

MTE-C-302:
CURRICULUM STUDIES
UNIT III- TYPES OF
CURRICULUM

Dr. Pushpita Rajawat

Assistant Professor

Department of Teacher Education

*Central University of Kashmir,
Srinagar*

Email id : Pushpita01@gmail.com

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Objectives: After completion of this unit students will be able to:

- Define education and curriculum
- Clearly discuss the relationship between education and curriculum.
- Explain the types of curriculum & its bases for the classification.
- Describe the subject centred curriculum, learner centred curriculum & community centred curriculum
- Explain the social reconstructionist curriculum , subject centred curriculum, learner centred curriculum and community centred curriculum with respect to characteristics, purpose & role of a teacher

Introduction

In ancient Greece, Socrates argued that education was about drawing out what was already with the student. (The word education comes from the Latin word 'educere' meaning "to lead out"). There is a dangerous tendency to assume that when people talk about education they mean the same thing. It is for this reason that a definition for education is important to explore. No single definition or meaning however can be assigned to the term education. Similarly to become educated is a complex process, which cannot be sufficiently explained as an event. Thus, you should be clear from the outset that without understanding the meaning of the term "education" you can be in no position to explain, assess or evaluate what our institutions of education are doing. Similarly without the conception of what education is, empirical research into educational effectiveness of programmes and strategies cannot begin. Thus, the understanding of education is key to the study of curriculum since curriculum is the means of achieving educational goals.

Farrant (1980) Education is the total process of human learning by which knowledge is acquired, faculties trained and skills developed.

Mbiti (1981) defines education as a deliberate attempt to acquire and to transmit the accumulated, worthwhile skills, attitudes, knowledge and understanding from one human generation to the next. He further asserts that education includes all activities which are worthwhile and which can be taught or learned through a variety of meaningful ways.

Fafunwa (1984) defines education as "the aggregate of all the processes by means of which a person develops abilities, skills and other forms of behaviour of positive and sometimes of negative value to the society in which he lives.

It is important that you bear in mind that these are just but some of the definitions that can help you to have a clear understanding of what education is all about. Admittedly, they are many scholars who have defined education. However, no matter what the definition of education may be, it is vital to note that education is always a positive process. It is all about the acquisition of worthwhile or desirable skills, attitudes, knowledge and values.

Thus, we can finally say that; Education is a process of acquiring, developing and transmitting desirable accumulated and new knowledge, wisdom, values, attitudes and skills

as a result of growth, maturation and learning which can be best utilized for life in a changing society.

Meaning & Definition of Curriculum

Over the past decades many definitions of a curriculum have been provided but because key players in education represent a diversity of values and experience, it is difficult to get wide public or professional consensus. Educators define curriculum in different ways in part because they bring to that task different perceptions of what curriculum should be. Paradoxically, the term 'curriculum' has a long history despite its apparently recent common usage. Curriculum was considered by writers on education such as Plato, Aristotle, J.A. Comenius and Friedrich Froebel, although the usage of the term has not been popularised until this century.

To define a curriculum as 'what is taught in schools' is of course, very vague. Persons often talk about 'school curriculum' in this general way and they tend to mean by this the range of subjects taught and the amount of instruction time given to each in terms of hours or minutes.

A curriculum defined as 'content' is an interesting emphasis and brings into question another term, namely the 'syllabus'. A 'syllabus' is usually a summary statement about the content to be taught in course or unit, often linked to an external examination. It is typically a list of content areas. A syllabus is clearly a subsection of curriculum and as such is subsumed within the broader concept. This emphasis on what content to be taught is a critical element of a syllabus but a curriculum includes more than this. Characterizing curriculum as subject matter is the most traditional image of curriculum which depicts it as the combining of subject matter to form a body of content to be taught. Such content is the product of accumulated wisdom, particularly acquired through the traditional academic disciplines. You will discover that most teachers when asked to describe their school's curriculum they provide a litany of subjects or subject matter taught to students.

