

**Unit-II****3****CURRICULUM OF SOCIAL SCIENCE**  
(*Meaning, Need, Objectives and Scope*)

Education is the process of development, in which efforts are made for the allround development of a child. Education involves three process. *Teaching, Training and Instruction*. The learning experiences are provided with the help of the activities for bringing desirable behavioural change among students. The content is the means for organizing teaching activities. The learning situations are generated by teaching tasks in which student gains new experiences and has to do some thing , this is the objective of teaching-learning . An outline of the content in the narrow sense is known as curriculum or syllabus. The teaching structure is based on the format of curriculum, the pivot of education is the curriculum. The curriculum is based on the social philosophy which is a changing phenomenon. Thus, the meaning and format of curriculum is also changing according to need of the society as well as nation. Under this book and an attempt has been mode of answer three basic questions *what, why and how?* related to curriculum

**Meaning of Curriculum**

An old concept of curriculum was to consider it as merely syllabus or an outline of courses of study.

The curriculum word is of Latin language. It means 'race course'. In education it means 'work field of student' or race course of the students. It consists of two words-race and course. The word 'course' means curriculum and race refers students experiences and activities. A teacher performs his teaching activities in view of curriculum.

The new concept of curriculum is very broad based. It consists of the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop and play-ground and in the numerous contacts between the



teachers and the pupils. It is neither dogmatic nor rigid in its form and structure. It is neither uniform nor standardised to conform to a prescribed pattern. It is characterised by variety and flexibility and is tailored to the needs of the students at different age levels. It gives the students an increasing awareness of the environment around them so that they may fit in more efficiently in the milieu of community life. It thus secures more integrated group relations. *Munroe* says that "curriculum embodies all the experiences which are utilised by the school to attain the aims of education." The curriculum from this point of view may include the syllabus which is the detailed statement of subject material, the programme which determines the way in which material taught is to be inter-related and ordered and to some extent the methodology which determines the way in which material is accurately presented in the classroom. The Secondary Education Commission has also pointed out clearly the nature and conception of the desired curriculum : "It must be clearly understood that, according to the best educational thought, curriculum does not mean only the academic subjects traditionally taught in the school but it includes the totality of experiences that a child receives at school. In this sense, the whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the evolution of a balanced personality.

*Curriculum* is, therefore, something which is related to the life and the needs of the pupils of different age levels. It includes both what they should learn and also show they should learn it. It includes all the experiences that child undergoes the guidance of school authorities. It is the result of the interaction between and among many people ; many influences affect its quality and may material conditions affect its functioning.

### **Definitions of Curriculum**

The term '*Curriculum*' has been defined by the scholars and educationists. Some the definitions have been provided here to understand the nature and characteristics of curriculum.

**According to B. Rudyand and H. Henry**

"Curriculum, in its broadest sense, includes the complete school environment, involving all the courses, activities, reading, and associations furnished to the pupils in the school."



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Curriculum include, physical, social and academic environments of a college.

***Cunninghoen has defined the curriculum operationally***

“It (curriculum) is a tool in the hands of the artist (teacher) to mould his material (pupil) according to his ideal (objective) in his studio (school).”

***According of Froebel***

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

***According to Munroe***

“Curriculum includes all those activities which are utilised by the school to attain the aims of education.”

• ***Horne has defined the Curriculum as follows***

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

***According to Caswell***

“The curriculum is all that goes in the lives of children, their parents and teachers. The curriculum is made up everything that surrounds the learner in all his working hours. In fact the curriculum has been described as the environment in motion.”

***The Secondary Education Commission (1952-53) States,***

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

***John F. Kerr has defined curriculum***

“All the learning which is planned or guided by the school, whether it is carried on in groups or individually, inside or outside the school, is known as curriculum.”

***Taylor has defined Curriculum***

“The curriculum consists of content, teaching methods and purpose may be in its rough and ready may be a sufficient definition with which to start. These three dimensions interacting are operational curriculum.”

***Philip H. Taylor*** has defined curriculum operationally. He has indicated three dimensions of curriculum – content, teaching method and purpose.



