

UNIT –III: CURRICULUM DESIGN AND ORGANIZATION OF KNOWLEDGE

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and vertical organization – Scope, Integration, and Sequence - Articulation, Balance and Continuity. Meaning of knowledge organization - Forms of knowledge included in school education - Basis of knowledge organizations - Agencies involved in organization of knowledge in schools.

3.1 DEFINITION OF CURRICULUM DESIGN

Curriculum design is a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course. In other words, it is a way for teachers to plan instruction. When teachers design curriculum, they identify what will be done, who will do it, and what schedule to follow.

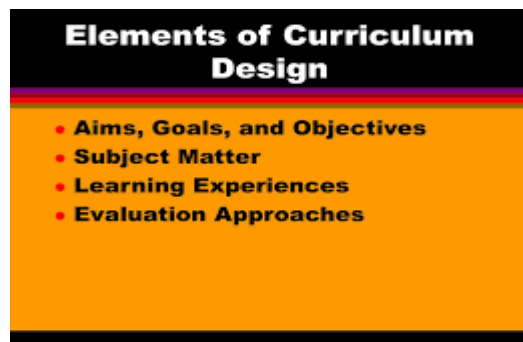
Purpose of Curriculum Design

Teachers design each curriculum with a specific educational purpose in mind. The ultimate goal is to improve student learning, but there are other reasons to employ curriculum design as well. For example, designing a curriculum for middle school students with both elementary and high school curricula in mind helps to make sure that learning goals are aligned and complement each other from one stage to the next. If a middle school curriculum is designed without taking prior knowledge from elementary school or future learning in high school into account it can create real problems for the students.

Components of Design

“To design a curriculum, we must consider how its parts interrelate,” (Ornstein & Hunkins, 2014, p.153). The question, why do we educate, allows one to examine their own visions and philosophies. Curriculum design today has been molded by our past and has intentions to shape our future.

There are four main components in the basic curriculum, which allows it to be cohesive and integral. These components are



- objectives (aims, and goals),
- content (subject matters),
- learning experiences, and
- evaluation.

They are critical regardless of the education establishment or course peculiarities, as they shape the design of the curriculum defining what should be done, how, with what emphasis, what resources should be used, and how the results should be evaluated.

For example, students should learn English. It can consist of writing and reading. They should use books and exercise books to complete training tasks, write a composition and present a group project. Their success will be assessed with a final test (A-excellent, F-failure). There is a belief that curriculum should refer not only to practice but also to philosophical and learning theories. It is very important because we can determine if the curriculum is aligned with our basic beliefs concerning people and education as well as with the ability to use the acquired knowledge.

3.2 SOURCES OF THE CURRICULUM.

There are many sources of curriculum design and among them includes science, morals, learner, knowledge, and society

Science as a Source

- The scientific method provides meaning for the curriculum design.
- Only those items that can be observed and quantified should be included.
- Problem-solving should have the prime position in the curriculum, i.e., stress thinking.
- Procedural knowledge or knowledge of process.
- The curriculum teaches rational processes for dealing with reality.

Society as a Source

- Curriculum is an agent of society.

- Curriculum are designed to serve the broad social interests of society, as well as the local community.
- Support is shown for society as a curriculum source since the universe is becoming, rather than existing for our detached scientific viewing.
- Society shows where to modify the curriculum.

External and Divine Sources

- Curriculum design should be intended to perpetuate society.
- It should pass on the significance of people's values and personal morality.
- Devine will, eternal truth from the Bible.
- Today these sources are reflected through the curriculum designer's values and personal morality.

Knowledge as a Source

One of the prime sources of curriculum. s it is critical in the framework of education to provide students with knowledge and skills, this source is often considered to be among the main ones. When dealing with it, professionals do their best to define what knowledge is the most essential for students so that they can obtain the most critical information. This point is especially significant when dealing with some disciplines because they have their specific structure and method that is used to extend their boundaries. For example, physics refers to the exact sciences, and it is to be approached step by step, while environmental studies can be adapted to the specific interest.

Disciplined knowledge has a particular structure and a particular method(s) used to extend its boundaries.

- Disciplined vs Undisciplined Knowledge
- Disciplined = unique
- Undisciplined = various (training)

Thus, disciplined knowledge presupposes unique approaches that cannot be substituted or inverted, while undisciplined knowledge allows dealing with a wide variety of approaches and different training techniques. Still, the value of the knowledge and its ranking are to be taken into consideration in both situations.

The Learner as a Source

Curriculum is derived from what we know about the learner. In this situation, it is significant to find out as much information about students as possible because it will be used to design the curriculum. This approach was developed based on the psychological foundations that refer to cognitive research and reveal the great importance of “learning by doing”. For example, professionals should identify the interests of their learners as well as their background to adapt to the curriculum. In this way, when discussing art, more emphasis can be made on modern works, etc.

3.3 Design dimensions: Horizontal and vertical organization

Horizontal Organization

- A horizontal curriculum means that what is studied in one particular course in an institution is in line with other, similar classes both in terms of course content and evaluation (across different subjects).
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Vertical Organization

- A vertical curriculum links knowledge from one lesson to the next across a program of study. It establishes skills and knowledge which are used and further developed across a whole program of study.
- In this way, basic skills and knowledge are both developed and reinforced as other elements are introduced into study. This method is structured and progressive, focusing on building to advanced levels of knowledge.

Curriculum Design Qualities

Scope

- It is the breadth and depth of the content.
- According to Ralph Tyler, scope is consisting of all the content, topics, learning experiences and organizing threads comprising the educational plan.

