



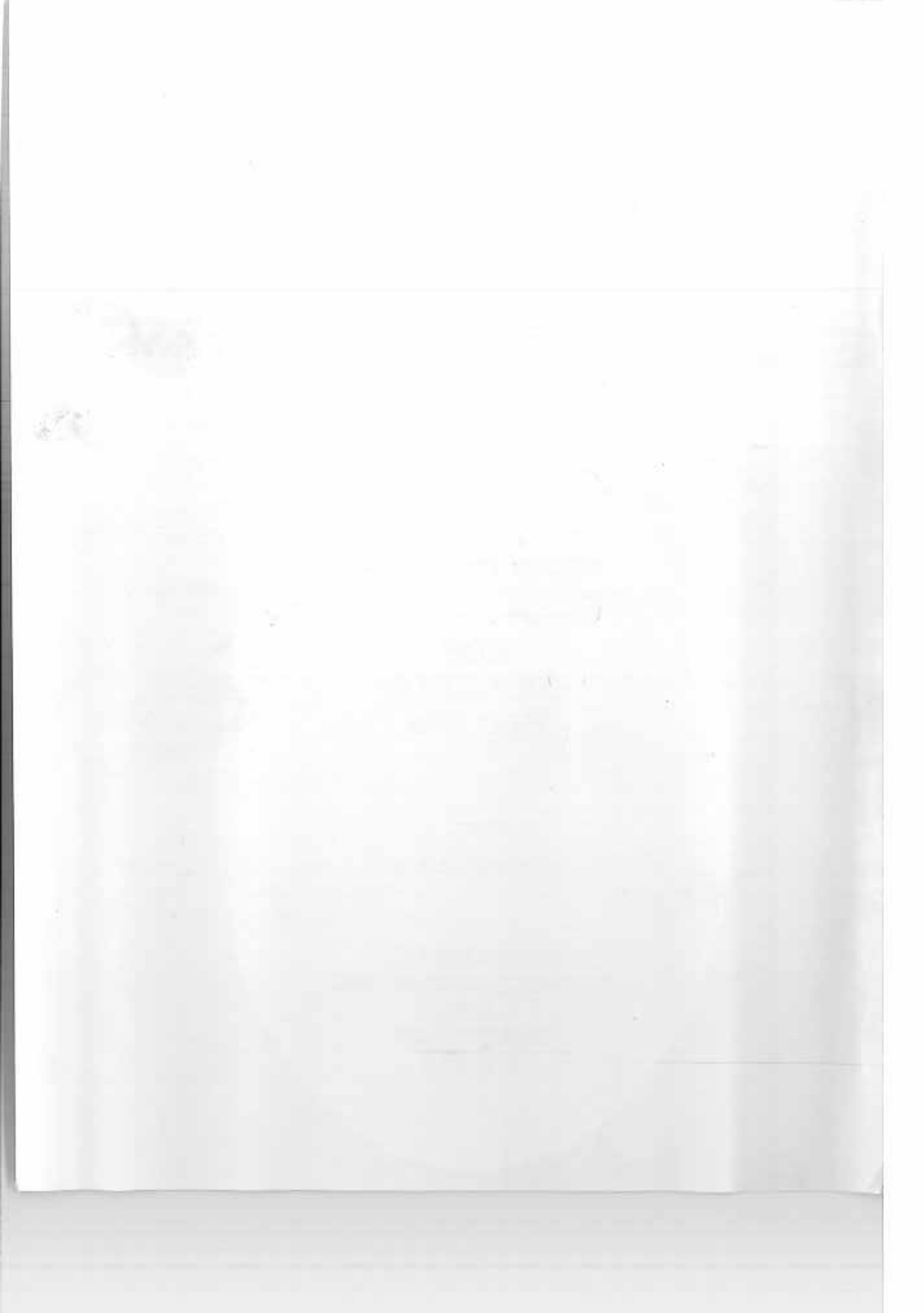
NETAJI SUBHAS OPEN UNIVERSITY

STUDY MATERIAL

**BDP
EDUCATION
EED (VII)**

**PAPER - VII
GROUP : A & B**

**EDUCATIONAL
GUIDANCE COUNSELING
AND
CURRICULUM
STUDIES**



PREFACE

In the curricular structure introduced by this University for students of Bachelor degree programme, the opportunity to pursue Graduate course in subject introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation.

Keeping this in view, study materials of the Post-Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis with the changing time.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in 'invisible teaching'. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University.

Needless to add, a great deal of these efforts are still experimental-in fact, pioneering in certain areas. Naturally, there is every possibility of some omission or inadequacy here and there. However, these do admit of restitution and furtherance in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all stakeholders.

Prof. (Dr.) Subha Sankar Sarkar
Vice-Chancellor

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Bachelor Degree Programme in Education (EED)

PAPER : VII

Educational Guidance, Counseling and Curriculum Studies

Chiarmen : **Prof. Subha Sankar Sarkar**
Vice Chancellor
Netaji Subhas Open University
Kolkata - 64

Convenor : **Prof. Atindranath Dey**
Director
School of Education

Course Contributors

Content Editing

Group-A : Educational Guidance and Counseling

Unit 1 & 2 : Dr. Pranab Barman

Prof. Debashree Banerjee

Unit 3 & 4 : Dr. Jayashree Banerjee

Group-B : Curriculum Studies

Unit 5 & 6 : Dr. Minati Saha

Prof. Debashree Banerjee

Unit 7 & 8 : Dr. Priyanka Das

Format Editing : Dr. Papiya Upadhyay & Dr. Parimal Sarkar

Course Design & Coordination : Dr. Parimal Sarkar & Dr. Papiya Upadhyay

Notification

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**NETAJI SUBHAS
OPEN UNIVERSITY**

**Educational Guidance,
Counseling and
Curriculum Studies**

EED

Paper – VII

Group – A & B

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Unit : I

CONCEPT OF GUIDANCE

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1.1 Introduction :

No individual is fully fit for all purposes. Each human being is different from others in their capacity, interest and tendencies. If he is not guided to go to the direction of his needs, interests and capacities, he might fail in his efforts. In such a case, it will be a loss not only for the individual but also for the society as a whole. For example, everyone cannot become an engineer or doctor due to his specific aptitude. If he tries to become an engineer without engineering aptitude, he will fail. Similarly, one may be failed to be a teacher without teaching interests and aptitude. Sometimes you may also be in a confusing mind while selecting the subjects of your certain course of study. That's why so many times we need the help of others in taking decision about the important aspects of our life. It may be in the field of education, vocation, marriage etc.

Therefore, in some way or other we need help and guidance of others. Mother, father, grand parents, teachers and other elders, home, school and society guide youngsters for successful living. Due to explosion of knowledge, industrialization and changes in socio-economic set up the need of professional guidance is felt immensely in the present day society. In this unit you will be familiarized with the concept, nature, scope, importance, types of guidance and their implications in the field of different endeavours of human life.

1.2 Objectives :

- After reading this unit the learners will be able to:
- Define the meaning of Guidance.
- Explain the Nature of Guidance.
- Describe the Scope of Guidance.
- Explain the Importance of Guidance.
- Classify and describe the different types of Guidance.
- Distinguish between different types of Guidance.
- Explain the necessities of Guidance Services at different stages of Education.

1.3 Guidance: Meaning, Nature, Scope and Importance

1.3.1 Conceptual Meaning of Guidance

Guidance is a very well known term to everyone as it is concerned with each and every person. No one is without problem in this world. When we fall and face any problem in our life we need some help from others. We need some assistance or guidance from our parents, teachers, friends and other reliable persons of the society in order to solve or overcome our problems. But what is the actual meaning of Guidance that is very necessary to know.

Actually the term '**Guidance**' means '**to guide**'. And '**to guide**' means '*to indicate*', '*to lead*', '*to conduct*', '*to point out*', '*to regulate*', '*to direct*', '*to steer*', '*to channel*', and '*to show the way*'. Therefore, it means more than to assist. As for example we can say that a man falls on the street; we assist him to get up but we do not guide him unless we help him to go in a certain direction.