**Paul Hirst** has given a comprehensive definition of the term curriculum :

"A programme of activities designed so that pupils will attain, as far as possible, certain education ends or objectives is known as the curriculum."

### **Characteristics of Curriculum**

The above definitions indicate the following characteristics of concept of curriculum.

1. Curriculum is tool in the hands of the teacher. Which is used to realize the objectives.
2. It is pivot around it whole human knowledge concentrates.
3. It includes those activities which are used by the school to attain the purpose of education.
4. It is more than teaching and learning and includes practice, activities, industry vocation and acquiring knowledge.
5. The curriculum is made up everything that surrounds the learner in all his working terms.
6. It has been described as the environment in motion (physical, social and psychological).
7. Curriculum includes total learning experiences that a child receives at a school.
8. All the learning inside or outside the school which is planned and guided by the curriculum.
9. It includes content method of teaching and purpose of education.
10. A programme of activities designed to realize the objectives is known as curriculum.

### **Curriculum Development**

This concept is usually written and spoken as "*curriculum development*" the term curriculum is considered as incomplete. Curriculum development means a continues process or never ending process. It is difficult to trace out its to origin. The outcome of teaching is known through students achievement its learning. The assessment of objectives are done on the basis of change of behaviour of the learners.

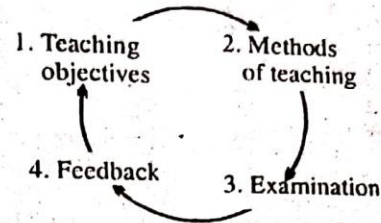


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The learning experiences are provided the desirable change of behaviours of the pupils which are evaluated with help of examination. Therefore, the term is known as '*curriculum development*'. The main focus of the curriculum is to develop the students. The curriculum is designed to realize the objectives in terms of change of behaviours. Therefore it is cyclic process 1. Teaching objectives 2. Method of teaching 3. Examination or testing and 4. Feedback. These elements have described in brief.

### Curriculum Development



**1. Teaching Objectives :** Three type of teaching objectives cognitive, affective and psychomotor are identified in view of subject content to be taught. These objectives are written in behavioural terms. All learning experiences are organized to achieve these objectives.

**2. Methods of Teaching :** the most important aspect for providing learning experiences is the teaching strategies. The objectives are realized in terms of behavioural changes of the learners. The content is the means to select the method of teaching and level of the pupils.-

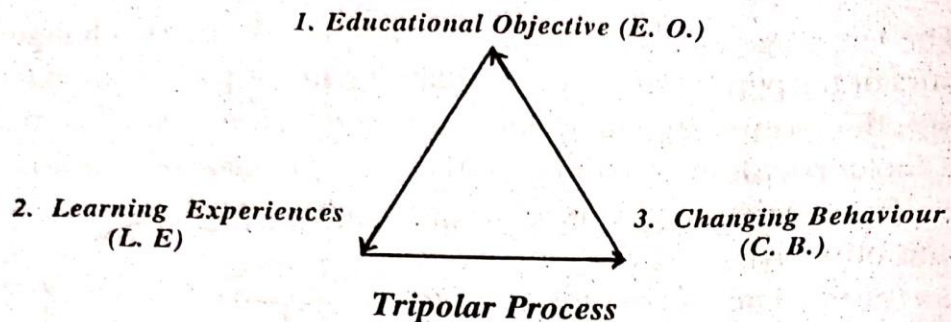
**3. Process of Evaluation :** The evaluation of change of behaviour is done to ascertain about the realization of the teaching learning objectives. The level of pupils performance indicates the effectiveness of method of teaching and learning experiences.

**4. Feedback –** The interpretation of performance provides the teacher to improve and modify the form of the curriculum. The curriculum is developed and teaching objectives are also revised. The methodology of teaching is changed in view of the curriculum and objectives are to be achieved.

### Objectives of Curriculum Development

There are three components of educational process teacher, students and curriculum. It has three type of objectives, cognitive, affective and psychomotor. Educational process involves three major activities teaching training and instruction. According to B. S. Bloom it is considered as tripolar process- (1) Educational process (2) Learning experiences and (3) Change of behaviour. It is also a cyclic process, shown with the help of the following diagram.