- All types of educational experiences to engage students in learning - Cognitive, affective, psychomotor learning (some might add the moral or spiritual domain)
- Simple listing of key topics and activities.
- Scope can extend over a year or more.
- Units > lesson plans > information and activities into periods of hours or minutes.

When considering curriculum design, educators need to address the breadth and depth of its content. Some refer to this as the horizontal organization of the curriculum. Scope means not only the depth and range of content provided to students, but also all the varieties and types of educational experiences that are created to engage students in their learning. The challenge of determining scope goes back to the basic question posed by Herbert Spencer, “What knowledge is of the most worth?”.

Sequence

- The order or arrangement in which the content should be taught for the best learning (building on past knowledge) throughout the course.
- Educators must decide the sequence before a course begins to be effective.
- Vertical relationship among the elements to provide continuous and cumulative learning.
- Contents and experiences are arranged in hierarchical manner where the basis can either be logic of the subject matter or on the developmental patterns of growth of the cognitive, affective and psychomotor domains.

When considering sequence, curricularists are challenged to deal effectively with curricular elements so that the curriculum fosters cumulative and continuous learning, or what is referred to as the vertical relationship among curricular areas. Specifically, curricularists must decide how content and experiences will occur and reoccur so that students have opportunities to connect and enrich their understanding of the curriculum presented or experienced. There is long standing controversy over whether the sequence of content and experiences should be based on the logic of the subject matter or on the way in which individuals process knowledge. Several sequence patterns to keep in mind include the following: simple to complex learning, whole to part learning, and chronological learning.

Principles for Sequence

- Simple to Complex Learning – content & experiences are organized from simple to complex, concrete to abstract, easy to difficult.
- Prerequisite Learning- there are fundamental things to be learned ahead.
- Whole to Part Learning – overview before the specific content or topics. Related to gestalt principle.
- Chronological learning – the order of events is made as a basis of sequencing the content and experiences. (Smith, Stanley and Shore, 1957)

Major principles for Sequencing contents in units

- Concept- related sequence- how ideas are related together in logical manner.
- Inquiry- related sequence- based on the process of generating, discovering & verifying knowledge, content and experiences are sequenced logically and methodically.
- Learning- related sequence- pupils learn through experiencing contents and activities.
- Utilization- related sequence- how people use their knowledge through an activity.

Continuity

Continuity deals with the vertical manipulation or repetition of curriculum components. For example, if reading skills are an important objective, then it is necessary to see that there is recurring and continuing opportunity for those skills to be practiced and developed. Over time, the same kinds of skills need to be reinforced. Continuity is most evident in Bruner's notion of the 'spiral curriculum'. According to Bruner, basic ideas and structures need to be developed and redeveloped in a spiral fashion-increasing in depth and breadth as students move through school. It also refers to the constant repetition of particular knowledge or skills. For example, children are taught to read while being little, but the development of this skill is measured more than once to determine the progress made with time.

Integration

The integration of the curriculum is a collaboration of both knowledge and experience. Reference to the previously learned information improves learners' understanding. Refers to linking all types of knowledge and experiences contained within the curriculum plan (Ornstein & Hunkins, 2014). Emphasizes on horizontal relationships "Everything is integrated and interconnected. Life is a series of emerging themes." This is the essence of integration in the curriculum design. Organization is drawn from the world themes from real life

concerns. Subject matter content or disciplined content lines are erased and isolation is eliminated. Integration refers to the linking of all types of knowledge and experiences contained within the curriculum plan. It is essentially a design feature to bring into close relationship all the bits and pieces of the curriculum in ways that enable the student to comprehend knowledge as unified, rather than individualized. In schools today, many argue that the curriculum integration, educators should arrange curricular phenomena such that the students' intellects and hearts, and perhaps their souls, are addressed.

Articulation

The articulation of the curriculum is more extended than its integration. It presupposes the connection between different curriculum components. Thus, an English topic can be connected with the literature one and can also be discussed in the previous grade. The balance presupposes that each aspect should be emphasized appropriately.

Articulation refers to the interrelatedness of various aspects of the curriculum. The relation can be either vertical or horizontal. Articulation is difficult to achieve. Curricula arranged by subjects often pay no attention to connections with any other subject matter. Another reason for the difficulty is that we are not as far along in cooperative curriculum development as our educational talk might indicate.

Vertical articulation

- Sequence content from 1 level to another
- Ensures students necessary preparation for coursework

Vertical articulation depicts the relationships of certain aspects in the curriculum sequence to lessons, topics, or courses appearing late in the program's sequence. For instance, a teacher might design introductory or ninth grade algebra so that concepts in the algebra class are related to key concepts in a geometry course. The key reason for addressing vertical articulation is to assure that students receive those leanings that are prerequisite to information presented later in the curriculum.

Horizontal Articulation

- Called correlation, blends contents in one part of the educational program with contents similar in logic/subject matter

Horizontal articulation refers to the association between or among elements occurring simultaneously. Horizontal articulation takes place, for instance, when curriculum designers attempt to develop interrelationships between eight-grade social studies and eighth-grade English courses.

Balance

- When designing curriculum educators strive to give appropriate weight to each aspect of design
- Balanced curriculum = students acquire and use knowledge in ways to advance their personal, social, intellectual goals.
- But Doll (Curriculum Improvement) stated achieving balance is difficult.
- WHY: striving to localize and individualize the curriculum while need to maintain a common content
- Solution: requires fine tuning in philosophy and psychology of learning.

