2.4 CURRICULUM FRAMEWORK

Curriculum for a course or a programme of study is derived from the curriculum framework framed by the government both at the central and state levels through certain apex agencies. For example, curriculum for school education in India is designed on the guidelines provided by the National Curriculum Framework for School Education prepared by National Council for Educational Research and Training (NCERT). Similarly, curriculum for B.Ed. and M.Ed. programmes are based on the National Curriculum Framework for Teacher Education (NCFTE) developed by National Council for Teacher Education (NCTE). At the State level, for example, the Government of Bihar had prepared Bihar Curriculum Framework (BCF) for School Education. Now, let us understand in detail what a Curriculum Framework is.

Curriculum framework is a plan that formulates educational aims, in relation to both individual and society, to arrive at an understanding of the kinds of learning experiences schools must provide to children. Curriculum Framework is one of the most important tools in ensuring consistency and quality in a ‘curriculum system’.

2.4.1 Common Elements of Curriculum Framework

Curricular Framework describes the educational environment in which the important aspects of both scholastic and co-scholastic activities need to be planned and organized. All the important aspects of curriculum like content, learning experience, method of teaching and evaluation are specified in the curriculum framework. It provides guiding principles upon which the entire curriculum has to be organized. Usually curriculum framework is commonly developed at the national level; we can also see some international curriculum framework developed under the affiliated organizations of United Nations. A curriculum framework commonly contains the elements described in the Table: 2.1.

Table 2.1: Common Elements of a Curriculum Framework

Common Elements of a Curriculum Framework	
Element	Function or Purpose
1. Introduction: Current Context	Describes the social and economic environment which influences the making of educational policy and teaching and learning activities that need to be planned and organized.
2. Educational Policy Statements	Describes the government’s goals for education, such as universal literacy and numeracy, the development of skills needed for economic prosperity and the creation of a stable and tolerant society.

3. Statement of Broad Learning Objectives and Outcomes / standards for each level / cycle	Describes what students should know and be able to do when they complete their school education. Outcomes should be expressed in a range of domains, including knowledge, understanding, skills, and competencies, values and attitudes.
4. Structure of the Education System	Describes the school system within which the curriculum framework is to be applied. It should specify: <ul style="list-style-type: none"> • Number of years of schooling, including compulsory schooling; • Stages (or cycles) of schooling and their durations; • Number of weeks in the school years, hours / teaching periods in the school week.
5. Structure of curriculum content, learning areas and subjects	Describes the organization of content within the framework and the extent to which schools and students can make choices. It might describe: <ul style="list-style-type: none"> • the pattern of Subjects or Learning Areas to be studied in each stage or cycle (such as core, elective and optional subjects); • a brief description of each Subject or Learning Area outlining the rationale for its inclusion in the curriculum and the contribution it makes to the achievement of the Learning Outcomes defined in Section 3; • the number of hours to be assigned to each subject or Learning Area in each stage or cycle.
6. Standards of resources required for implementation	Describes standards as they apply to: <ul style="list-style-type: none"> • Teachers – qualifications, teaching load (number of classes per week); • Students – number per class in each subject; • Materials – textbooks, computers, other equipment; • Facilities – classrooms, furniture, fittings.
7. Teaching methodology	Describes the range of teaching approaches that might be employed in the implementation of the framework
8. Assessing and reporting student achievement	Describes: <ul style="list-style-type: none"> • the importance of assessing the extent to which students achieve the outcomes of each subject, and recommends or prescribes types of assessment strategies; • how achievement will be certified.

(*Source:* UNESCO-IBE Training Tools for Curriculum Development. A Resource Pack. Retrieved from ibe.unesco.org/fileadmin/user_upload/COPs/Pages_documents/Resource_Packs/TTCD/sitemap/Module_3/Module_3_1_concept.html).

As an example to understand the various aspects of this international curriculum framework, let us take an example from the latest curriculum framework made in India. The National Council for Educational Research and Training (NCERT) has developed National Curriculum Framework (NCF) in 2005. Earlier it framed National Curriculum Framework in 1975, 1988 and 2000. This document provides framework for making syllabi, textbooks and teaching learning resources for the school education programmes in India.

