

## DETERMINANTS OF CURRICULUM

Curriculum never remains static over the years. It is seen that the form of the curriculum undergoes a change whenever the aims of education are altered to suit the needs and demands of the learner, society and nation at large. Thus, curriculum is guided by various factors called as determinants of curriculum. Following are some of the important determinants of curriculum:

1. Philosophical determinants of curriculum +
2. Psychological determinants of curriculum
3. Sociological determinants of curriculum
4. Scientific determinants of curriculum
5. Political determinants of curriculum
6. Historical determinants of curriculum

**1. Philosophical determinants of curriculum:** Philosophy is one of the most important determinants of curriculum because it influences our educational aims and goals. It helps us to deal with our own personal systems of beliefs and values. Philosophical issues impact on school and society. It reflects the ideals and aspirations of the people. It inculcates the desired ideals of life in the youngsters. Thus, philosophy of education influences, and to a large extent determines, our educational decisions, choices and alternatives.

Following schools of philosophy influence the curriculum construction to a large extent:

1. Idealism
2. Naturalism
3. Pragmatism
4. Realism
5. Existentialism

**2. Psychological determinants of curriculum:** Curriculum is influenced by psychology. Psychology provides information about the teaching and learning process. It provides the knowledge of the nature of the learner and learning process and the conditions facilitating optimum learning. It also provides the knowledge of growth and development intelligence, development capacities. Curriculum to be child centered, learning experiences should be provided in accordance with the mental development of the learner. The following are some psychological theories in learning that influenced curriculum development:

1. Behaviourism
2. Gestaltism
3. Humanism

**3. Sociological determinants of curriculum:** There is a mutual relationship between society and curriculum because the school exists within the societal context. Society has established various formal and informal agencies to educate the young learners to become a cultured and social being. It is imperative that a country must have maintained a curriculum that reflects and preserves its culture and aspirations for national identity. Thus, there are many aspects of the society that need consideration in curriculum making. In order to make education community-centred, following considerations should be taken into account while framing curriculum:

- Core values and needs of the Indian society
- Changing values of the people
- Demands of the modern society

- Good family ways of life
- Democratic temper of the society
- Faiths, beliefs and the attitudes of the people

**4. Scientific determinants of curriculum:** The present age is an age of science. The progress of any nation depends to a large extent upon its scientific progress. Country needs scientists of all branches for its scientific progress. For this scientific education is essential. A developing country like India needs advancement in the field of science and technology. Accordingly, the construction of curriculum is determined by the aims of teaching science in India.

**5. Political determinants of curriculum:** Political set-up or the form of government in a country plays a very significant role in curriculum construction. The political climate prevailing in a country is very important and significant in determining the type of schooling and curriculum for the young learners. A democratic country like India strives to develop democratic values of social justice, equity, socialism, rights and duties among the learners through its curriculum.

**6. Historical determinants of curriculum:** The history of one's country can affect its educational system and the kind of curriculum it has. Historical determinants of curriculum refer to those influences on the curriculum that are derived from developments in the past. They form the basis for decision making and systematic growth of the education system. It includes

- Role of curriculum in achievements of nations
- Guides future plans
- Factors that influence development of nation e.g. unity in diversity
- Eliminates the useless traditions

## CORE CURRICULUM

The simple definition for the word core is central, and this perfectly describes the intention of core curriculum. In this sense, the term 'core'

refers to type of course such as general education, united studies, common learning, social living and integrated programme. The core curriculum includes learning experiences that are fundamental for all learners. It teaches subject matter which may help the children in the solution of problems that may have to be faced by them as an adult. Thus, a curriculum based on the essential learning and a common scheme of studies is referred to as a core curriculum.

In the initial stages core curriculum is emphasised for the holistic development of the child. The importance of core decreases as the child reaches higher stages. In the beginning, the curriculum is same for all children and at later stage differentiation takes place and students are allowed to opt for subjects they like best. The problem of specialisation is postponed to the university stage.

In the early stage, the learner is required to become a human being first and at the last stage he is required to become a technician, a scientist, an engineer, a doctor, an artist. Thus, the core curriculum tries to meet the needs of every school child upto 14+ and introduces him to move toward advanced studies if he wants to continue education beyond this age.

### **Characteristics of Core Curriculum**

1. It conceptualises the problems of personal and social development common to all children.
2. It develops these problems without reference to the traditional subject-matter field.
3. It encourages the use of the problem-solving technique to attack problems.
4. The core programme provides means for developing social competence.
5. It requires a great degree of flexibility in respect of content.
6. The core curriculum is conceptualised by a common scheme of studies.
7. Learning experiences are based on local situations.

### **CO-CURRICULAR ACTIVITIES**

All roundness is the theme of the modern education. This can be achieved through a well organised and supervised programme of the school. The total school programme can be divided into two types of activities i.e.

curricular/academic and co-curricular/non-academic activities. The curricular/academic activities are directly related to teaching-learning process of different subjects to achieve the desired goals of education. On other hand, co-curricular/non-academic activities serve the general purpose of education but do not lead to direct learning of school subjects.