When designing a curriculum educators are also concerned that appropriate weight be given to each aspect of the design so that distortions do not occur. Balance is problematic because we are constantly striving to localize and individualize the curriculum in its content and experiences while at the same time addressing a tradition that plans curriculum for the masses. Educational policies also have an impact. Keeping the curriculum 'in balance' requires continuous fine-tuning of the curriculum.

3.4 Meaning of knowledge organization

Epistemological analysis is usually in terms of the subject, the object and the process of question of knowledge. Each school of philosophy has its own conception of the nature of these components of knowledge. The different types of knowledge types are **authoritative knowledge, empirical knowledge, revealed knowledge, rational knowledge, and intuitive knowledge**. Epistemology also provided a classification of different types of knowledge.

Revealed knowledge is knowledge that god disclosed to men-select men who are deemed prophets. It is embodied in the treaties like the Baghavat Gita, Bible and the Koran. For the followers of the respective religions what is contained in their sacred books is the word of God. Hence, they believe it is true everywhere and at all times. Though the truths revealed in the books are super-rational, the languages in which they are written is not and belong to this 'fallen' world. Hence, religious scholars spend much time in exposition, elaboration and

interpretation of texts of these books. The aim of such exercise is to bring to light the hidden and perennially relevant message and meaning of these books for the benefit of every generation.

Intuitive knowledge is knowledge gained by a man from within himself. It is different from revealed knowledge. Revealed knowledge is God-given and is external to man. It is mediated by prophets. Intuitive knowledge has its source within the individual. It is also immediate. It is gained as an illuminating flash in a moment of insight. Every one of us would have gained such an intuitive knowledge when we were trying to solve a difficult problem, making decision about the trustworthiness of a stranger etc. Of course, it is knowledge which has not been submitted in rational or empirical verification. When Archimedes ran out naked from his bath tub shouting 'Eureka, Eureka', had just gained such intuitive knowledge which he subsequently verified by means of an experiment.

Rational knowledge is obtained through the exercise of reason alone, unaccompanied by empirical observation. The principles of logic and mathematics are examples for such rational knowledge. The principles of rational knowledge may be applied to sense experience, but they are not deduced from it.

Empirical knowledge is knowledge confirmed ultimately by the evidence of the senses. Rational knowledge is the result of the exercise of reason.

Authoritative knowledge is knowledge accepted as true because it is attested by experts who are authorities in the concerned field.

Curriculum Organization

1. Logical Organization

In the Logical type of organization of the Curriculum, the content or subject-matter is arranged in a Logical Sequence. It means the Chapters or Units are arranged in such a way from Simple to Complex or Easy to Difficult or Known to Unknown sequence. It is helpful to the pupils to understand a topic or unit based on the logical development of the previous unit which they learnt before.

2. Psychological Organization

In Psychological organization of the Curriculum, the psychological faculties of the pupils such as intelligence, interest, aptitude, memory, etc. are given important. Hence,

the subject-matter is arranged according to the suitability to the psychological level or talent of human being at that particular level.

3. Spiral Organization

In the type of Spiral organization of the Curriculum, the content of the Curriculum from the first grade till the last grade are arranged in such a way that the first grade the area covered is very small, in the next grade, it is larger than the first level. And thus, for the next grade, it will cover the information more for the content and it will continue up to the largest areas covered for that particular concept or event related to the grade or standard. In all the grades or standards, the subject-matter though increases in area coverage is continuously continues and have what is covered earlier will always have a bearing later.

4. Concentric Organization

In this organization, the content of Curriculum is arranged in increasing area from the first grade till the last. In contrast to Spiral type organization, there is no continuity between the different grades. In this, first grade a smaller area is covered in detail; in the second grade, a brief recapitulation of the first grade content is followed by a detailed coverage of the higher area. In the third grade, next higher area is covered after a very brief recapitulation of both the earlier areas. This way the organization is arranged. It may be noted that the area of the first grade finds superimposition on all grades. Thus, every grade will have the superimposition of all the earlier grades.

5. Unitary Organization

In this Unitary type of Curriculum organization, the subject-matter for the entire course is conveniently classified into different units and discussed fully only once in some grade or other. Thus, the content or topics taken in any grade, it cannot be repeated in any other next grade.

6. Topical Organization

In this Topical type Curriculum organization, the subject-matter whether under one unit or another is not identified unit-wise but discussed topic-wise if it is relevant to a topic selected.

7. Whole to Part Organization

In this Whole to Part Curriculum organization, the approach is deductive in nature. Sometimes, the approach may be analytical. Here, from a general or whole conception to the fragmented constituent parts are discussed. viii.

8. Part to Whole Organization

In this Part to Whole Curriculum organization, the approach selected for this organization is inductive and sometime it may be synthetic with respect to the standard or grade. Here, from individually observed similar or complementary phenomena the observation is extrapolated or completely perceived to discuss the whole nature.

3.5 Agencies involved in organization of knowledge in schools.

The education of the child starts just after his/her birth. Before birth, however, the growth of the child is only a biological maturational process. The first encounter of the child is with the mother and the family. This facilitates the child's learning about the outside world. The other source or the agency of child's education is the school. In the school, the child interacts with the teachers, peers and others who may have a direct or indirect effect on his thinking and behaviour. Simultaneously the child's behaviour is also affected by the community and the mass media like the TV, radio, movies etc. All these sources through which the child directly or indirectly receives formal or informal education are called the agencies of education. Through all these agencies the child develops the ethos of the culture, and values of the society. In addition, through these agencies the child gets awareness. of the world around him, develops certain attitudes towards certain things in his environment (negative, positive or indifferent) and masters certain skills, both social and individual, which help the individual in overall mastery of the environment and of himself.

