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Foundations of Curriculum in Education

Amtul Hafeez Chaudhry, Ph.D., Aijaz Ahmed Gujjar, Ph.D. Candidate
and Muhammad Ramzan, Ph.D.

Introduction

Curriculum development not an easy task it require technical competence, ability to understand curriculum problems and also understanding curriculum development process prevailing all over globe. Curriculum developers should ensure that they are working in accordance with national goals, ideas and aspirations.

Curriculum development is a process which has relies on certain basis or foundations. These foundations are very important. These foundations are built on certain factors and theoretical aspects.

Curriculum developers have knowledge of theoretical aspect of their work which in other words refers to foundations of curriculum. The curriculum foundation may be defined as those basic forces that influence and shapes of minds of curriculum developers and enhance the content and structure of the subsequent curriculum. Ideas about curriculum do not arise automatically in vacuum. Such ideas are actually based upon views about nature, source of values, worthwhile, knowledge and the role of teachers and the school. Therefore the development of curriculum depends largely on the ideas that grow out of the fields of philosophy, psychology and sociology.

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- a. The literature in this area generally distinguishes three categories of sources for curriculum foundations. [Tyler1949; Lawton 1973; Tanner & tanner 1930; Taba 1962; Saylor, Alexander & Lewis 1981;Eisner 1979; Brady 1992]
- a. Studies of learners and learning theory [psychology].
- b. Studies if life [sociology and culture].
- c. Study of nature and value of knowledge. [Philosophy]

These sources of curriculum foundations constitute the principal area of the curriculum development and effect the ways the developers think and conceive about curricula. Philosophical work can help curriculum developers to understand the

- . Nature of objectives
- . Structure and interrelationship of objectives.
- . Nature of curriculum activities.
- . The structure of curriculum plan and the contents and method.

Philosophical Foundations of Curriculum

Philosophy is the quest of wisdom and facts. It is the study of realities and principles. It concerns with the research of inner truths. Philosophy provides organized procedure for clarifying issues, problems and making decisions on critical points of curriculum development.

Philosophy and philosophical assumptions are basic to all curriculum foundations as they are concerned with making sense of what we encounter in our lives.

Philosophical foundation of curriculum is always search for truth and realities. It can better inform what comprise a good curriculum. Philosophy can be developed by involving all concerned. For example to develop school system philosophy we can involve persons, teachers, students and parents and the community. (Golen, 1982)

Curriculum development is a continuous process in which aims, goals and objectives are derived from philosophy of education, then according to those content will be selected, then learning experiences are organized and at last but not least evaluation will be made, to check whether our objectives have been achieved or not. So philosophy is extremely important in the process of curriculum development.

Philosophical Categories

Major philosophies of life and education have traditionally been defined by three criteria: What is good? What is true? What is real? (Hass, 1987) Every body perceives these criteria differently.

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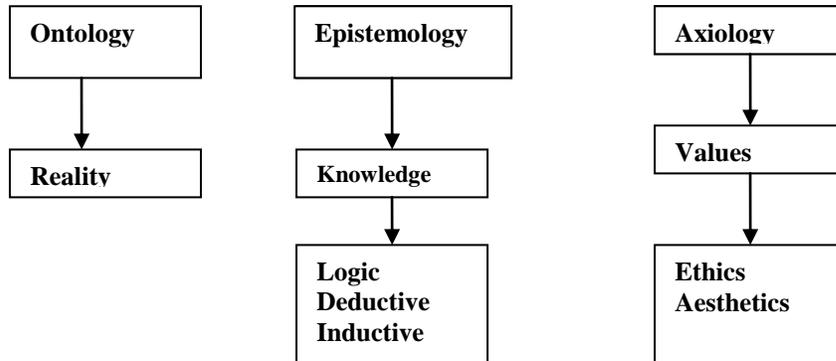
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There are four categories that have particular relevance for curriculum development.

- i. Ontology [the nature of reality]
- ii. Epistemology [the nature of knowledge]
- iii. Axiology [the nature of value]
- iv. logic



Ontology

In philosophical language, the study of reality is called as ontology (Hass, 1987).

