

Unit : Two



Unit: Two Basis for curriculum / Decision Making

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Some Questions

1. Identify bases for curricular decisions.
2. Relate different philosophical bases with curriculum.
3. Justify the need of studying society and culture for curriculum development.
4. Exemplify socio-cultural factors to be addressed by curriculum.
5. Identify various nature of knowledge.
6. Elucidate how nature of knowledge influences the curricular decisions.
7. Clarify why need, interest and maturation of child should be addressed by curriculum
8. Explore ways of addressing the need of children with special needs

Basis for curriculum

Bases are the pillars upon which the building lies. Curriculum development also has several bases. Curriculum development is the most important component of educational programme. The answers of three fundamental questions provide the awareness and basis of education.

1. Why are education and curriculum needed?
2. What should be taught in education?
3. And how we teach?

The roots of planning any curriculum depends upon the ideas of Philosophy, Sociology and Psychology. Thus the curriculum development has three bases

- a) Philosophical bases of curriculum
- b) Sociological bases of curriculum
- c) Psychological base of curriculum

- **2. Sociological bases of curriculum**

- Society influences the school curriculum.
- Every society, community or nation has an essential social obligation to arrange the education of children.
- Sociological considerations influence curriculum development in following distinct ways:-
 - It provides a way of carrying out changes in the behavior of the students as per the needs and demands of the society or nation.
 - To make education as an instrument of social changes and progress.
 - To preserve the culture and transmit it to young children.
 - To prepare the learners for the future society.
- Thus sociological considerations provide necessary guidelines for developing a useful curriculum for the betterment and the progress of society.

- **3. Psychological bases of curriculum**

- Education is for the child. The child is the center of the educational process.
- Through education, efforts are made for bringing desirable changes in the behavior of the learners.
- Psychology as a science of behavior is linked with the process of imparting education.
- It helps curriculum developers in deciding what content and learning experiences can be included in the curriculum.
- It provides bases for curriculum development in such a way that curriculum could be developed according to the children in a particular grade and their needs.
- The psychology of individual differences among children influences the plan and development of the curriculum. So, the curriculum should have enough variety and elasticity to allow individual differences, needs, and interests.
- So, we can conclude that curriculum development is guided by the ideas put forward by psychologists (Piaget, Erickson, Bruner, etc.) from time to time. Hence curriculum development has sufficient psychological bases.

2.1 Philosophical bases

- At the foundation of every curriculum, there is the educational philosophy of people directly involved in the process of curriculum development.
- Philosophy is the end and education is the means to achieve that end.
- Philosophy determines the goal of life and education tries to achieve that goal.
- The contents of the curriculum change to suit the prevalent ideologies and social ways of thinking.
- So, the curriculum is positively correlated with the needs and requirements of society.
- Philosophy provides curriculum specialists with a framework for broad issues and tasks, in general, what experiences and activities to stress in school and classroom.

In order to have a curriculum, the topics issues and activities have to be selected on certain basis. This basis depends upon fundamental beliefs of the curriculum planner. His beliefs will naturally depend upon his philosophy of education. Thus philosophy is considered as one of the major foundations of curriculum. The philosophy will provide the following information for the purpose of curriculum planning:-

1. What are beliefs about the nature of people? All people are good While they are born or they are ignorant when they born and so on.
2. What are the sources of truth and values that provide life? Whatever is given in religious books is true. Everyone should develop those virtues which are given in his religion and so on.
3. What constitute a good life? A good life is that which has been conveyed through the prophets or the life such our forefathers have lived or materialistic life and so on.
4. What should be learnt by the people? Teachers can take decision according to their own interest or it will depend upon the circumstances and situations and so on.

5. What role should be played by the school in the society?
The school should do as the parents want or the Government wants or school should be natural and should not play any role in framing the society.
6. What role should be played by the teacher in the learning process?
7. Teachers should dominate the scene or students should play an important role or teacher should be a dominant partner and so on.
8. If there was one philosophy of life there would have been one philosophy of education and one and only one answer to each question. But since there are different philosophies of life and philosophies of education so there are different answer to these questions.

Debates continue on what is curriculum? & on how to outline the basic foundation ?

there are two view :

a.) optimistic view:- it is concern almost all (if not all) knowledge include itself.

b.) pessimistic view:-

The **philosophical foundation of curriculum** helps determine the driving purpose of education, as well as the roles of the various participants. While all foundations propose to set goals of curriculum, philosophy presents the manner of thinking from which those goals are created .

Introduction

Before we proceed further, let us ask ourselves a question.

What insights do we gain from the discussion on the philosophical foundations of curriculum'?

Foundations of curriculum do not arise in a vacuum.

As curriculum development is heavily influenced by philosophy, those involved in such planning should be clear about contemporary, dominant philosophy.

If we are unclear about our philosophy of education, our curriculum plans and teaching procedures will tend to be inconsistent and confused.