Home as agency of education

Home has some important functions in relation to the development of the child as a social being. These functions are: (1) socialization (2) acculturation (3) sense of belongingness (we-feeling) (4) propagating religious faith and (5) moral learning/moral education. All these functions of home are interdependent or interrelated. Home is the first social institution which attempts to socialize the child. This means developing in the child components and capacities essential for future role performance. Every society relies upon a number of social institutions for the performance of one or both of the social functions viz: (1) to help perpetuate the society's culture; and (2) to facilitate the process of social change. Of these two basic functions of social institutions preservation of social inheritance is the most crucial function of the family. Human

life, as we know, is grounded in an organised cultural history as well as cultural transformation. In regard to the former function, home performs the most pivotal role. The child observes his parents in particular ways in day- to-day living and because of the sense of belongingness, it easily retains and internalizes those behaviours which are appreciated by the family. In fact, it is the we-feeling which is a characteristic feature of the family that makes internalizations possible. The moral ethos and the entire values system (good or bad) is picked-up by the child and reinforced by the parents.

School as (formal) agency of education

The school, while it is related to society as a whole, represents a little society by itself. Teachers, students and other members of this little society interactively participate in their own distinctive ways. The school has its own mores, its own social setting and its own culture. In a way, it represents a "total institution" in the sense that any student coming from any social culture has to abide by the rules and regulation of the school and adjust to the distinct social milieu of the school for the limited period during which he stays at school.

The school, as an agency of the society and also as a miniature society, is supposed to perform the following main functions:

- i) To generate commitment and capacities in pupils for future adult roles.
- ii) To allocate human resources within the role structure of the adult society.

From the functional point of view the school can be treated as an agency of the society for socialising the younger generation. That is, it is an agency through which individuals are trained to be motivationally and technically adequate to the performance of adult roles. Through the school the commitments and capacities required for their future role performance are developed in individual personalities. Such commitments comprise two components:

- (i) commitments to the implementation of the broad values of the society, and
- (ii) commitments to the performance of specific types of roles within the structure of the society. Thus, a person, even in a relatively humble occupation can be a "solid citizen", if he/she has a commitment to do honest work in that occupation.

Educational Functions of the School

In addition to general functions like the socialization and acculturation, the school is supposed to perform certain specific educational functions. These educational functions can be grouped into two categories:

A: Manifest Functions: The manifest functions are:

- (i) Transmitting traditional culture;
- (ii) Teaching Basic Skills and Vocational Education; and
- (iii) Character Education.

B: Emerging Functions:

- (i) Personal and social problem solving;
- (ii) Social competence;
- (iii) Diffusion of new knowledge;
- (iv) Providing equality of opportunity;
- (v) Sex and family life education;
- (vi) Increased functional literacy;
- (vii) Development of cosmopolitan outlook; and
- (viii) Learning to live together.

i) 'Transmitting 'Traditional Culture

Acculturation of the young to society's collective achievement has always been the central role of the school, usually done through formal teaching of history, literature, art and craft etc. The celebration of national, historical and other significant events is also a good means for acculturation of the young child. We should, however, keep in mind that acculturation function of the school is different from the socialization function. Socialization refers to actual behaviour patterns that a society considers as skills whereas acculturation means getting knowledge of the past that is handed down as culture which affects the mindset. In schools the child is socialized by such practices, as waiting patiently and courteously for a turn to speak with others. On the other hand, the child is acculturated to knowledge about transition from a bullock cart to automobiles through formal study of history.

ii. Teaching Basic Skills and Vocational Education

Some attention at secondary level of schooling has been given to occupational education. Infact, at present greater vocational education is being urged at the secondary level. Recommendations to this effect were made by the Secondary Education Commission (1956). then by the Education Commission (1966) and later by Adisesiah Committee as well. As a prelude to vocational education, work experience is introduced upto the secondary stage of school with a view to instilling in students a respect for manual and practical work and also to orient them to the world of work.

iii. Character Education

For many people, character education constitutes the more important function of school, even more important than basic literacy. Teachers, like Clergy, have always been Viewed as ideal role models for children. They are consequently often held to restrictive standards of behaviour including dress and speech, standards not expected of other members of the community. However, since the definition of what constitutes good character is undergoing widespread debate, the traditional obligation of schools to conform to one set of moral and ethical norms is being questioned. Yet, character education is one of the most important functions of the school. It implies that children understand what they ought to do in a situation or context and they actually behave the way they ought to behave even if it involves personal inconvenience or element of sacrificing. Of the three facets of moral education - knowing, judging and acting, character education emphasizes more on acting. The teacher can ensure proper character education only when he/she acts as a role model. The adage that example is better than precept, is most befitting in this context. For example, if a teacher teaches children to be honest, but his behaviour reflects some kind of partiality with students, the whole purpose of character education gets defeated.