Ontology is concerned with the nature of reality and by asking the questions ‘what is real’. A number of curiosities become clear. While this question may appear simple at the first glance, it deserves greater consideration. Different societies, i.e.; perceive reality in quite different ways, as do the individuals, who constitute these societies, it was accepted as real that the earth was flat, yet today we would regard this as nonsense. Similarly one society may regard the use of the chemical fertilizers as essential, while other may consider biological waste more useful than the chemical. (Shahid, 2002)

Thus, what is real to a society is very important and must be taken into account while constructing curriculum. Indeed, some curriculum developers see their role as a vehicle for change (Shahid, 2002)

In our curriculum main task is that we expose students to nature of reality. Students can acquire the reality of natural world through science, the reality of the social world through social studies, and the reality of communication through reading and language arts. (Schubert, 1980)

Epistemology

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In philosophical language, study of truth is called epistemology. (Hass, 1987) Epistemology is probably the branch of philosophy that most directly speaks to education. It deals with nature of knowledge and knowledge process. (Schubert, 1980) For walkers and walkers epistemology is the study of the nature, scope and applicability of knowledge.

In curriculum, where what we advocate becomes the basis for student learning, we all are centrally concerned with the nature of knowledge, how we know and how we know what we know. (Print, 1993) When posing epistemological questions in curriculum we ask; what is true? How do we know the truth? How do we know that we know? These are obviously vital questions for curriculum development. To consider particularly in a society which purportedly values truth and seeks to pass on truth to subsequent generations' reference to how do we know if that is true? How do we know that we know?

To answer these questions, it is important to examine the several different ways of knowing and their implications.

Authority

This is the oldest ways of acquiring knowledge. If we analyze the history of human beings, we will find out many authority figures e.g. tribal leaders, the poet, the priest, the ruler etc.

In school settings knowledge can be acquire through authority figures which are textbook, the encyclopedia, the teacher, the administrator.

Revelation

It was considered as major source of knowledge in early human evolution. Then in every era religious beliefs are considered as truth.

Empiricism

This is a source of knowledge which is older than authority and revelation. Senses plays main role in acquiring knowledge about truth.

According to Schubert “through the senses we experience. And experience is the best teacher”.

Reason

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In this way of acquiring knowledge rationality and logical analysis has special consideration. In educational setting through mathematics logical reasoning is addressed.

The Scientific Method

This way on knowing is practical and more related to problem solving. This is related with formal way of knowledge. It has certain steps to be followed to acquire knowledge of truth as summarized by John Dewey, 1938 and cited by Schubert.

- a. identification of problem
- b. stating problem
- c. gathering data
- d. formulate hypotheses
- e. Selecting and applying a course of action and anticipating its consequences.

Intuition

It refers to a variety of means of immediate apprehension of knowledge. It is given less considerations in academic settings.

Thus, in any curriculum development activity, but particularly related to schools, the epistemological stance taken by those developers involved is of vital importance. Will they include the accepted truth? What does that constitute? To what degree is there a consensus accepting that truth or is that “consensus” a fallacy too? And so the epistemological questions continue. (Print, 1993) At the very least, curriculum developers should be aware of epistemology and be prepared to pose the fundamental questions involved in such a study. (Print, 1993)

Axiology

In the language of philosophy, the study of goodness is referred to as axiology. (Hass, 1987)

Is that aspect of philosophy that is concerned with the nature of value? Axiological questions are a fundamental feature of our life in that the resulting decisions have a profound effect upon our behavior. (Shahid, 2002)

Questions such as: what is good? What is desirable to humans? What is valuable?

Thus axiological considerations are important in one’s development of a curriculum for future generations. It provides frame of reference to curriculum developers.

Zais (1976:119) contends that axiological questions are usually divided into two main categories: ethics and aesthetics.

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a) Ethics

It is concerned with concepts of good and bad, right and wrong as they apply to human behavior. When constructing curricula, developers need to be aware of both their own ethical positions and ethical basis (hopefully not bias) that they are integrating into the curriculum.

Thus, developers will select objectives and contents that, in their mind are more ethical both in terms of knowledge and process.

Curriculum will acquire certain ethical knowledge (what is right and wrong) as well as the skills required for making future ethical decisions. Robert Zia's summarized the situation succinctly: "education after all, is a process of deliberately influencing children and youth in such a way that they become what they would not otherwise become. And the curriculum is the master plan by which this purpose is accomplished. (1976:119)

b) Aesthetics

It is concerned with such value issues as beauty and enjoyment of human experience. Aesthetics questions include:

- What is beautiful?
- What aspects of the senses produce enjoyment?
- And what aesthetic experiences yield "higher-order enjoyment?"

These issues involving aesthetics produce particular difficulties for curriculum developers because individuals answer the above questions in very different ways. What is beautiful to one person may be ugly to another, particularly if they come from different cultures. The curriculum developers face enormous problems over what to include and what to exclude from the curriculum.