When we examine the various components of **table 2.1** with respect to NCF 2005, we find the first element was about the *Introduction* which specifies the context and current perspective describing about the social and economic environment which educational policy influenced in the making of teaching and learning activities that need to be planned and organized. As far as NCF 2005 is concerned, its main purpose is to “evolve a national system of education capable of responding to India’s diversity of geographical and cultural milieus while ensuring a common core of values along with academic components. It is means of modernizing the system of education (NCF, 2005).”

The second element was about the *Educational Policy Statements*. In NCF, 2005 the following are the guiding principles for curriculum development:

- 1) Connecting knowledge to life outside school;
- 2) Ensuring that learning is shifted away from rote methods;
- 3) Enriching the curriculum to provide for overall development of children rather than to remain textbook centric;
- 4) Making examinations more flexible and integrated into classroom life;
- 5) Nurturing an over-riding identity informed by caring concerns within the democratic policy of the country;
- 6) Curriculum from the context of Universalization of Elementary Education; and
- 7) Taking care of the interests of the social diversity.

The third element was about the *Statement of Broad Learning Objectives and Outcomes / Standards for Each Level / Cycle*. Some of the concerns that lay the foundations of the NCF-2005 are:

- 1) Building a cohesive society based on pillars of relevance, equity and excellence.

- 2) Integrating indigenous knowledge and recognizing India's contribution to the world civilizations.
- 3) Universalizing elementary education and linking education with life skills.
- 4) Value development at all stages of school education.
- 5) Meeting the challenges of information and communication technology and globalization.
- 6) Reducing the curriculum load.
- 7) Using culture specific pedagogy.
- 8) Viewing child as a constructor of knowledge.
- 9) Recognizing the importance of cognition, emotion and action.

The fourth element is about the **Structure of the Education System**. Some of the highlights of NCF-2005 in this regard are:

- 1) The NCF encompasses all the stages of school education from the pre-primary to the higher secondary.
- 2) It emphasizes the implementation of semesterisation at the secondary and higher secondary stages.
- 3) It provides for flexibility and freedom in the choice of subjects among courses to be offered at the higher secondary stage.
- 4) It provides a strong vocational stream for enhancing employability and entrepreneurship at the higher secondary stage.
- 5) It reaffirms faith in the constitutional vision of India as a secular, egalitarian and pluralistic society focused on values of social justice and equality.
- 6) It addresses the challenges of quality in a system that seeks to reach every child the exclusive triangle of equality, quality and quantity.

The fifth element is about the **Structure of curriculum content, learning areas and subjects**. Some of the major recommendations made by NCF-2005 for the qualitative improvement at the different stages of school education are:

- 1) Integration of environmental education with languages, mathematics and other activities in the first two years of the primary stage.
- 2) Integration of art education, health and physical education and work education into the 'Art of Healthy and Productive Living' at the primary stage.
- 3) Education about religions and inherent values of all religions to be imparted at all the stages of school education; integration of science and technology up to secondary stage.

- 4) Bringing mathematics closer to life and setting up of mathematics corner in the existing science laboratory for practical mathematics up to the secondary stage.
- 5) Sticking to the basic policy of three language formula and emphasizing the teaching of Hindi as the official language of India and Sanskrit as the language of traditional wisdom and culture of the country.

The sixth element is about the **Standards of resources required for implementation**. The very important aspects mentioned in this regard in NCF 2005 are:

- 1) The national curriculum framework- 2005 addresses the need for plurality of materials, need for teacher autonomy and professional independence.
- 2) It emphasizes on the empowerment of teachers for curriculum development and implementation.
- 3) It recommends the coordinated decentralization for the process of curriculum development
- 4) Teaching should result in developing critical awareness among learners. So, it is necessary to facilitate collective decision making through open discussion and by encouraging and recognizing multiple views.
- 5) Learning should be contextualized. Make the boundary between the school and its natural and social environment porous.
- 6) Make the experiences of the socio-cultural world as a part of the curriculum.
- 7) It discusses curriculum sites and learning resources including text books, libraries, education technology, tools and laboratories.

