

Department of Education, Patna University

Course No-S.C4

Unit-3, Management of Curriculum, Co-Curricular Activities and Time:

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Curriculum Organization: Mapping & Alignment

- Objective : After going through this topic, students will be able to :
 - Understand the concept of curriculum
 - Analyse the procedure of curriculum management

- Content
 - Introduction
 - Meaning
 - Objectives
 - Axiom
 - Factors
 - Agencies and Organisations

Introduction

The management of curriculum is the frame work for realising desired objectives of education. The objectives are based on various considerations and factors. The same considerations are equally important in planning or deciding the basic structure of curriculums. The following are the bases of Management of Curriculum :

- Social philosophy of the society.
- National needs or State needs,
- Nature of course of study,
- Type of examination system,
- Form of the government,
- Theory and assumptions of human organisation,
- Growth and development stage of students, and
- Recommendations of National commissions and committees of education.

The above basis of '*curriculum management*' and educational objectives are theoretical and practical. The last basis is more practical in Management of curriculum.

Meaning

The term curriculum derived from the Latin word 'currere' which means a run-way course. Thus curriculum "is a run-way course which one runs to reach a goal – a course of study."

'A Dictionary of Education' by Derek, Rowntree (1981) reads as, "Curriculum can refer to the total structure of ideas and activities developed by an educational institution to meet the learning needs of students and to achieve desired educational aims."

'Goods Dictionary of Education' (1980) gives these meaning, Curriculum is a body of prescribed educative experience under school supervision, designed to provide an individual with best possible training and experience to fit him for the society of which he is a part or to qualify him for a trade or profession."

The Education Commission (1964-66) or the Kothari Commission views curriculum as, "We conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities in the school or outside, that are carried on under its supervision. From this point of view, the distinction between curricular and extra-curricular work ceases to exist, and a school camp and games and sports are curricular or rather co-curricular activities."

The concept of managing curriculum is of recent origin. It is observed in this context that this concept does not find mention in the reports of commissions and committees on education appointed in India. Usually used terms as : Curriculum analysis, Curriculum audit, Curriculum construction, Curriculum design, Curriculum deliberation, Curriculum development, Curriculum evaluation, Curriculum implementation, Curriculum planning and Curriculum transaction. In view of this handicap and limitation, it is very difficult to present a clear picture of the term 'curriculum management'.

Objectives

Following are the aims and objectives of the curriculum which should be borne in mind while constructing curriculum :

- To draw out, cultivate, ignite and inspire the full development of each student.
- To stimulate the students to think, to develop their critical faculty and to enable them to seek truth and solve problems.
- To promote better human relationships laying the basis for pleasant and useful associations with others and for a satisfying human life.
- To develop the traits of their character – integrity, honesty, judgement, cooperation, friendliness and goodwill.
- To create democratic sense of citizenship.
- To achieve economic efficiency by preparing competent producers and consumers who understand economic forces and who can constructively help to solve their own problems.
- To initiate the students with the humanities, the arts, the natural sciences, the social sciences and religion.
- To produce scholars whose research, curiosity, free enquiry and discovery advance knowledge.

