

## **TYPES OF CURRICULUM: SUBJECT CENTERED, TEACHER CENTERED, CHILD CENTERED**

### **Types of Curriculum**

Following are the various types of curriculum:

1. Subject-centred Curriculum
2. Child-centred Curriculum
3. Teacher-centred Curriculum

## SUBJECT-CENTRED CURRICULUM

Subject-centred curriculum revolves around the subjects. In this type of curriculum knowledge is divided into different subjects. The exact scope of each subject is clearly and strictly defined. In this curriculum subjects are given more importance. It is based on theoretical aspect of learning. Knowledge is communicated to students mainly through classroom teaching. The main objective of implementing the subject-centred curriculum is the development of intellectual abilities of the child.

### Characteristics of Subject-centred Curriculum

The essential features/characteristics of subject-centred curriculum are as follows:

1. It lays emphasis on teaching subject-matter.
2. In this curriculum subject-matter is selected and organised before the actual teaching.
3. It lays emphasis on teaching facts, imparting information and acquiring knowledge.
4. It is based on theoretical aspect of learning.
5. In this curriculum learning is measured by how well the subject matter has been mastered by the students.
6. It corresponds mostly to the text-books written by the experts for the specific subjects.

### Merits of Subject-centred Curriculum

Following points highlight the various merits of subject-centred curriculum:

1. **Defined scope:** The scope of subject-centred curriculum is clearly defined. The clarity of the subject matter helps in the realisation of aims and objectives of education.
2. **Authoritative content:** It provides updated and authoritative content within a subject area. It supplies developed material for all children according to their needs and demands. Moreover, the text-books are written by the experts for the specific subjects.
3. **Addition to knowledge:** In this type of curriculum knowledge is divided into different subjects. It is helpful in developing the knowledge of the students through the teaching of various subjects.
4. **Systematic presentation:** Concepts and facts of information are presented in a systematic manner to the students. It helps in the clear understanding of facts and concepts.

5. **Simple organisation:** The various subjects in the curriculum are organised in a simple manner. Students can proceed from simple to complex.
6. **Correlation:** In this curriculum subjects are correlated to provide integrated knowledge to the students. Teaching of various subjects is hence correlated.
7. **Minimises wastage:** It minimises wastage of time, energy and efforts on the part of the students and teachers. Both the students and teachers know in advance what they have to learn and what they have to teach.

### Demerits of Subject-centred Curriculum

Demerits of subject-centred curriculum are discussed as under:

1. **Narrowly conceived:** Subject-centred curriculum is narrowly conceived. Only knowledge items are included. It only prepares the students to pass the examination.
2. **Dominated by examination:** This type of curriculum is too much dominated by examination. The ability of the child is determined on the basis of marks secured in the examination.
3. **Emphasis on memory:** The subject-centred curriculum encourages rote memorisation. It does not give real or first-hand knowledge to the students. The students are required to memorise the subject matter to pass the examination.
4. **Bookish and mechanical:** Subject-centred curriculum is bookish and mechanical. In this curriculum bookish knowledge is imparted to the students. Students cannot think beyond their text-books. The knowledge gained becomes quite bookish in nature.
5. **Unpsychological:** The subject-centred curriculum is unpsychological in nature. It has a very limited scope for 'learning by doing'. It is not framed according to interest, liking or disliking, needs and demands, abilities and capacities of the child in teaching-learning process.
6. **Rigid and uniform:** The subject-centred curriculum is rigid and uniform. There is no provision for diversification of courses. It ignores individual differences. All students are required to learn the same subjects.
7. **Follows banking approach:** It follows the banking approach to teaching. The teacher expected to possess knowledge and deposit it in the minds of students so that children may reproduce this knowledge in the examinations.

8. **Planned by adults:** It is planned by adults. Learning experiences are presented in terms of what adults consider important for children. It does not give importance to the needs and demands of the learners.
9. **Single-track communication:** The subject-centred curriculum encourages single-track communication. There is a very little scope for the interaction between the teacher and the learners.
10. **Heavy and overcrowded:** The subject-centred curriculum is heavy and overcrowded with multiple subjects. Most of the subjects have no relevance to real life situations.

## **CHILD-CENTRED CURRICULUM**

Child-centred curriculum revolves around the interests, needs, abilities, age, grade and life of the child. In this curriculum child is regarded as the centre of the teaching learning process. This curriculum is based on the individual differences. It considers children as individuals who learn differently from adults. Teacher plays the role of a supporter or facilitator in this curriculum.