Further, we need to be constantly open to new ideas and insights that may lead to a revision or refinement of our philosophies.

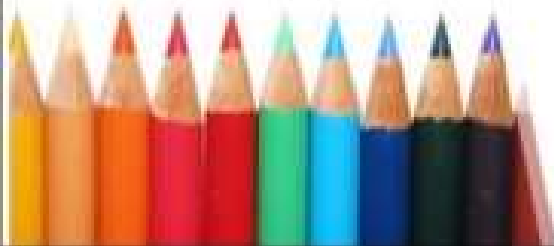
Our position should be that no single philosophy, old or new, should serve as the exclusive guide for making decisions about curriculum. What we, as curriculum specialists, need to do, is to adopt an eclectic approach, in which there is no undue emphasis on one particular philosophy. In essence, what we need is a prudent philosophy-one that is politically and economically feasible and that serves the needs of students and society

What is Philosophy and Curriculum?

Curriculum is “what” is taught each day in classrooms, and the reasons why it is done. Curriculum can be thought of as a map that lists goals which must be reached by students along their educational journey. However, philosophy is the driving force behind curriculum that motivates and prepares both the teacher and students for success.

Philosophy is not only what is done in our classrooms, but more specifically “how” it is done. Philosophy is also what educators believe about themselves, either positively or negatively, and they bring these beliefs into the classrooms. These beliefs also effect students and their educational outcomes.

The U.S. educational system has been heavily influenced by four major philosophies. These concepts include two traditional philosophies called Idealism and Realism, and two contemporary philosophies called Pragmatism and Existentialism.



Philosophy and Curriculum Introduction:

- 1 .Philosophy provides educators, teachers and curriculum makers with framework for planning, implementing and evaluating curriculum.
 2. It helps in answering what educational institutions are for, what subjects are important, how students should learn and what materials and methods should be used.
 3. In decision-making, philosophy provides the starting point and will be used for the succeeding decision-making.
 4. Study of philosophy helps us deal with our own personal systems of beliefs and values, i.e., the way we perceive the world around us and how we define what is important to us.
 5. As philosophical issues have always influenced society and institutions of learning, a study of the philosophy of education in terms of Curriculum development is essential.
 6. In essence, a philosophy of education influences, and to a large extent determines, our educational decisions and alternatives.
 7. Those who are responsible for curricular decisions, therefore, should be clear about what they believe. 8. If we are unclear or confused about our own beliefs, then our curricular plans are bound to be unclear and confusing.
- Four Major Philosophical Positions Four major philosophical positions that have, hitherto, influenced curriculum development. i) Idealism ii) Realism iii) Pragmatism iv)

WHY WE NEED PHILOSOPHY

- Philosophy helps teachers to reflect on key issues and concepts in education.
- usually through such questions as:
 - ▣ What is being educated?
 - ▣ What is the good life?
 - ▣ What is knowledge?
 - ▣ What is the nature of learning?
 - ▣ And what is teaching?



Philosophy and Curriculum

“Philosophy is the beginning point in curriculum decision making and is the basis for all subsequent decisions regarding curriculum” – John Goodland

As cited on page 31

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Four Major Philosophical Positions

Four major philosophical positions that have, hitherto, influenced curriculum development.

- i) Idealism
- ii) Realism
- iii) Pragmatism
- iv) Existentialism

1. idealism and curriculum

- Idealism is considered one of the oldest philosophical systems, whose main proponent was the Greek philosopher, Plato. Idealism advocates that ideas constitute what is real and permanent, i.e. ideas are the only true reality. Idealism also emphasizes the spiritual component of man, i.e., man is a spiritual being.
- According to this philosophy, education is the process of development of a person, his/her conscious and spiritual self. The ultimate responsibility for learning rests with learners. The school exists to develop character, increase knowledge, and cultivate aesthetic taste. The teacher is expected to be a model, friend, and guide to the learners.
- Idealism is a philosophy developed by Plato. One of the many tenets of idealism is that truth can be found through reasoning, intuition, and divine revelation. ... For curriculum, idealist concepts come through when people believe that learning is mostly an intellectual process

Idealists Thoughts on Education

- 1. Stress on spiritual environment**
- 2. Education is based on spiritualism**
- 3. Self-realisation is the aim of life.**
- 4. Emphasis on mental capacities**
- 5. Teacher and curriculum are central aspects of education. Relatively unimportant place for the child.**
- 6. Development of the child in accordance with adult standards.**
- 7. Emphasises on book learning**
- 8. Both individual and society are valued**
- 9. Definite and specific ideology maintained**
- 10. Stress on disciplining the child.**

CURRICULUM

- Curriculum developed according to ideals and eternal values
- Humanistic subjects emphasised
- Main subjects – Religious studies, Spiritual studies, Ethics, Language, Literature, History, Fine Arts, Music, etc.,
- Books are considered as Treasure house of Knowledge

Aim of life is to realize God pursuing truth, beauty and Goodness(Plato)

curriculum can be used to shape human character through Maxims or enduring principles for human activity. The development and learning of the child through activity and trained minds to think and infuse ideas on what is right and wrong(KANT)

the promotion of moral values.