The Seventh element is about the **Teaching Methodology**. The very important aspects mentioned in this regard in NCF-2005 are:

- 1) In teaching- learning activities, primacy will be given to learners' experiences, their voices and their active participation.
- 2) Children will learn only in an atmosphere where they feel, they are valued.
- 3) In learning context, the children need to feel that each one of them, their homes, communities, languages and cultures are valuable resources for experience to be analyzed and enquired into at school.
- 4) Since children learn in a variety of ways- through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting and expressing oneself in speech, movement or writing- both individually and with others, they require opportunities of all these kinds in the course of their development.

- 5) Teaching should be oriented towards construction of knowledge by learners. So schools must provide opportunities to question, enquire, debate, reflect and arrive at concepts or create new ideas.
- 6) Learning takes place through interactions with the environment around, nature, things and people, both through actions and through language. Therefore, arrange for interactions with teachers, peers as well as with others.

The eighth element is about the **Assessing and reporting student achievement**. The basic features on this aspect mentioned in this regard in NCF-2005 are:

- 1) Reducing the predominance of external examinations and removal of the pass and fail categories up to Class VIII.
- 2) Use of different methods of grading scholastic and co-scholastic areas of learning.
- 3) Use of alternative evaluation procedures for learners with special needs.

(Source: National Curriculum Framework (2005), NCERT)

Activity: 2

Select any one of your interesting subject which you have studied in high school and analyze the curricular and co-curricular activities used for the effective curriculum transaction of the subject. Examine to what extent the National Curriculum Framework (NCF 2005) has been adopted for its effective implementation.

Check Your Progress 2

Notes: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the Unit.

- 1) What are the important elements of curricular framework?

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- 2) Illustrate your views and reflections on how curriculum framework will help achieve the national policy on education of our country.

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3) What are the basic features of the National Curriculum Framework (NCF-2005)?

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2.5 CURRICULUM AND SYLLABUS

Curriculum is a broad term which covers various aspects of the course of study. It is the totality of the educational experience associated with a programme of study. Although curricular, co-curricular and extracurricular aspects constituted the three major domains of the Curriculum, of late, all educational experiences irrespective of domains are termed as curricular. But syllabus is much more focusing on the details of the contents and their hierarchical order of presentation. In other words, Syllabus places more stress on specific learning materials to be internalized. On the other hand, the scope of curriculum is much broader and deeper. For it comprehends every aspects of students' life, seeks to satisfy all their requirements and aspires to develop every aspect of their personality. Hence the syllabus of any subject for a particular course of study can be considered as important aspect of the related curriculum, which states what materials are to be taught and in which order. Because of this limited scope of the syllabus, the two terms should not be treated as synonymous. In addition to what is prescribed in syllabus, the curriculum encompasses various kinds of curricular and co-curricular activities as well as the various types of social, natural and educational environments with reference to which the experiences are transacted. In short, it includes all learning experiences that would lead the learner towards the anticipated goals. In short, syllabus is focused towards a particular subject, but curriculum is related to the all-round development of a student. Syllabus is made available to the students by the institution either in hard or soft copy to bring their attention towards the subject in a deeper way. It acts as a guide to the teachers and the students. Syllabus helps the students explore the subject in detail and to evaluate the successes and failure of each of them. It contains the instructions, course objectives, detailed units and sub units, suggested books for essential and additional readings and the activities like assignments and projects.

In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically, it has a wider scope which covers knowledge,

attitude, behavior, manner, performance and skills that are imparted or inculcated in students. It contains learning objectives, teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, and so on. The school curriculum is well planned, guided and designed by the centralized agencies like NCERT at the national level or SCERT at the state level. At higher education level, curriculum is planned and designed by respective higher education institutions or Universities. It is aimed at all round development of a student.