### **Characteristics of Child-centred Curriculum**

The essential features/characteristics of child-centred curriculum are as follows:

1. It is organised around the needs, interests and capacities of children.
2. It emphasises participatory teaching and discovery techniques of learning.
3. It encourages active participation of the students in the form of posing problems, asking questions, collecting information, doing experiments, preparing aids etc.
4. It emphasises curriculum design according to the characteristic development of children at different stages.
5. It seeks to provide natural flow of activity and spontaneous growth of the child.

### **Merits of Child-centred Curriculum**

Following points highlight the various merits of child-centred curriculum:

1. **Interesting and psychological:** Child-centred curriculum is interesting and psychological in nature. It is based on the interests, needs, abilities, age, grade and life of the child. Children learn best when teaching aligns with their natural energy and curiosity.

2. **Balanced development:** Child-centred curriculum helps in the balanced development of the child. It helps in physical, mental, social, moral and emotional development of the child.
3. **Preparation for life:** Child-centred curriculum prepares the child to face the challenges of life. It trains the child to solve his day to day problems.
4. **Emphasis on experience:** Child-centred curriculum provides rich learning experiences to the child. The teaching and learning is based on direct interaction.
5. **Learning by doing.** This curriculum is based on the principle of learning by doing. Students become active participants in teaching learning process. They get real and first-hand knowledge.
6. **Flexible in nature:** The child-centred curriculum is flexible and adjustable to the needs of students. Maximum freedom is provided to the child for free expression.
7. **Direct experience:** In this curriculum child learns everything from his own experiences and observations. Students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.
8. **Retention of knowledge:** The child-centered approach shifts the focus from traditional learning to active engagement of the learner. It greatly influences learners' interest levels. This leads to the retention of knowledge on the part of learner in comparison to the traditional learning with a lot of theoretical knowledge.
9. **Develops problem solving skills:** The child-centered curriculum includes challenges and games involving real life problems. It encourages the learners to think of solutions. This kind of training develops problem-solving skills, which is useful when learners encounter similar problems at work.
10. **Fosters collaborative learning:** The child-centered curriculum encourages collaborative learning. Learners have to involve their peers/superiors in completing the activities. This approach encourages collaboration and fosters teamwork.

### Demerits of Child-centred Curriculum

Demerits of child-centred curriculum are discussed as under:

1. **Too much independence.** Child-centred curriculum provides too much independence to the child in teaching learning process. It sounds good but may not prove fruitful in the absence of guided freedom.

2. **Education as soft pedagogy:** Easier subjects may find place in the curriculum if content selection will be determined on the basis of children's interests only. Hence, education will become 'soft pedagogy'.
3. **Not practical in nature.** Child-centred curriculum is not practical in nature as the role of the teacher cannot be ignored. Moreover, it is difficult to achieve curriculum targets.
4. **Shortage of skilled teachers:** It requires special skills on the part of the teachers to promote
5. participatory teaching and discovery techniques of learning. Usually there is a shortage of skilled teachers in schools.
6. **Management problems:** Teachers may find it difficult to manage all students' activities when students are working on different stages of the same project in a team.

## TEACHER-CENTRED CURRICULUM

Teacher-centered curriculum revolves around the teacher. Teacher is the center of interest in this type of curriculum. It emphasises the involvement of the teacher in the curriculum development. Teacher plays an important role in the development of the student. He participates in a number of activities at a classroom level. For instance, he selects teaching materials, teaching strategies, use of audio-visual aids and so on

In teacher-centered curriculum, students put all of their focus on the teacher. Teacher talks, and the students exclusively listen. During activities, students work alone, and collaboration is discouraged.

### Characteristics of Teacher-centred Curriculum

The essential features/characteristics of teacher-centred curriculum are as follows:

1. Teacher talk exceeds student talk during instruction.
2. Instruction occurs frequently with the whole class; small-group or individual instruction occurs less often.
3. Use of class time is largely determined by the teacher.
4. The teachers rely heavily upon the textbook to guide curricular and instructional decision making.
5. The classroom furniture is usually arranged into rows of desks or chairs facing a chalkboard with a teacher's desk nearby.