B: The Emerging Functions of School

The functions of school as stated above are an established fact whether or not they are satisfactorily achieved. The emerging functions are, however, often controversial and hence they may be better named as educational issues. Some functions/issues are mentioned below:

i) Personal and Social Problem Solving

According to Dewey and his associates, the central function of education (and hence of the school) is to enable children to solve personal and social problems. According to these thinkers real education must help the society to solve difficult problems relating

to personal life, such as family problems, mental health, workplace stress or problems of a larger society of which they are members (such as control of crime and delinquency, reduction in poverty, effective governance etc.).

ii. Social Competence

Today, the Indian society is undergoing rapid changes in the political, social and economic fields. Society is fast heading towards industrialisation, urbanization, use of computers and electronic gadgets in daily life. All such changes in the society entail concomitant behavioural competencies for an adequate and effective social interaction in the emerging Indian society. For example, there is both lateral and upward social mobility which brings with it unique social of personal problems. Such problems require social competencies to solve them. These competencies can be better developed in small group projects through community studies, role plays, creative dramatics etc.

iii) Diffusion of New Knowledge

At the start of the new millennium there is a huge explosion of knowledge due to the new findings of the scientists, technologists, and other investigators. This knowledge must be acquired by the youth to cope successfully with a society different from their ancestors' society. Schools, therefore, have little choice but to transmit some of these new ideas developed by the scientists or technologists. This would help children understand the changes and adapt themselves to the growing demands.

iv) Providing Equality of Opportunity for a Social Position

Since attainment of social equality, equity is one of the fundamental rights guaranteed in our Constitution, efforts are being made to ensure that every child, rich or poor, male or female, physically normal or handicapped, socially deprived or privileged receives an equal choice to succeed as an adult. Therefore, compensatory education programmes such as special education. Remedial education, provision of free ships or scholarships or other kinds of aids to socially and economically deprived students is being provided as a part of obligation to the constitutional provisions.

v) Sex and Family Life Education

In the traditional Indian society, the transmission of sex and family life education was not at all systematic but only incidental, episodic or through peer interaction. Parents were hesitant, rather inhibited, to provide sex education - education about raising children, about sexually transmitted diseases etc. But due to the incidence of easily diseases like ADDS this area cannot be left unattended but rather needs immediate attention. It is for this reasons that due attention is being paid to include sex education as a part of curriculum at'school level so that the students get systematic sex education and become aware of the dangers of unsafe sex.

vi) Increased Functional Literacy

Literacy to a layman means knowledge of 3Rs (Reading, Writing and Arithmetic). For the emerging Indian society or any democratic and dynamic society for that matter, it is essential that its citizens should be literate if democracy is to survive. The literacy of 3Rs is however, inadequate and a more comprehensive concept - called functional literacy -has been accepted in this regard. The term functional literacy represents meaningful and relevant ways of social survival involving worthwhile knowledge, skills, attitudes and values, which provide empowerment to the common man especially the womenfolk for effective social pzticipation and personal growth.

vii) Development of Cosmopolitan Outlook and Scientific Temper

India, as we all know, is a multi-cultural, multi-ethnic, multi-religious and multi-lingual society. The preamble of the Indian Constitution avows to develop India into a secular, democratic, socialistic society. This essentially entails development of tolerance and respect for those who differ on above mentioned factors. The schools today badly need to educate children to enable them to live and to cope with a secular, global community by developing harmonious relations with divergent groups, The qualities of understanding others, empathy, mutual tolerance, and respect, 'we-feeling' and community outlook need to be developed in children in schools. Such an emerging function is required of school, failing which clashes and communal disturbances or disharmony, expedient exploitation by politicians for their personal gains etc. are bound to occur. This, in fact, is the most important functions of the school which alone can bring a social cohesion leading the society to peaceful co-existence.

viii) Learning to Live Together

Learning to live with others is one of the four pillars of education as recommended by the Delors Commission (1996). The Commission observes: "The task of education is to teach at one and the same time, the diversity of human race and an awareness of the similarities between and the interdependence of all humans. From early childhood, schools must, therefore, take every opportunity to teach these two things". Education at school must first help them discover who they are. Only then will they genuinely be able to put themselves in other peoples' shoes and understand their reactions. (P. 92-93). We should teach children to adopt the point of view of other ethnic or religious groups. By doing so we can overcome the lack of understanding that leads to hatred. Teachers, therefore, have to behave as role models which the young receptive mind emulates and imbibes.

Community as Agency

In addition to the informal ways in which the community influences the young as well as the youth in order to realise the broader goals of socialization and acculturation. it also opens and manages educational institutions. It interacts with the school and participates in assessing the needs of children and the school. According to the Delors Commission (1996), "The main parties contributing to the success of educational reforms are first of all the local community including the parents, the school heads and teachers. The countries where the process (of educational reform) has been successful are those where parents, teachers and local communities show determined and sustained commitments backed up by continued dialogue and technical and financial assistance. It is obvious that local community plays a paramount role in any successful reform strategy. The local community, in assessing the needs through a dialogue with public authorities and groups concerned in society, is a first essential stage in enhancing access to education and improving its quality. Continued dialogue by way of media, meetings, discussions, parent education and teacher education usually help to create awareness, sharpen judgement and develop local capacities.

Students Participation in Community Activities

It must be understood that development of better inter-personal relations, brotherhood, consideration for others etc. depends directly on the nature and extent of participation of students in community activities. That is why in big towns and cities social relations are much less than those found in villages and small towns. So, for development of social skills and values, interaction between people or between students themselves must be ensured. Such

participation and interactions will help the community members to broaden their horizon, mutual understanding and acceptance of other's cultural religious differences. To a greater extent the school community interactions can make it possible. The only condition is that teacher must understand the community, its needs, aspirations and difficulties. This process can be facilitated if the teachers are enlightened members of the same community. The Delors Commission observes: "when teachers are themselves a part of the community where they teach, their involvement is more clearly defined. They are more sensitive and responsive to the needs of the communities and better able to work towards' community goals. Strengthening the link between school and the community is therefore one of the most important ways of ensuring that the school is able to be in symbiosis with its milieu" (ibid P-150).