Defining a curriculum as a 'set of performance objectives' or student learning is a very practical orientation of curriculum. This approach focuses upon specific skills or knowledge that it is considered should be attained by learners. Proponents of this approach argue that if a teacher knows the targets which learners should achieve, it is much easier to organize elements to achieve this end. The strength of this approach is that it focuses upon the learners who are after all the ultimate beneficiaries. You should also understand that this approach can

lead to an overemphasis upon behavioural outcomes and objectives. Also a curriculum document which is simply a listing of objectives would have to be very large.

To define a curriculum as ‘that which is taught both inside and outside school, directed by the school’ indicates that all kinds of activities that occur in the classroom, playground and community, comprise the curriculum. This emphasis has merit in that it demonstrates that school learning is not just confined to the classroom. However, you will realise that it seems to indicate that the only important learning experiences are those which are directed by school personnel.

To define a curriculum in terms of ‘what an individual learner experiences as a result of schooling’ is an attempt to widen the focus. The emphasis here is upon the student as a self-motivated learner.

The definition which refers to a curriculum as ‘everything that is planned by school personnel’ is yet another orientation which emphasizes the planning aspect of curriculum. Few would deny that classroom learning experiences for students need to be planned although some unplanned activities will always occur (and these can have positive or negative effects).

Educators and Scholars define curriculum in different ways, in part because they bring to that task different perceptions of what curriculum should be. As seen in the previous paragraphs some educators see the curriculum as a list of subjects to be studied, while others see it as entire course content. Still others perceive curriculum as a set of planned learning experiences offered by teachers. Another group state that curriculum is a written plan of action. The following are some of the well-known definitions that we can consider. The term curriculum is derived from the Latin word *currere*, which means to run or to run the course. Based on this origin, some authorities have defined curriculum as a course of study subject matter. This definition has been found limiting and many authorities have modified it. The following are some of the definitions of curriculum that you will find very useful by renowned scholars in curriculum studies and education.

The word “curriculum” as it is defined from its early Latin origins means literally “to run a course.” If one thinks of a marathon with mile and direction markers, signposts, water

stations, and officials and coaches along the route, this beginning definition is a metaphor for what the curriculum has become in the education of our children.

Here are multiple definitions of curriculum, from Oliva (1997)

Curriculum is:

- That which is taught in schools
- A set of subjects.
- Content
- A program of studies.
- A set of materials
- A sequence of courses.
- A set of performance objectives
- A course of study
- Is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships.
- Everything that is planned by school personnel.
- A series of experiences undergone by learners in a school.
- That which an individual learner experiences as a result of schooling.

Ralph Tyler (1949): -‘All the learning of students which is planned by and directed by the school to attain its educational goals.

Taba (1962): -‘a plan for learning.’

D. K. Wheeler (1978): -‘the planned experiences offered to the learner under the guidance of the school.’

Kerr (1968): -‘all the learning, which is planned and guided by school whether it is carried on in groups or individually.’

E. Eisner (1985): -‘a course, or a classroom can be conceived of as a series of planned events that are intended to have educational consequences for one or more students.’

G. Saylor (1981): -‘a plan for providing sets of learning opportunities for persons to be educated.’

Oluoch (1982): -‘all that is planned to enable the students acquire and develop the desired knowledge, skills and attitudes.

M. Skilbeck (1984): -‘the learning experiences of students, in so far as they are expressed or anticipated in goals and objectives, plans and designs for learning and the implementation of these plans and designs in school environments.’

A. Glatthorn (1987): -‘plans made for guiding learning in schools usually represented in retrievable documents of several levels of generality and the actualization of those plans in the classroom as experienced by the learners and as recorded by an observer; those experiences take place in a learning environment which also influence what is learned.’ J. Wiles & J. Bondi (1989): -‘a goal or set of values, which are activated through a development process culminating in classroom experiences for student.

M. Print (1993): -‘all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented.

Classification of curriculum

Obviously the answer to this question is subject to interpretation. Since curriculum reflects the models of instructional delivery chosen and used, some might indicate that curriculum could be categorized according to

- The common psychological classifications of the four families of learning theories

Social, Information Processing, Personalist, and Behavioral.