Some of the problems face by curriculum developers may be expressed in the following questions.

- a. To what degree are aesthetics learnt naturally and therefore not required to be taught at school
- b. What aesthetics should be taught?
- c. Should schools emphasize the process of aesthetics judgment-making or knowledge about what is aesthetically prized
- d. Strong consensus has emerged within schooling that a curriculum should include elements of aesthetical appreciation and skill acquisition. Thus,

art, music, theater, dance, craft and so forth are commonly found in school curricula.

- e. How much of each should be included in a school curriculum.

Logic

This branch of philosophy deals with the nature of reason. It also focuses on relationship among ideas. How we differentiate, by implying rules of logic, between correct thinking from false thinking.

It educates us that how we can think precisely and evidently. There are two main types of logic: deductive logic and inductive logic.

Teachers design his/her instruction by using deductive logic or inductive logic. In deductive teaching, teacher begins with presentation of any topic then gives examples related to that particular topic to broaden students understanding.

In inductive teaching, teacher begins with examples, students understand examples and then they are encouraged to formulate their own examples.

Many curriculum developers employ the method of logic as a process in their decision making. Clearly logic-the systematic treatment of ideas-is of immeasurable value to a curriculum developer and it is recommended that all curriculum developers employ it.

According to Armstrong selection of deductive and inductive logic has important implications for curriculum workers who make content selection and content sequencing decisions.

Above mentioned all sources represent the different aspects of philosophy that influence and are in need of consideration by curriculum developers. They raise fundamental questions that require thoughtful examination by curriculum developers both for their curricula directly and for themselves.

For the curriculum developers the value of philosophical considerations is abundantly clear. Ontology, epistemology and axiology provide a useful structure for examining one's own philosophical position as well as how philosophical stances affect the development of curricula. In these considerations, one might pose some typical philosophical questions that are useful to the curriculum developers:

On what grounds should content be selected or rejected.

- a. How different is instruction from conditioning
- b. Are there distinct forms of knowledge

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- c. How can specific curricula be justified
- d. Why certain goals and objectives are considered worthwhile
- e. How should content be structured within a curriculum?
- f. Should a curriculum be differentiated for different students?
- g. What is fact?
- h. To what degree should “new” reality included within the curriculum (Print, 1993)

Answers to questions of above mentioned philosophical categories lead to major philosophies of education.

Five Educational Philosophies

Five educational philosophies are as under:

- i. Perennialism**
- ii. Idealism**
- iii. Realism**
- iv. Experimentalism**
- v. Existentialism**

Perennialism

This philosophy is the traditional one which is not liberal rather it is more conservative and it is also not flexible as compare to other philosophies.

According to the proponents of Perennialism, education and human nature are similar in a sense that both are constant. Humans are superior from other creatures because they are having the ability to reason. Main focus of education is to develop rationality. So education is important and main task of education is to prepare for life.

For the perennialists, reality is a world of reason. Such truths are revealed to us through study and sometimes through divine acts. Perennialists would favor a curriculum of subjects which are taught through discipline drill and behavior control. (Hass, 1987)

According to them main task of school is to reveal reason by teaching eternal truths. The teacher interprets and tells, student is a passive recipient because truth is eternal. (Hass, 1987)

Idealism

Truth cannot reveal through basic human senses. Truth can be found in the world of mind (world of ideas). This is the process of development of insights. According to them

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reality is a world within person's mind. We can find out the reality (truth) through the consistency of ideas.

Where have we come from? Where we have to go? These questions are central in life. Idealism has its beginnings with the writings of Plato. Who views world of ideas, which is more real than existing world.

The idealists claim that "the heart of reality" is found in thought or reason, and reason is absolute.(Golen, 1982)

John Marshall, in his writings concerning the teacher and his philosophy, states that the idealists view the teacher in the educative process as having the most important role. The student moves nearer to the ideal through the emulation of his teacher and through following his teacher in the discussion of ideas. Thus the preferred methods of teaching are based on lecture and discussion. So as the teachers are role le model they have to show ideal behavior. Teacher has to mould the mind of learner. Main task of the school is to polish and enhance intellectual processes.

To the idealist, the subject matter is concerned with the ideal man and ideal society. Books are the sources of the subject matter ideas. Therefore to understand society and life one must study history, and to understand man one must study literature and the humanities. Other subjects like Philosophy, theology, literature and other liberal arts suitable to enhance mind capacity, in finding truth.