IDEALISM AND CURRICULUM

- **Views of Plato about Curriculum:** the aim of life is to realize God which is possible only by pursuing high ideals namely Truth, Beauty and Goodness.
- **Views of Herbert about Curriculum:** the Idealistic aim of education is the promotion of moral values.
- **Views of Nunn about Curriculum:** it is the function of school to promote and maintain morality and the historical tradition to preserve and develop its achievements more and more.
- **Views of Ross about Curriculum:** man can develop spirituality only if he is physically healthy.

Philosophical foundations of Curriculum

Idealism



- Plato, Hegel and Fredrick Froebel advocates the idealist philosophy.
- Idealism emphasis that moral and spiritual reality is the chief explanation of the world.
- Importance is given to Truth and values.
- Brain is the pool of ideas. We have all ideas in our brain and we extract ideas from brain and apply in the situations.
- Teacher's task is to bring that hidden knowledge to consciousness.
- According to idealists order and pattern of a subject matter should be related to ideas and concepts.



Idealism curriculum

- Curriculum is hierarchical. Concept and abstract subjects are the top subjects. (Philosophy, theology)
- Promotes abstract thinking (Mathematics is considered important because it cultivates the power to deal with abstract thinking)
- Language subject is important

Idealist Education

- The aim of education is to discover and develop each individual's abilities and full moral excellence in order to better serve society.
- The curriculum emphasis is in subject matters of the mind:
 - Literature
 - History
 - Philosophy
 - Religion
 - Art

Socrates, Plato, Fichte, Hegel, Hume, Kant, Nunn and Ross

Features:

1. The doctrine of idealism suggests that matter is an illusion and that reality is that which exists mentally.
2. Reality exists as it is experienced.
3. Truth is same today as it was yesterday
4. It emphasizes moral and spiritual reality as the chief explanation of the world and considers moral values absolute, timeless and universal.
5. If we apply this view to education what would be the implications for the role of teachers and curriculum in education?
4. They believe that human behavior is rational, when it conforms to the laws of nature and is governed by social laws.

Implications for Curriculum

- a) Teachers are expected to act as role models of enduring values.
- a) And the school must be highly structured and should advocate only those ideas that demonstrate enduring values.
- b) The materials used for instructions, therefore, would centre on broad ideas particularly those contained in great works of literature and/or scriptures.
- c) Since it is based on broad ideas and concepts, idealism is not in line with the beliefs of those who equate learning with acquisition of specific facts.
- d) Curriculum should aim at inculcation of three spiritual values: Truth, Beauty and Goodness, these three values determine three types of activities- intellectual, aesthetic and moral.

2. Pragmatism and curriculum

- The word 'pragmatism' has been derived from the Greek word 'pragmatikos' Which means practicability or utility.
- This philosophy principle : first the activity or experiment is done and on the basis of result. It has also called instrumentalism and Experimentalism. In this philosophy believe that the external changes occur in everything.
- The main proponent of pragmatism was John Dewey (1859 -1952). The proponents of pragmatism were reacting against what they considered as failures or shortcomings of the traditional school system, supported by idealism and realism. Some of the criticisms included:

- Traditional curriculum content included a lot of meaningless and needless content. Traditional curriculum did not give a “utility education.” The curriculum was rigid and did not cater to individual needs of particular learners.
- Pragmatists, therefore, advocated for reality being considered as instrumental, i.e., used as an instrument to solve problems. Philosophy is therefore built on practical usefulness, i.e., “cash value of ideas.” Hence, truth is what works, what turns out all right. Truth also should be the idea that has been tested, verified, and found effective in solving problems.

Curriculum of Pragmatism

The Child and the Curriculum

Two majors

Logical

discipline

Psychological

interest

- Pragmatist curriculum is composed of both process(experience) and content (knowledge) or *knowledge-based on experience*.
- Pragmatist want to focus at least some attention on process because ends should not be divorced from means.

- This philosophy is not emphasis on curriculum.
- In this view, Education is a process of participation which is related to individual and social experience.
- According to pragmatist , students should be given opportunity to learn in a natural atmosphere without any interference and tension.

So , the following basis are adopted to construct the pragmatist curriculum:-

- a. Principle of child interest.
- b. Principle of utility.
- c. Principle of integration .
- d. Principle of vocational activity.

Thus pragmatist curriculum is concerned with the realities of child nature and life.

To be....

- The content of the curriculum will be selected from different activities of real life.
- The pragmatist believes in unity of knowledge and skill. He does not want to divide the curriculum into independent subjects.

