

educationists.

10. Principle of Education for Leisure : The problems of utilizing leisure time gainfully is of considerable magnitude in modern times. It is generally noticed that people have no plan to spend this time effectively. A good curriculum should develop capacities in the children to spend their leisure time in a useful manner as they spend the busy time in various developmental activities.

11. Principle of the knowledge of culture and Civilization : In the curriculum should be included those subjects, activities and experiences which convey to the children the knowledge and understanding of their cultural values and civilization. In other words, curriculum should preserve and develop culture and civilization.

12. Principle of Correlation : The impact and importance of a curriculum is destroyed if it is broken into unrelated fragments and unconnected units. On the other hand, if the integrated approach is employed in teaching various subjects, then this correlation leads to wider and deeper understanding and wholesome knowledge. Hence, the curriculum should keep various units inter-related and lay stress upon correlation, so essential and so vital to effective and successful teaching.

It is evident from the foregoing account of the various bases of curriculum construction that this should be duly conditioned by careful thinking on all aspects—individual and social, variety, play and work, earning of livelihood, leisure etc.

PHILOSOPHICAL BASIS OF CURRICULUM CONSTRUCTION:

The philosophical basis of education emphasises that philosophy is the end and education is the means to achieve that end. In other words, philosophy determines the goal of life and education tries to achieve that goal through its aims and curriculum. As goals of life and aims of education change from time to time, from place to place and according to philosophical ideologies, the curriculum of education cannot escape from these transformations. It also changes according to changes in times, places, circumstances and prevalent ideologies. In other words, there is a very close relation between the philosophy and the curriculum. The

shape and form as well as the contents of curriculum change to suit the prevalent ideologies and social ways of thinking. Its contents fulfil the needs and aspirations of the society for which it is organised and formulated. To quote an example let us understand that present day curriculum for Indian society is not the same as it was when it tried to fulfil the needs of the society in ancient times. Hence, we conclude that curriculum is positively correlated with the needs and requirements of the society for which it is formulated, organised and developed. In the following lines, we are throwing light on curriculum construction according to Idealism, Realism, Naturalism and Pragmatism.

Idealism and Curriculum Construction :

Idealism employs the Idealistic point of view in the construction of curriculum. This doctrine attaches greater importance to the experiences of the whole human society in preference to the present and future experiences of a child. In other words, an Idealistic curriculum reflects the cultural heritage and civilisation of the whole human race. As these experiences can be gained through physical environment and also from the contacts with fellow human beings, an idealistic curriculum contains humanities and scientific subjects in proper balance and proportion.

As to the form of curriculum, there is a difference of opinion among Idealists. According to Plato, curriculum should be constructed according to human thoughts, feelings, ideals and values. On the other hand, Ross holds that construction of curriculum should be based on psychological facts and needs. According to him, experience has three activities – (1) Cognition, (2) Affection and (3) Conation. In other words, what does a man think, feel and act? According to the first criteria, the curriculum should have Language, Literature, Arithmetic, Science, Geography and History whereas according to the second criteria, it should have Music, Art, Poetry and as to the third, it should include those activities which satisfy the basic needs of food, clothes and shelter which may be called practical arts and capacities of work. **T.P.Nunn**, in view of his insistence on human civilization, advocates the inclusion, in any curriculum, of those subjects and activities which express the grand expressions of human spirit. Such activities may be divided into two categories – (1) Those which protect and preserve individual life and the life of society and (2) Those which create human civilisations, moral laws, religious

sentiments, physical resources, physical hygiene and health education, good conduct, love and so on. These can be guided by study and teaching only. The other category includes subjects as Literature, Arts, Handicrafts, Science, Geography and History etc.

Realism and Curriculum Construction :

Realism is based on materialism which believes that matter is every thing and this material world is all in all. Hence, Realists attach great importance to Physical Science in preference to academic and bookish knowledge in the curriculum. They believe that only such useful knowledge should be imparted to children which is closely related to their actual life and which is capable to solve the problems of their future life.