Dupis and Nordberg cite Herman H. Horne in which he contends that

Curriculum building should start by the character of an ideal man and that of an ideal society. Then teach whatever contribute to these goals.....intellect, emotion and will must be developed-some science, some art and some volition.

Van Cleve Morris states that in most high schools the subject matter of ideas is considered to be more important and rank higher than the subject matter of physical things. He also suggests that there is a kind of hierarchy of subjects throughout the curriculum which are as follows:

i. Ideas and concepts

These subject matters are generally speaking mathematics, the languages and history.

ii. Sciences

Though they search for certainty and permanent truth, never seem to reach it because all science by definition is inextricably embedded in the physical world of indeterminacy and change.

iii. Technical and manual subjects

These are home economics, woodshop, arts, crafts, and driver training. They are relatively less concerned with the theoretical and conceptual stressing primarily tactics and techniques.

Realism

For realists' world exists. Its focus is on existing world and knowledge. Realists emphasize on the validity of senses to interpret the existing world, they promote the skill development which is necessary to gain factual knowledge. Its origin traced back to Aristotle then revived during the enlightenment by John Locke, who argued that "all knowledge is provided by experience".

According to them important task of educators is to adjust learners to the realities of existing world. Main task of education and schooling is to teach about world which exists. In curriculum emphasis is on mathematics and science, factual information is taught to students for mastery. Truth can be revealed through observation.

This philosophy was developed as reaction of idealism, the notion that the real and true world existed only in the minds of man. To idealists, according to John Marshall, "primary educational aim is to teach those things and values which will lead to the good life. But for the realist, the good life is equated with one which is in tune with the overarching order of natural law".

These laws are not learned in literature and history, but are learned through the direct study of nature. This is associated with the subject matters.

Experimentalism

According to experimentalism world is kept on changing. It is not static. Reality can be explored through experience or whatever you experience is reality.

Perennialists, idealist and realists' don't accept change but experimentalism welcomes change openly and continuously working to find out ways to improve society.

The experimentalist would favor a school with heavy emphasis on social subjects and experiences. (Hass, 1987)

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Individual learner acquires learning through problem solving and inquiry format. Teacher role is as facilitator, who helps students to discover the world around them.

Existentialism

They view the world in terms of their own way, personal liking and disliking is there. Truth and reality is defined individually. Reality is a world of existing, truth subjectively chosen and goodness is a matter of freedom. (Hass, 1987)

According to (Armstrong, 1990) “a general theme of existentialism is that human beings face one fundamental problem-coming to terms with the inevitability of their own death”.

Every individual face this reality by himself, alone. That’s why, existentialists give major value to individual choice, freedom, and personal responsibility. It will help curriculum developers to design elective subjects opportunities provided to students for free choice.

Dupis and Nordberg cite Herman H. Horne stated that in the curriculum

Great freedom of choice would be encouraged. After all, “man is freedom”, he is granted freedom by some authority. Therefore, the students should select those areas of knowledge with which he feels personally involved and through which he can best develop his own potentialities, his own being or existence.

Specific subject matter in the arts, which include music, painting, poetry, and creative writing and ethics, philosophy and religion, would get preferential treatment in the curriculum.

Curricular changes such as “free school movement” and the open class room are examples of innovations which emphasize the student choice and self-activity.

If schools exist, then schools are such type of place in which help and assistance provided to students, So that they can better understand themselves and find out their role in society. The subject matter, if exist; it would be arts, ethics and philosophy.

Philosophy and Curriculum

Every society is held together by a common faith or “philosophy”, which serves its members as a guide for living a good life. It is therefore, quite natural for the adults of the society to pass on this philosophy or “knowledge of good” to their children.

In primitive societies knowledge of good life was passed on informally, from father to son and from mother to daughter. But in developing and developed societies, schools are

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established to induct the young into the ways of living that adults consider well. Thus the curriculum of the schools, whatever else it may do, is first and foremost designed to win the hearts and minds of the young to those principles and ideals that will direct them to wise decisions.

According to Smith, Stanley and Shores moral authority is one of the chief guides of curriculum building. They say that moral authority is derived from fundamental principles of right and wrong. Evidently, the problem is philosophical.

According to Spencer, the building of a curriculum should be based on the main human activities. He fixes the relative value of subjects in order of their importance; he gives first place to subjects that relate to self preservation. According to the naturalists, the present experiences, activities and interests should be the guiding factor. To idealists, the child's present and future activities are not at all important in the curriculum construction.