Guidance involves personal help given by someone; it is designed to assist a person to decide where he/she wants to go, what he/she wants to do, or how he/she can best accomplish his/her purpose; it assists him/her to solve problems that arise in his/her life. It does not solve problems for the individual but helps him/her to solve them.

Guidance is a personal assistance. Guidance is a process by which individual solves his problems by his own efforts. Guidance focuses on the attention of the welfare of the individual. Guidance is a kind of advice or help given to the individual's especially students, on matters like choosing a course of study or career, work or preparing for vocation, from a person who is superior in the respective field or an expert. It is the process of guiding, supervising or directing a person for a particular course of action.

Therefore, the focus of guidance is the individual, not the problem; its purpose is to promote the growth of the individual in self-direction. This guidance may be given to groups or to individuals, but it is always designed to help individual even though they may be in group. The process of guidance aims at making students or individuals aware of the rightness or wrongness of their choices and importance of their decision, on which their future depends. In this sense, guidance is a service that assists students in selecting the most appropriate course for them, to discover and develop their psychological and educational abilities and ambitions. Guidance results in self-development and helps a person to plan his present and future wisely.

So from the above discussion, we can say that guidance is a help to an individual to make his own selection & solution out of varied type of opportunities & problems. It helps one to adjust with different environments according to his own abilities & capacities. In this regard, the guide only shows the way how to solve the problems.

1.3.2 Definitions of Guidance:

The meaning of Guidance as all of us know is help or assistance. It will be more cleared to all of you, if we discuss how different scholars have defined guidance in varied ways.

- i. **Ruth Strang** : "*Guidance is a process of helping the individual through his own efforts, to discover and develop his potentialities in order to better adjust to the environment*".
- ii. **Crow & Crow**: "*Guidance is assistance made available by personally and adequately trained men or women to an individual of any age to help him manage his own life activities, develop his own points of view, make his own decisions and carry his own burdens*".

- iii. **John Brewer:** "Guidance is a process through which an individual is able to solve his problems and pursue a path suited to his abilities and aspirations".
- iv. **Woodworth:** "Guidance helps an individual to develop his personality and enables him to serve the society to the best of his capabilities and talents".
- v. **Kitson:** "Guidance is 'individualized education'. Each student is to be helped to develop himself to the maximum possible degree in all respects".
- vi. **V. M. Proctor:** "Guidance is a process through which an individual or groups of individuals are helped to make necessary adjustment to the environment – inside or outside the school".
- vii. **Moser & Moser:** "Guidance is a term with many meanings. It is a point of view a group of services, a field of study which we should be required to choose one of the emphasized service would pre- dominate".
- viii. **Traxler:** "Guidance is a process of enabling each individual to understand his abilities and interest to develop them as well as possible and to relate them to life goals and finally to reach a state of complete and matured self-guidance as a desirable human element of the social order".
- ix. **Dunsmoor & Miller:** "Guidance is a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and in life".
- x. **Chisholm:** "Guidance seeks to help each individual become familiar with a wide range of information about himself, his abilities, his previous development in the various areas of living and his plans or ambitions for the future".
- xi. **A. J. Jones:** "Guidance is an assistance given to the individual in making intellectual choices & adjustments".
- xii. **Skinner:** "Guidance is a process of helping young person learns to adjust to self to others and to circumstances".
- xiii. **Knapp:** "The elements of guidance are learning about the individual student, helping him to understand himself, effecting changes in him and in his environment which will help him to grow and develop as much as possible".
- xiv. **Hamrin & Erikson:** "Guidance is an aspect of educational programme which is concerned especially with helping the pupil to become adjusted to her present situation and to plan his future in line with his interests, abilities and social needs".
- xv. **Secondary Education Commission, 1952:** "Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work".

- xvi. **National Vocational Guidance Association (USA):** *"Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and benefit to the society".*

From the above definitions we can find out the following characteristics of Guidance:

- i. Guidance is a process of knowing oneself.
- ii. It is a process of knowing the relationship between him and environment.
- iii. It is the process of utilizing the potentialities in the best manner possible, making decision about oneself.
- iv. Guidance is a process concerned with problems & choices.
- v. It is a process of helping or assisting an individual to solve their problems. It helps them to identify where to go, what to do and how to do for post accomplishment of their goals.
- vi. It is a continuous process which starts right from childhood, adolescence and continues over in old age.
- vii. It is one kind of assistance to the individual in the process of development rather than direction of that development.
- viii. It is a service meant for all. It's regular service which is required for every student, not only for abnormal students.
- ix. It is an organized service not in incidental activity of the school.
- x. It is an art more than science.
- xi. It is centered around the needs and aspiration of students.
- xii. It is a process of all-round development.
- xiii. It is a preventive process which helps the person to prevent their problems to come in his life.
- xiv. It is concerned with education and career related issues.
- xv. It is a process by which individual is helped to choose the best alternative available in accordance with his potentialities and interest.
- xvi. It is a process by which individual is helped to solve his educational, vocational and personal problems efficiently and accurately by his own efforts.
- xvii. It helps the people to adapt to the antagonist environment and to enjoy it.
- xviii. It makes the people realistic in thinking and approach as a result, people avoid running after dreams.

- xix. It helps the people to come to know their potentialities and shortcomings and to try their efforts in the direction of their interest.
- xx. It provides relevant information to the individual to choose a better career.
- xxi. It motivates the individuals to contribute most to the society by their creative works.
- xxii. It helps the individuals to satisfy their needs and enjoy the life.
- xxiii. Guidance helps the people to avoid wastage of time, energy and money.
- xxiv. It removes the psychological problems of the people in the best manner possible and they are guided in accordance with their psychological needs and tendencies.

The meaning of guidance will be more cleared to you, if we analyze about what guidance is not.

- i. Guidance is not compulsion.
- ii. It is not making decision for others.
- iii. It is not advice.
- iv. It is not pampering the student.
- v. It is not direction.
- vi. It is not adjustment.
- vii. It is not problem solving.

1.3.3 Nature of Guidance

Guidance covers the whole process of education which starts from the birth of a child. As the individual needs help throughout their lives, it is not wrong to say that guidance is needed from cradle to grave. If we want to clear the concept of Guidance very well, we have to know the nature of Guidance. Here we have discussed the nature of guidance which will help us to understand the concept of guidance more clearly.

- i. **Guidance is Education Itself:** Guidance aims at educating the individual for understanding himself, unfolding his potentialities to their maximum so that he may eventually prove himself to be an adjusted and pragmatic member of the community. Guidance therefore is a significant education procedure. It is in short education itself.
- ii. **Guidance is a Process:** Guidance is a process that enables an individual in discovering himself in the most satisfying and positive manner. It provides direction to enable an individual harness his potentialities, abilities, interests and aptitudes.
- iii. **Guidance is a Continuous Process:** Guidance is a dynamic and a non-stop process. In this process, an individual understands himself, learns to use maximum

- his own capacities, interests and other abilities. He continues his struggle for adjustment in different situations. He develops his capacity of decision-making.
- iv. **Guidance is related with Life:** The process of guidance is related to life, its problems and challenges and how to face them. Problems and challenges are the building blocks of our personality. Guidance helps people to live a balanced and tension free-life with full satisfaction under the circumstances.
 - v. **Guidance is Self-Direction:** The nature of Guidance is not to thrust itself on an individual. It does not make choices for him. The ultimate purpose of guidance is guide the individual to direct himself in the right direction, to make his own choices, to fix his own life-goals and to carry his own burden.
 - vi. **Guidance is Individual-Centred:** Whether given on individual or group basis, the focus of all guidance programmes is the individual who need to manage himself for a joyous today and a happy tomorrow by a healthy alignment of individual desires and aspiration with socially desirable good.
 - vii. **Guidance is a Qualified and Complex and Organized Service:** Guidance is given by qualified and trained personnel. Hence guidance is a skill-involved process. The varied and complex nature of human life leaves its imprint on the guidance programmes which are a totality of experiences. Guidance depends on prior study of the individual, his assessment, initial counselling, interview, case study and a host of other subsidiary activities that qualifies guidance as a complex process.
 - viii. **Guidance is based on Individual Differences:** Individual differences or the fact that individuals differ significantly, forms the basis of Guidance. If all the individuals had been alike, there was no scope for guidance. Individuals differ not only in their appearances but in their mental and intellectual endowments, desires, aspirations, and aptitudes.
 - ix. **Guidance is Universal Process:** Guidance is for all. Every person needs guidance at all the stages of life situations from childhood to old age. He needs guidance for solving problems to adjust in the family as well as in the society.
 - x. **Guidance Potentials Actualises:** Studies indicate that each person is born with more potential than he uses. Guidance programme aid the individual in the discovery of a hidden potential individual for his own benefits that of the community. Thus guidance programme is used as an aid to discover the talent and use it for the progress of the country.
 - xi. **Preparation for Future:** The process of guidance is helpful in preparing a person for his future. Guidance helps in the choice of one's career, one's partner in life etc. Guidance helps the individual to march towards the future with confidence.
 - xii. **Guidance is a Lifelong Process:** It is a lifelong process. But the nature of

guidance is something different at different stages of life of a same person. Because the nature of problems of our life is changed stage to stage.