### Meaning

The word *Co-curricular* contains two words i.e. 'Co' and 'Curricular'. "Co" means Companion or one who accompanies where as "Curricular" is adjective form of the Latin word 'Curriculum' which means *Course of Study*. Therefore, jointly the word '*co-curricular activities*' means the activities that are performed other than the course of studies.

### Types of Co-curricular Activities

Co-curricular activities can be classified in various types as under:

1. **Activities for Literary or Academic development:** The literary activities help in the development of self-expression of the pupils. Students learn to control nervousness and avoid fear. They also improve their language, enrich their vocabulary and develop the habit of using correct pronunciation. Following are the types of literary activities:

- Debates and Discussions
- Seminars
- Symposiums
- Essay-writing competition
- Story writing competition
- Quiz Competition
- School publications
- Library work
- Declamation contest
- Poetry etc.

2. **Activities for Physical Development:** It is well said that a sound mind lies in a sound body. Physical activities play an important role to keep the body fit and healthy. These activities provide a

medium for the transformation of superfluous/excessive energy of the students. These activities help in the normal growth and development of the body. Following are the types of physical activities:

- Games and sports
- Athletics
- Mass Parade and mass drill
- Cycling
- Wrestling
- National Cadet Corps (NCC)
- Yoga etc.

**3. Activities for Social Development:** Social activities are essential for successful social adaptation. These activities help in the learning of social traits like fellow-feeling, sincerity, discipline, co-operation, empathy etc. Pupils learn to share responsibilities and acquire habits of team spirit. They develop a sense of loyalty to the group, school and nation. Following are the types of social activities:

- Morning Assembly and mass prayer
- National Service Scheme (NSS)
- Scouts and Guides
- School House System
- First Aid and Red Cross
- Personality Development
- Socially Useful Productive Work
- Services on special occasions like fairs, festivals etc.

**4. Activities for Cultural Development:** Cultural activities are important for the better understanding of our culture. Students become aware of their customs, traditions and the rich cultural heritage. Following are the types of cultural activities:

- Folk dance and Folk songs
- Music

- Dramatics
- Fancy dress
- Organising Exhibitions
- Visiting a museum or an art center
- Celebration of National Festivals
- Celebration of Religious Festivals etc.

**5. Activities for Aesthetic Development:** Aesthetic development activities deal with art and beauty. Students learn to appreciate the beauty of the world around them. These activities expose children to art, music, dance forms, styles etc. Following are the types of aesthetic activities:

- Art and Craft
- Drawing and Painting
- Sculpture
- Photography
- Calligraphy
- Clay Modeling
- Preparation of Charts and Models
- Rangoli Making
- Flower Festivals etc.

### **Significance/Values/Importance of Co-Curricular Activities**

Co-curricular Activities form an integral part of the school programme. These activities reflect the diverse interest of the students and lead to all round development of the personality. Following points highlight the significance of co-curricular activities:

- 1. Literary significance:** The literary activities like debates and discussions, seminars, symposia, essay-writing, etc. help in the development of self-expression of the pupils. Students learn to control nervousness and avoid fear. They also improve their language, enrich their vocabulary and develop the habit of using correct pronunciation.

2. **Physical significance:** It is well said that a sound mind lies in a sound body. Physical activities like games and sports, athletics, NCC, Yoga etc. play an important role to keep the body fit and healthy. These activities provide a medium for the transformation of superfluous/excessive energy of the students. These activities help in the normal growth and development of the body.
3. **Social significance:** Social activities like morning assembly and mass prayer, NSS, Scouts and Guides, first aid and Red Cross etc. are essential for successful social adaptation. These activities help in the learning of social traits like fellow-feeling, sincerity, discipline, co-operation, empathy etc. Pupils learn to share responsibilities and acquire habits of team spirit. They develop a sense of loyalty to the group, school and nation.
4. **Cultural significance:** Cultural activities like folk dance and folk songs, dramatics, celebration of religious festivals etc. are important for the better understanding of our culture. Students become aware of their customs, traditions and the rich cultural heritage.
5. **Aesthetic significance:** Aesthetic development activities like art and craft, drawing and painting, rangoli making, flower festivals etc. deal with art and beauty. Students learn to appreciate the beauty of the world around them. These activities expose children to art, music, dance forms, styles etc.
6. **Psychological significance:** Co-curricular activities meet psychological needs of the students. These act as agents for sublimation of the instincts and pent up feelings of the students. These activities play an important role in the training of emotions.
7. **Ethical/ Moral significance:** The real education is to create a citizen with ethical/moral values. Co-curricular activities play an important role in developing ethically/morally sound human beings. Character traits like fairness, honesty, justice, initiative, loyalty, respect, tolerance etc. can be developed through these activities.
8. **Disciplinary significance:** Children learn various disciplinary values while participating in co-curricular activities. Creative discipline is always the bye-product of purposeful activities. Thus.