Table 2.2: Key Difference between Syllabus and Curriculum

Basis for comparison	Syllabus	Curriculum
Meaning	Syllabus is the document that contains all the portion of the concepts covered in a subject.	Curriculum is the overall content, taught in an educational system or a course.
Origin	Syllabus is a Greek term.	Curriculum is a Latin term.
Set for	A subject	A course/ a programme
Nature	Descriptive	Prescriptive
Scope	Narrow	Wide
Set out by	Examination Board	Government or the administration of school, college or institute
Term	For a fixed term, normally a year	Till the course lasts
Uniformity	Varies from teacher to teacher	Same for all teachers

From the above Table 2.2, it can be concluded that syllabus is a part of a curriculum. The terms curriculum and syllabus differ in a sense that the former includes several aspects which are taken into consideration while planning an educational programme; whereas the latter covers the portion of what topics should be taught in a particular subject.

Examples of curriculum and syllabus are described below based on the IX class science subject.

Syllabus of Class IX Science	Curriculum of Class IX Science
<p>The syllabus of the NCERT Class IX text book involves the following chapters such as:-</p> <p>Chapter 1 Matter in Our Surroundings Chapter 2 Is Matter Around Us Pure? Chapter 3 Atoms and Molecules Chapter 4 Structure of the Atom Chapter 5 The Fundamental Unit Of Life Chapter 6 Tissues Chapter 7 Diversity in Living Organisms Chapter 8 Motion Chapter 9 Force and Laws of Motion Chapter 10 Gravitation Chapter 11 Work and Energy Chapter 12 Sound Chapter 13 Why Do We Fall ill? Chapter 14 Natural Resources Chapter 15 Improvement in Food Resources</p>	<p>Along with the contents given in the syllabus of Class IX Science, the curriculum may contain co-curricular and extracurricular activities such as field visit, science exhibition, science tour, science day celebrations, industrial visit, science talk, class seminar and symposium, brainstorming, student portfolio, formative and summative assessment, term-end examination, feedback given to students, time allotted for the completion of each content, etc.</p>

Activity 3:

Visit any elementary or secondary school in your vicinity and interact with the teachers and students with respect to the various activities, methods and techniques such as *debate, discussion, role play, storytelling, drama, skits, miming, narration, simulation, field visit, recitation and essay writing, small projects, etc.* for the effective transaction of curriculum and syllabus. Based on the field study, how you will distinguish your understanding of syllabus and curriculum.

2.6 CURRICULUM AND TEXTBOOK

The curriculum is the full set of subjects constituting a course of study / a programme of study in a school or in a college. Along with curricular subjects, it covers all scholastic and co-scholastic activities. Therefore, curriculum comprises the totality of all educational experiences associated with a programme of study.

A textbook is a book used in teaching contents in a specific subject; sometimes several textbooks may be needed to teach one subject as none of

the available textbooks include all the contents to be taught in that subject. Oxford English Dictionary defines a textbook as a book used as a standard work for the study of a particular subject, a manual of instructions in particular subjects of study. Textbook is a tool for both teachers and students. Good textbook acts as a source of knowledge and an instruction to students for interpreting the truths. Textbooks perform the following functions:

- Textbooks inculcates the habit of self study and activity among the students;
- Develop thinking and reasoning in the minds of the students;
- Help teachers in developing teaching efficiency in different areas;
- Help students develop proper comprehension of subjects;
- Develops good relationship between society and students;
- Give students an opportunity to understand subjects from inter and multidisciplinary perspectives;
- It is a tool for realizing the educational objectives of the subject;
- It is the foundation on which the course/ programme of study is built up; and
- It is a principal source of study materials for a given course.

Activity 4:

Select any subject of your interest which you have studied at senior secondary level and analyze the textbook in detail with regard to the various contents, learning experiences and assessment procedures. Observe the preliminary, the main text/body and the reference of the textbook and how the different contents/chapters are organized. Give your reasons/comments based on your content analysis of the textbook and how it will help in the attainment of the curricular goals.