The Experiences of Humans

Philosophical work can assist curriculum developers in many ways, but it is particularly useful in helping us to understand: The nature of educational objectives, the structure and interrelatedness of the objectives, the nature of curriculum activities, the structure of curriculum plans dependent upon both the content and the methods we wish to employ.

Psychological Foundations of Curriculum

The word psychology is derived from two Greek words psyche means soul and logos mean study, which means the study of soul. Psychology is the scientific study of human behavior.

The Need of Psychological Foundations

When we explored the history of teaching and learning, we find following practices:

- Teachers were not aware about learner psychology.
- Teaching methodologies proceed from known to unknown, from simple to difficult. Traditional methods of teaching were used.
- Individual differences were not taken into account; all students were treated in same manner.
- Attention is not given to student adjust mental and other personal and academic problems.
- Teachers were not aware about student personality, his attitudes, aptitude, interests and his developmental needs.
- Curriculum was rigid, not up-dated.

According to Chaube et. al, (1994)

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Teacher views mind as only “a ‘bundle of faculties’, and the instruction was only to be directed to train these independent faculties. Observation was nothing but an instrument to train the senses. He thought memory could be best strengthening by drill and repetition. Setting difficult problems to students was regarded as a very suitable method to sharpen their reason.

With the emergence of psychological researches, old ways of thinking has been changed. Old concepts and ideas are replaced with new concepts of psychology. Role of teacher is redefined. Teacher is now better aware about new methodologies of teaching, individual differences, intelligence, growth and development of learners, learner personality, their attitude and aptitude. Teacher can take guidance from learning theories for the effectiveness of his instruction.

Contributions of Psychology

Through the analysis of the some of the contributions of psychology, the need of psychological foundation of curriculum will be understand. Some contributions are as follows:

- It aware us about individual differences
- It helps in understanding and solving students problems in more effective manner
- Knowledge about the process of growth and development of children at different stages of life and aspects and factors influencing children growth and development
- It gives us insight to learning process through different learning theories e.g. behaviorism, cognitivism, humanism, constructivism and their classroom implications
- It well equipped us with assessment tool and assessment procedures which are appropriate for evaluating learning of children
- It helps in construction, use and application of psychological tests e.g. achievement test. Aptitude test, intelligence tests etc.
- It gives information about learning disabilities of learners.

So main aim of psychology is all round of learners. Our curriculum are not so planned and organized as to develop critical thinking skills and imagination, satisfy student curiosity and interests.

Role of Psychology in Curriculum Development

Psychology attempts to describe, explain and predict human behavior. Psychology gives us an insight into the child’s development and learning and provides various techniques of inquiry for use in the curriculum area.

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The contribution of psychological basis to curriculum is significant and is growing. As this is a relatively young discipline, the scope for applying its concepts, principles, processes and values to curriculum development is gradually increasing.

Psychological Sources

The purpose of psychology is the study of human behavior. The psychologists are concerned with: Describing, Explaining, Predicting, Evaluating (investigating) the behavior of human beings.

Psychology through its understanding of learning and learning procedures does indirectly influence the selection of specific content for student as well as the selection of learning activities for students to acquire content. Curriculum, therefore, can draw upon psychology, particularly educational psychology for at least five areas of information.

- 1) Educational objectives
- 2) Student characteristics
- 3) Learning process
- 4) Teaching methods
- 5) Evaluation procedures

The study of psychology does not provide a source of contents in a school curriculum. Let us briefly examine the psychological sources that the curriculum developers can employ.

Educational Objectives

Knowledge of the psychology of learning helps the curriculum developers to devise and phrase appropriate goals and objectives. The curriculum developers can determine whether goals and objectives are suitable for various developmental levels and ages of learners and that whether they are attainable or not. Subsequently, the formulation of curriculum goals and objectives has profound influence upon the selection of contents for the curriculum.

Student/Learner Characteristics

An understanding of the nature of learners particularly of individual differences and personalities will assist the curriculum developers to make more choices in curriculum decision-making. The study of personality can tell us whether different personalities respond to learning experiences in different ways. Indeed, this is something the experienced teacher has long known and some teachers have endeavored to accommodate these differences within their classrooms. Similarly, an understanding of individual

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differences is most useful to the curriculum developers. An effective curriculum is able to accommodate differences in student skills and abilities.

Learning Processes

Perhaps the greatest contribution that psychology makes to curriculum is an understanding of how people learn. The curriculum developers, who have a sound grasp of learning and learning theory, are in a commanding position to devise an appropriate curriculum for learners. In particular, an understanding of learning is essential to the effective selection of appropriate learning/ teaching strategies.