The teaching process is done through interaction between teacher and students in view of the curriculum or course of content. Thus, the curriculum is basis for the interaction between teacher and taught.

### Objectives of Curriculum

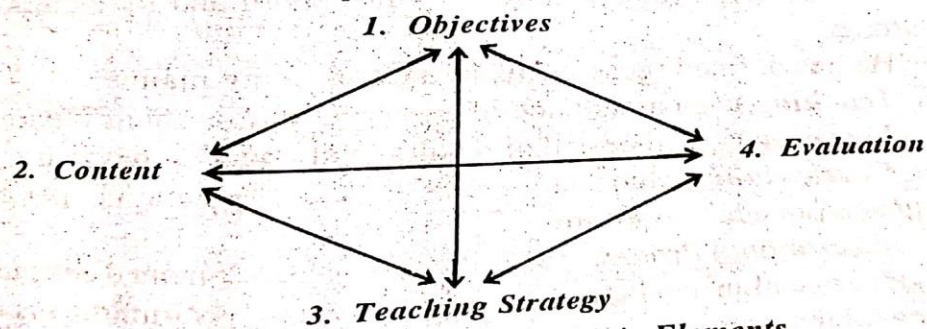
The following are the major objectives of curriculum development.

1. Curriculum provides the means for the allround development of a child. Teaching is organized with the help of curriculum.
2. Curriculum involves the human experiences, culture and civilization which is to be transferred to new generation.
3. Curriculum is the means to develop the moral character, discipline, honesty, cooperation, friendship, tolerance and sympathy with others.
4. It helps in developing the ability of thinking, wisdom, reasoning, judgement and other mental abilities.
5. It considers the stages of growth and development of child for development attitude, interest, values and creative ability.
6. It provides the awareness and understanding of physical and social environment and its components.
7. Curriculum develops the right type of feelings and beliefs towards religions, new values and traditions.
8. It helps to develop democratic feeling and democratic way of life among students.
9. It integrates the knowledge of various teaching subjects in view of their future life.
10. It determine the mode of interaction between teacher and students in school. The mode of teaching is also decided by the nature of curriculum



**Basic Elements of Curriculum Development**

The educational process is done with help of teaching, training and instructional activities. A teaching activities are performed by a teacher. The teaching activities are planned or designed by the teacher in view of four components - (1) teaching-learning objectives (2) teaching content or subject matter (3) teaching method and (4) Evaluation of learning out comes. It the curriculum development level of students, need of the society and nation, nature of content and means of providing learning experiences are considered the important factors. These factors are essential in identifying the objectives of teaching-learning. Several type of teaching objectives are attained by the same content. Thus, a content has its own structure. Teaching is organized from memory to effective level on the same content of subject matter. The specific objectives or behavioural objectives are realized by organizing specific teaching tasks and activities. Thus the curriculum development involves four basic elements - (1) Objectives (2) Content (3) Method of teaching or strategies of teaching and (4) Evaluation. These elements are interdependent as shown in the figure

**Relationship Among the Basic Elements**

**1. Objectives :** The subjects content structure, levels of students, and type of examination components are considered in the identification of objectives of teaching and learning. These objectives are specific and are written in behavioural terms so as to develop learning structures and conditions.

**2. Content or Subject Matter :** The content of any subject is usually is broad. It is analysed into sub-content and faster into its elements. These elements are arranged in a logical sequence. The behavioural objectives are written with the help of these elements of the content. It is also known as logic of teaching.



**3. Strategy of Teaching** – The specific objectives of teaching are attained with the help of appropriate teaching strategy. The behavioural objectives provides the awareness and insight about the specific learning conditions. The strategy is employed for providing learning experiences and bringing desirable behavioural change.

**4. Evaluation** – The level of students attainment is evaluated by employing criteria referenced test. It shown the effectiveness of strategy of teaching and other components. The interpretation of evaluation provides the feedback to the curriculum and its components. These components are improved and modified inview to attain the objectives of teaching and learning. It is an empirica basis for the 'curriculum development'.