- Longstreet and Shane have dubbed divisions in curricular orientations as:

Child-centred, Society-centred, knowledge-centred, or eclectic.

- Common philosophical orientations of curriculum parallel those beliefs espoused by different philosophical orientations –

Idealism, Realism, Perennialism, Essentialism, Experimentalism, Existentialism, Constructivism, Re constructivism and the like.

3.0 TYPES OF CURRICULUM

There are many types of curriculum design, but here we will discuss only the few. Types or patterns are being followed in educational institutions.

1. Subject Centred curriculum
2. Teacher centred curriculum
3. Learner centred curriculum
4. Activity/Experience curriculum
5. Integrated curriculum
6. Core curriculum
7. Broad field curriculum
8. Hidden curriculum

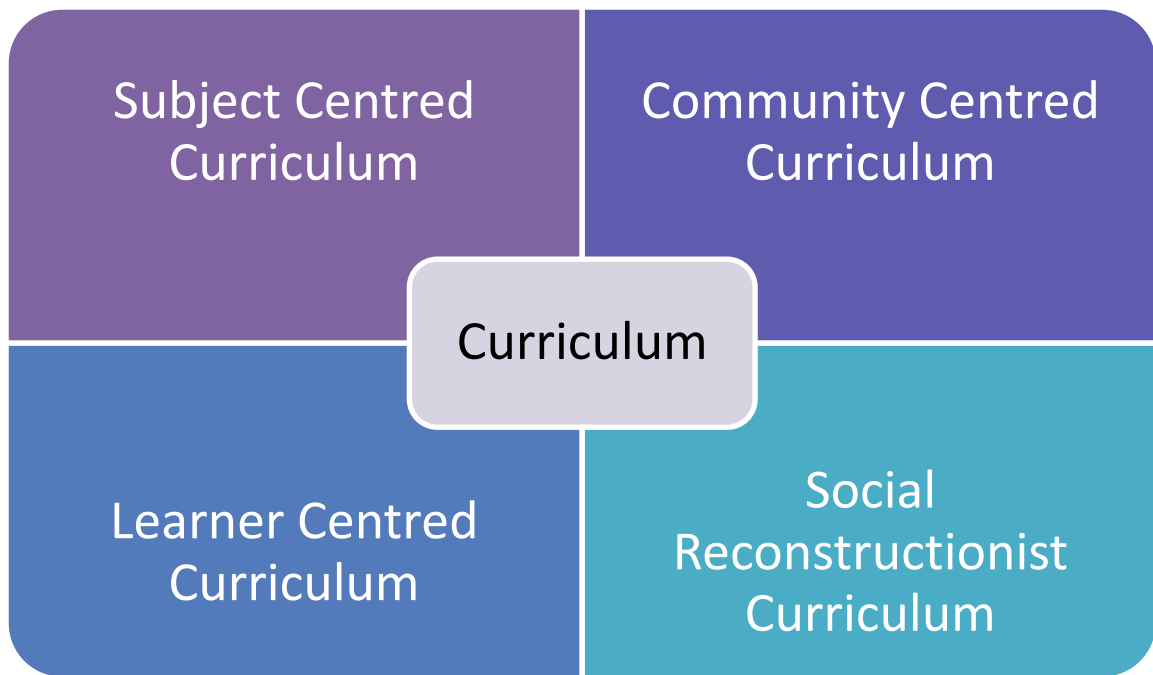


Fig: 3.1 Types of Curriculum

3.1 Subject Centred Curriculum

Subject matter is the most used and accepted curriculum Design, it is also the oldest curriculum Design. We see the earliest example in the medieval era in the Middle Ages the monastery and Cathedrals and the organizations of the seven liberal arts in the schools of ancient Greece and Rome. The seven liberal arts were consisted of two divisions:

1. Trivium
2. Quadrivium

These subjects were broad. In the modern period the Trivium was further divided to include literature and history and the quadrivium to include algebra, trigonometry, geography, botany, zoology, physics and chemistry. In this manner subjects added one after the other so much so that in 1930 there were over 300 different subjects.