Whether or not one supports a theory of operant conditioning such as that of B.F. Skinner, some forms of gestalt theory, Jean Piaget's approach to growth and development, or some other form of explaining how learning occurs, the final outcomes speaks how the curriculum is shaped. Indeed, one of the difficulties encountered by curriculum developers is the vast array of theories, paradigms and algorithms that support to explain the process of learning.

Teaching Methods

Psychology makes a significant contribution to both the selection of learning experiences and the way teaching is conducted in the classroom. In the school curriculum an understanding of psychology is essential to the curriculum developers in devising appropriate learning experiences and conditions for learning. In selecting learning experiences, the curriculum developers should take an account of

- Learning theories
- Individual differences amongst students
- Motivational strategies
- Personality
- Cognitive and affective development
- Teaching style
- Group dynamics
- Teaching methodology and
- Learning styles

This extensive list of psychological factors suggests that the curriculum developers can make substantial use of psychological principles and sources,

Evaluation Procedures

Psychology can also provide curriculum developers with directions for undertaking the evaluation of students and teachers performance. Educational psychologists have Language in India www.languageinindia.com

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developed a vast array of techniques for measuring the degree of students learning, student attitude towards learning/ teaching and so forth, as well as the extent of teacher's effectiveness.

Educational psychologists, as well as other educators, have been concerned with such evaluation issues as

- Norm-referenced assessment or criterion referenced assessment
- The role of formative evaluation
- Appropriate instruments to measure students' performance
- Determination of teacher's effectiveness

These aspects of psychology indicate the range of influence that psychology has upon the development of curriculum.

Human Growth and Development

Knowledge about growth and development of the child has a great bearing on what to teach at a given level. Learning outcomes have to be determined with reference to the characteristics thought forms at the various age-levels with a view to orienting curriculum to child learners' needs and capacities.

The processes of human development and nature of learning have special significance for curriculum development.

The relationship between psychological foundations and curriculum are given below
Curriculum to be child-centered must take into account the psychological make-up the learners i.e. nervous system has a great bearing on the curriculum development for different age groups.

Learning experiences should be provided according to the mental development of then learner. On this account learners are divided into ability grouping.

The effectiveness of the curriculum depends on the interests of the learners. So the curriculum planning

Curriculum decisions are not to be made arbitrarily but on the factors determining individual's growth and development. A fixed and rigid curriculum is hardly suitable as it fails to accommodate the needs of slow learners, late starters' as well fast learner.

School curriculum on the whole, should aim at enabling the learners to acquire knowledge, develop concepts and inculcate skills, attitudes, values and habits conducive

to the all round development of their personality and commensurate with the social, cultural economic and environmental realities at national and international levels.

Philosophy determines the aim of education, but psychology can determine the practicability of a certain aim. Psychology has revolutionized our educational practices.

Sociological Foundations of Curriculum

Sociology is the study of society, its origins, development and constitution. it deals with the fundamental laws of social relations and institutions, involving the examination of laws and principles underlying human reactions and the interpretation of the phenomena of group life. The subject includes such topics as social structures and organizations, the interaction of social groups, the means of social control and the processes of social change.

Individual live in society and society has taken upon itself the function of educating them. Therefore, neither the individual nor the judgments are made as to what aspects of culture are to be included and why.

In order to examine the social foundations of the curriculum in Pakistan we need to keep in mind the following factors

- Our values and beliefs
- The nature of our culture
- Social changes and problems in our country.

Keeping in view the society in Pakistani context the sociological foundation will be helpful in the following considerations.

- 1) The curriculum should be based on the nature of society as it exists today and will emerge in the future.
- 2) Our society is changing very rapidly. Keeping in view the current situation, one could argue more emphasis needs to be placed on vocational and professional education.
- 3) Changes make it necessary for curriculum builders to-appraise the role of instruction in home and family living and community responsibilities.
- 4) The curriculum should always be relevant to pupil's lives.
- 5) Curriculum developers should take care that we don't aggravate old problems or create new ones. Our people have to learn to be fairing, honest, tolerant, and well disciplined. The curriculum builders have an important part to play in developing these attitudes in our student.

Curriculum must take into account the sociological considerations otherwise it will remain bookish and divorced from life. A curriculum that ignores sociological foundations does not serve any purpose. It results in waste of time, energy and resources. It will produce individuals, who cannot play their role effectively as enlightened members of a society.

A sound curriculum must be based on the needs and aspirations of a society. An unrelated curriculum may lead to individuals, who can neither find employment nor engage themselves in fruitful occupations and consequently remain dissatisfied, maladjusted and frustrated.