#### Relationship of Curriculum of Education Elements

Curriculum is closely related to other educational elements, though the curriculum is an important element of educational process.

Philip L. Hosford dmentioned four major areas of education in his book entitled 'An Instructional Theory' :

(a) Teaching, (b) Learning, (c) Curriculum and (d) Educational programme.

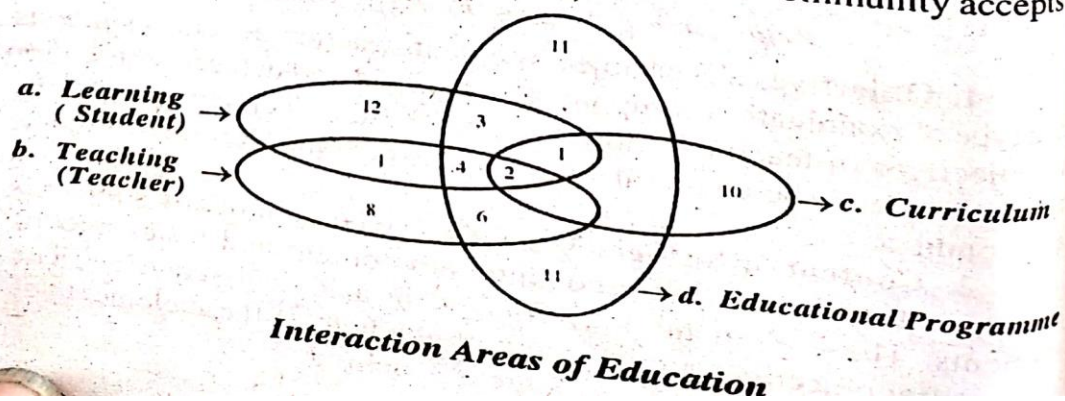
He has defined these terms in the following manner.

**Teaching** is an assistance of any type that facilitates learning.

**Learning** is a process that results in changed behaviour.

**Curriculum** includes all available school planned experiences within and outside classroom.

**Educational Programme** is the sum total of planned educational experiences within and outside school, for which a community accepts responsibility.





*Hosford* has defined education as the sum total of learning with both individual and social learning.

There is an interaction among the four areas of education which have been illustrated diagrammatically.

The interaction areas of education as shown in the above diagram may be interpreted in the following manner—

1. That part of curriculum in the educational programme which impinges on the learner without teacher involvement, the student uses materials.
2. Teacher, student, curriculum interaction.
3. Student interacting with educational programme without teacher or curriculum involvement.
4. Spontaneous teacher-pupil interaction within the frame work of the educational programme without the curriculum.
5. Teacher curriculum interaction is the planning phase of teaching.
6. Teacher and educational programme interaction.
7. Teacher-behaviour influencing the learner outside the educational programme.
8. All other teacher-behaviour without curriculum and educational programme.
9. Curriculum in the educational programme but teaching of learner.
10. Curriculum is not in the educational programme. It may be due to lack of school funds.
11. All other aspects of educational programme which have not been enforced in the school.
12. All learning of pupil is not attributable to the educational programme. The learner's change of behaviour which is other than curriculum, educational programme and teacher influence.

It is evident from the above interpretation of interaction areas of education that teaching and learning are related due to curriculum, educational programme and teacher-behaviour.

### **Importance of Curriculum in Education**

The need of education determines the importance of curriculum. The review of literature in this content reveals that there has been



changing emphasis in the process of education. Thus the need of curriculum has evolved the concept of '*Curriculum development*.' The needs of the curriculum have been merited as follows.

1. The human can acquire knowledge while other species can not acquire knowledge. It is an important aspect of human beings.
2. The mental aspects are trained and developed, thus mental faculties are trained by teaching various school subjects.
3. The vocational and technical education prepare the students for different jobs. During British period, clerks were prepared through educational curriculum.
4. The interests and attitudes are developed according to the students' potentialities. Curriculum is designed as child-centred.
5. The good citizens are prepared by developing democratic way of life. It also develops the ability and capacity of teachership.
6. The ability of self-realization is also developed by education and to make good man.
7. It also develops the feeling of appreciation and sound judgement.
8. The education is given always for future life so that he can earn his living.
9. It also prepares for scientific inventions and technical development.
10. It brings perfection in child. It helps in all-round development.