PRAGMATISM AND CURRICULUM

- ✦ Pragmatic curriculum is framed according to the following principles:
- ✦ Principles of dynamism and flexibility.
- ✦ Principle of utility – subjects like language, literature, physical education, hygiene, history, geography, civics, sociology, psychology etc. Priority is given to social sciences to make the students good, cooperative and useful citizens. Natural sciences come next.
- ✦ Principle of activity and experience, agriculture, wood craft and industrial sciences.
- ✦ Principles of integration.

- PRAGMATISM AND CURRICULUM

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- Principle of activity and experience, agriculture, wood craft and industrial sciences.
- Principles of integration.

To be....

- The pragmatic curriculum based on :-
 1. Pragmatism curriculum is based on subjects of main principle being utilitarian.
 2. Social subjects from the main body and others subsidiary.
 3. The main subjects of pragmatic curriculum are: Health hygiene and science, Physical culture, History, Geography, Math, Home science, science and Agriculture etc...

5. Realism and curriculum

The realist's school of thought is traced back to Aristotle, another main, Greek philosopher. According to this philosophy, matter or objects that we see exist by themselves, i.e., they exist absolutely with or without man. In other words, matter is not a construct of the human mind.

- Realism is not a new concept or school philosophy.
- The word 'realism' has been derived from the Greek word 'Res' which means object. So the meaning of realism is the "reflection of object".
- The principle of this philosophy: is to believe in truth and reality
- It focuses on reality of object than principle or opinion.

The following principles are therefore upheld:

1. the principle of independence of matter,
2. the principle of orderliness of the world behind its organization, this means that law and order prevail in the universe,
3. the principle of the world as real as discovered by the scientist.

Thus, it is possible to have objective knowledge of the world. Our senses are also a source of knowledge. The philosophy also advocates that values exist objectively; they are absolute and internal.

What then are the educational implication of realism?

- The ultimate educational aim is achievement of knowledge of nature and inner workings of the universe.
- Education is essentially transmission of inherited culture from one generation to another.
- Disciplines of curriculum should contain certain elements of culture.
- Students should learn disciplines to develop intellectual skills to discover important principles and theoretical insights.



REALISM

- It based on natural laws , objective and composed of matter.
- People can come to know the world through their senses and their reasons.
- Aristotle believed that everything had a purpose and humans' purpose is to think.
- Teacher's role is to be a moral and spiritual leader and to be an authority.
- Learning is just exercising the mind, and logical thinking are highest form.

Realism and curriculum

❑ Acc to Ross , 'just as naturalism comes on the educational scene as a protest against system of training that have become artificial ,so realism tends to appear as a reaction against the curriculum consisting of studies that have become bookish, sophisticated & abstruse.'

❑ According to realists only those subjects should included in the curriculum which prepare the child for day to day living

❑ Realist emphasized prime importance to nature, science and vocational subjects whereas secondary place to arts, literature and languages.

➤ Realism is in 4 forms i.e,

a. Humanistic realism

b. Social realism

c . Sense realism

d. Neo realism

➤ In this philosophical curriculum people has to study a required number of subject to meet certain social demands.

➤ School is the melting pot. it does not accept supernaturalism.

➤ it is emphasis on inductive method. it does not emphasis on curricular bookish knowledge.



Nature of curriculum

- The realists believe that the most efficient and effective way to find out about reality is to study it through organized, separate, and systematically arranged subject matter
- Subject-matter centered
- Emphasizes the subject matter of the physical world, particularly science and mathematics



Realism Curriculum

- Logic and lessons that exercise the mind and that cultivate rational thought are stressed.
- Three R's (Reading, Writing, Arithmetics)
- Ethical, political, economic thought
- Has organized separate subjects curriculum. For example study of humankind experience becomes history subject.

The Realist Curriculum

- **Problem-centered** (subject-centered)
- Practical and useful
- Highly organized and systematic
- **Physical activity** has educational value (Locke)
- Extensive use of **pictures** (Comenius)
- Attention to the complete person (Locke)
- Use of **objects** in education (Maria Montessori)
- Highly organized, separate and systematically arranged (**Science, Social Sciences and Mathematics**)

To be...