After centuries the curriculum design of the seven liberal arts are still the nucleus of the subject curriculum. In a subject base curriculum every subject is separate unit. In this kind of curriculum four or five subject are placed in curriculum and each subject has a separate teacher. Every teacher try to teach his own subject, no one intervene in the subject of other teacher

3.1.1 Characteristics of Subject Curriculum

1. Information for future use

Importance is given to acquire knowledge and information for future use, only those subjects are considered important which have a value and the individual have benefit from it in future (vocational importance). Adult problems are given importance and the problems of children in youth are ignored

2. Progress is measured to the extent the students learned the subject

In this type of curriculum subject matter is the most important thing to learn therefore the learning is measured by how much and well the subject matter has been mastered by the pupil. Frequent tests are given to students to check the degree of the achievement in the subject.

3. Pre- determined uniform standard of knowledge:

There is a uniform standard for all the students to pass the subject else they well have to repeat the subject therefore the experts of the subject centred approach strongly support the minimum standards for examination so all achieved the set standard and qualify the

examination. The teacher tries to help the weak students and to bring him to the set standard and pass the exam or repeat a grade.

4. Each subject is a separate entity (unit) with a logical organization of its own:

Importance is given to the acquisition of skills, facts and information for vocational purpose in different logically organized subjects. The teaching staffs teaches different subjects and they do not discuss or plan subject together.

5. Practice in skills is emphasized:

The main aspect of subject base curriculum is the continuous practice or drill in a specific skill, it is one of the typical characteristics of the subject base curriculum. For this purpose multiple methods are used; evaluations, Exercise session, tutoring classes are often dedicated to such type of practices and all the students are given equal opportunities to participate.

6. Subject matter is selected by adults/experts for teaching learning situation:

The content of the subject is selected in advance before the teaching learning process; the subject matter is logically organized from simple to complex with the help of the experts, specialists, teacher's supervisors, planners, writers and administrators.

7. Learning subject matter is an end in itself:

The main focus of the teachers, administrators and students are to complete the subject matter, to cover all the topics which are provided in the course out line by Listening to lectures, studying the recommended textbook. It is all preparation for examination on the part of students and teachers and it shows the influence of the subject centred approach. For the teacher to finish the textbook on time is a great accomplishment.

3.1.2 Requirements for the Operation of Subject centred Curriculum

1. Trained Teachers with mastery in a subjects and expert in methodology are required to teach.
2. A separate classroom for each subject and each level.
3. A fixed time table is required for different subjects according to importance of the subjects and age in curriculum.
4. Special arrangements for guidance physical education, Indoor and outdoor activities, tours and examinations etc.
5. Need of Text books and guide books for subject centred curriculum.

3.1.3 Criticism on Subject Centred Curriculum

Teacher has the control over pupil experiences, Learning activities and conduct. The teacher follows the decision of others in the planning and evaluation process. The teacher and headmaster formulate the rules for the classrooms management. They demand a very stern discipline and they want a quite classroom atmosphere, teacher thinks it is the best situation for teaching learning process.

1. It is compartmentalized and fragmentary.

The critics believed that there is no unity and continuity in the subject base matter. The subject is learned in parts. Every teacher is specialist in one subject and he feel pride to have the knowledge of his own subject and teaching and denying any responsibility for any other subject. Here they say that the learner acquire scraps of information not actual knowledge.

2. Subject centred curriculum ignores the interest and activities of the learner. The critics think that the arrangement of the course content is useless and inefficient and not suitable for teaching learning process. The subjects are logically organized.

3. The critics also have a viewpoint that the fact is the students know about the history what a few men had done in the past but they do not know about the current situation in their own country and what are the hopes and desires of Pakistani people and what are the social problems they have today here.

4. The critics also said that subject base curriculum fails to develop habits of effective and critical thinking. This curriculum gives importance to mastery of conclusions of thought (the end result) rather than the process through which that conclusion were derived. Which support this conclusion that it lead to uncritical thinking? The traditional assumption is that anybody who has learned the facts and information can think effectively, but the evidence does not support this assumption.

