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**GSCW B. ED, SEM-II,PAPER-VIII,UNIT-III,**  
**TOPIC- CONCEPT OF CURRICULUM**  
**PART-I &PART-II**



# **Concept of Curriculum**

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### **i. Curriculum as a Plan**

- Oliva (1982) stated that “Curriculum is a plan or programme for all experiences which the learner encounters under the direction of the school.”
- Carter V. Good (1959) defined curriculum as “a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for gradation on certification for entrance into a professional or a vocational field.”
- Tyler and Hilda Taba (1962) defined curriculum “as a plan for action, or a written document, which includes strategies for achieving desired goals or ends.”

- Galen Saylor defined curriculum “as a plan for providing sets of learning opportunities for persons to be educated”.
- David Pratt (1980) defined “curriculum as an organized set of formal educational and/or training intensions”.
- Wiles and Bondi stated that “curriculum as a plan for learning whereby objectives determine what learning is important”.

- West Burg, and Steimer, (1971) told that curriculum is a methodological inquiry exploring the range of ways in which the subject-matter elements of teacher, students, subject and milieu can be seen. Curriculum can be defined as “a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by single school centre. Thus curriculum can be regarded as anticipatory or intended.”

- West Burg and Steimer (1971) Saylor and Alexander (1956) defined curriculum as the sum total effort of the school to bring about desired outcomes in school and out of school situations. According to them the curriculum includes school experiences through which learners may achieve the ends sought by their teachers.”

- Jenkin and Shipman (1975) stated that “A curriculum is the formulation and implementation of an educational proposal, to be taught and learnt within schools or other institutions and for which that institution accepts responsibility at three levels: its rationale, its actual implementation and its effects”
- In the words of Kerney and Cook, “curriculum is a complex of more or less planned or controlled conditions under which students learn to behave and to behave in their various ways. In it, new behaviour may be acquired, present behaviour may be modified, maintained or eliminated, and desirable behaviour may become both persisted and viable”.

## **ii. Curriculum as an Experience**

- Tanner & Tanner (1980) defined that “Curriculum is that 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) stated that “curriculum includes totality of experiences pupil receives through the manifold activities that go on in the school, classroom, library, laboratory, workshop, play ground and in numerous informal contacts between teachers and pupils.” In other words the whole life of school is curriculum which can touch the life of students at all levels and helps in evolution of a balanced personality.

- Krug (1957) stated that “Curriculum consists of all the means of instruction used by the school to provide opportunities for student learning experiences leading to desired learning outcome.”
- Saylor & Alexander (1966) defined as “Curriculum encompasses all learning opportunities provided by the school.”
- Harnack (1968) defined that “Curriculum embodies all the teaching learning experiences guided and directed by the school”.
- Smith *et al.*, (1957) defined “curriculum as a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting.”
- Foshay (1969) defined that “curriculum encompasses all experiences a learner has under the guidance of the school”.



- Tanner, D and Tanner L.N. (1975) defined ‘curriculum as the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school for the learner’s continuous and wilful growth in personal social competence.
- John Dewey defined that “curriculum as dealing with the experiences of the learners. This view considers almost anything in school, even outside of school as part of the curriculum”.
- Caswell and Campbell defined curriculum as “all the experiences children have under the guidance of teachers.”

- Shepherd and Ragan stated that “the curriculum consists of the ongoing experiences of children under the guidance of the school”. It represents a special environment... for helping children achieve self-realization through active participation within the school.
- Eisner points out that the curriculum “is a program the school offers to its students”. It consists of a “pre-planned series of educational hurdles and an entire range of experiences a child has within the school.”

- Glen Hass (1987) contended that “curriculum is all of the experiences that individual learners have in a programme of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and

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present to professional practices.” The curriculum is thus a list of planned learning experiences offered to the students under the direction of the school, in other words, curriculum is a blueprint of experiences that have been planned for the students.

### **iii. Curriculum as a Subject Matter**

Doll (1978) stated that Curriculum is both a subject to be taught at colleges and universities and a field in which practitioners work. Curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of that school.” Curriculum can be considered in terms of subject matter (Tamil, English, Mathematics, Science, and Social Science) or content (the way of organization and assimilation of information). Historically and currently the dominant concept of the curriculum is that of subjects and subject matter there in to be taught by teachers and learned by students.

Curriculum refers to the set of subjects or course offered and also those required or recommended or grouped for other purposes; thus such terms as the college 'preparatory curriculum' 'science curriculum' and 'premedical curriculum' are commonly used. According to Beanchamp, the subject matter is the hard core of curriculum whatever may be the mode of expression. The list of subjects offered in a particular grade or school is frequently referred to as the curriculum. More properly, the subject offering of the schooled is the program of studies.