### Merits of Teacher-centred Curriculum

Following the various merits of Teacher-centred curriculum:

1. **Classroom remains orderly:** In this type of curriculum classroom remains orderly. Teacher retains full control of the classroom and its activities. It helps in maintaining an orderly arrangement of the class.
2. **Coverage of all topics:** Teacher directs all classroom activities in this type of curriculum. There is no worry that students will

- miss an important topic. Teacher makes every effort to cover the syllabus in the classroom.
3. **Achievement of desired goals:** As the curriculum is designed by the teacher, it become easy to achieve the desired goals. Teacher is well acquainted with the various instructional objectives before entering the class.
  4. **Psychologically sound subject-matter:** Teacher selects and organises content/subject matter keeping in view the age and grade of the students. Subject matter becomes psychologically sound due to its relevance with the interests, needs and level of the children.
  5. **Content/Subject matter is logically arranged:** In this type of curriculum content / subject matter is logically arranged and systematically presented to the students. Teacher makes every effort to avoid irrelevant material.
  6. **Teachers feel comfortable and confident:** In this type of curriculum authority lies with the teacher. He feels comfortable and confident in the classroom activities.
  7. **Democracy is encouraged:** Teacher makes every effort to provide equal opportunities to all the students to participate in teaching-learning process. Teacher attends to the queries and ideas of the students during the course of teaching. Thus, it encourages democracy in the class.
  8. **Co-operation is developed:** In this type of curriculum, teacher makes every effort to ensure the participation of the students in teaching learning process. Students co-operate with the teacher to organise various activities in the classroom.
  9. **Easy access to sources and resources:** Teacher makes a careful planning about the various sources and resources to be used in the teaching-learning process. No objection is raised by the teacher in connection with the availability of sources and resources.
  10. **Expert knowledge :**Teacher consults the various sources pertaining to the topic under discussions. He consults all the available sources and resources to make the concept clear to the students.
  11. **Planning and execution:** This type of curriculum requires rigorous planning and execution on the part of the teacher.
  12. **Discipline:** In this type of curriculum, the teaching-learning process is carried out in a disciplined way. Teacher supervises and guides



the activities of the students inside or outside the classroom. Guided freedom helps the students to achieve the desired learning outcomes.

13. **Evaluation and assessment:** Quality education needs good assessment. Therefore, to gain complete and accurate information about students, teacher uses a wide range of assessments procedure to evaluate the learning outcomes.

### Demerits of Teacher-centred Curriculum

Demerits of Teacher-centred curriculum are discussed as under:

1. **Lack of collaboration:** In this type of curriculum students learn at their own. When students work alone, they do not learn to collaborate with other students, and their communication skills may suffer.
2. **Creates boredom:** Teacher-centered instruction can be boring for students. Their minds may wander, and they may miss important facts. Thus, teacher-centered instruction may create boredom in the class.
3. **Lack of self-expression:** Teacher-centered instruction does not allow students to express themselves, ask questions, and direct their own learning. Use of class time is largely determined by the teacher.
4. **Lack of a common standard:** It is difficult to maintain a common standard in teaching, testing and assessment of the students in various institutions. It is difficult if not impossible to determine if the aims of education have been achieved or not.
5. **Teacher dependency:** Teacher is the center of interest in this type of curriculum. Students put all of their focus on the teacher. Teachertalks, and the students exclusively listen. Thus, students remain dependent on the teacher.
6. **Shortage of skilled teachers:** It requires special skills on the part of the teachers to promote participatory teaching and discovery techniques of learning. Usually there is a shortage of skilled teachers in schools.
7. **Management problems:** Teachers may find it difficult to manage all students' activities. There exists a wide range of individual differences in the class. It is not possible for the teacher to arrange the activities keeping in view the different categories of the students.

8. **Not practical in nature:** Teacher-centred curriculum is not practical in nature. The existing curriculum for the teaching training institutions is not suitable for the teacher-centered approach. Now the focus has been shifted to life-centred curriculum.
9. **Monopolised and limited assessment:** There is a problem of measuring and evaluating the harmonious development of the students. Teacher-centred curriculum encourages monopolised and limited assessment pertaining to different domains of learning.
10. **Lack of global workforce competencies:** Globalisation refers to the integration of markets in the global economy. It is leading to the increased interconnectedness of national economies. Teacher-centred curriculum cannot develop global workforce competencies among the learners to face the challenges of modern world.