

Q. No. Unit - II (4) :-

In what way, philosophy is related to the different aspects of curriculum construction? Discuss in details.

Ans. to the Q. No. Unit - II (4) :-

Title :- 'In what way, philosophy is related to the different aspects of curriculum construction.'

Introduction :-

In the Paper-09 i.e., 'Foundations of Curriculum Development', I got the assignment topic, 'In what way, philosophy is related to the different aspect of Curriculum construction'. Before going to discuss about this topic, first of all I want to explain about the meaning of Curriculum construction.

Meaning of Curriculum Construction:

Curriculum is the heart of the Education. The term 'Curriculum' has been derived from a Latin word 'currere', which means 'a race course' or 'a run way' on which one runs to reach a goal.

Curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society.

Now, I am going to discuss about in what way philosophy related to the different aspects of curriculum construction.

Main Discussion :-

Philosophy related to different aspects of Curriculum Constructions :-

Education should be based on solid foundation of philosophy. It provides right direction to education. Philosophy is the ideas, attitudes and belief about the nature of knowledge. Philosophy decides the content of education.

Philosophy and Curriculum :-

The activities which are organized for the students and experiences which are provided to them in order to attain the goals of education is called Curriculum. When philosophy determines the goals of education, it may also determine the curriculum to achieve these aims. Philosophy solves all these problems of curriculum construction and

and development in the following way:

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- (i) Philosophy evaluates all the human experiences and knowledge from the point of view of usefulness.
- (ii) Philosophy divides these experiences into sections and subsections and determines what portion of knowledge a person should study on the basis of his need and interest.
- (iii) Philosophy determines how much bits of knowledge and experiences should be provided to an individual at different stages of his life.
- (iv) Philosophy gives us knowledge what is worth of teaching and what is not. Thus, it talks in terms of value of life and ethics of education.
- (v) Philosophy tell us which part of

Curriculum should be given special emphasis and cohy.

(vi) Since knowledge and experience change with time, philosophy adapts itself to the changing needs and modifies the curriculum accordingly.

Western Philosophies and Curriculum:

Idealism :-

Plato was one of the propagator of Idealism. Idealism influenced many great philosophers from time to time.

According to idealism, the aim of education is to discover and develop abilities and moral aspect of man for the betterment of society. For this purpose, the idealism said that in curriculum development emphasis should be on subjects like literature, history, philosophy and religion for the development of mind.

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Several schemes of Curricula
propounded by different Idealist
philosophers are given below :-

(i) Plato's Scheme :-

Language literature, History, Geography, Maths, Science etc. are taught for intellectual training. Arts, Music, Poetry etc. are taught for aesthetic training and Religion, Ethics, Metaphysics etc. are taught for moral and spiritual training.

(ii) Herbert's Scheme :-

He gave priority to subjects like literature, History, Arts, Music, Poetry, and Political Economy to promote moral values and ideals and Science subjects were given less importance.

(iii) Ross's Scheme :-

He classified human activities into physical and spiritual. Physical education and life skills are taught for physical development. According to Ross, curriculum should have four types —

(a) Physical Subjects :-

Physical and health education, literature, language, history, geography.

(b) Moral Subjects :- Ethics.

(c) Aesthetic subject :-

Fine arts, music and poetry.

(d) Religious subjects :-

Religion and metaphysics etc.

Naturalism :-

Nature is everything, there is nothing beyond it. Nature is also termed as materialism. The protagonist of Naturalism, are - J.J Rousseau and others are - Aristotle, Darwin, Tagor. It emphasis on the nature in every field of education. It is a philosophy which considers nature as everything and doesnot believe in existence of God. It gave importance to the matter and the physical world.

Naturalism considers child and his natural development more important than the curriculum. Important characteristics of naturalistic curriculum are given below :-

(i) The purpose of education is to develop the child fully according to his innate tendencies and abilities. So, wide range of curriculum is needed.

(ii) It favours only that education which is directly related to life. So, subjects taught should be useful for each stage of life.

(iii) Teaching of literacy subjects is useless because they cannot give any material satisfaction or pleasure.

(iv) Moral or religious education is also not needed for a child. This education doesnot prepare him for material life.

(v) Curriculum should be constructed keeping in view the life stages of the child and his aptitude. So, different things will be taught at different age. Thus, physical education in infancy

and training of senses in childhood is emphasized. Subject education should start only in adolescence.

(vi) No books will be recommended in the early period of education. Natural development of the child will be encouraged through physical exercise and activities.

Pragmatism :-

The word 'Pragmatism' has been derived from the Greek words 'Pragma' means action and 'Pragmatikos' means practicability or utility. Thus, it is a philosophy based on action or experimentation and criteria of an action or experimentation is its utility.

Technically, pragmatism is a philoso

phy in which activity or experiments is done first and on the basis of its results, idea or principles is formed.