3.1.4 Defences of Subject Centred Curriculum

1. The supporter of the subject base curriculum rejects the claim that it did not develop child's thinking. They argue that it is the most suitable method for the development of

critical thinking in an individual but if one can't then the problem lies in the instruction not in the curriculum itself. A vast majority of countries select this method and they are producing botanist, doctors and geologist and so on.

2. The other claim that it is fragmentary and compartmentalized is also not true about subject base curriculum alone because no one can study one subject in one session at once in any kind of curriculum. They use the principle of selection in the selection of course contents. In a sense anything that is learnt is a fragment and is a part of some larger unit.
3. It gives the teacher the idea what to teach and the student what he suppose to learn and how much time they have to cover the course of the subject. This provides them with a constant source of security and a self evaluation process through which they know how much course they have cover and how to complete.
4. Subject base curriculum use a logically sound framework for the organization of subject matter, it used the cause and effect principle in science and the chronological order of the historical events but they assumed an order and are reliable for learning experiences.
5. The evaluation of subject base curriculum is easy. It use the achievement based testing in the evaluation to find the mastery of the subject matter in the individual.
6. It has a bright future. Subject approach is useful for specialization in any branch of knowledge. It is more effective.

3.2 Learner-centred Curriculum

The supporters of learner-centred Curriculum give importance to individual development and they want to organize the curriculum according to the needs and interest of learners, there are fundamental differences in this approach and the subject-centred design.

This movement from the traditional curriculum towards a programme that stresses the interests and needs of students, This approach was used by Rousseau in the education of Emile, then Dewey in his laboratory School in 1896-1904. It is believed that all of these twentieth-century efforts reflect the influence of Dewey.

It is a fundamental principle of education that the beginning of each instruction shall be connected with the previous experience of learners. The purpose is that the experience and the capacities that have been developed in early lessons, it should provide a starting point for further learning. The current importance given to student-centred programmes may not always acknowledge the Dewey's philosophy and influence on the movement to incorporate more student-serving learning opportunities into the curriculum.

The association for the Advancement of Progressive Education formed in 1919, had its aim "The development of the individual, based upon the scientific study of his mental, physical, spiritual, and social characteristics and needs". The views of this association, later called the Progressive Education Association (PEA), were compatible with the ideas of Dewey's as indicated by their principles:

1. Freedom to develop naturally.
2. Interest is the motive of all work.
3. The teacher is a guide, not a task-master.
4. Scientific study of pupil development.
5. Greater attention to all that affects the child's physical development.
6. Co-operation between school and home to meet the needs of child-life.
7. The progressive school a leader in educational movement.

The aim of using the learner-centred curriculum on the part of curriculum planners to interpret the needs and interests design as one based on common needs and interests of learners rather than on those of the particular population to be served. Reflected in curriculum plans, this interpretation could and sometimes did, become the rationale for teaching. Research on learner centred curriculum in recent years made it possible for curriculum planners to develop a better learner-centred curriculum. Modern learning theories and

dissatisfaction of students and parents from the old curriculum are moving curriculum and instruction toward a design that focus on real student needs and interests.

3.2.1 Characteristics

The curriculum design on the needs and interests of student has these characteristic and features.

1. The curriculum plan is based on knowledge of learner's needs and interests in general and diagnosis the specific needs and interests of the population served by the plan.
2. The curriculum plan is flexible, to accept new modification to conform to the needs and interests of particular learner's In fact, in some curriculum designs the learner may develop his or her own curriculum plan with the guidance of a teacher.
3. The learner is consulted and tutored individually at difficult points in the curriculum and instructional process.

Learner centered approach is an example of the applications of needs and interests (activities) approach. Subject obstacles were lowered or removed as teachers combined subjects to study social problems identified by students.

Students in the experimental schools were more successful in college. This practice has ever lasting effect on secondary education.

a. Applications of learner Centred Curriculum:

If the learning opportunities are not based on the needs and interests of the learners then there is no assurance that the learners well equipped with the skills to participate effectively in social activities; students as adults and good citizens. Therefore we see that the needs and interests design as especially appropriate for the personal development, but not for the social competence domain.

The most common approach to meet the needs and interests of learners is the grouping of students for special programmes believed by the planners to match the needs and interests of the students concerned.