MEDIA AS AGENCY OF EDUCATION

The 20th Century advancement in information technology led to tremendous revolution in communication in the shape of multimedia systems which are vital for our understanding of the modern world. With the help of multimedia new forms of socialization and new types of individual and collective identities are being created. The expansion of information technology and networks is tending to encourage communication with different people within or outside the country. The media which makes interactive communication with different people possible has wider implications as an agency of education.

Important Functions of Media

Of the different agencies of education, media in today's context perhaps plays the most vital role in socialization, acculturation or information dissemination. The media have found their rightful place in formal, information and non-formal education of children and adults. For development of worthwhile knowledge, skills, and attitudes in people of all ages, the media seems to possess great potential. In the last quarter of the Twentieth Century there was a rapid advancement in information technology with the help of which tremendous amount of knowledge can be gathered, processed and disseminated in most desired and effective manner. Mass communication systems opened up new directions to the horizon of human world; they brought a revolution in man's behaviour to gaining of knowledge. Cameras mounted on space shuttles give us close-up televised photographs of the moon and other inter-galactic bodies. Television programmes are being transmitted from one side of the world to another. In India SITE (Satellite Information Television Experiment) has been very successful by which information of weather and other types of information from all over the globe is readily

available. Similarly educational broadcasting computer network, e-mail, technology, computer disc etc. have almost revolutionized man's approach to gaining and processing of knowledge. ETV (Educational Television) has become a persuasive and effective means of both formal and non-formal education. The rapid progress of information technology may offer new prospects for development by opening up a large number of isolated regions and enabling people to communicate with the whole world in the vital field of specific research. It will help easy access to an international database and permit the establishment of virtual laboratories that would enable researchers from developing countries to work in their own countries and thus reduce the brain drain.

Agencies involved in Education

There are different types of agencies that play major roles in curriculum influence system: official, quasi-official, and unofficial. The official agencies have binding legal authority over curriculum decisions. Basically, while the centre is responsible for providing general direction in terms of educational policy and curriculum, education is predominantly a state subject, and the running of this vast school network is the responsibility of individual state governments. This is done in two ways: either by directly running schools or by supporting privately runs school through grants.

A very small number of schools in each state are completely independent of government funding, and only these can really be called private schools. The management of these schools is a vast and varied patchwork of agencies both government and non-government. The involvement of non-government agencies will prove of critical importance in evolving curricula and pedagogy suitable for local needs and demands, while keeping in mind the important issue of equity in educational opportunities. The old established state institutions for educational research have repeatedly shown themselves incapable of genuine innovation, being by and large content with periodically bringing out further batches of 'old wine in new bottles'.

The community based organizations and people's movements are not for the most part, equipped with the technical expertise and the broader national and international perspective needed to develop appropriate curricula and pedagogy for local needs within the larger mainstream. Specialist technical support organization, along with colleges and departments of education and social work in universities, has a crucial role to play in this area. This is also the area where non-government organization can play a useful and appropriate role. This would create a space for them to work positively and dynamically in the field of education and at the

same time ensure that the structural adjustments, globalization, privatization or whatever new jargon emerges to explain away that abdication.

University Grants Commission (UGC)

University Grants Commission constituted a committee in 1986 to examine the existing curriculum. The committee will examine the existing curriculum in the respective subject of different universities in the country in terms of quality as well as workload. The committee examined how the new curriculum could promote human resource development and identified are which are crucial to make education meaningful in the task of national development.

- The committee devised a model curriculum which would be relevant to the requirement of the country.
- The committee suggested the textual materials which would be required to follow the new curriculum.
- The committee suggested ways and means for preparing textbooks, teaching aids, and library as well as laboratory equipments in implementing the proposed curriculum.
- It also indicated how the teachers are to be trained in order to impart education according to the revised curriculum.

National Council of Educational Research and Training (NCERT)

In the Indian situation for the planning of secondary level curriculum the agency involved at the central level is National Council of Educational Research and Training. It frames the curriculum and circulates it for adoption to state department of Education, boards or examination etc. it frames the curriculum in consultation with experts' subjects' teachers and heads of institutions. Its task is to frame the curriculum in keeping with the National policy on education. The curriculum framework prepared by it is only suggestive and it is for the state governments and boards of examination to accept it modify it or reject it.

The Major Role of NCERT

- To monitor the administration of NIE / Regional colleges of Education.
- To undertake aid, promote and co-ordinate research in all branches of education for improving school – education
- To organize pre-service and in-service education programmes for teachers.
- To prepare and publish study material for students and related teacher's handbooks.

- To search talented students for the award of scholarship in science, technology and social sciences.
- To undertake functions assigned by the Ministry of education (Now HRD) for improving school –education.
- To promote, organize and foster research in all fields of education.
- To disseminate knowledge of improved educational techniques and practices; and
- To conduct special studies, surveys and investigations.

Functions of NCERT

The functions of the NCERT broadly relate to

- Research and development
- In-service and pre-service training
- Extension and dissemination work –all these lauded to achieve the main objective of improving the quality of education.