Etymological Meaning of Sociology

Sociological as defined in dictionaries is “the science or study of society”.

The term was coined by Comte (1830) linking the Latin ‘socius’ (originally a people, tribe or city allied to Rome, but later a society) to Greek ‘logos’ (study). The term spread rapidly and is now used in virtually all languages to denote any real rigorous, reasoned study of society.

Definitions of Sociology

‘Sociology is the systematic study of the groups and societies, human beings build and the way these alliances affects our behavior’.

Sociology is the study of social life and social causes and consequences of human behavior. It is more related with the study of society, its origin, development and constitution.

Social life encompasses all interpersonal relationships. The causes and consequences of human behavior encompass how these relationships, groups and organizations influence personal and interpersonal behavior.

Sociology is the study of social relationships, social institutions and society’.

Role of Sociology in Curriculum Development

According to sociologists, schools are social institutions specially setup for the preservation of culture and transmission of culture by society. School seeks to discharge this function through the curriculum. The curriculum, therefore, includes learning experiences based on the ways of, kinds of knowledge, attitudes and beliefs that are considered important by the society. Some kinds of selection are needed; as all the

aspects of culture cannot be included in the curriculum planning thus becomes a way for the selection of various elements.

Sociology has contributed principally to the determine aims while framing the curriculum. It also promotes an understanding of the curriculum as a social system. A continuous examination of the goals and demands of the society and the forces operating in it is necessary in order to keep education reality oriented: to examine what knowledge is most worthwhile, which skills must be mastered and which values are relevant. These are very important issues which must be considered if education is an active agent of social change.

There are various sociological foundations like cultural, economic and political that deeply influence the school curriculum, its conception, content and organization. Among the most important sociological considerations that should guide those engaged in the task of curriculum development, may be listed as below

- Core values of society
- Changing values of the people
- Demands of modernization
- Criterion of a good family life
- New forms of cooperation
- Media explosion
- Population explosion
- Regional and national imbalances
- Economic efficiency
- Education for fellowship and leadership creative and purposeful activities.(Shahid, 2002)

Society affects curriculum in four major ways:

- 1) by inhibiting change through the power of tradition
- 2) by speeding change which stems in turn from broader social and cultural changes
- 3) by creating problem which result from value conflicts within our society
- 4) By applying pressures that originate in major segments of society and culture.

In any society traditional values are considered very important. In school settings there are some set traditions which have been followed. Society is kept on changing with emerging needs of world. There are social and cultural changes, these changes effect curriculum. Conflicts in values are certain in society. Schools face different sort of social and cultural pressures in every era.

Curriculum for the Modernization of the Society

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Amtul Hafeez Chaudhry, Ph.D., Aijaz Ahmed Gujjar, Ph.D. Candidate and
Muhammad Ramzan, Ph.D.

Foundations of Curriculum in Education

The curriculum for modernizing the society stressed the following:

- Restructuring contents of the various subjects in the light of modern development in science and technology.
- Adopting new methods of teaching.
- Encouraging activities for awaking curiosity and developmental interest, attitude and values and building up of such essential skills as independent study and capacity to think and judge for oneself.

1. Culture

Culture defines an accepted way of life. One implication of this statement of course, is that the accepted way of life is the preferred way that is the accepted way of life has more value than other alternative ways.

We can see that culture is a valued loaded enterprise, so to speak. It provides the members of society with the good and the bad the beautiful and the ugly

2. Society and Culture

A society is a collection of individuals, who have organized themselves into a distinct group. To be a society, however, a distinct group and not just a collection of individuals, the members of the group must perceive themselves as having things in common, which enable them to belong. These things in common are the stuff of which culture is made.

Culture then, may roughly be viewed as a kind of social cement that consists of characteristics, habits, ideals, attitudes, beliefs and ways of thinking of a particular group of people. Even from these sketchy definitions, it is clear that while society and culture is certainly not the same thing, without a culture there could be no society, and without a society there could be no culture. (Smith, Stanley and Shores 1957)

3. Complexity of the Concept “Culture”

Culture is a highly complex concept that requires a great deal of considerations and study then we are able to allow here; it is similar to such concepts as “democracy”, “morality” and “love”, which have a multiplicity of meanings.

In relatively broad term we might say that culture defines an accepted way of life. It includes a vast array of easily observed facets of living such as material products, political and social organizations, characteristic vacations, modes of dress, fads, foods, games and music.