The major use of the needs and interests design in curriculum planning is in the provision of options for individual students. For example, the middle schools provide many special interests activate, exploratory courses and other experiences aimed at giving each student opportunities to explore his own interest.

Currently the movement in higher education and expansion of it by “Open University” arrangements illustrates the feature of the needs and interests design. Drunker (1969) argues for continuing education which assumes “that the more experience in life and work people have, the more eager they will be to learn and the more capable they will be of learning.

Curriculum plans emphasizing the option concept:

1. The options are based on knowledge of learner characteristic.
2. Scheduling and other arrangements facilitate, selection and choice of options, with counseling services available to help students.
3. Students are actively involved in planning and evaluating the options in general and for themselves in particular.

3.3 Community Centred Curriculum

Meaning

The Community-Centred Curriculum is meant to reach out beyond the classroom and into the community where the world can be changed by students and teachers. The curriculum is based on societal issues, and the goal of the curriculum is to explore and solve those issues. This is very much an activist model, where students are encouraged to be leading activists in their community where life problems, community affairs, and real-world problems exist. The foundation of the community centred curriculum is built on real-world problems, and the content is various social issues. In the community centred curriculum, students are agents of change seeking to make a difference in their community.

3.3.1 Characteristics of the Community-Centered Curriculum

The main Characteristics of the community centred curriculum is the group and group action. The community centred curriculum is a problem-solving curriculum, and these problems are to be solved through the participation and efforts of the whole group. Students work to find the social relevance of their efforts and how they can improve their citizenship by the projects they take on. The experiences that the students participate in in the real world are alive, organic, real, and life changing. Students are consistently working to make the world a better place. “young people are at a formative, idealistic stage of their life, and they need to learn that they can and should make a difference in the world” (ellis, 74).

3.3.2 Teacher's role in the community-centred curriculum

In the community centred curriculum teachers have a very important role. They serve as facilitator: organizing group efforts, showing students that they are in this together, that they need each other, and that they have to have a group to do this. Some often question why this role is so important. We need to realize that children are not born with all the necessary social skills to work together as a group. Therefore, the teacher helps children develop their social skills and create a climate for collaboration and team building. These skills and this environment are essential for success within the community centred curriculum. The teacher

is responsible for turning their class into a problem-solving unit. They help their unit solve their community based problems by planning and coordinating trips into the community. They are also responsible for making connections with community members who will further help the students with their projects. Since teamwork is such a large part of this curriculum, teachers often work with teachers throughout the school in order to help students achieve their goals.

3.3.3 Student's role in the community-centred curriculum

The students' role in the community centred curriculum is perhaps the most important. They do not sit at their desk with textbooks doing never ending class work. Students are responsible for being aware of the world around them and the issues that impact their life. It is from these life issues and problems that the community centred curriculum is developed. Students' goal is to leave the world a better place than they found it through group efforts. The *esprit de corps* (the common spirit) is a focal point of the curriculum and developed as the students work together in group projects. Students are to engage in the culture and become involved in the community that lies beyond their school and to make a difference in that community. Participation is the true key of the community centred curriculum, and students must work together if they wish to succeed. Students start their learning process with a driving question. They then take this question and explore it through inquiry using applied knowledge. Students then engage with their peers, teachers, and community members in collaborative activities. The students' project learning can be scaffolded by various supports including technology. Finally, students create tangible projects that will address their driving question.

3.3.4 Learning environment of the community-centred curriculum

The community centred curriculum requires a classroom like any other school. Students come together to discuss community issues and decide where their course of study should go. Therefore, the classrooms and schools that participate in the community centred curriculum are like a democracy. Students make many of the key decisions. While there are the traditional grade levels based mostly on age, cross-grade level activities are very common place. Students must work together to solve particular issues, and sometimes that requires other grade levels. Since the community centred curriculum focuses on the real world, the

real world is the community centred curriculum's learning laboratory. Students spend much of their time outside of the classroom and school, and in the community investigating. The community centred curriculum has integrated studies where students and teachers work backwards from the problem, trying to find out how they can be of help.