- xiii. **Guidance is Optional not Mandatory:** Guidance is optional not mandatory as receiving or rejecting the guidance services by an individual depend on his/her own interests and needs.
- xiv. **Guidance is Multi Dimensional and Pervasive Process:** Today guidance is not only confined within the areas of education and vocation. Now it is required in every field of human endeavour, like business, politics, marriage etc. That's why guidance is multi dimensional and pervasive process today.
- xv. **Guidance depends on Human Relationship:** In the process of guidance at least two persons are required, one of them provides guidance i.e. guidance provider and other receives the guidance service i.e. guidance receiver. But the process of guidance is not properly conducted without the presence of human relationship between the guidance provider and guidance receiver. So, it is said that guidance depends on human relationship.
- xvi. **Development of Capacities:** During the process of guidance the individual is assisted in such a way that he makes himself enabled to develop his capacities maximum from all angles. Hence, guidance stresses the complete development of possibilities present in an individual. An individual becomes familiar with his real image. Hence, guidance is helpful in self-realization.
- xvii. **Task of Trained Persons:** Providing guidance is not the function of all persons because various techniques and skills are to be used in it. Everybody does not possess the knowledge of the same. For this task, trained persons psychologists and counselors are required. Hence, guidance is a skill-involved process.
- xviii. **Wide Scope of Guidance:** The scope of guidance is too wide. Any needy person can be guided. This can include the persons of different age, different interests, various characteristics and persons of different nature. Hence, we cannot draw boundaries around the process of guidance.
- xix. **Helpful in Developing the Ability of Self-Guidance:** The nature of guidance also includes the characteristic of developing self-guidance in a person with the help of guidance process. This enables him in achieving self-dependence by searching out the solution of problems of life.
- xx. **Self Esteem and Self Efficacy:** Guidance helps one to boost Self Efficacy and to enhance self Esteem. Guidance being a mutual process between two persons, the guidance expert directs his/her activities to the self development of pupils.
- xxi. **No Imposition of One's View Point:** It is also the main characteristic of guidance not to impose one's view point on others. It depends upon the wish of an individual how he acquires benefit by accepting the decision of the guidance worker. If he

wishes, he may deny accepting such decisions of the guidance workers. Hence, it is not a process of imposing the decisions.

1.3.4 Scope of Guidance

The dictionary meaning of the term scope implies area, jurisdiction, outlook, range of view, field or opportunity of activities, breadth, operation, application and subject matter. The scope of guidance is bounded to be vast as it has a broader meaning and wider connotation. The scope of guidance therefore implies the extent, length, breadth, range, comprehensiveness and variety of helping an individual to solve his problems. So the scope of guidance covers functionally all aspects of human life.

Therefore, the scope of guidance is too wide. In the words of **Crow and Crow**, *"Guidance touches every aspect of an individual's personality- physical, mental, emotional and social. It is concerned with all aspects of an individual's attitudes and behaviour patterns. It seeks to help the individual to integrate all of his activities in terms of his basic potentialities and environmental opportunities"*.

Any needy person can be guided. This can include the persons of different age, different interests, various characteristics and persons of different nature. Hence, we cannot draw boundaries around the process of guidance. Here we have tried to focus on the different areas or scope of guidance. The Scope of guidance is classified into several areas where an individual needs guidance. These areas can be classified into following ways:

- i. **Education and Guidance:** One of the most important areas of discussion of guidance is education. Each and every student face obstacles and challenges throughout their education life. Meeting challenges and overcoming obstacles to achieve a goal becomes difficult without guidance because there are multiple options as well as multiple goals. Guidance is such kind of service which lead one to best choice of education goals and right choice of means to achieve it.
- ii. **Vocation and Guidance:** Success and satisfaction in the life of a person mostly depend on his/her right selection of a job or vocation or profession in which he/she spends his/her most of the times. But sometimes it is very difficult to choose a suitable profession as per his/her own interests, abilities and potentialities. But guidance can help an individual by providing necessary vocational information and other conditions like what are the different jobs available and what are their eligibilities, how can a person develop his vocational skills, how can a person acquire the necessary mental set, etc. In a nutshell vocational guidance builds one's best career with right choice and development of readiness.
- iii. **Social Life and Guidance:** A man cannot live alone. Social life prevails in personal, familial, occupational and leisure times. Therefore, one needs to be aware of the interpersonal relations and develop own social skills to maintain the changing social life in every sphere. Guidance process does not ignore this aspect too.

- iv. **Health and Guidance:** Another important area of guidance is health personal of late, there is a widespread health consciousness among the common people. But there are wider misconceptions, habits and practices that are not conducive to maintain healthy personal and community life. Guidance helps us by providing various services regarding how to maintain our mental as well as physical health with sources of information and ways to acquire healthy practices.
- v. **Leisure and Guidance:** The way of spending leisure time is one of the most important conditions in case dealing a good and happy life. But how to spend our leisure time properly, this is a great problem. Guidance discusses about this matter and provides us valuable guidance services.
- vi. **Organization of Guidance Services:** The effectiveness of guidance services depend on its proper organization. Therefore, how to organize a guidance service systematically is one of the important areas of discussion of guidance.
- vii. **Counseling Services or Techniques:** One of the most important areas of discussion of guidance is counseling. How to counsel a person and what are the different techniques can be used by a counselor in counseling process-all these things are discussed in guidance sincerely. However, there is much controversy about this relationship of guidance and counseling as from the contemporary psychological perspective emphasis that counseling incorporates within it guidance functions also.
- viii. **Follow-Up Service in Guidance:** One of the most important areas of discussion of guidance is to follow up the feedback or results of the guidance services that are provided to an individual. It is very necessary to follow up the results of guidance services in order to improve or modify the guidance services.
- ix. **Collection of Data and Guidance:** In order to provide guidance services to an individual, so many relevant data of that individual is required. Therefore, what are the data required for providing guidance services and how these data can be collected-guidance discusses all these things very importantly.
- x. **Preservation of Data and Guidance:** The collection of data is not only the functions of guidance. Beside this, preservation of the collected data carefully is one of the most important functions of guidance.
- xi. **Transformation of Data and Guidance:** After collecting and preservation of data, this is also an important function of guidance. So this is another important area of discussion of guidance.
- xii. **Development of Tests and Guidance:** It is very necessary to collect physical, mental, emotional and education related data from an individual in order to provide him a good guidance services. But how to collect these data for providing guidance services-this is carefully discussed in the field of guidance. In this regard, guidance helps to develop various types of tests and helps to use them properly.

- xiii. **Research and Guidance:** Guidance is one kind of developmental activity. It is very necessary to conduct research work in order to improve the quality and standard of the tools and techniques that are used in the process of guidance services. Therefore, conducting more and more research works is one of the most important areas of discussion of guidance.
- xiv. **Training and Guidance:** Guidance is not a very easy task. It is a very systematic job. It requires a knowledgeable and well trained person. For this reason, it is very necessary to arrange training programmes. Therefore, the arrangement of training programmes for guidance providers is also the important area of discussion of guidance.