Check Your Progress 3

Notes: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

1) Distinguish between syllabus and curriculum.

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2) How are text books developed and how do they contribute to learning?

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2.7 TYPES OF CURRICULUM

The curriculum is classified with respect to the philosophical, sociological and psychological principles. In *Traditional or subject-centred curriculum*, the greatest emphasis is on facts, principles and skills in the subject concerned. All stress is on cognitive attainment of the learners rather than on their personal and social development. In *Activity-centred curriculum* subject matter is translated in terms of activities and knowledge is gained as an outgrowth and product of those activities. Activity is used as the medium for imparting knowledge, attitudes as well as skills. In *Child-centered curriculum*, subjects should be chosen and taught keeping in view the social, emotional and intellectual needs of children as well as their capabilities and developmental status. In *Experience-centered curriculum* the stress is on the experience which learner is to get while participating in the process of learning. In this curriculum, experience of learner is the starting point of learning and not the subject matter or the interest of learner. *Undifferentiated or Integrated curriculum* does not emphasize on the specialized study of various subjects. Specialization comes at the higher secondary and college levels. At the primary and secondary stages, we have undifferentiated or integrated curriculum. At these stages, we do not offer any specialized subjects; instead learners are taught subjects from an integrated perspective. Development of all-round development of personality is possible only through integrated experiences.

Activity 5: Prepare a chart showing the nature of curriculum based on Idealist, Naturalist and Pragmatist philosophies of education which you have studied in Course BESC-131. Discuss and compare the strength and weakness of these philosophies of education in terms of curriculum.

2.7.1 Core Curriculum

Core is the minimum learning experiences that an individual needs for leading a satisfactory life in the society. It prepares him/her for living and not for making a living. It includes subject matter which may help him/her to find solutions to problems that may have to be faced by him/her as an adult. During the initial stages, the core learning experiences in the curriculum are emphasized and as the child reach higher stages, the importance of the core curriculum decreases. In the beginning, the curriculum is the same for all pupils and at a later stage differentiation takes place and students are allowed to opt for subjects they like best. Specialization is needed only at the plus two stage and above. In the early stage, the learner is required to become a human being first and at the later stage, s/he is required to become a technician, a scientist, an engineer, a doctor, an artist or an expert professional in any walk of life. The core curriculum tries to meet needs of every school child and helps to move towards advanced studies if s/he wants to continue education beyond this stage. Upto class VIII we have common languages and core

subjects such as Mathematics, General Sciences and Social Studies in the curriculum. The National Policy on Education (NPE), 1986 has made a strong plea to initiate curricular efforts for promotion of national integration and the cultivation of values as enshrined in our constitution. In this context, ten core contents have been identified. Inclusion of these core contents in the curricula followed in schools all over the country has been made obligatory. They are:

- i) History of India's freedom movement
- ii) Constitutional obligations
- iii) Content essential to nurture national identity
- iv) India's common cultural heritage
- v) Egalitarianism, democracy and socialism
- vi) Equity of the sexes
- vii) Protection of environment
- viii) Removal of social barriers
- ix) Observance of small family norm
- x) Inculcation of scientific temper

2.7.2 Null Curriculum

The concept of the null curriculum points out to the exact analysis of the curriculum that looked for what is left out or neglected, and concentrates on how the curriculum is conceptually designed and implemented. Generally speaking, a null curriculum proposes what is not taught. Eisner (1979) coined the term "Null Curriculum". It refers to the curriculum, which is not taught. For example, a curriculum of social sciences generally includes history, geography, economics, and political science, but not anthropology, sociology and psychology. But the latter subject areas are silently taught to the students through the social sciences curriculum. Hence, the latter subject areas comprise null curriculum.