The curriculum is the school's total program for learners. Generally we find that the concept for the curriculum is that of subjects and subject matter taught by teachers and given in the text books. In spite of efforts made in the improvement of the concept of the curriculum for last 50 years, the concept of curriculum as subjects matter continues to be the basis of the dominant curriculum design. The concept of curriculum as subject and subject matter has been presented in the theories relating to principles for selections, sequence and class placements of subject matter. This concept of curriculum follows the following procedure for curriculum planning:

- Various social and educational factors are taken into account by curriculum experts to decide the subject to be taught to a particular age group.
- Interests of the students, difficulty of their age group and sequence are used as criteria to decide the subjects and subject matter to be taught to the students belonging to a particular age group and particular area of location.

- Methods of teaching are planned and implemented for the purpose of providing mastery of knowledge as subject matter of the subjects selected in curriculum.

But in the modern days this concept of curriculum is not considered appropriate because it restricts the concepts of curriculum to the fields of organized knowledge.



#### **iv. Curriculum as an Objective**

- B.F. Skinner views the curriculum as being formulated according to behaviouristic objectives. The curriculum is the series of experiences which children and youth must have by way of attaining activity-based objectives.
- W. W. Charters (1923) viewed curriculum as a series of objectives that students must attain by way of a series of learning experiences
- Edgar Bruce state that the curriculum is “an educational instrument, planned and, used by the school to effect the purposes”.

- According to Payne, “curriculum consists of all the situations that schools may select and consciously organise for the purpose of developing the personality of its pupils and for making behaviour changes in them.”
- Bobbit (1918) has defined curriculum “that series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life: and to be in all respects of what adults should be”. Here Bobbit determined curriculum objectives based on skills and knowledge needed by adults.
- Ralph Tyler (1949) has presented the same views about the curriculum but he combined curriculum and instruction in his approach. Probably

he thought that curriculum and instruction cannot be separated otherwise the aims and objectives of curriculum planning will not be attained.

- Muritz Johnson (1971) stated that “curriculum is concerned not with what students will do in the learning situation but with what they will learn (or be able to do) as a consequence of what they do. Curriculum is concerned with what results, not with what happens. And it stands in anticipatory relationship to the learning process, not in a reportorial relationship, after the fact. It deals with expectations or intentions and more specifically with the learning outcomes intended to be achieved through instruction that is through experiences provided through what happens and what learners do”.

- The curriculum is the sum total of the school's efforts to influence learning, whether in the classroom, on the playground or out of school.
- A curriculum is a structured series of intended learning outcomes (Johnson, 1967). This explanation emphasizes that learning outcomes and not learning experiences constitute the curriculum. These outcomes are linked with objectives.
- Lawrence Stenhouse (1975) stated that 'A curriculum is an attempt to communicate the essential principles and features of an educational concept in such a form that it is open to critical scrutiny and capable of effective translation into practice'. Here, curriculum has been viewed as an attempt, an activity aimed at communication.

## **v. Curriculum as a System**

Babcock, McNeil and Tanners stated that “Curriculum can be considered as a system for dealing with people and the processes or organization of personnel and procedures for implementing the system”

## **vi. Curriculum as a Field of study**

Orlosky and Smith, Schubert and Tanners stated that “Curriculum can also be viewed as a field of study, comprising its own foundations and domains of knowledge, as well as its own research, theory, and principles”.

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## **BASIC PRINCIPLES OF CURRICULUM**

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Curriculum refers both organized and informal activities of school life. School life need not imply life of the child within the four walls of the school alone, but extends beyond that. The place and importance of the curriculum in the educative process needs no reemphasis. The general aims of education receive concrete expression through the curriculum. It translates ideals into action. It is the crucial link between objectives and outcomes. As King and Brownell write “Deliberately Designed activity of life is education, deliberately designed portion of education is schooling, the heart of schooling is curriculum.” The following are the basic principles of Curriculum Development

- The curriculum should be Productivity Oriented.
- The curriculum should be Activity Based.
- The curriculum should be New Knowledge Oriented The curriculum should be Child-Centered

- The curriculum should be Human Development Oriented
- Principle of Conservation
- Principle of Forward Looking
- Principles of Creativity
- Principle of Flexibility
- Principle of Maturity
- Principle of Utility
- Principle of Totality
- Principle of Significance
- Principle of LPG (Liberalization, Privatization and Globalization)
- Principle of Values