The NCERT, therefore (i) develop curriculum, instructional and exemplar materials, methods of teaching, techniques of evaluation, teaching aids, kits equipments, learning resources etc. (ii) Organize pre-service and in-service training of teachers, teacher educators and other educational personnel; (iii) conducts and promotes educational research; (iv) disseminates improved educational techniques and practices and research findings, and (v) acts as a cleaning house for ideas and information on all matters relating to school education and teacher education.

State Council of Educational Research and Training (SCERT)

All kinds of academic programmes are coordinated, streamlined and maintained by the SCERT. Periodical revisions and upgrading of curricula, preparation of text books, teachers' guidance and other teaching and learning materials and improvement in methods of teaching and evaluation are also undertaken by the SCERT.

Functions of SCERT

The State Council of Educational Research and Training discharges the following functions:

- To organize and implement the special educational projects sponsored by UNICEF, NCERT and other agencies for qualitative improvement of school education and teacher educators.

- To prescribe curricula and textbooks for the school and teacher training institutions.
- To produce instructional materials for the use of teacher-educators.
- To arrange in-service training for different categories of teachers, inspecting officers and teacher-educators and coordinate the work of other agencies operating at the state level.
- To organize programmes including Correspondence-cum-Contact Courses for professional development of teachers, teacher-educators and inspecting officers.
- To supervise the working of the Teacher-Training Colleges, Secondary Training Schools and Elementary Training Schools.
- To provide extension service to Teacher-Training Institutions at all levels in the state.
- To conduct studies and investigations on the various problems of education.
- To evaluate the adult and non-formal education programmes entrusted by the Government.
- To conduct the public examinations especially at terminal stages like the end of Class HI and Class IV etc. with a view to selecting candidates for scholarships through such examinations.

National Council for Teacher Education (NCTE)

In May 1993, the ministry of Education, Government of India established National Council for Teacher Education (NCTE) to provide guidance to the Centre and states for solving various problems and to give suggestions for the development. National Council for Teacher Education (NCTE) is a statutory body of the Central Government. It was established in 1995 after the bill was passed by the Parliament. There is an executive Committee and a Regional Committee which work for NCTE. It is an autonomous body for the development of teacher-education like NCERT with head office at New Delhi in the campus of NCERT. The major functions of NCTE come under Act 1993.

Functions of NCTE

- Undertaking survey and studies relating to various aspects of teacher – education and published the results
- Making recommendations to the Centre and State Government Universities, the U.G.C and other institutions in the preparation of plans and programmes in the field of teacher-education
- Coordinating and monitoring teacher-education and its development in the country

- Preparing a guideline with regard to minimum qualifications for the candidates to be employed as teacher-educators at different levels
- Developing norms for any specified category of courses or training in teacher – education, including minimum eligibility criterion for admission
- Preparing a guideline and specified requirements for starting new courses and programmes under teacher education
- Developing a guideline for general teacher-education programme
- Promoting innovations and research studies and organize them periodically or annually
- Supervising the teacher-education programmes and providing financial assistance
- Enforcing accountability of teacher-development programmes in the country
- Preventing commercialization in Teacher-education and maintain quality and standard of teacher education to produce better teachers
- Entrusting responsibility to other organizations, universities and other institutes
- Preparing a programme for in service teacher-education for orienting teachers for latest development
- Establishing international relations in the area of teacher- education

Role of Teacher in Curriculum Implementation

The process of education is a triangular process in which there are three points –the educator, the pupil and the subject of education. In order to be able to teach the educator must establish some relationship with the learner, based on his knowledge of the latter. For this relationship to be meaningful it is essential that the educator himself should be conversant both with the subject he is teaching and the psychology of the learner. Education aims at teaching the learner the providing him with some information. Teaching assists the learner in his continuous adaptation to his environment and helps to make him active. Through education, training of the emotions is accompanied by an inspiration to learn. Briefly, then, teaching is intended to prepare the pupil for future life.

i. Principle of Activity

Programmatic thinkers lay particular emphasis upon the principle of activity, for they believe it to be the most important factor in learning. In the words of Wm. Ryburn, “One of the most important facts about children, which we have to remember throughout our teaching work, is that children are naturally active..... Thus our first general principle of teaching method is the principle of activity.” Most

of the recently evolved teaching methods, such as the project method, method of basic education, Dalton Plan, Montessori and Kindergarten methods are based on the principle of learning by doing. The process of learning is an active process, and nothing can be really learnt by inactively listening or looking on as a mere spectator. Hence, in the school, the child should be given every chance to be active this also has another advantage. When the child is active physically, his mind is also more active than otherwise and hence he acquires thinking more easily. Knowledge increases only when it is used. In the words of Comenius, “What has to be done must be learned by practice”. All kinds of artistic skill, such as dancing sculpture, music, painting, etc., are all learned through actual practice.

ii. Principle of Motivation

Educational psychology has made educators aware of the fact that motivation is the most significant factor in the process of learning. In the absence of motivation, the educator cannot elicit any useful response from his pupil. There is a lot of wisdom in the proverb that you can take the horse to water but you can't make it drink. In much the same way, the pupil learns something only when motivated to learn it, because it is motivation alone that can awaken interest in him. Once interest has been aroused in a particular direction, the learner is motivated to learn it. Creation of a strong motive for learning is more than half the educator's task. If this motivation is absent the educator can try his best, but it will be remarkable if he drives anything into his pupil's head. Motivation for learning can also be induced by making use of such tendencies in the child as dedicating himself, assertiveness, conflict, competition, etc.