It is a powerful instrument for social change as well as social control.

### **Factors Influencing Curriculum Development**

The curriculum is the educational and social concept, but is based on the social-philosophy of life. Therefore, the social and educational factors influence the curriculum development. Some of the important factors are given in the following parts.

1. Management of education
  2. Examination system
  3. Form of government
  4. Board of studies
  5. National commission and committees
  6. Social change
- A brief description of the factors is as follows.



**1. Management of Education :** The curriculum and management of are closely related to each other. These have been influencing to each other since very beginning. Now education is the state subject. Thus every state of our country has own curriculum and education system. At primary stage education is child centred and secondary stage is subject centred. Now there is main emphasis on vocational courses and technical education. The major approach of education is objective-centred, so the curriculum is also objective-centred.

**2. Examination System :** The nature and structure of curriculum is based on the examination system. There are two types of examination systems. *Essay type* and *objective type*. The essay type questions are based on the broad aspect of the content while objective type questions are based on specific elements of the contents. The higher objectives are assessed with the help of essay type examination and lower objectives are measured by using objective type examination. Thus the curriculum and methods of teaching are influenced by the examination system.

**3. Form of Government :** The needs of nation and society are fully filled by education and its curriculum. The form of government has direct influence on education process. An autocratic form of government employs teacher-centred instruction (TCI) in school. Whereas in democratic form of government considers as interactive process or learner-centred instructions. (LCI) In our country we do not have national system of education. Every state has its own system of education and form of curriculum.

**4. Board of Studies :** The form of curriculum developed by board of studies. There are different board studies for the different stages of education. Every university has various board studies of different subjects. The members of board of studies employ their experiences, interests, attitude and mental abilities. Usually the convener of board of study designs the outline of the course which is approved by the members of the committee.

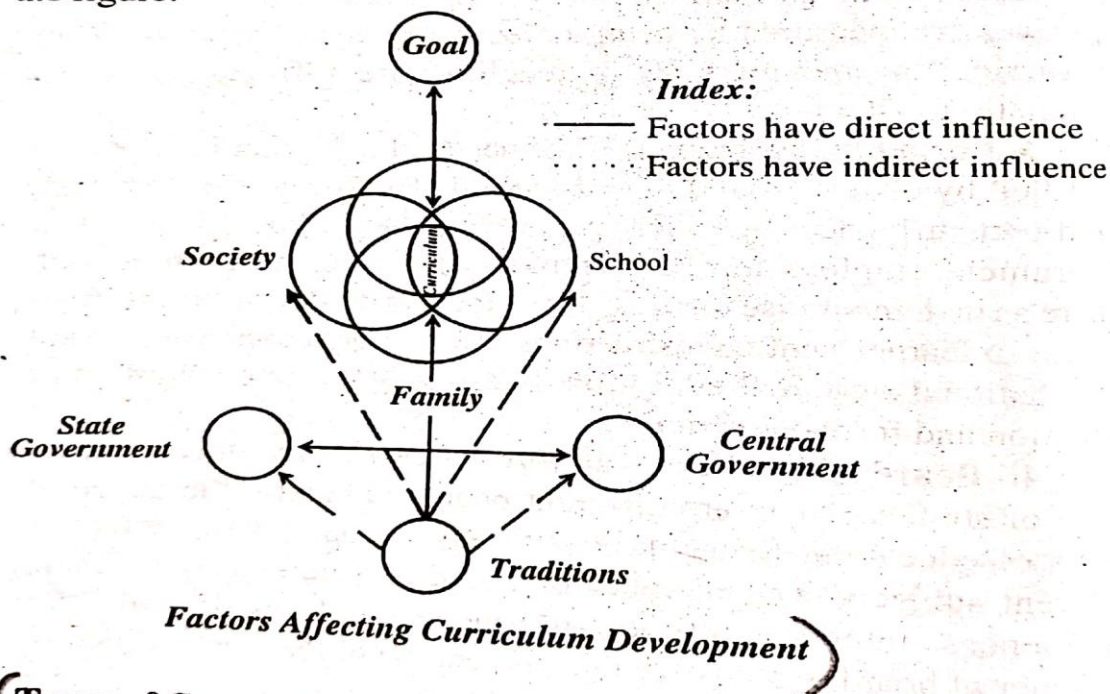
**5. National Commission and Committees :** After independence, several commissions and committees have been established at national level for the improvement and modification of education at various levels of education primary secondary and college and university education. The commission and committee have designed and suggested course