4. The Structure of Culture

A structural framework was proposed for the purpose of facilitating the study of curriculum. This theoretical model was based upon a classification of the total curriculum phenomenon into a complex of eight internal factors, which are

- Epistemology
- Society / Culture
- The individual
- Learning Theory
- Aims
- Contents
- Learning Activities
- Evaluation

In much the same way, the study of culture will be facilitated if we are able to proceed upon the basis of hypothetical structural framework. One useful framework, proposed by Ralph Linton (1936), is presented here because of its simplicity and its congruence with the theoretical constituents of society and culture that we have been developing.

Linton has proposed that all elements of culture can be classified into three principal categories.

- The universals
- The specialties
- The alternatives

The Universals

The universals comprise those values, beliefs and customs that are generally held by the entire adult population. For example, in a wide variety of instances, behavior in such areas as language, food, religion and economics tends rather circumscribed in our society.

The Specialties

The second category identified by Linton, includes those elements of the culture to be found only within sub-groups of the society. Among the most common of these are the vocational subgroups; in our society certain behavior is expected of professors, for example, that be quite different from those expected of businessmen.

The Alternatives

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The alternatives are those beliefs and practices that violate culturally accepted norms in their attempt to fulfill a need, solve a problem, or simply to allow a more congruent perception of reality. Alternatives are like specialties; however, all members of the society may not share them.

The social and cultural influences that curriculum. Education manifests through the curriculum and reflects society and culture, that reflection is a result of curriculum developers being an integral part of that society and culture in both of the above ways. In this way the curriculum more 'reflects' society and than society leads to change. (Shahid, 2002)

Indirectly society and culture influence curriculum developers simply because they are members of a particular society, culture values, attitudes and beliefs are acquired by individuals unaware of that process yet, once acquired, these cultural traits become consolidated and affect our social behavior. And when the process of curriculum development take place, the cultural traits within developers influence the very selection of objectives, contents, methods and evaluation that constitute the curriculum they are devising.(Shahid, 2002)

Take, for example, a group of primary school teachers, who decide to enhance the literacy component of an exiting curriculum on completion one could analyze the result of determine why they undertook the task, what objectives were formulated. What content was employed, how it was taught and how it was evaluated. In many instances, when probed deeply enough, the teachers would be unaware of the basis of their decisions. If story reading were a component of the revised curriculum, what proportion would be oral reading? Why? And how would that is assessed? What stories were selected for students? Why? These are typical of questions that should be asked of curriculum developers when they construct curricula, and which reveal indirect influences of society and culture.

Alternatively, curriculum developers may be well aware of social and cultural influences and have the deliberate intention in mind (or not) of reproducing aspects of that culture in the curriculum. (Shahid, 2002)

In order to examine social foundations in Pakistan, we need to keep in mind the following factors:

- Our values and beliefs
- The nature of our culture
- Social changes and problems in our country

Values and Beliefs in Our Society

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Pakistan is an ideological society; it came into being on the basis of two-nation theory. This country came into being in the name of Islam. Therefore Islam and its values are the basis of this country. Islam is the common binding factor of the various regions of Pakistan. Islam is not a religion but a complete code of life.

The Nature of Pakistani Culture

Pakistan is a land of rich cultural heritage, land of different linguistic regions and races. People living in different parts of Pakistan may be different in their respective languages, historical back ground and traditions, yet they are linked by the unbreakable ties of one common religion which binds them together.

Social Changes and Problems

Curriculum developers, planners should also consider the societal changes, problems and the overall situation prevailing in the country. Among the most important developments to consider are

- a) Population increase
- b) Urbanization
- c) Terrorism

So, curriculum workers should consider the current demands of society and highlight those in curriculum. We can say curriculum should be the reflection of society.

Conclusion

In the planning of curriculum, the curriculum developer should use what he knows about philosophy, psychology, sociology of the particular area. This multi-dimensional approach to planning will distinguish a curriculum developer from other professionals in education such as specialists in human development, learning, and the areas of social structure, group sensitivity, knowledge or educational philosophy.

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Dr. Amtul Hafeez Chaudhry
Faculty of Education
Allama Iqbal Open University
H-8, Islamabad, Pakistan
amtulhafeezch@yahoo.com

Aijaz Ahmed Gujjar
Lecturer
Federal College of Education
H-9, Islamabad, Pakistan
Seek_to_learn@yahoo.com

Dr Muhammad Ramzan
Associate Professor
Department of Education
Karakoram International University
Gilgit, Pakistan
Dr.ramzan@kiu.edu.pk