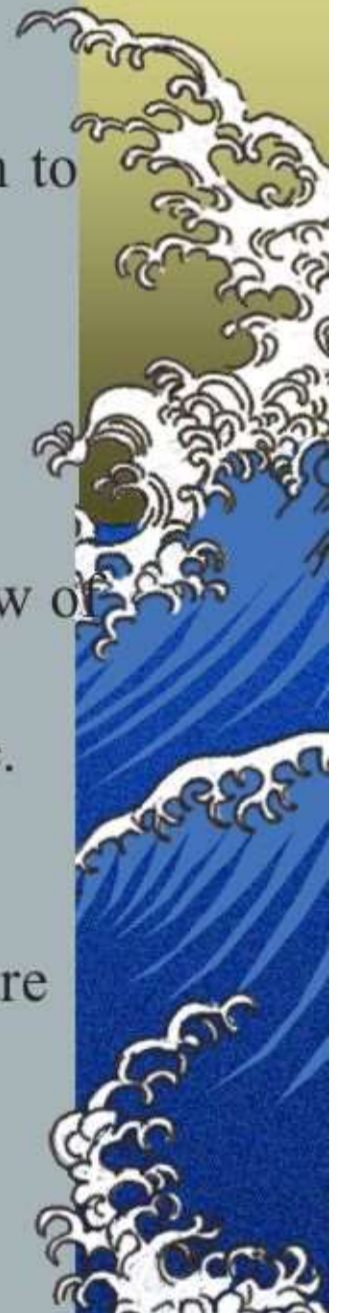
- In this types of curriculum the course should be designed which is useful and related to the reality of life.
- It also should developed the interest , experience & habit of child.
- To give the real knowledge the curriculum should consists the methods like: discussion , brain strumming , observation , investigation etc.
- The curriculum should be Scientific and specific knowledge oriented.

To be..

- such curriculum focuses to include the subjects like: Natural science, health, physical exercises, sports, history etc.
- To achieve the objective under this philosophy the role of teacher is supreme & informal methods of teaching should be applied.
- In this , the school should reflect the society.
- The subjects under realism should interrelated with each other.

Naturalism

- The application of principles of scientific determinism to literature in the late 19th and early 20th century
- From Darwin: biological determinism
- From Marx: gain a view of history as a battlefield of economic and social forces
- From Zola: view human existence according to the law of scientific causality// Zola: (Zola)French novelist and critic, the founder of naturalist movement in literature. Zola redefined Naturalism as "Nature seen through a temperament." "I am little concerned with beauty or perfection. I don't care for the great centuries. All I care about is life, struggle, intensity. I am at ease in my generation." (from My Hates, 1866)



NATURALISM

Meaning of Naturalism

- ❖ Naturalism means belief in nature. It advocates return to Nature.

- ❖ According to W.E. Hocking, "Naturalism is a type of metaphysics which takes **Nature as the whole of reality**".

- ❖ The philosophy of Naturalism excludes whatever is **supernatural or other worldly**. Even life is a part of the scheme of nature. This philosophy believes that **"everything comes from nature and returns to nature."**

Aims of Education in Naturalism

1. **Self Expression:** Self expression, not self realization is an important aim of naturalistic education.
2. **Self-Preservation:** Education should help the child in self-preservation. It includes self health along with healthy environment.
3. **Fullest Development:** Naturalism believes that the chief aim of education is the fullest development of the child.
4. **Survival of the Individual:** Naturalism believes that the fittest alone should survive. Education must equip the child to struggle to exist.

Naturalism and the Learner

1. Individual is to be given unrestricted freedom and only then his harmonious development will take place.
2. The checks on the child are also to be natural.
3. The naturalists advocate discipline by natural consequences.
4. A danger that the child may harm himself and cause worry to the parents.

Naturalism and the Curriculum

1. Child centred according to the present and future needs of the child
2. Curriculum divided under two stages ➤
 - i. Earlier stage : Sensory training
 - ii. Later stage : Subjects are include in the curriculum through activities and occupations like physical sciences, language, mathematics, manual work, trade, moral education, etc.



Naturalism and Curriculum:

The naturalistic aims of education are reflected in its curriculum. The naturalists strongly advocate inclusion of natural sciences — such as physics, chemistry, zoology, botany — in the curriculum. As regards language and mathematics they opine that only such knowledge of these subjects should be acquired as is essential for scientific studies. They also want that the pupil should not be plunged into poetry and literature.





NATURALISM AND CURRICULUM


- ✓ No rigid curriculum
- ✓ It believes in science subjects
- ✓ Focal point
- ✓ Study of past experience
- ✓ Should contain games, sports ,physical culture, biology ,nature study, language etc.

Naturalism and Curriculum

- Naturalist do not advocate a fixed curriculum
- Curriculum must be child-centered
- It gives place for skills and other useful educational activities
- It considers literary subjects as useless and gives no place in the curriculum
- Curriculum should contain games, sports, physical culture, biology, physics, nature study, language, history, geography, and other allied subjects
- It lay stress on physical education and health training and home science also

NATURALISM IMPLIES THAT:

- 1. EDUCATION IS FIRST OF ALL FOR THE BENEFIT OF THE CHILD ALONE. THE SCHOOL, CURRICULUM AND THE TEACHER SHOULD PRIORITIZE THIS.**
- 2. EDUCATION SHOULD BE PRATICAL PREPARATION FOR LIFE.**
- 3. ALL KNOWLEDGE SHOULD BE EVALAUTED IN NATURALISTIC PRINCIPLES OF EDUCATION. (CPA SMART)**
- 4. METHOD OF INSTRUCTION SHOULD BE BASED ON THE PSYCHOLOGICAL PRINCIPLES GOVERNING THE DEVELOPMENT OF THE CHILD.**
- 5. EDUCATION TEACHES THE MORAL**