2.7.3 Competency-based Curriculum

Competency based curriculum emphasizes on the learner-centered approach with its focus on the changing needs of students, teachers and society. The competencies like self efficacy, citizenship, digital literacy, communication and collaboration, learning to learn, imagination and creativity, critical thinking and problem solving competencies could be developed through competency based curriculum. It is not possible to develop these competencies with the conventional teacher centered curriculum. Competency based education (CBE) is not a new trend, but has received much attention over the past few years as more institutions develop programs like MOOCs, CBE which has gained popularity with learners due to its flexible structure and affordability. What is unique about CBE is that it

focuses on what students learn and not on the time spent in the classroom completing credits. In this approach, students work at their own pace to demonstrate mastery in the competencies necessary for their chosen field of study. The key benefits of CBE for students include flexibility, engagement, and affordability.

2.7.4 Hidden Curriculum

The term hidden curriculum refers to unofficial and informal instructional influences which may support the attainment of manifest goals. It is so called because curricular inputs are not explicitly stated in the prescribed curriculum. But it forms part of the curriculum as it helps the learner achieve the educational goals envisaged. It can be a vehicle for moral growth. It can be a determining factor in national and emotional integration.

The hidden curriculum is all those things that we teach in schools that aren't written down in syllabus documents. According to **Boostrom (2010, p. 440)** hidden curriculum “refers to student learning that is not described by curriculum planners or teachers as an explicit aim of instruction even though it results from deliberate practices and organizational structures.” According to **Alsubaie (2015, p. 125)** hidden curriculum “refers to the unspoken or implicit values, behaviors, procedures, and norms that exist in the educational setting”.

Cubukcu (2012) argues that the explicit teaching of morals and values in lesson formats is not effective enough. Instead, we have to learn values through living them. This is, in effect, the ‘learning by doing’ argument. To live our values in schools, we need to celebrate national days that commemorate important events, expect positive social relationships as a norm, and participation in extracurricular activities that teach team work and character building. This argument is a more positive vision of the hidden curriculum that sees it as necessary for developing understandings of “good and evil behavior, decisions, group relations, human relations, organizational behavior, upper-lower relationships and so many other issues” (Cubukcu, 2012, p. 1532).

2.7.5 Happiness Curriculum

All children are born and raised in different situations. Many children grow up in the confines of multi-storied apartments with excessive exposure to unguided electronic media, unlimited screen time and little orientation to the natural world and society. Many others grow up in difficult circumstances with little nourishment for the body and the mind, some not even having seen a book or a toy until they go to school. In both cases, there is either an over stimulation or a deficit in these areas with our students leading to a psychological crisis that is spinning out of control.

Happiness Curriculum was introduced by the Government of NCT of Delhi in July 2018 for the schools run by it. Happiness Curriculum aims to develop

happiness in feeling and practice (Happiness Curriculum, 2018, p.3). Mittal (2019 b) raised multiple concerns related to pedagogical concerns in happiness curriculum. One of the key concerns was “what kind of happiness are we seeking in Happiness Curriculum where a child will learn to accept the situation or adjust in situation or challenge the situation or learn to find solution of it” (Mittal, 2019 b, p.17). Further, we need to understand whether Happiness Curriculum aims for ‘a happy human being’, ‘a happy child’, ‘a happy student’ or ‘a happy individual’. Thus, these concerns give reasons to identify idea or ideas of Happiness in Happiness Curriculum. In today’s fast paced world, we struggle hard to achieve the best of everything but the element of happiness remains missing. However, if one learns to be happy with oneself, stress levels reduce automatically and one develops a deeper insight not only of themselves, but also of others. Consequently, a happy being with deeper insight tends to have greater inclination for self-discovery and lower self-deception. The schools in India need to implement a curriculum which not only promotes development in cognition, language, literacy, numeracy and the arts but also addresses wellbeing and happiness of the students. Thus, a combination of building capabilities in scholastic areas of literacy, Maths, Science and other subjects with huge emphasis on co-scholastic skills of mindfulness, self-awareness, critical thinking, reflection & inner stability seem to be the need of the hour. Against this backdrop, it is the need to raise and prepare future citizens mindful, aware, awakened and empathetic.