1.3.5 Importance of Guidance

In a complex society in which personal goals and aspirations are often in conflict with the expectations of others, where there is a conflicts information explosion or absence of any information and where children are reared in such a manner that they do not develop enough insight into their own abilities and self efficacy, the importance of guidance cannot be exaggerated by any means.

With rapid advancement and modernization, advancement in the technologies, fast changing sociocultural scenario, and complex pattern of life style, it is expected that guidance service should an integral part of education system. From the individual's perspective every one needs to actualize his/her potentialities to the maximum extent with minimum effort. Wastage of personal capabilities may lead to frustration, a social or antisocial behavior, self destruction or the like. On the other hand, guidance service may help development of good manpower resource the benefit of which ultimately enjoyed by the society as whole. Therefore, importance of guidance can be perceived both from the personal and societal developmental perspective.

When there are multiple options available in terms of goals to be achieved, but conflicting and contradictory informations make the decision making difficult, guidance service may explore, filter and organize information precisely needed by an individual, there by saving time and energy and maximizing the benefit.

Wastage of manpower through wrong choice of career, does not remain confined within personal loss only. In fact it is a national loss and obstacle to economic development of any country, there for guidance is important nationally also and it must not be considered as a matter of personal choice only. Good manpower developments is the foundation of progress of a nation in the globalized world for which wide availability of guidance service should be a national responsibility also.

A part of our life is spent for earning a good livelihood but a major part is occupied by our social interactions and interpersonal relations. Guidance not only helps us to be a successful professional but it is essential to develop our social skills – skills necessary

for good occupational adjustments skills necessary for community living or skills required for most effective interpersonal relations. Therefore, guidance service is important in every respect. A few specific issues are given below.

- i. **Self Understanding and Self Direction:** Guidance helps in understanding one's strength, limitations and other resources.
- ii. **Helping to Develop Different Qualities:** Guidance helps individual to develop ability to solve problems and take decisions. Optimum development of an individual helps to solve different problems of the individual.
- iii. **Educational Growth:** Guidance is needed for development of abilities and skills facilitating learning and achievement, and habits and skills for lifelong learning.
- iv. **Building Vocational Maturity:** Guidance helps an individual to choose right vocation or job according to his own interests, abilities and potentialities. Thus, it helps to develop the ability of vocational adjustment.
- v. **Career Maturity:** Guidance is required for the development of healthy and positive attitudes, habits, values, etc. towards work through broadening aware of the world of work, planning and preparing for one's career.
- vi. **Social and Personal Adjustment:** Guidance helps to improve the ability of social as well as personal adjustment.
- vii. **Leading Better Family Life:** It includes working with parents and children for understanding of family relationship, attitudes towards home and role of family for healthy growth. Thus, Guidance helps people to lead a better family life.
- viii. **Making Good Citizenship:** Guidance is very much important in making good citizenship among the students. Guidance creates an understanding of socio-cultural values and awareness of social issues, concerns and problems, overcoming prejudices, developing right attitudes and values of co-operation, tolerance, righteousness and social justice for peace and equality. Promoting ideas and values of democratic and secular constitution and promoting unity and national integration.
- ix. **For Conservation and Proper Utilization of Human Resources:** Guidance provides us lot of strategies or techniques regarding conservation and proper utilization of human resources.
- x. **For National Development:** Guidance is very important in case of national development.
- xi. **Reducing Economic Crisis:** From economic point of view, optimum utilization of resources is essential for optimum production and full employment in the economy. Individual and group both types of guidance are necessary for this purpose.
- xii. **Psycho-Social Development:** Guidance is required for assistance for understanding and developing a positive self-image and development of social skills for learning an effective and satisfying personal-social life.

- xiii. **Different Stages of Development:** The bringing up of the human beings can be divided into the stages of infant, childhood, pre-adolescent, adolescence and adulthood. One needs different types of help to adjust with every stage. The maximum problems are faced at the time of adolescence, when there are problems due to physical development, mental development, emotional development and social development. Guidance helps the people to adjust with these problems.
- xiv. **Changing Conditions of Work:** Nowadays professions or occupations have become so varied and so complex that everyone has at first to get general education and then to undergo a long training for the profession to be adopted. He has also to get a special education pertaining to that profession. In this case, guidance helps the people very well.
- xv. **Guidance for Channelization of Manpower Requirements:** Efforts at development and channelization of individual potential with a view to meeting manpower and social requirements for national growth and betterment of society.
- xvi. **Proper Use of Leisure Time:** Today many individuals waste their precious time with a lot of unhealthy activities. People need to be guided to use their leisure time profitably. Proper balancing of work and family is also important. Many youngsters roam around the streets with nothing to do, having no purpose in life, waste away their health and time through drugs, alcohol, gambling etc. Guidance will help them to make use of their leisure time to achieve happiness, to enhance their education and career advancement.
- xvii. **To supplement guidance at Home:** There is a lack of guidance for the young ones at home. In the past, home acted as the most important agency of informal education. The children followed the instructions given by parents and elders. Today, many parents are failed in this responsibility. They are too busy in their work and transfer this responsibility to the teachers who are also not in a position to guide them with their own responsibilities. So there is a need for guidance cell in schools.
- xviii. **Improvement in the Status of Women:** Due to the influx of women in almost all spheres including active defense services, more and more women are taking up jobs. Because of the double responsibility of home and office, women are facing all kinds of trauma, anxiety and stress. They need guidance to adjust to this changing scenario, especially in a male dominated society.
- xix. **Controlling Wastage and Stagnation in Education:** Guidance helps to control as well as reduce the wastage and stagnation in education.

Therefore, from the above discussion it can be said that in modern times, the need and importance of guidance is felt much more in educational institutions & also for the authorities. The guidance service in schools is very much necessary and important for the above reasons.

1.4 Different Types of Guidance

Human Life consists of many fields. Therefore, a person needs guidance in all the fields of life. The complex nature of man and life has become the concept of guidance broad and deep. In order to solve various types of problems we need different types of guidance services. For the convenience of the individuals and the advisors, the experts have divided the concept of guidance into various categories according to their own thoughts and ideas. Here, we have discussed the various types of guidance on the basis of the opinions of different experts.

I. Classification according to Myers : Myers has divided guidance into eight types. These are as follows:

- i. Vocational Guidance
- ii. Educational Guidance
- iii. Recreational Guidance
- iv. Civic Guidance
- v. Community Service Guidance
- vi. Social and Moral Guidance
- vii. Health Guidance
- viii. Leadership Guidance

II. Classification according to Koos and Kefauver: They have classified Guidance into the following types:

- i. Educational Guidance
- ii. Vocational Guidance
- iii. Recreational Guidance
- iv. Health Guidance
- v. Civic-Social-Moral Guidance

III. Classification according to Brewer: He has classified Guidance into ten types. These are as follows:

- i. Educational Guidance
- ii. Vocational Guidance
- iii. Religious Guidance
- iv. Guidance for Home Relationships
- v. Guidance for Citizenship

- vi. Guidance for Leisure and Recreation
- vii. Guidance in Personal Well Being
- viii. Guidance in Right Doing
- ix. Guidance in Thoughtfulness and Cooperation
- x. Guidance in Wholesome and Cultural Action

IV. Classification according to Jones: He has classified Guidance into four types. These are as follows:

- i. Educational Guidance
- ii. Vocational Guidance
- iii. Leisure time Guidance
- iv. Leadership Guidance

V. Classification according to the Views of Paterson, Schneinler, and Williamson: They have classified Guidance into the following types:

- i. Educational Guidance
- ii. Vocational Guidance
- iii. Personal Guidance (including Social, Emotional and Leisure time Guidance)
- iv. Health Guidance
- v. Economic Guidance

In this sub unit we shall discuss only about Educational, Vocational and Personal Guidance. Let us see what they mean and what their characteristics, purposes and functions are.