Naturalism and Curriculum Construction :

Naturalism does not believe in the aim of education as knowledge for the sake of knowledge. Breaking of restrictions of religion and morality this doctrine advocates the development to the full of the inherent, instincts and impulses of a child. Hence, the construction of curriculum, according to Naturalism, should be according to the individual difference of children with regard to their natural interests, abilities, capacities, basic impulses and tendencies of action. It may be noted that different naturalists, for example needs varying stages of a child's developmental process and growth. With this view, the curriculum should contain games and sports, nature study, physical care, psychology, material sciences, language, geography and history. According to Herbert Spencer, a man is by nature an Individualist. Hence, the aim of education becomes self-preservation and only those subjects should be included in the curriculum which promote this capacity of self-protection, viz psychology, health hygiene, chemistry, arithmetic, biology, home science, physiology and other scientific subjects as main items of curriculum, keeping the cultural and academic subjects at the secondary place.

Pragmatism and Curriculum Construction :

Pragmatism cures and completes the drawbacks of Naturalism. According to this ideology, curriculum construction should confirm to the principles of utility, creativity inherent interests of children. In other words, curriculum should be child-centred. According to

Pragmatism, the ***principle of utility*** is concerned only with those subjects which are not only relevant and useful to the present life of a child but also prove worthy for the needs of his future life as an adult. According to this principle, the minimum curriculum should include language, health hygiene, physical tests, science, geography, history, agricultural science and home science for girls. Study of these subjects will enable the child to solve the day to day problems of life easily and intelligently. This principle of utility later on emphasises the need for vocational education. It may be noted that insistence of Pragmatism on the principle of utility should not be interpreted in a narrow sense to march away the progress. As a matter of fact, in its wider and truer interpretation, the principles of utility advocates more and more human progress and welfare.

The ***second principle*** of curriculum construction according to Pragmatism is the ***principle of creativity***. According to this ideology, a child is active by nature. Hence, his activity should be exploited for his education. In other words, the curriculum should be activity-centred. Hence, more and more opportunities should be provided to children to indulge in conductive and useful activities to develop themselves physically, mentally, socially and culturally in a free environment. Through these activities, a child will acquire various experiences. John Dewey asserts thus – ***“If these activities take the character of the activities of the community of which the school is an organ, they will develop more virtues, result in attitudes of initiative and independence and will give training in citizenship and promote self-discipline.”***

The third principle of curriculum construction according to Pragmatism is the ***principle of natural interests***. According to John Dewey these interests are of four varieties – (1) Interest in conversation, (2) Interest in investigation, (3) Interest in creation and (4) Interest in artistic creation. Hence, curriculum for primary classes should be free to express their basic interests through music, art, calculation, spinning, weaving, knitting, tailoring, drawing, painting and creating models. Only after these free experiences and expressions, children should learn, reading, writing and calculation. These mini activities will later develop into full-fledged actions and practical achievements. The result will be that in senior classes, a child will easily learn about biology, agricultural science, botany, arithmetic, algebra, engineering and other

technical arts of like nature. In short, the curriculum should confirm to the real needs and realities of actual life of all children. This is the point of departure from pure Naturalism.

DETERMINANTS OF CURRICULUM :

Curriculum for any level is determined by many factors. It is important that these factors must be understood as they help in providing direction to curriculum development. Let us have a discussion about these determinants and understand their implications.

1. Philosophical Orientations
2. Psychological Considerations
3. Social Considerations
4. Economic Considerations
5. Environmental Considerations
6. Institutional Considerations
7. Cultural Diversity
8. Teacher-Related Considerations

1. Philosophical Orientations :

Smith Stanley and Shores (1957) have asserted that philosophy is essential when formulating and justifying educational purposes, selecting and organizing knowledge, formulating learning activities.

The aims are the statements of value which are derived from the philosophy; means represents the processes and methods reflect the philosophical choices and the end connote the facts, concepts and principles of knowledge or behavior learnt by the learners.

According to Ornstein and Hunkins (1988), the function of philosophy could be either to serve as the base or starting point of curriculum development or as an interdependent function with other functions in curriculum development. It involves an understanding of the cause and effect relationships, questioning one's point of view and that of others, clarifying one's beliefs and values, and formulating a framework for making decisions and acting on these decisions.