The introduction of ‘Happiness curriculum’ gives a sense of positive development, a hope for moving towards new practices, a new culture in schools. It also raises multiple concerns such as the conceptualization of ‘happiness’ in happiness curriculum, appropriateness of the proposed teaching method, impact of happiness curriculum, its sustainability in the present school ethos, and its relevance with reference to the diversity of children’s backgrounds. Other such questions that arise are about the appropriateness of the content selected to be taught in a class for happiness, how a teacher be sure that a learner has indeed become happy by engaging with the ‘Happiness Curriculum’, which aspects of human life are touched by the ‘Happiness Curriculum’ etc. The ‘Happiness Curriculum’ is indeed a positive step towards making the school a happier experience for learners but whether such a curriculum will remain limited to the happiness classes or if its implications will be seen in all aspects of the learners’ lives need to be examined.

2.7.6 Entrepreneurship Curriculum Programme (ECP)

According to Gautam and Singh (2015), “entrepreneurship education is the study of source of opportunities and process of discovery, in which an individual endeavors his ability of creativity, risk taking and turn his ideas into action. Entrepreneurship is regarded by most countries to be the solution to unemployment and poverty reduction (Nani, 2016). The benefits of

Entrepreneurship Education (EE) have the potential of improving the socio-economic situation of participant communities and increasing self-employment. It helps the students to understand how and what it means and helps to own a business, create ideas towards the achievement of desired goals and objectives. Entrepreneurship education in the school curriculum at primary level allows learners to lay a solid foundation for creativity, nurturing and innovation of business ideas for use later in life (Nani, 2016). Entrepreneurship education in schools serves as one of the measures to reduce the unemployment problem in the country by transforming the education system from producing job seekers to producing job makers.

The Entrepreneurship Curriculum Programme (ECP) is a cost-effective investment in the development of entrepreneurial capacity of young people. ECP is inclusive since it reaches out to both girls and boys in rural and urban areas. It lays the ground for private sector development. Entrepreneurship is introduced as a subject in general secondary schools or technical and vocational schools on a nationwide basis. Universities and colleges serve as centres of excellence to support national efforts to promote entrepreneurship and technology absorbing capacities. Young people acquire personal qualities such as self-confidence, innovation and creativity, the ability to take initiatives, as well as the willingness to take calculated risks and to collaborate. They learn to save, invest and grow. These competencies help them select and shape their career path as employees or entrepreneurs. The curriculum is action-oriented; more than 50 per cent of the programme's time consists of practical research in identifying business opportunities, assessing resources for setting up and steering a business, and learning from successful entrepreneurs in their companies and in the classroom.

Check Your Progress 4

Notes: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

1) Briefly describe various types of curriculum and its scope in education.

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2) Narrate the most important curriculum which will be useful in the child centered activity oriented educational environment.

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3) Narrate your observation for improving the curricular process in the schools located in your immediate surroundings.

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4) What are the suggestions, implications and recommendations you can propose to increase the quality of national and state curriculum of our country?

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2.8 LET US SUM UP

Curriculum is the totality of educational experiences provided to students as part of the particular course or programme of study. The term is very broad in nature. The elements like textbooks, syllabus are the part or components of it. The curriculum includes curricular, cocurricular and extracurricular experiences associated with different programmes of the study. It includes both indoor and outdoor activities. It helps in achieving the aims and objectives of education in respective disciplines. For designing an effective curriculum, a curriculum framework is essential. A curriculum should cover cognitive, affective and skill dimension of the content. Experiential learning is the best method to transact the essence of the curriculum. Learning through experience helps the learner to generate interest and attitude and thereby higher order thinking skills such as creative and critical thinking which result in innovation and accuracy of the knowledge production. As the modern pedagogic practices are changing day by day, updated, improved and innovative curricular practices and praxis have to be incorporated in the educational scenario. So this unit has provided you with a conceptual overview of curriculum at an introductory level and helped you to understand various elements of curriculum.

2.9 UNIT- END EXERCISES

- 1) Describe the Concept of Curriculum. How is it different from syllabus?
- 2) Rationalize the significance of curriculum framework for a programme of study.
- 3) Write a brief note on the National Curriculum Framework (NCF) 2005.