3.3.5 Assessments in the community-centred curriculum

Assessments in the community centred curriculum usually focus around the students' efforts and outcomes. In the community centred curriculum students are working to solve problems within their community, and part of their assessment focuses on the outcomes of their efforts to solve the problem. Therefore, students are also assessed on their ability to apply their knowledge and skills when trying to solve the particular problem at hand. The community centred curriculum also allows for students to develop their citizenship and leadership abilities, as well as fostering their social growth. A group reflection takes place after a project has been completed where students can get together and share any and all thoughts about the project and what the next steps should be.

Types of community centred curriculum assessment include: written work, observations, presentations, informal discussions and questions, project designs, and final products. Teachers are not the only ones involved in the assessment process, students and peers are also actively involved. Students are given the chance to create their own rubric which the teacher can use to assess their learning.

3.3.6 Advantages of a community-centred curriculum

(a) Increases students awareness of social issues and current events
one of the benefits of the community-centred curriculum is that social issues are the foundation of the curriculum. Instead of spending their day at a desk reading textbooks and doing seatwork, students are called to participate in real world activities. The focus of the

curriculum is on real life problems that are occurring in the classroom, the local community and around the world.

(b) Fosters positive social interactions

In the community centred curriculum, students are constantly interacting with one another, and team building, collaborative effort, and cooperative learning are all a large part of the school experience. Group projects dominate the curriculum, which requires frequent collaboration and fosters the social skills that are necessary for participation in a group. The principles of democracy, participation and citizenship are stressed.

3.4 Social Reconstructionist Curriculum

Social Reconstructionist are interested in the relationship between curriculum and the social, political and economic development of society. Social Reconstructionist are convinced that education can effect social change, citing, for example, literacy campaigns that have contributed to successful political revolutions.

Aspects of re-constructionism appeared in American curriculum thought in the 1920s and 1930s. Harold Rugg was concerned about the values for which the school should work. He tried to awaken his peers to the “lag” between the curriculum, a “ lazy giant” and the culture, with its fast-paced change and resultant staggering social dislocations. Rugg’s textbooks, teaching and professional leadership had one overriding quality- the spirit of social criticism. He wanted learners to use newly emerging concepts from social sciences and aesthetics to identify and solve current problems.

In early 1950s, the late Theodore Brameld outlined the distinctive features of social reconstructionism :

First, he believed in a commitment to building a new culture. Brameld was infused with the conviction that people are in the midst of a revolutionary period from which the common people will emerge as controllers of the industrial system, public services, and of cultural and natural resources.

Second, Brameld felt that the working people should control all principal institutions and resources if the world is to become genuinely democratic. Teachers should ally themselves with the organised working people. A way should be found to enlist the majority of people of all races and religions into a great democratic body with power to enforce its policies.

Third Brameld believed that the school should help the individual, not only to develop socially, but to learn how to participate in social planning as well.

There are many premises of social reconstruction and the different directions taken by different social re-constructionist such as revolution, critical inquiry, and futurism. A distinction is also made between a curriculum of reconstruction, which attempts to change the social order, and a curriculum of social adaptation, which helps students fit into a world they never made.

3.4.1 Purpose of the social Reconstructionist curriculum

The primary purpose of the social Reconstructionist curriculum is to confront the learner with the many severe problems that humankind faces. Social Reconstructionist believe that these problems are not the exclusive concern of 'Social studies, but of every discipline, including economics, aesthetics, chemistry and mathematics. Now it is a critical period where the crisis is universal, and the widespread nature of the crisis must be emphasized in the curriculum.

The social Reconstructionist curriculum has no universal objectives and content. For example, the first year of such a curriculum might be devoted to formulating goals for political and economic reconstruction. Activities related to this objective might include the following :

1. A critical survey of the community (for example , one might collect information on local patterns of savings and expenditures)
2. A study relating the local economy to national and worldwide situations
3. A study treating the influence of historic causes and trends on the local economic situations
4. An examinations of political practices in relation to economic factors
5. A consideration of proposals for change in political practices
6. A determination of which proposals satisfies the needs of the most people

Objectives in later years of the curriculum might include the identification of problems, methods, needs, and goals in science and art; the evaluation in the relationship between education and human relations; and the identification of aggressive strategies for effective change.