Philosophy 	Idealism	Realism	Pragmatism	Existentialism
Emphasis on Curriculum	Knowledge based; subject based; classics or liberal arts; hierarchy of subjects; PHILOSOPHY, THEOLOGY; & MATHEMATICS are important	Knowledge based; subject based; arts and sciences; hierarchy of subjects; humanistic & scientific subjects	No permanent knowledge or subjects; appropriate experiences that transmit culture & prepare individual for change; problem solving topics	Choices in subject matter, electives; emotional, aesthetic, & philosophical subjects

2.2. society and culture

- Society and culture both are regarded as the foundations of curriculum development. The social includes the issues of social structures, social nature, needs, interests, necessities and demands on the other hands, cultural reveals the cultural aspects of the society.
- Curriculum is regarded as the knowledge, skills, values and attitudes presented to the learners in order to change their behaviors to become functional members of their society. A well-planned curriculum must reflect the culture of the people for which it is planned for it to be a functional curriculum.

- The following aspects of this topics discussion:

2.2.1. Society, culture and curriculum.

2 2 2 Socio – cultural factors influencing curricular decisions

2.2.1. Society, culture and curriculum

- Society can be defined as a collection of individuals who have organized a common shared aspects.
- Each and every society has its own social norms and values, code of conducts, religions, culture, language , custom, ideas etc. which are regarded culture as a whole
- So, curriculum reflect the needs and necessities of the society and culture.

To be...

- The curriculum, which is unable to address the social expectations, becomes failure.
- It needs to fulfill the social need and necessity as the change.
- It means, curriculum should make a learners to be as the society demands.
- Curriculum need to be relevant to be society.
- So, the curriculum should consider the social norms and values.

➤ Culture is maintained or modified through education by way of curriculum development. This is because where educational institutions discharge their duties well; they influence the total life of the society. This is the society's culture; and curriculum is a reflection of what people in the society feel, believe and do.

SOCIETY & CULTURE APPLIED IN CURRICULUM PROCESSES

- All children after 6 should go to school.
- **Educational and curriculum development: independence to 1990**
- The National Education System of Malaysia was
- inherited from the British colonial government.
- Education Act of 1961 achieving national unity and development through education
- *Reforming Society – purpose of education (schools actually shape changes society)*
- *Uses societal problems, issues and concerns as content – set goal for betterment of society*



Influence of Society and Culture

- a. inhibit change through traditions
- b. rate and direction of change
- c. correspond to social changes
- d. apply pressure through societal demands



There are many influences on the Curriculum. They include:

- Society
 - Families generally pay the cost of care.
 - Governmental support for low-income families
 - Employer support for employee child care
- Families
 - Curriculum reflects family practices
- Cultural Expectations
 - Cultural Diversity
 - Bias





Cultural Values

Visible

- Rules
- Food
- Dress
- Language
- Music
- Dance
- Means of Livelihood
- Political Behavior
- Family
- Community Norms

Non-Visible

- Philosophy
- Beliefs
- Value System

2.2.2. socio – cultural factor influencing curriculum decision

- Curriculum must address the socio- cultural needs and demands. If the needs and the aspirations of the society are not addressed by the curriculum, the society remains underdeveloped as well as the whole system of education does not make any sense.
- The fate of any society out and out depends on the whole system of education of that particular society. In other words, the socio-cultural aspects, political-economic aspects are completely dependent on the economical system.

Factors that Influence Curriculum Construction

Social Factor

- Social diversity including religion, culture and social groupings affects curriculum development because these characteristics influence the types of topics and methods for teaching information.
- Developing relevant curriculum takes into account society's expectations, accommodating group traditions and promoting equality.



On the other hand, a society may have different cultures and a culture may have inconsistencies, superstitions which blocks the flow of development. It is the responsibility of the curriculum to avoid those and to help the society to develop. So, it is necessary to make the curriculum which really addresses the socio-cultural aspect. It is possible only when the problems of society and culture are diagnosed.

The people of the society have the common aspects of life, that can be named as culture. A culture may differ from other due to religions and so on. Therefore Hindu and Muslim culture differ in many practices. Culture identifies the society. It is the norm and the indicator of the society.

Culture gets affected because of pattern of curriculum. Curriculum plays a significant role in culture and society as follows.

1. Curriculum helps to transfer the culture from one generation to successive generation.
2. Curriculum helps to socialize the individual.
3. Curriculum helps to re construct the society and culture.

so, the objective of curriculum should be made on the basis of socio- culture.

A society may have many cultural aspects due to the different religions, costumes, languages, casts, traditions. Curriculum should address all of those. However, it is difficult to determine exactly, the social expectations and the contributions of socio cultural aspects on the curriculum through the socio cultural contributes on the following points.