- 4) How do curricular objectives differ from learning objectives?
- 5) Explain the scope of happiness curriculum in the 21st century.

2.10 REFERENCES AND SUGGESTED READINGS

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2.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

- 1) a. True , b. True, c. True, d. False
- 2) Synthesis of the subjects of study and life of students, Acquisition and strengthening of knowledge, Complete Development, Development of democratic values, satisfy the students' multiple needs, realization of values , harmony between individual and society and Creation of suitable learning environment.
- 3) 'Curriculum embodies all the experiences which are utilized by the school to attain the aims of education'.

'Curriculum is made up of everything that surrounds the learner in all his/her working hours'.

Curriculum is that which the pupil is taught. It involves more than the act of learning and quiet study. It involves occupations, productions, achievement, exercise and activity.

Curriculum considers four important components such as the objectives, the content or learning materials, teaching- learning strategies, and activities (transaction) and Evaluation.

Check Your Progress 2

1) Common Elements of a Curriculum Framework are:

Introduction

Educational Policy Statements

Statement of Broad Learning Objectives and Outcomes / standards for each level / cycle

Structure of the Education System

Structure of curriculum content, learning areas and subjects

Standards of resources required for implementation

Teaching methodology

Assessing and reporting student achievement

2) Curriculum Framework is a strong medium through which the various attributes listed in the national policy of education could be achieved. It helps in connecting knowledge to life outside school, ensuring that learning is shifted away from rote methods, enriching the curriculum to provide for overall development of children rather than remain textbook centric, making examinations more flexible and integrated into classroom life, nurturing an over-riding identity informed by caring concerns within the democratic policy of the country, curriculum from the context of Universalization of Elementary Education & taking care of the interests of the social diversity.

3) Basic features of the National Curriculum Framework (NCF-2005):

- Building a cohesive society based on pillars of relevance, equity and excellence.
- Integrating indigenous knowledge and recognizing India's contribution to the world civilizations.
- Universalizing elementary education and linking education with life skills.
- Value development at all stages of school education.
- Meeting the challenges of information and communication technology and globalization.
- Reducing the curriculum load.
- Using culture specific pedagogy.
- Viewing child as a constructor of knowledge.
- Recognizing the importance among cognition, emotion and action.

Check Your Progress 3

- 1) Syllabus is the document that contains all the portion of the concepts covered in a subject. Curriculum is the overall content, taught in an educational system or a course. Syllabus is descriptive, narrow, set out by board of exam where as the curriculum is prescriptive, wide and set out by government or administration or institution.
- 2) Text books are developed by the guidelines of National council of Educational Research and Training or State Council of Educational Research and Training. This governing body will constitute text book preparation committee which comprises curriculum specialists, subject experts and other related stakeholders and after a series of discussions and deliberations the books will be finalized. A good text book acts as a source of knowledge and an instruction to learners for interpreting the truths. Scope of text books is that textbooks extends the habit of self study and activity among the students, develop the thinking and reasoning in the minds of the pupils, help in developing teaching efficiency in different areas, helps to provide proper comprehension of subjects, develop good relationship between society and pupils, give an opportunity to refer inter and multidisciplinary aspects.

Check Your Progress 4

- 1) *Traditional or subject-centered curriculum:* All stress was on cognitive attainment of the learners rather than on their personal and social development.

Activity- centered curriculum: Activity is used as the medium for imparting knowledge, attitudes as well as skills.

Child-centered curriculum: This curriculum gives due regard to the social, emotional and intellectual needs, their capabilities and developmental status.

Experience-centered curriculum: This curriculum focuses on the experience which the individual is to get while participating in the process of learning.

Undifferentiated or Integrated curriculum: This curriculum which does not aim at the specialized study of various subjects but study through integrated experiences.

- 2) Happiness Curriculum could be considered as an example.
- 3) ECP is an attempt to improve the curricular process as it could make learners self-reliant by starting their own enterprises. Students who start small business activities are good examples.
- 4) Write your own observation.