3.4.2 Role of the Teacher

Teachers must relate national, world and local purposes to the students' goals. Students thus use their interests to help find solutions to the social problems emphasized in their classes. If a community wants to encourage participation of different ethnic groups in public meetings, for example , a foreign language class could help facilitate this participation by interpreting. Such a Programme provides an opportunity for students to use their special skills and interests to promote community goals in discussion groups, general assemblies, and other local organizations.

The teacher stresses cooperation with the community and its resources. For eg. Students may spend time away from the school participating in community health projects (for science classes) or in community acting, writing or dance programs (for arts and literature classes). Even the arts must be integrated with other concerns in the programme. The interconnection between arts & science and arts & economics , for eg, might be strengthened as the arts students looks at art in home and city planning, contrasts unhealthy communities with “ideal garden cities” and attempts to see the desire for business profits affects the quality of life.

Also, as a resource person and catalyst, the teacher seeks opportunities for youth to work as equals with adults in social projects and political activities. For eg the school project like channels funds to students who, with adults , make grants to deserving neighbourhood undertaking such as attempting to clean up surroundings and serving meals to homeless children. However, more than encouraging social service, the teacher should challenge the beliefs of students and develop their critical consciousness.

Social reconstructionist hold that all teachers are political persons who must choose either to serve whoever is in power(Conservatives) or present options to those in power(Social reconstructionist). This is not to say that the teacher neglects course content simply to politicize students but that students learn to recognize that content is never neutral and it is in the favour of community.

3.4.3 Basis for selecting learning opportunities

For the social Reconstructionist a learning opportunity must fulfil three criteria:

- A) It must be real
- B) It must require action
- C) It must teach values

learners must focus on an aspect of the community which they believe they can change and to which they will devote their efforts. Passive study, simulations and role playing do not meet this criterion. Learners must have the opportunity to recognize the real importance of what they are to do. Learners must act on an issue or problem, not merely study it. Responsible action on matter of public concern may include working with community groups, informing people about social problems, and taking a stand on controversial issues. Learners must form a coherent system of values.

3.4.4 Organisation

A social Reconstructionist organizes learning activities around such questions like

- a) Can the ordinary human being fulfil his or her own capabilities in the face of depersonalised forces?
- b) Can neighbourhoods learn to work together to solve their own problems?
- c) Can the economic and political establishments be rebuilt so that people everywhere have access to environmental and cultural resources?

Instructional sequence typically follows these stages:

Stage 1: Identifying issues that appear most problematic.

Stage 2: Examining the realities of the student's lives, including constraints and root causes of their problems.

Stage 3: Linking issues to institutions and structures in the larger society.

Stage 4: Relating social analysis to the visions and ideals students have for their world, community and themselves and

Stage 5: Taking some responsibility (action) for putting the realities more in accordance with the ideal.

3.4.5 Evaluation

Evaluation covers a broad spectrum of students' abilities-articulation of issues, generation of possible solutions, redefinition of their world views, willingness to take action toward an ideal. Students are expected also to evaluate their own learning and to reflect as group about the actions they have taken.

Social Reconstructionist are also interested in the effect of the curriculum upon the community. Factors to be weighed include the growth of community consensus, increased political power of the working class, and an improved quality of life.

3.5.5 Model Questions

1. Give the different perspective for categorisation of curriculum.
2. Explain two main characteristics of subject centred curriculum.
3. Explain the criticisms about the subject centred curriculum.
4. What is the main focus of community centred curriculum? Discuss.
5. What are the teacher's roles in the Society-Centred Curriculum?
6. Explain Social Reconstructionist curriculum with reference to Characteristics, student's role and purpose.
7. Differentiate the subject centred curriculum and learner centred curriculum.
8. Write down the principles of learner centred curriculum according to PEA (Progressive Education Association).
9. What is the main focus of community centred curriculum? Discuss.
10. What are the teacher's roles in the Society-Centred Curriculum? Discuss

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