of studies National policy of education has emphasized on the vocational and technical education after +2 level. The curriculum have been designed in view of these recommendations.

**6. Social Change** – The social change is very slow and economic change is very rapid. The economic change influence the courses of studies. Today there is wide scope of computer-education. An outline of computer-education have been designed for various level of education. There is great scope of distance-education and use of multimedia approach in our education system. A part from these factors, there are several other factors which have great influence on curriculum development.

(1) Social tradition (2) State government (3) Central government (4) Society (6) School. These factors are related to each other as shown the figure.



### (Types of Curriculum

There are different views regarding the curriculum management. There has been changing emphasis on the components of education which has influenced the types of curriculum. Some of the important types curriculum are enumerated as follows.



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- (1) Subject-centred curriculum, or Teacher-centred curriculum,
- (2) Child-centred curriculum, or Learner-centred,
- (3) Task-centred or Activity-centred curriculum,
- (4) Objective-centred curriculum,
- (5) Experience-centred curriculum,
- (6) Correlated-curriculum,
- (7) Core-curriculum and
- (8) Integrated curriculum.

**1. Subject-Centred or Teacher-Centred Curriculum :** The curriculum is greatly influenced by social philosophy. Idealism metaphysics is that idea is real. Therefore ideas or subject content should be given emphasis in developing curriculum. Herbartian approach gives emphasis on presentation of content in classroom teaching. It is also known as content-centred curriculum or teacher centred-curriculum. This type of curriculum is unpsychological as it does not consider the students needs interest and abilities. It is not helpful in developing democratic out look of the students. This type of curriculum is easy to design and easy to understand by the teacher. It can be easily revised and modified. It depends on the social and educational thinking. It helps to test the students performance easily. This type is preferred by teacher, students and parents.

**2. Child-Centred or Learner-Centred Curriculum :** This type of curriculum is more psychological and given by the naturalism. The curriculum is designed, based on the nature of child. It considers the need, interests and abilities of the learners. It considers the stages of growth and development of children. The type of curriculum is used in Montessori and Kindergarten education.

**3. Task-Centred or Activity-Centred Curriculum :** John Dewey has suggested this type of curriculum. Kelpetrik has given project-method teaching for this curriculum. Mahatma Gandhi emphasized on basic education i.e. 3H education - hand, head and heart. Which is also activity-centred. The child takes interest in social useful more.

**4. Objective-Centred Curriculum – B. S. Bloom** has suggested evaluation approach to education. It is tripolar process - Educational objectives, Learning experiences and Change of behaviour. The



curriculum is the major component of learning experiences. Which should be objective-central. In the formation of objectives-national, social and students needs are considered. The evaluation of students is also made objective-centred. The curriculum is designed in view of the objectives of education. This type of curriculum is used in the present system of education.

**5. Experience-Centred Curriculum :** In this type of curriculum main stress is given on the learner experiences. This type of curriculum is given by pragmatism. It is same as activity centred. The learning by doing device is used for this curriculum.

The experience-centred curriculum establishes the relationship between school and society. It helps in developing creative aspect of the students and develops the leadership qualities.

**6. Correlated-Curriculum :** In this type of curriculum different subjects of school are taught by correlating each other. All the school subjects have same purpose. It assumes that knowledge is an unit. All the subject should be taught with the help of correlated curriculum. It is difficult to design this type curriculum. The content of different subject should have same level of students comprehension

**7. Core - Curriculum :** This type of curriculum includes compulsory and optional course of study. The compulsory courses have to be studied by every student. Hence it is also termed as core-curriculum. The core-curriculum is related student and social needs. It helps in preparing good citizen. The optimal courses are offered by student according to his need and interest. Thus, it is also learner centred curriculum.