1.4.1 Educational Guidance: Meaning, Characteristics, Purposes and Functions

1.4.1.1 Meaning of Educational Guidance

Educational guidance is a process of assisting the individual student to reach optimum educational development. It is a sort of guidance that is only rendered to the student community. Educational Guidance helps the students to make right choices, as well as make adjustments in relation to schools, curriculum, courses and school life which contribute to the all-round development. Educational guidance is a help which aims at adjusting the children with the requirements of school and curriculum.

Therefore, Educational Guidance is concerned with the assistance given to pupils in their choices and adjustments with relation to schools curriculum, courses and school life. It includes the help and assistance given to pupils in adjusting to the demands of the school and to plan intelligently an educational programme suited to their abilities

and needs. It serves to realize the aims and objectives of education and to check wastage and stagnation.

1.4.1.2 Definitions of Educational Guidance

Many scholars have defined Educational Guidance in numerous ways. Few of them are listed below:

- i. **Brewer** : In the words of **Brewer**, *"Educational guidance is a conscious effort to assist in the intellectual growth of an individual"*.
- ii. **Arthur A. Jones** : Jones defined Educational Guidance *"as the assistance given to pupils in their choices and adjustment with relation to schools, curriculum, courses and school life"*.
- iii. **Ruth Strang** : Strang defined Educational Guidance *"as something intended to aid the individual in choosing an appropriate program and in making progress in it"*.
- iv. **Myers** : According to **Myers**, *"Educational Guidance is a process concerned with bringing about within a pupil with his distinctive characteristics on the one hand, and different opportunities and requirements on the other, a favourable setting for the pupil's development or education"*.
- v. **Dunsmoor & Miller** : They defined *"Educational Guidance is primarily concerned with the student's success in his educational career. It relates to the student's adjustment to school and to the preparation and carrying out of suitable educational plans in keeping with his educational needs, abilities and career interests"*.
- vi. **S. K. Kochhar** : According to **Kochhar**, *"Educational guidance is a process concerned with bringing about a favourable setting for the individual's education. This favourable setting will include assistance with regard to choice of subjects, use of libraries, study habits, evaluation techniques and adjustment of school life to other activities"*.

1.4.1.3 Characteristics of Educational Guidance

From the above definitions, we can find out the following characteristics of Educational Guidance.

- i. Educational Guidance is one kind of help or assistance that is provided basically for the pupils or learners.
- ii. It is an assistance provided in the field of education.
- iii. It is a process of assisting the individual student to reach optimum educational development.
- iv. It helps the students to make right choices, as well as make adjustments in relation to schools, curriculum, courses and school life.

- v. Educational Guidance helps the pupils to plan intelligently an educational programme suited to their abilities and needs.
- vi. Educational guidance is primarily, concerned with such problems of education as are faced by the students studying different subjects.
- vii. Educational guidance is a process which is concerned with bringing about an individual with his distinctive characteristics on the one hand, and different opportunities on the other.
- viii. Educational guidance is concerned with the student's success in his educational career.
- ix. Educational guidance is intended to aid the individual in choosing an appropriate program of education and in making progress in it.
- x. Educational guidance is a help which aims at adjusting the children with the requirements of school and curriculum.

1.4.1.4 Purposes of Educational Guidance

The following are some of the purposes of educational guidance:

- i. To monitor the academic progress of the students.
- ii. To acquaint the students with the prescribed curriculum.
- iii. To identify the academically gifted, backward, creative and other category of special learners.
- iv. To assist students in getting information about further education.
- v. To diagnose the learning difficulties of students and help them to overcome the same.
- vi. Helps to check the Wastage and Stagnation in Education.
- vii. Helps the learners to make Right Educational Choices.
- viii. Helps to realize the Aims and Objectives of Education.
- ix. Helps the learners to Proper Educational Adjustment.

1.4.1.5 Functions of Educational Guidance

One of the most important aspects of human life is education. Our future life depends on this education. Today lots of changes have been occurred in every field of education. Many new developmental aspects are coming into the field of education day by day. As a result, students are facing lots of challenges and problems in dealing with their education life. Sometimes they can't think what side of education is better or what is not for them, how they can solve their different educational problems, and how they can improve their educational achievements etc. But undoubtedly it can be said that in this case,

Educational Guidance can play a vital role in assisting the learners to solve their different types of educational problems. The educational guidance can play the following important role or functions in order to assist the learners in their educational life.

- i. **Realizing the Aims & Objectives of Education and Educational Guidance:** The function is now not limited to impart mere instruction in some school subjects. It has a quite broader base. The all round progressive and harmonious development of all the innate abilities and capacities of an individual is only possible through a well organized programme of educational guidance. With its help the teachers can realize the maximum educational development of their children within the specific time and limited resources. Therefore, it is clear that educational guidance playing a very important function in this regard also.
- ii. **Individual Differences and Educational Guidance:** We know that there are lots of differences among the learners. They may differ in their intellectual abilities, needs, interests, motivation and also in their levels of aspirations. To cater to the needs of individual student, educational guidance can play an important function in schools.
- iii. **Checking of Wastage & Stagnation in Education and Educational Guidance:** We find that there is a huge wastage and stagnation in education. Many students fail repeatedly and remain in the same class for a number of years. Sometimes they feel difficulty in learning or acquiring some or the other piece of knowledge and skill. It leads to the wastage of human as well as national resources. Such wastage and stagnation can only be controlled by organizing a suitable program of educational guidance. Thus, Educational Guidance plays a vital role in controlling the wastage and stagnation in education.
- iv. **Making Right Educational Choices and Educational Guidance:** The success of life of a student depends on his/her right choices or decisions that he/she made. But sometimes this task is not very easy to perform. It is seen that most of the students are not able to take their choices or decisions correctly in their educational life. As a result, it is found that most of the students' lives become spoiled due to their inability to take a correct decision regarding their educational life. There are diversified courses where they have to make selection of the subjects or activities. The wrong choice of a subject or activity may doom their career and future. Therefore, they should be helped by guidance in making right choice with regard to subjects or courses of study, co-curricular activities, methods of learning style of speaking, writing and reading and books and other literature for study etc. In this case, Educational Guidance plays a very significant role or function.
- v. **Helping Proper Educational Adjustment and Educational Guidance:** Adjustment to prevailing educational environment is essential for the proper educational growth and well being of children. But sometimes it is seen that

many child can't adjust with their newly school environment. As a result, the child faces so many adjustment problems with regard to his educational environment and they need proper guidance to overcome these adjustment problems. In this case, Educational Guidance helps the child by providing necessary guidance in order to overcome the various adjustment problems.

- vi. **Taking Decision of Further Education and Educational Guidance:** Students in the present system of education rush to colleges or universities for high education irrespective of their aptitude for higher studies. Many of them do so because they do not have appropriate knowledge of other professional courses or trainings. There is a great need to provide proper guidance with regards to the suitability of the individual to pursue higher education. Educational Guidance helps the students to take an appropriate and suitable decision regarding their further education.
- vii. **Making Satisfactory Academic Improvement and Educational Guidance.** Another important area where educational guidance can play a vital role is the area of giving students help to progress satisfactorily in the course chosen. In our country, a large number of student fail in schools, colleges and universities because of lack of educational guidance.
- viii. **Education of Exceptional Children and Educational Guidance.** Generally in our schools, the teacher proceeds with the average student in mind with the result that gifted, slow learner, deaf and mentally and physically handicapped, are not benefitted by classroom teaching. Educational guidance is most essential for different categories of exceptional children, if we are interested in the welfare of the individual and society.

1.4.1.5.1 Functions of Educational Guidance at different Stages of Education:

A. Functions of Educational Guidance at Elementary Stage:

- i. **Assisting Pupils to Make a Right Beginning:** The guidance worker should help the beginners to give a right and nice start to their educational career. This will definitely check a large amount of dropout in elementary schools.
- ii. **Studying Pupils:** Information about the pupils is to be collected, analyzed and recorded. The data are to be collected from different sources and from the results of standardized tests.
- iii. **Helping Pupils to Plan Intelligently:** The pupils are to be helped to appreciate their assets and liabilities. On the basis of their capacity and interests they should be helped to choose courses.
- iv. **Counseling with Pupils:** The guidance worker should meet the pupils, both individually and in groups, in order to provide additional help to those who need it.