Accordingly to this philosophy following principles must be taken into account while constructing curriculum for children

(i) Principle of Utility:-

Only those subjects, activities and experiences should be included in the curriculum. Languages, physical education, Geography, History, science, Mathematics, Agriculture and Home science (for girls) may be most suitable subjects in all societies. Vocational and technical education should also be included in the curriculum.

(ii) Principle of Interest:-

All things should not be taught to all children. It is against the principle of democracy of anything is

imposed on them. Students should be given full freedom to opt their choice of subjects according to their specific interests.

(iii) Principle of Activity or Experience :-

In Pragmatism, teaching of academic subjects and advocates practical subjects for this purpose independent, purposeful and social activities should be included in the curriculum to help the students to fulfill their needs of the society.

(iv) Principle of Integration :-

All subjects and objectives should be integrated in order to make the knowledge as one point. In order to develop clear understanding in children subjects should also be correlated at various grades of study. According to these philosophy, all knowledge is like a tree and different subjects are its branches.

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Realism :-

Realism is derived from the Greek word 'RES' which means real which further is related to object. Realism is an outlook the existence of an object according to which the objects of the world are real, i.e. they are like they appear to us. Hence, it is an angle of vision according to which we see and perceive are realities. Realist believe that knowledge acquired by senses is true. Hence whatever we perceive by our senses is real nature and the true entity of the world.

Realism and Curriculum :-

(i) According to realists only those subjects should be included in the curriculum which prepare the child for day to day living.

(ii) Realist emphasized prime importance to nature, science and vocational subjects whereas secondary place to arts, literature and languages.

(iii) They have commended about these subjects for the curriculum. They have advocated free choosing by the children from these subjects.

(iv) At the same time they have made clear that teaching of mother tongue is the foundation of all the development and vocational subjects.

(v) Hence the essential subjects in the curriculum should be language and vocational subjects.

(vi) Subjects should have a sense of utility (hence inclusion of science).

(vii) Stress on objects than words.

(viii) Stress on previous students:

(ix) Subjects in curriculum be correlated.

(x) Inclusion of daily life subjects in the curriculum, modern language, physics, chemistry, bio, botany, hygiene, maths, astronomy, science.

These are all about the Western Philosophy and Curriculum. Now, I am going to discuss about Indian Philosophies and Curriculum:—

Indian Philosophies and Curriculum:

(i) Curriculum of Vedic Education:

The curriculum of Vedic Education was broad based. It included several subjects for the intellectual development of students. Grammar,

(viii) Stress on previous knowledge of students.

(ix) Subjects in curriculum should be correlated.

(x) Inclusion of daily life subjects in the curriculum, modern lang, physics, chemistry, bio, botany, hygiene, maths, astronomy, science.

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rhetoric, astrology, logic, Nirukti.
and kalpa were the main subjects.

(ii) Curriculum of Post Vedic Education

Post-Vedic education included more subjects than the Vedic Education. In the post Vedic curriculum besides religious subjects many worldly subjects were also included. The curriculum consisted of Veda, History, Puranas, Grammar, Mathematics, Brahma-Vidya, Nirukti, astronomy, Dance, Music etc.

(iii) Curriculum and Buddhism :-

As Buddha stressed actions so curriculum of Buddhist education includes practical activities. These practical activities include physical, intellectual, moral and social actions. The curriculum prepared for monks in

the study of subjects like sutlanta, vinya and Dhamma. Besides these three main subjects, other subjects of Buddhist education were spinning, weaving, printing of cloth, tailoring, sketching, accountancy, medicine, surgery and coinage.

(iv) Curriculum and Jainism:-

Jaina system stressed that the Jive has to face the consequences of its deeds. Jaina curriculum includes those subjects which lead students towards different actions or activities. Thus, the Jaina curriculum is activity centered. Jaina curriculum also emphasized vocational education. The Jaina Curriculum includes social science, natural sciences, moral education, vocational education and various curricular activities and Yoga exercise.

(v) Curriculum and Muslim Education:

At the primary stage, the curriculum was limited to the study of 3R's (reading, writing and arithmetic). At this stage, a child had to memorise some portions of Koran. Maktabas were the seat of primary education for the children of common people. Hindu children were also admitted into the maktabas and they also had to read Arabic and Persian by providing practical knowledge students were taught how to draft applications and write letters.

Madrasas were the institutions of higher Muslim Education. After the completion of education at Maktab a child is admitted in the Madrasas. Besides religious education, subjects like literature, grammar, logic, laws and prosody were taught in Madrasas.

Conclusion :-

In this assignment, I had discussed about 'In what way, philosophy is related to the different aspects of curriculum construction'. Curriculum is the heart of the Education. It is a tool in the hands of the teachers.

Thus, we can conclude as Education is based on solid foundation of Philosophy. It provides right direction to education. Philosophy is the ideas, attitudes and belief about the nature of knowledge. Philosophy decides the content of education.

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