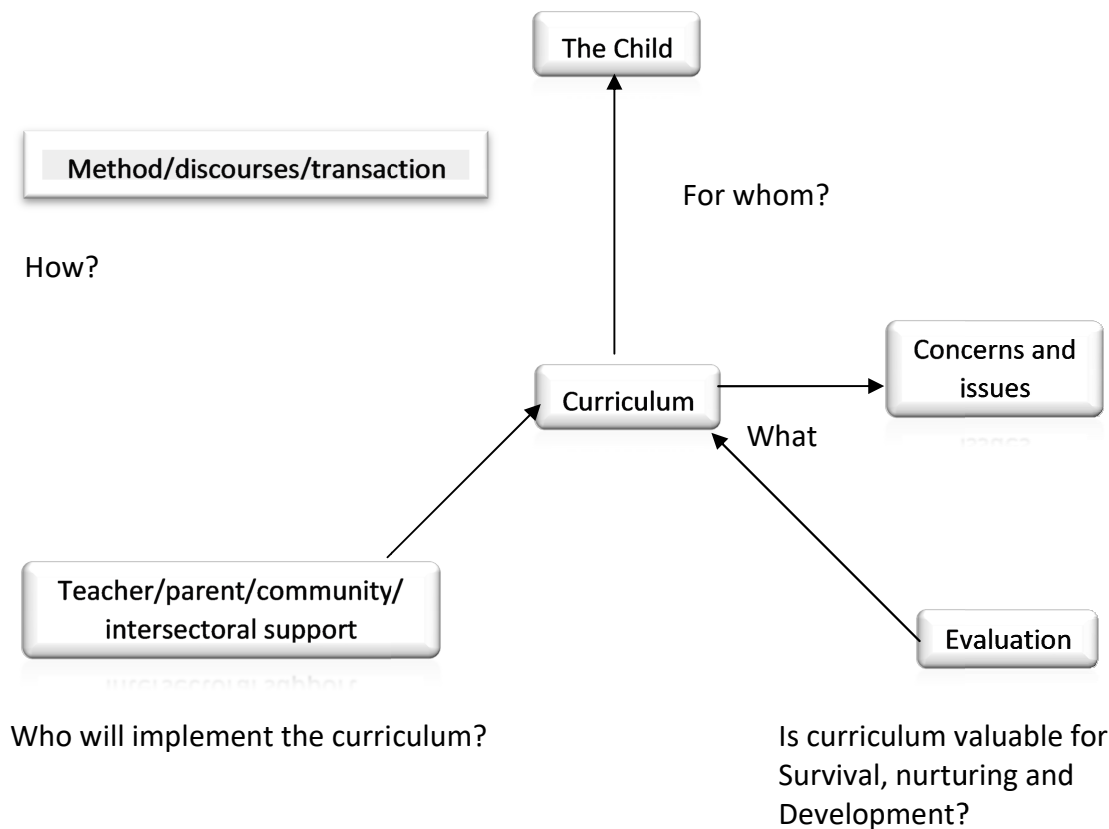
Axioms for Curriculum Planning

On the basis of experiences, some educationists have given axioms for curriculum planning which are as follows—

- At the stage of planning the matter is discussed in executive council or working committee. It is the primary need to seek cooperation of the council and committee.
- The curriculum planning is related to educational process, therefore it is essential to consider State System and needs in curriculum planning.
- The curriculum planning is essential for implementing process of curriculum construction.
- The role of teachers is essential to consider in planning curriculum. Teacher is a manager of teaching learning situations.
- Teaching-learning material and techniques appropriateness is also taken into consideration.
- It is essential to select content in view to achieve essential objectives or in formulating these objectives.
- The curriculum planning should involve evaluation process or examination System of students performances. It improves the curriculum.
- The change in education System is influenced by the external situations, which should be reviewed.
- It is essential to define the modern learning situations and to identify basic teaching skills of these situations.
- The curriculum planning is a continuous process like education. It is an unending process. There is always need to improve and change the curriculum to pace the social change.

Factors Affecting Curriculum Planning

(1) Society	(2) Learners	(3) Subjects and Experiences	(4) Learning Organisation	(5) School
(i) Social Frame Work	(i) Nature of learners	(i) Content areas	(i) Principles of teaching learning	(i) Type of school
(ii) Aims and objectives of the society	(ii) Maturity level of the learners	(ii) Learning activities suitable for the realization of objectives	(ii) Activity based learning	(ii) Facilities available in the school
	(iii) Needs of the learners			(iii) Teacher competency



Contours of curriculum

Agencies and Organisations Engaged in Curriculum Construction and Development

Curriculum construction in India is planned centrally by the educational authorities of the State. Each State has an examining board as well as the State Department of Education. Generally, curriculum for the secondary and senior secondary stage is formulated by the examining board. Curriculum at the primary and middle stage is prepared by the State Department of Education.

The Central Board of Secondary Education prepares and prescribes curriculum at the secondary and senior secondary stage for the schools affiliated with it. Many schools located in different states of India follow this curriculum. Most of the schools located in the capital (State of Delhi) also follow the same curriculum.

Council for Indian School Certificate Examination prepares and prescribes curriculum for schools affiliated to it.

While formulating the curriculum, subject experts of various educational bodies like N.C.E.R.T., State Councils of Educational Research and Training, college lecturers and practising teachers are associated.

The teacher is the key figure in the implementation of the curriculum. He is the entrusted with the task of teaching the selected subjects to ensure proper development of the students.

In advanced countries of the world there is no centrally prepared curriculum. Teacher has a lot of freedom in the preparation as well as implementation of the curriculum.

Role of the Teacher in Curriculum Construction and Transaction

The teacher is usually the implementer only in the curriculum management. He has very little say in our country in determining the contents of the curriculum. It is true that sometimes, agencies and authorities charged with the construction of the curriculum include teacher representatives also in various committees formed for this purpose. However, there are several pressure groups which dominate these committees. In general it can be said that the teachers are required to implement the prescribed curriculum. Of course, they have some freedom as to the means and methods to be employed to carry out the programmes. 'Grassroots approach' to curriculum construction is not being followed.

Curriculum implementation basically involves managing teaching learning. The teacher is the manager of the teaching-learning activity. The managing of this activity, effectively and efficiently, involves the following four steps :

Step	Activities
1. Planning	1. Identification of needs. 2. Determining entering behaviour. 3. Specification of objectives-knowledge, skills and attitudes 4. System and task analysis. 5. Construction of criterion test.
2. Organising	1. Organising learning-resources. 2. Organising and undertaking teaching resources.
3. Leading	1. Selecting communication. 2. Motivation and enforcement.
4. Controlling	1. Observing learning system. 2. Evaluating. 3. Modifying teaching-learning process on the basis of feedback.

Thus broadly speaking, curriculum is the blue print or plan of the school that includes experiences for the learners. It is a means to achieve the ends of education. Guidance of the school staff plays an important part in providing suitable experiences to the learners.

- Self evaluation questions:
 - Explain the term curriculum and discuss the procedure of managing curriculum.
- Topic for next class :
 - Curriculum Evaluation

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