- v. **Helping Pupils to get best out of their Education:** An effective guidance service helps people to achieve maximum educational success in accordance with their abilities, interests and other factors.
- vi. **Preparing Pupils to enter the Secondary School:** Guidance, being a continuous process, should prepare the pupils of elementary school to enter into secondary school.

B. Functions of Educational Guidance at Secondary Stage:

The pupils of the secondary schools face a large number of problems in different areas, such as:

- i. **Adjustment to New School:** The child enters into a new educational institution after completing his elementary education. Here the school atmosphere is relatively wider than the elementary school. The child meets a large number of students and teachers; he finds many facilities and opportunities. This creates problems for the child for which he needs guidance.
- ii. **Problems connected to Learning:** Reading difficulties, differences in rate of learning, likes and dislikes, study habits, differences in aptitude in school subjects, all present problems that are difficult for the pupil to solve without help.
- iii. **Emotional Problems:** This stage has its specific emotional problems. Physiological development, bringing with it increased size and strength, sex impulses, responsibilities resulting from approaching maturity, all present very important emotional changes and emotional instability which may change into maladjustment problems if not properly guided.
- iv. **Physical Needs:** The physical needs are peculiar at this stage. These needs are the results of rapid growth and physiological maturation. Accompanying these are found lowered vitality, fatigue, apparent laziness and lethargy, impaired coordination, and awkwardness due to unequal growth of different parts of the body, physiological change caused by maturing of sex organs etc. serious maladjusted problems often result from these conditions which need to be dealt with properly.
- v. **Social Needs:** The specific social needs of the adolescent arise partly from the physical and emotional needs and partly from expanding vision resulting from more wide experience, wider contacts, and approaching maturity. The adolescent is to be helped to deal with the problems properly arising out of such situations.
- vi. **Further Educational Choice:** The child has to select further educational course that he wants to continue with after the completion of secondary education. He should be helped to do this correctly.
- vii. **Orienting Pupils to the New Institution as well as its Purposes:** The child should be helped to know and understand the different aspects, objects and purposes of the new educational institutions.

- viii. **Helping Pupils to select Courses:** There is diversification of courses in the secondary school. The child is to be helped to select the proper course according to his capacity and need.
- ix. **Giving Information:** The child is to be supplied with detail information regarding educational opportunities available after the secondary stage and the requirements for all such educational opportunities.
- x. **Removing Subject Difficulties:** Guidance programme should help pupils to solve the problems they face in learning different school subjects.
- xi. **Developing Good Study Skills:** Guidance helps the adolescent in developing good study habits and skills that help him in future life.
- xii. **Helping Pupils to Build Proper Motivation for Study:** Motivation is basic to any kind of learning. Unless there is proper motivation, there will be no proper reception. Guidance helps pupils to build proper motivations for learning.

1.4.2 Vocational Guidance: Meaning, Characteristics, Purposes and Functions

1.4.2.1 Meaning of Vocational Guidance

It is the process of helping the individual to choose occupation that fit him best.

It involves a thorough understanding of the individual general and special capacities. Every young man requires advice as to what kind of work will be most suitable for him keeping in view his abilities and aptitudes. When such an advice is given, it is known as vocational guidance.

Basically vocational guidance is accepted as that type of guidance where mere information and advice is given in regard to choosing an occupation, preparing for it, entering in it, and progressing in it. But this meaning is narrowly conceived and interpreted. This meaning of vocational guidance is otherwise called as vocational development. In wider perspective it is accepted in the modern educational system.

Vocational guidance is concerned with helping the individual to become aware of his strengths and weaknesses in world of occupations and helping him to choose a vocation for his better adjustment with every situation of the society. In other words, vocational guidance may also be defined as a process of helping individuals or people to cope with problems relating to occupational choices, plans, developments, adjustments and maturity.

The vocational guidance may be defined as the assistance children or students get in schools to know the world of vocations in their life. It is an early exposure to the variety of jobs they will have to make a choice latter in life. The vocational guidance is an incentive for hard work at studies.

Regarding the meaning of vocational guidance, it can be said that vocational guidance

will be successful if it is done by helping the individual develop insight into what he is, what he wants to be and opportunities and requirements of various occupations. Hence, *"Vocational guidance is universally accepted as a process of assisting the individual see through himself and then assisting him to see himself through"*.

1.4.2.2 Definitions of Vocational Guidance

The following are the few definitions of vocational guidance:

- i. **John D. Crites** : According to John D. Crites, *"Vocational guidance is a facilitative process, a service rendered to the individual to aid him in choosing and adjusting to an occupation"*.
- ii. **National Vocational Guidance Association (NVGA)**: According to NVGA, *"Vocational guidance is a process of assisting the individual to choose an occupation, prepare for it, enter up on and progress on it"*.
- iii. **Dale Yoder** : According to Dale Yoder, *"Vocational guidance refers to the inevitable direction given to the care of new employees in the selection process and in their assignment to particular types of work"*.
- iv. **Super** : According to Super, *"Vocational guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself, and of his role in the world of work to test this concept against reality and to convert it into a reality with satisfaction to himself and benefit to society"*.
- v. **G.E. Myers** : According to Myers, *"Vocational guidance is fundamentally an effort to conserve the priceless native capacities of youth and to costly training provided for youth in the schools"*.
- vi. **The General Conference of International Labour Organization**: *"Vocational guidance is an assistance given to an individual in solving problems related to occupational choice and progress with due regard for the individuals' characteristics and their relation to the occupational opportunity"*.
- vii. **Frank Parson** : According to Frank Parson, *"Vocational guidance is a process designed to aid the young persons in choosing an occupation, in preparing for it, in finding an opening in it and in building up an efficient and successful career"*.
- viii. **Arthur J. Jones** : Jones has opined out the four main aspects of Vocational Guidance. These are:
 - a. It is guidance in selecting an occupation.
 - b. It is guidance in selecting and securing the preparation for an occupation.
 - c. It is guidance in finding a job, and
 - d. It is guidance in adjusting to the job and making progress in it.

1.4.2.3 Characteristics of Vocational Guidance

After analysis of the above definitions, we can extract the following characteristics of Vocational Guidance:

- i. Vocational guidance is a process to help the person to achieve the goal in his vocation.
- ii. It is a process to assist the person in selecting the vocation.
- iii. It is a process to help in entering and making progress in that vocation.
- iv. It is a process to help a person to adopt a vocation.
- v. Vocational guidance is a sort of assistance that is given to an individual by a competent individual.
- vi. The assistance, given through vocational guidance helps an individual to get information about the world of work around him.
- vii. It helps him to know himself his strengths and limitations etc. So that he can develop an adequate concept of himself and his role in the world of work.
- viii. It further, helps him to make a proper decision regarding his occupation.
- ix. It again helps him to prepare for entering into the desired profession.
- x. Vocational guidance helps an individual to get ab-sorbed in the occupation of his choice. He is acquainted with the sources and methods of utilizing job opportunities or is helped in seeking self-employment. In this way he gets opportunity for realizing his long cherished ambitions regarding his career or occupation.
- xi. After entering into a vocation the individual is further into a vocation the guidance in his vocational adjustment. He is helped in making satisfactory progress in his vocation in such a way that it can bring greatest satisfaction and success to him and greatest benefit to the nation.
- xii. Vocational guidance aims to bring economical prosperity to the individual as well as to the nation.
- xiii. It aims to utilize all the available natural resources of the nation. For this purpose, it helps the individuals to acquaint them with all such opportunities.
- xiv. It aims to stop the huge wastage and mis-utilization of the time, money and labour that may occur in the preparation or training of the individuals, for a particular profession, who are not suited to it. On the other hand, it aims to conserve human as well as national resources by placing the proper person at a proper place.

1.4.2.4 Purposes of Vocational Guidance

Vocational guidance is the assistance given to students in choosing and preparing for a suitable vocation. It is concerned primarily with the helping individuals to make decision and choices involved in planning the future career decision and choices necessary in effecting satisfactory vocational adjustment. The following are the purposes of Vocational Guidance.