iii. Principle of Linking with Life

Dewey, the famous educationist, expresses the opinion that education and life are two aspects of the same fact. In tribal societies, the processes of living and education are not separated but as social structures become more complex, the process of education tends to be separated from life. At times, it can move so far away from life that whatever happens inside the school seems to bear no relation to the life outside the school. That is why educationists keep on reminding people that life inside the school must keep in contact with life outside it, for education to have any meaning. Hence, one of the important principles of education is that it must have relations link with life. All that is taught to the child can remain in his mind

only if it establishes some satisfaction with all that he has learnt before the teaching of arithmetic, for example, can be made more meaningful if it is linked to the child's everyday activities outside the school.

iv. Principle of Interest

Another important principle underlying teaching is the principle of interest. Educational psychology tells the educator that he cannot make his teaching effective unless he arouses the pupil's interest in the subject being taught. Hence, the educator must begin his task by arousing this interest, because this will create the necessary inspiration in the child. He will be willing to learn and thus facilitate the teacher's work. There are certain disciplines which naturally interest the learner, but where there is a question of choice among alternatives, as far as possible, attention must be paid into the learner's own inclinations and interest.

v. Principles of Selection

The principle of selection also plays a significant part in the teaching process. The successful teacher always determines before handle the subject that he wishes to teach a particular class the extent to which he would prefer to teacher and the method he would like to adopt. Hence, the technique of teaching and the limits up to which a general subject like geography, history, civics, agriculture, painting, language, or mathematics, etc., is to be taught are determined well in advance. The rules governing this selection are determined by the educator's own judgment and understanding of his pupil's psychology. And, the greater his knowledge of psychology, the better will be his selection.

vi. Principle of Definite Aim

Just as education in general must have an aim each different lesson taught to the pupil should also have its distinct objective. This helps to achieve clarity and precision in teaching and also focuses the learner's attention. It is the objective of the lesson which determines the technique of teaching. The learners should also be aware of this aim of education so that they tend to ignore many of the important aspects of the lesson, because they fail to attaché due importance to each part. Hence, in order to give a definite and clear form of teaching, it must also be given an aim.

Role of School in Curriculum Implementation

In the following lines we are throwing light on the importance of school.

i. Extensive Cultural Heritage:

In modern times knowledge has become so vast varied cultural heritage so extensive that informal agencies like the family and the community are quite incapable to shoulder to responsibility of transmitting this huge treasure of knowledge to the rising generation. School is the only formal agency to complete this task.

ii. Connecting Line between Home and the World:

The family develops in the child various qualities and values namely love, sympathy, sacrifice, cooperation, tolerance and service, but all these qualities remain connected with the members of the family and its four walls. This makes the child narrow-minded. School is a connecting link between the family and the external world. In School the child comes in contact with children belonging to different families. This contact widens his outlook with the result that the child becomes capable enough to face the challenges and multifarious problems of life and the wider society outside.

iii. Provision of a Special environment:

Information agencies do not impart education according to a pre – planned scheme. Hence, the effect of such indefinite environment affects adversely upon the growth and development of the child. On the other hand, school provides a simple, pure, interesting and well – organized environment before the child according to a pre-planned scheme with ensures the physical, mental, emotional and social development of the child in a natural way. Hence, school is an important agency of educational activities.

iv. Harmonious development of personality:

The families, of education are also indefinite. Sometimes the vagueness of activities affects the personality of the child adversely and develops in him undesirable habits and attitudes. On the contrary, the aims and activities of school are pre-planned. This ensures the harmonious development of the child. Hence, the importance of school cannot be underestimated.

v. Development of Cultural Pluralism:

In school, children belonging to different religions, castes, creeds and social hierarchy come together and mix up freely with each other in friendly atmosphere with the result that they develop sympathy, co-operation, tolerance and respect for

the views and cultures of others in a natural way. It is why School is an important agency to develop cultural pluralism amongst children.

vi. Propagation of Ideals and ideologies of state:

School is an important agency for the propagation of ideals and ideologies of each state in the shortest possible time. It is why all the democratic, autocratic and communist states have assigned due importance to school today.

vii. Perpetuation and Development of Society:

Society review and develops itself through the active cooperation of school. All social problems and needs of society are flashed in one way or the other in school which provides the desired solutions for all the problems of society. In this way, social progress goes on and on with the help of school.

viii. Encouragement of Corporate Life:

Individual life needs socialization. The child should be encouraged to be more and more social in his outlook and behaviour. Schools provide these experiences for the child to understand social behaviour and develop in him a sense of social responsibility and corporate life.

ix. Creation of educated citizens:

In democracy, school has a special importance. Children learn their rights and duties and develop love, affection sympathy, co-operation, tolerance and responsibility in school. With the development of these socially desirable values they prove useful citizens when they become adults.

x. School as Better Place of Education than Home:

Under the influence of group life in school a child learns many social qualities and courtesies. Since the physical surroundings of school is healthy, there is ample provision for games, sports and various kinds of cultural activities. A family cannot provide all these facilities. Hence, school is a better place than home for the socialization and culturalization of the child.

Co-operation of Different Agencies:

School is the only agency through which cooperation of different agencies namely the family, the community and the state may be successfully achieved. It is why all these agencies try to extend their full co-operation in all the activities of school. Without the active co-operation of these agencies school cannot achieve its objectives. More precisely society has created a number of

specified institutions to carry these functions of education. These institutions are known as agencies of education. Sources through which the child directly or indirectly receives education – formal and informal are called agencies of education. Agencies of education are the gateway through which the objective of education is realized.