1. To make the curriculum fact oriented.
2. To determine the important types of knowledge to the certain society.
3. To determine what sort of norms and values are significant.
4. To determine what kind of skills should be specialized or promoted.

Because all of those socio- culture is remarkable so far as the curriculum is concerned.

- Curriculum development is influenced Curriculum development is influenced by several factors .by several factors. Several factors affect all curriculum development Several factors affect all curriculum development in meeting the needs of 21st century learners in meeting the needs of 21st century learners in both organized academic settings and both organized academic settings and corporation learning centers. Factors affecting corporation learning centers. Factors affecting curriculum development include government curriculum development include government rules, which in turn brings other factors into the rules, which in turn brings other factors into the process. Valid curriculum development requires process. Valid curriculum development requires awareness of the diversity of the target awareness of the diversity of the target community socially, financially and community socially, financially and psychologically . psychologically.

- Social factor Social factor Society has its own expectations about the Society has its own expectations about the aims and objectives that should be aims and objectives that should be considered when designing the curriculum . considered when designing the curriculum. It also has a perception of what the product .It also has a perception of what the product of the school system should look like. It is of the school system should look like. It is therefore necessary for curriculum the reform necessary for curriculum designers to take in to account these designers to take in to account these societal considerations . societal considerations.

Influences of Consumer Behaviour

Internal Influences

Personal Factors

- a) Age
- b) Income
- c) Occupation
- d) Life Style
- e) Personality

Psychological Factors

- a) Motivation
- b) Perception
- c) Learning
- d) Beliefs & Attitude

External Influences

Cultural Factors

- a) Culture
- b) Sub-culture
- c) Social class

Social Factors

- a) Family
- b) Reference Group
- c) Role & Status

2.3. Nature of knowledge

Nature of knowledge means the different pattern, rhythm, kind and the variety of knowledge which **very** to each other in terms of the characteristics and traits.

Nature of knowledge is an essential foundation of curriculum development. What sort of knowledge is important in the society and what is the nature of present existing knowledge are the factors which should be analyzed in detail.

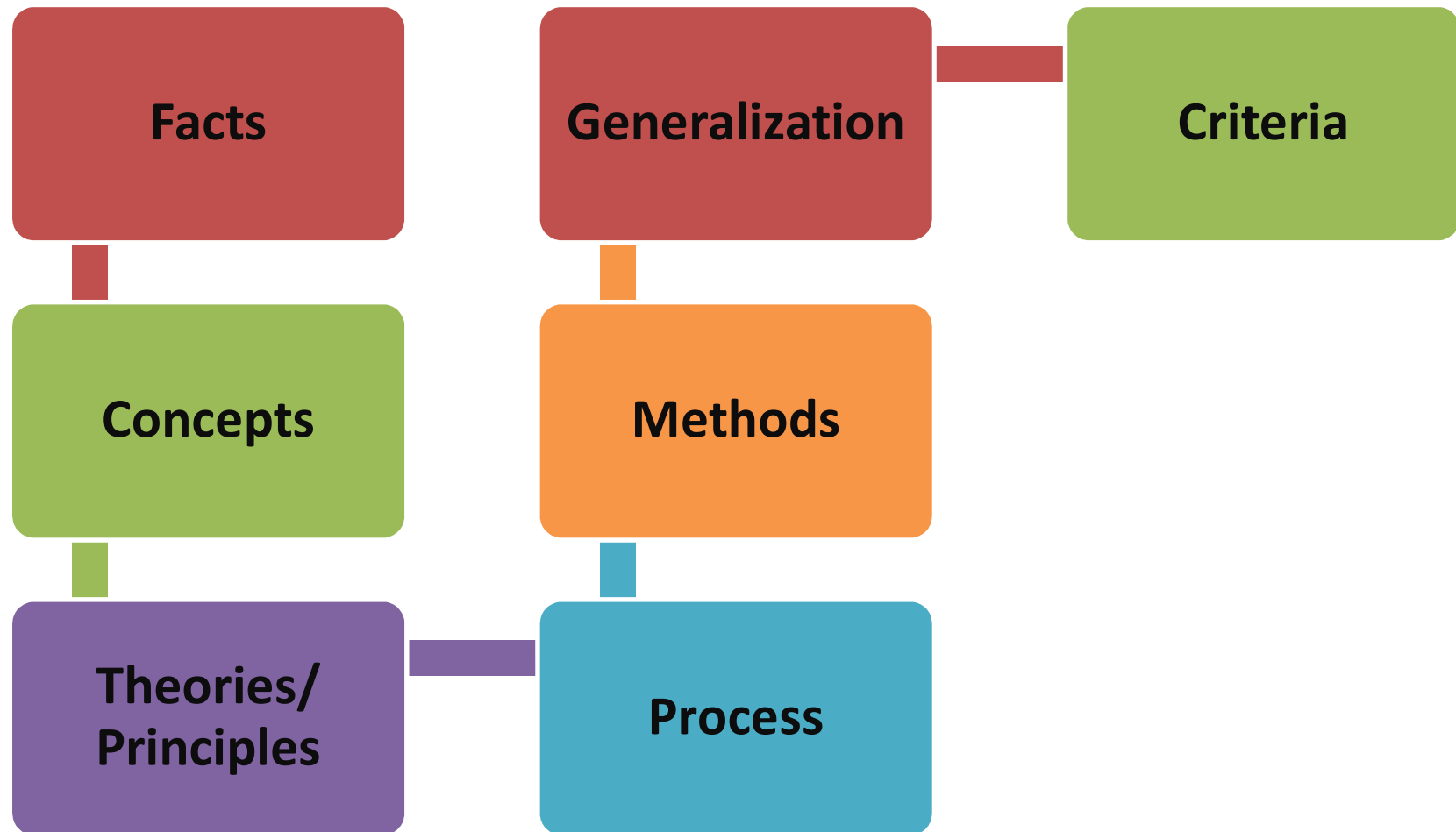
Each knowledge has its own form of information and it has a specialized method of enquiring or a strategy of a acquired that knowledge.