- i. **Acquire Knowledge:** The main objective of vocational guidance is to assist the students to acquire such knowledge of the characteristics and functions, duties, responsibilities and rewards of occupations that are within the range of his choice.
- ii. **Discover Abilities and Skills:** Another objective of vocational guidance is to assist pupil to discover his own abilities and skills and to fit them into general requirements of the occupation under consideration.
- iii. **Evaluate Capabilities and Interests:** Assisting pupil to evaluate his own capabilities and interests with regard to their worth to him and to society is yet another objective.
- iv. **Develop Attitude towards Work:** Vocational guidance aims at helping the individual to develop an attitude towards work that will dignify whatever type of occupation he may wish to enter.
- v. **Exploration of Opportunity:** Give exploration of opportunity in different areas of school learning and vocational exploration that will enable the learner to get the feel of several types of activities.
- vi. **Critical Thinking:** Assisting the individual to think critically about various types of occupations and to learn a technique for analyzing information about vocations.
- vii. **Assisting the Mentally Handicapped:** Assisting the mentally handicapped, the physically handicapped or the economically handicapped to make the adjustments that will be best for them in their struggle for a fuller life and for personal and social welfare.
- viii. **Confidence in the Teachers:** Instilling in the pupil a confidence in the teachers and other guidance personnel that will encourage him when he confers with them on personal and vocational problems.
- ix. **Secure the Necessary Information:** Assisting the pupil to secure the necessary information about the facilities offered by various educational institutions engaging in vocational training.
- x. **Admission Requirements:** Providing information for the learner about admission requirements, the length of training, and the cost of attending any institution of higher learning to which he may wish to go after graduation in order to continue his vocational preparation.

- xi. **Assistance during School Years:** Giving assistance during school years so that the individual will be able to adjust on the job work conditions and to other workers.
- xii. **Assisting Pupil:** Assisting each pupil to appreciate his rightful place in a group of workers and to become a functional member of the team.
- xiii. **Altering the Pupil:** Altering the pupil to the long-range training needed to become a proficient is another objective of vocational guidance.
- xiv. **Cautioning Each Learner:** Cautioning each learner concerning facts and pseudo scientific shortcuts to vocational competency.
- xv. **Helping the Learner:** Helping the learner to realize that success is purchased at the price of effort, and that satisfaction on the job derives from doing his work competently.

1.4.2.5 Functions of Vocational Guidance

Vocational Guidance is that kind of guidance which is very necessary to everyone. By this guidance one can choose his best profession or vocation according to his own potentialities and interest. Thus, vocational guidance plays many important functions or role in the field of one's vocational or occupational life. The following are the important or vital functions of Vocational Guidance:

- i. **Meeting the Needs of Individual Differences and Vocational Guidance:** It has been strongly viewed and accepted in psychological perspective that no two individuals are alike. They differ in their different traits and aspects due to individual differences. Therefore in order to fulfill this need of individual differences in the field of occupation or job market it is necessary to organize vocational guidance programmes in schools.
- ii. **Ensuring Maximum Utilization of Human Resources and Vocational Guidance:** Vocational guidance programme helps the individuals to opt their vocations in accordance to their suitability. As a result of this they become a positive, valuable, and useful asset for the society instead of becoming a burden on the society. Thus vocational guidance helps to ensure the maximum utilization of human resources or potentialities.
- iii. **Helping to avoid Financial Loss and Vocational Guidance:** It has been revealed from different studies that there are many young people who have entered in different occupations by chance and not in accordance of their interest, aptitude, capacity and suitability. This results in an economic loss to the young workers in particular and to the society in general. This problem can be avoided through organization of vocational guidance programme in school.
- iv. **Protecting Health Problem and Vocational Guidance:** Wrong choice of occupations affects adversely the health of the workers. Sometimes nervous system

is shattered by making efforts to maintain a speed of production beyond one's capacity and so on. With proper vocational guidance the student chooses the appropriate job without affecting his health.

- v. **Helping to reduce Psychological Stress and Vocational Guidance:** If an individual stays in a wrong profession for a long time, he may suffer from various psychological problems. As a result, he may become stressful and frustrated person. In this regard, vocational guidance can help the individual to reduce his psychological stress by providing various suggestions and informations.
- vi. **Economic Advantages of the Employers and Vocational Guidance:** Vocational guidance provides many economic advantages to the employers. Their labour problems are less because these workers enjoy job satisfaction.
- vii. **Complex Nature of the Society and Vocational Guidance:** The contemporary society is undergoing a constant change because of the influence of science and technology. Due to this the areas of specialization have been emerged in order to cope with the changes that have taken place in social, political, economic and cultural structure of the society. For this we require technologists, doctors, engineers, scientists, technicians, educationists, philosophers, administrators etc. Besides new and all together new occupations are coming to the forefront for meeting these needs. Vocational Guidance can play a very important role or function in making new professionals to meet the present needs of the society.
- viii. **Development of Insights of the Individuals and Vocational Guidance:** An organized programme of vocational guidance can play a very important role or function in order to assist the individual to develop insight into what he wants to be in life, what he is best capable of doing, his abilities, interests, aptitudes and his limitations.
- ix. **Maintaining Personal and Social Values and Vocational Guidance:** There are a large number of personal and social values of vocational guidance. Leaving aside financial considerations, the worker's happiness, his personal development, his value as a social unit and contribution to human welfare are all involved. Right vocational guidance helps us to achieve that.
- x. **Minimizing the Improper Placement and Vocational Guidance:** Sometimes it is seen that many people join the occupation but latter don't get job satisfaction. As a result of which they change from one occupation to another. This causes frustration, failure, underemployment and aimlessness. For avoiding this there is the vital need of vocational guidance. Vocational Guidance helps to solve this type of problems very effectively by minimizing the mismatch.
- xi. **Vocational Progress and Vocational Guidance:** one of the most important functions of Vocational Guidance is to help the people to progress in their profession or job effectively.

- xii. **Stable Future of Students and Vocational Guidance:** Everyone wants to get a stable future of their life by choosing a suitable profession or job. But it is not a very easy to do. In this matter, Vocational Guidance helps an individual to make a stable future life by providing necessary guidance services.

1.4.2.5.1 Functions of Vocational Guidance at Different Stages of Education:

A. Vocational Guidance at Elementary Stage:

Guidance at the elementary school level differs to some extent from that secondary and college levels as it is more developmental and less crisis-oriented stage in its approach. The aspect that receives the greatest attention by the vocational guidance, during this stage, usually involves helping each child to examine the world of work and the process of choosing a vocation. The teacher as guidance worker can do the following:-

- i. Create love, respect and positive attitude for normal work.
- ii. Train the use of hands of the child.
- iii. Create the habit of neat and systematic work.
- iv. Create and achieve hand-eye coordination.
- v. Encourage neatness in work.
- vi. Encourage development of good relationships amongst themselves.
- vii. Occupational informations of basic nature are provided to students. The activity method of teaching is also used for this purpose.
- viii. The practical aspects of life should be included in curriculum to enable them to live a competent life.
- ix. Healthy attitude towards work is developed through co-curricular and recreational activities.
- x. General occupational ability is developed in children.

B. Vocational Guidance at Secondary Stage:

Vocational Guidance has a lot to do at this stage, because this stage of education acts as the stepping stone to the world of work. The following are some of the important functions of vocational guidance at secondary stage;

- i. Assisting the students to know themselves
- ii. Giving occupational information
- iii. Helping students to make a right choice
- iv. Helping students to prepare themselves for entry in the careers of their choice
- v. Helping students to get suitable jobs
- vi. Helping the students to decide whether to go to college or not.

C. Vocational Guidance at College Level:

Some of the specific functions of college guidance programmes may be stated as under.

- i. Assisting students to relate their studies to the vocations that would be open to them at the end of their college career.
- ii. Assisting them to make a detailed study of the careers, which they would like to pursue.
- iii. Assisting them to acquaint themselves with different avenues of work.
- iv. Assisting them to acquaint themselves with avenues of higher studies.
- v. Assisting them to know about the various programmes of financial assistance scholarships, fellowships for improving their prospects.