**8. Integrated Curriculum :** There has been a great controversy about the integration of the curriculum. Some people advocate that curriculum should achieve integration among different subject areas to give the contents, unity of knowledge. There are others who plead that the curriculum should steadily integrate the goals which a particular society sets before itself. There is a third group of those, who convincingly assert that the source of essential integration should be to them, a model curriculum will be integrated into two dimensions. Needs and experiences of the child should lead to horizontal integration, the common purposes of education should integrate it vertically



throughout the meet the needs of different children and their diverse environment. It is for this reason that a different curriculum is postulated for boys and girls for rural and urban areas and for the exceptionally bright and mentally retarded children.)

### **PRINCIPLES OF CURRICULUM DEVELOPMENT**

The educational programme as whole is governed by the form of government. Our education system has been developed for democratic form of government. Thus, the curriculum development should be based on the following principles—

(1) It should be clearly understood that according to the best educational thought “the curriculum does not include only the academic subjects traditionally taught in the school but it includes the totality of experiences that a pupil receives through the manifold activities that go in the school, in the classroom, library, laboratory, workshop playground, and in numerous informal contact between teachers and pupils.” It should be objective-centred.

(2) There should be enough variety and flexibility in the curriculum to allow for individual differences and adaptation to individual needs and interests. Any attempt to impose on the student, subjects for which they have neither any liking nor interest, will be unproductive and ungainful. There are, of course, certain broad areas of knowledge skill, and appreciations with which all children must come into contact, and these must find a place in the curriculum.

(3) The curriculum must be vitally and organically related to community life, interpreting for the child its salient significant activities. In order to be effective and socially useful, it must be dynamic in nature and be suited to the needs and exigencies of new circumstances. Now, when the country is free and independent, it must reflect our new democratic ideology, of a secular welfare state, which has opened equal opportunities for all its citizens. Our curriculum in secondary schools must prepare the youths of tomorrow with a sense of robust citizenship so that they make the best of their educational opportunities. The curriculum framed must be capable of adaptation to local needs and life-situations of students. Today, when the whole world is also closely knit together, it must foster in them intercalation understanding.



(4) The curriculum should not be narrow but broad-based in its scope. It should be designed to train the students not only for work but also for leisure—social and aesthetic. Sportive activities should be introduced to realise this objective. It should also provide them with cultural pursuits and afford them better and more wholesome opportunities for the creative utilisation of their leisure.

(5) Our curriculum must present knowledge in an integrated way unified and correlated with the other branches of knowledge. It numbers are isolated and unco-ordinated watertight subject. Different subjects should be interrelated and within each subject, the content should be envisaged and far as possible as “bread-fields.” Units of teaching should be correlated better and functionally with the life and environment of pupils rather than with narrow bits of information.

(6) At the high school stage, there is still another criterion which will have to be observed. At the end of this stage, many students leave schools to enter life. So our curriculum must make provision for vocational and technical courses of study. Courses of technical, industrial, and agricultural bias should be introduced. Along with this, a reasonable amount of general education should be given to make the students more informed and cultured. The opening of the multi-purpose schools now envisages to overcome this limitation of the curriculum. It will provide for certain core subject as well as certain optional subjects catering to the aptitudes and capacities of children.

(7) For the successful functioning of democracy, it is essential that people acquire social efficiency, and they learn to live co-operatively, contributing their mite to the welfare and betterment of the society of which they are integral parts. Curriculum, through its varied educational programmes, must afford our children concrete opportunities to live their lives democratically so that they learn to subordinate their personal interests to the over all good of the community.)

**Co-curriculum** – Today, extra-curricular activities are not thought as a mere 'side-show' or 'extra' but they constitute an integral and inescapable part of the curriculum. The aim of education is not only to impart a series of facts pertaining to different subjects, but is to ensure the fullest and manifold development of the individuality of children, along with enabling them to acquire social efficiency so that