

Q. No. Unit-1(3) :-

Discuss in what way curriculum may be related to educational objectives, structure and organization.

Ans to the Q. No. Unit-1(3) :-

Title :- 'In what way curriculum may be related to educational objectives, structure and organization.'

Introduction :-

In the Paper-09 i.e. 'Foundation of Curriculum Development', I got the assignment topic, 'In what way curriculum may be related to educational objectives, structure and organization. Before going to discuss about this topic, first of all I want to explain the meaning of curriculum.'

Meaning of Curriculum :-

The term 'curriculum' is derived from the Latin word 'Curreo' which means run and it signifies a 'runway' or 'a race course' which one runs to reach a goal. In education, it is generally identified with a course of study or subjects prescribed for a course. In fact, subjects from only a part of curriculum means the total situation selected and organized by the institution and made available to the teacher to operate and translate the aim of education into reality. Curriculum is the heart of the education.

Now, I am going to discuss about 'In what way curriculum may be related to educational objectives, structure and organization in detailed.



## Main Discussion :-

In what way curriculum may be related Educational Objectives :-

It is a philosophical process which goes on keeping in view the needs and aspirations of students, teachers, school, community and the nation. Determination of objectives is essential in any activity because it determines the direction of the activity on one hand, and enable the person to remain on the track all the time.

NCERT has defined objectives in the following words :-

"Objectives is a point or end in view of something towards which is directed and a planned change sought through the activity what we set out to do."

According to this definition, objectives include the following three points —

(i) Action :-

Action is must in order to achieve any objectives.

(ii) Direction :- Objectives determine the direction of action. They keep the person in action on the track all the time.

(iii) Planned modification :-

When action is done in definite direction, desired changes in the behaviour of learner of brought about.

Relationship of Educational objectives with curriculum :-

Educational objectives are specific statements of educational intention which outline either general or specific outcomes. Almost all definitions are different approaches to curriculum seem to agree that objectives are the most important of the three major components



- (i) Objectives.
- (ii) Content or subject matter
- (iii) Learning experiences.
- (iv) Objectives point to 'where' the curriculum should be led to.
- (v) Content or the subject matter define the 'what' of curriculum.
- (vi) Learning experiences explain 'how' to proceed in this endeavour.
- (vii) Objectives in a curriculum are generally stated in terms of expected outcomes of education. A sequential list of topics to be covered in a course given an idea about what will be taught in that course.
- (viii) But it cannot tell what will be expected outcomes of education.
- (ix) Such a list of contents is useful for planning and guiding instruction, but it cannot give a statement of the objectives.

## Structure of Curriculum Construction:-

The present educational structure is the product of historical tradition and consequences. A large number of educational experts, administrators and teachers have welcomed it as the panacea of all ills in the field of Indian Education.

The new structural pattern as proposed by the Education Commission and as it exists in India has tremendously affected the entire field of education secondary, higher secondary, collegiate and university education.

The Education Commission (1964-66)  
suggested the following educational structure :-

- (1) The new Educational structure will consist of —
  - (a) One to three years of pre-school education.



(b) A primary stage of 7 (4+3) to 8 (5+3) years divided into a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years.

(c) A lower secondary stage of 3 or 2 years without any specialization.

(d) A higher secondary stage of two years of general education or one to three years of vocational education.

(e) A higher education stage having a course of three years or more for the first degree of varying durations.

2. Age of admission to class I ordinarily but to be less than 6.

3. First public examination to come at the end of first ten years of schooling.

4. The system of streaming in school of general education to be made beyond class X.

5. Two types of secondary schools, high schools providing a ten year course and higher secondary schools providing a course of 11 or 12 years.

6. Bigger and more efficient schools - about one fourth the total number to be upgraded.

In pursuance of the recommendation of the Education Commission (1964-66), the (10+2+3) structure was incorporated in the National Policy statement which was issued by the Central Government in 1968. The policy statement declared a broadly uniform educational structure all parts of the country.



## Organization of Curriculum :-

In the organization of curriculum a number of relationships should be taken into consideration. These are —

### (i) Articulation :-

Articulation means correlation, articulation requires that children shall move through the system on a continuous basis and that they shall not be embarrassed or educationally handicapped because of the fact the parts of the school system operate on different philosophies at different stages of a programme of curriculum organization.

### (ii) Balance :-

Curriculum should be well balanced i.e. due weightage should be given to each and every aspect of curriculum. Balance should be in terms of subject matter and the learner.

### (iii) Continuity :-

There should be continuity in organizing the content. As for example, in Furner's spiral curriculum, it is observed that the contents are recurrent i.e. there is a continuity of topic. The concept of plant and plant life continues from basic stage.

### Organization of the curriculum in the light of the recommendation of the Kothari Commission (1964-66) :-

#### (i) Curriculum at the lower primary stage (I-IV) :-

At this stage, the child should receive instruction in the basic tools of learning such as reading, writing, elementary mathematics and learn to adjust himself to his physical and social environment.



## (ii) Curriculum at the higher primary stage (v-vii) :-

At this stage the curriculum will broaden and deeper. The study of second language will be added to the mother tongue. Study of mathematics, natural and physical sciences, history, geography, civics, physical education should be included. At this stage teaching methods will become more systematic, and standards of attainment more specific.

## (iii) Curriculum at the lower secondary stage (viii-x) :-

At this stage, the curriculum should meet the needs of the adolescent as well as the needs of the democratic society. Study of subjects will gain in vigour and depth at this stage. Education in moral and spiritual

values will be provided on a more systematic basis.

#### (iv) Curriculum at the higher secondary stage (XI-XII) :-

An extensive and varied programme of vocational education should be provided at this stage. At this stage, the general education courses will be diversified in such a manner as to enable to study a group of any three subjects. (An additional language, History, Geography, Economics, Logic Psychology, Sociology, Art, Physics, Chemistry, Mathematics, Biology, geology, Home Science) in depth with considerable freedom and elasticity in the grouping of subjects.



## Conclusion :-

In this assignment, I had discussed about in what way curriculum may be related to educational objectives, structure and organization. Curriculum is the heart of education.

At last we can concluded as the structure and organization of curriculum is a complex and difficult process. Many problems are involved in this process. These are content and learning experiences. Thus, in order to make curriculum more effective and fruitful due attention should be given to content and learning experiences.

## Reference :-

(i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.

(ii) Mahanta, Dr. N.N and Borah, H.N (2019). Foundation of Curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.