What sort of knowledge is important is still an apple of discord between educationist and psychologist. Throughout the history, not a single knowledge took significant place forever but a variety of knowledge took important position in different time. Sometimes mathematics has given much importance, sometimes science and technology replace that.

However uncertainty remain on the level of the knowledge though knowledge helps to modify the learners behavior in the time of need.

Content is another important element of curriculum. When the selection of objectives in curriculum development, that determination of content provides the necessary learning experience. The organizational aspects of teaching and learning, which is constructed as regard the potential theoretical principle and practical aspects of various subjects, is called content. So the level of content are as follows:

Level of Contents:



Content contains full responsibility of the curriculum development of intellectual capacity, knowledge, skill, ability etc of an individual. Content helps to enhance the knowledge, skill and experience of a learner. Generally content means the answer of what is to be taught or learned. Moreover, content is that strong and effective aspect which evaluates the intellectual aspects of a learner.

The Explosion and Obsolescence of knowledge:

The extreme development of science and technology, introduction of new knowledge takes place frequently. Everyday new knowledge originates and due to the development of media, it spreads all over the world immediately. Constantly changing knowledge and origin of new knowledge blooms the question as what sort of knowledge should the education provide? In this question that the curriculum has to deal with because of explosion of new knowledge.

Some important Questions

1. What is the etymological meaning of curerre?

- a. Course of study
- b. race course
- C . Syllabus
- d. content

2. What is the main limitation of curriculum and experience?

- a. More theoretical approach
- b. goal less learning
- c. lack of disciplinary structure
- d. rigidity in structure

3. What are the aspects to be taken into account while analyzing society?

- a. Social aspiration b. science and technology
b. C. social values and costum d. cultural herritage

4. Which of the following factors decide the structural aspects of the curriculum?

- a. Culture b. society
b. c. socio culture d. knowledge

5. Which element of a society influence the curriculum most?

- a. Value and believe system
- b. social process
- c. social agencies
- d. social structures

6. A need to analysis society for development of curriculum is guided by the principle that:

- a. Society is static in nature
- b. It is essential to cumulate all the knowledge acquired
- c. it is essential to preserve and maintain traditional values
- d. the need of the society change

7. What are the essential foundations of curriculum development?

- a. Nature of learners
- b. nature of knowledge
- c. society
- d. culture

8. Which is the factor to modify the learners behaviour?

- a. Society
- b. culture
- c. nature of knowledge
- d. socio culture

9. Which is the value of pragmatism?

- a. Situational and relative
- b. freely chosen
- c. absolute and internal
- d. individual perception

10. What type of subject emphasize realism?

- a. Humanistic and scientific
- b. aesthetic and philosophical
- c. theology and mathematics
- d. experience and transmitted

11. "Philosophy is the beginning point in curriculum decision making and is the basis for all subsequent decisions regarding curriculum". Who says this statement?

- | | |
|------------------|-------------------------|
| a. John Goodlan | b. Ornstein and Hunkins |
| b. c. John Dewey | d. R. W. Tyler |

12. What is the knowledge of realism?

- | | |
|--------------------------|-------------------------|
| a. Personal choice | b. consisting sensation |
| c. rethinking Latin idea | d. experience |

13. What are the basis for curricular decision?
Describe about it in brief.

14. Show the different philosophical basis with curriculum.

15. Discuss the nature of knowledge in curricular decision making.
16. Why are the society and culture emphasized on curricular decision making?
17. What are the difference between realism and pragmatism curriculum?
18. Show the relationship between realism and naturalism?
19. What do you mean by socio culture?
20. What is the meaning of culture?

Answer Key:

1. b
2. b
3. a
4. b
5. d
6. d
7. b
8. c
9. c
10. a
11. a
12. b