1.4.3 Personal Guidance: Meaning, Characteristics, Purposes and Functions

1.4.3.1 Meaning of Personal Guidance

All guidance activities are personal because it is always individualised except group guidance. However, personal guidance is that type of guidance given to an individual or a person to overcome his problems specific to an individual. It is a process of guidance helping the individual to solve his problems which don't come within the jurisdiction of educational and vocational guidance. But sometimes educational and vocational guidance can be called personal guidance.

Personal Guidance may also be defined as the oral or written assistance we need to learn how to make adjustment in our life. It is guidance for what kind of persons we should be and how to become so in life. As a whole the personal guidance is meant for helping each and every child to look at himself in the right perspective. Personal Guidance is that which is rendered to a person for solving his personal problems. It assists the individual to adjust with psychological and social environment. It is to solve the emotional and psychological problems.

Therefore, it can be said that Personal guidance as the assistance given to the individual to solve his emotional, social, ethical and moral as well as health problems. Thus, personal guidance deals with all those problems of life which are not covered under educational and vocational guidance. It is difficult to differentiate between personal guidance and counselling as the distinctions are not well defined.

1.4.3.2 Definitions of Personal Guidance

- i. **Hopkins :** According to Hopkins, "*Personal guidance is that guidance which is concerned with the problems of health, emotional adjustments and social adjustment of an individual. It also includes his recreation and leisure-time problems.*"

- ii. **Ruth Strang** : Strang has defined *"Personal guidance is the assistance given to an individual to solve his personal problems, such as emotional and social adjustment, economic and social relationship and problems connected with his physical as well as mental health."*
- iii. **Wilson** : According to Wilson, *"The purpose of personal guidance is to help the individual in his physical, emotional, social, moral and spiritual developments and adjustment."*
- iv. **Crow & Crow** : They opined that, *"Personal Guidance refers to help given an individual toward a better adjustment in the development of attitudes and behaviour in all areas of life."*
- v. **Paterson** : According to Paterson, *"Personal guidance is the help given to an individual to solve his personal problems. Personal guidance includes social, emotional and leisure time guidance"*.

1.4.3.3 Characteristics of Personal Guidance

After analysis of the above definitions, we can extract the following characteristics of Personal Guidance:

- i. It is concerned with social and civil activities.
- ii. It deals with health and physical activities.
- iii. It helps in worthy use of leisure time & character building activities.
- iv. It is needed to develop all personal and social qualities that would enable the individuals in solving personal problems and seeking better adjustments.
- v. It is meant to overcome the personal problems of personality adjustment of every individual.
- vi. It gives importance on the personal and social needs of the pupils or individuals.
- vii. It is linked with our day-to-day life.
- viii. It is an answer to our big question what and what not we should be.
- ix. It is meant for deciding what habits, attitudes and values we should develop.
- x. It deals with all the problems of life which are not covered by educational and vocational guidance.
- xi. This guidance is the core of all types of guidance.
- xii. It concerns with the total person.
- xiii. This guidance points out the strengths and weaknesses of every individual or child.

1.4.3.4 Purposes of Personal Guidance

Personal Guidance is provided to a person to fulfill many objectives or purposes. The following are the few important purposes of Personal Guidance:

- i. To assist the individual in understanding himself.
- ii. To assist the individual in solving the problems related to his health.
- iii. To assist the individual in developing suitable habits, attitudes, interests etc.
- iv. To make individuals aware about the personal problems of life.
- v. To assist the individual in developing positive attitude and real self concept.
- vi. To make individuals aware about the democratic qualities and values.
- vii. To assist the individual in developing the qualities of loyalty, co-operation, love, sympathy, tolerance etc.
- viii. To help the individual to become a man of sound moral character in future life.
- ix. To assist the individuals in his physical, social, moral, spiritual and emotional development.
- x. To assist the individuals in taking independent decisions and judgments.
- xi. To assist the individual to plan his leisure time activities properly.
- xii. To assist the individual to view the world and the social environment from the right track.
- xiii. To assist the individual in becoming a responsible member of his community.
- xiv. To assist the individual in developing the qualities of leadership.
- xv. To assist the individual in making sound adjustments to different problems faced in life.
- xvi. Personal guidance assists or helps every individual immensely about how to develop an integrated personality.
- xvii. To help the individual to develop a control over his emotions.

1.4.3.5 Functions of Personal Guidance

Personal Guidance is very important in solving so many problems of a person. It assists the child to adjust with physical and social environment and to solve all the emotional and psychological problems. The following are the some important functions of Personal Guidance:

- i. **Personal Development:** Personal Guidance helps to develop many qualities of an individual. It provides so many necessary guidance services in order to develop personal qualities, like leadership qualities, good personality, good character, good

habits etc. Thus, the personal guidance helps to make an individual as a good person.

- ii. **Social Adjustment:** One of the most important functions of Personal Guidance is to help the individuals to adjust with their society. Sometimes it is seen that students are not able to adjust with their friends, neighbors, and other people of the society well. They suffer from social adjustment problems. The personal guidance services help the students in this matter.
- iii. **Solving Emotional Problems:** Many of us suffer from emotional problems. Sometimes we cannot control our emotions properly. In this case, Personal Guidance services help us lot.
- iv. **Utilization of Leisure Time:** To live happily in this world, proper and systematic utilization of leisure time is very important thing. In this case, Personal Guidance helps us by providing necessary guidance services regarding the proper utilization of leisure time in our daily life.
- v. **Physical Development:** Good physical health is one of the vital assets of every person. For this, proper physical development is very important matter for every child from the beginning of his birth. In this regard, personal guidance provides us necessary guidance services.
- vi. **Making Harmonious Environment between Family Life and Vocational Life:** Another important and vital function of Personal Guidance is setting up a harmonious environment between family life and vocational life of an individual. In this regard, personal guidance helps an individual in numerous ways.
- vii. **Helping to take Decisions:** Every person have to face lot of problems in their every moment of life. They have to take right decisions to solve their personal problems. But sometimes it is seen that many persons are not able to take right decisions to solve their problems. In this case, personal guidance helps the persons to take a right decision to solve their personal problems.
- viii. **Satisfaction in Life and Personal Guidance:** One of the most important functions of personal guidance is to bring happiness, peace and satisfaction in the life of an individual. In this regard, personal guidance provides necessary guidance services to an individual.

1.4.3.5.1 Functions of Personal Guidance at different Stages of Education:

i. Personal Guidance at Primary Stage:

Personal guidance at this stage aims at helping the children to get along with others and to develop certain social qualities. At this stage opportunities or facilities are given to pupils for their self expression. Personal guidance at this stage deals with the problems related to health, feeling of insecurity, social acceptance, discipline and leisure time pursuits.

ii. Personal Guidance at Secondary Stage:

Personal guidance is organized at this stage for the students because in the mid-point of this level of education the pupils reach at the stage of adolescence or adolescence period. As at the secondary school level the students are at the adolescence stage and they have more internal personal problems. There is more necessity of such type of guidance at this stage. During adolescence period due to peculiar, physical, intellectual, emotional and social developments children undergo marked changes in their attitude and behaviour.

They have a number of needs, the fulfillment of which poses problems. They have many doubts and confusions. Adjustment becomes a problem to them. This is a period of high order of emotionality. At this period the children are more self-conscious. They need recognition and approval. Personal guidance at this stage is concerned mostly with problems of personal and social adjustment.

If the adolescents are not properly guided they will become maladjusted. Adolescence is the most important period of one's life and at this stage the child is to be properly and cautiously guided. Besides, the children should be trained to know their potentialities and limitations and to seek compromise between ideas and reality.

iii. Personal Guidance at University Stage:

Personal guidance at this stage is just a continuation of the personal guidance offered at the secondary school stage; but its scope is wider. It should develop in students a sense of social service, social responsibility, patriotism, mutual respect and tolerance. It should help the students to accept the vision of life in relation to its practicability.

1.5 Guidance at different stages of Education:

Function of different types of guidance at the various stages of education have been mentioned separately under each category. In this section main focus will be on the guidance services in general for the three stages of education. In one sense, it is a kind of summary of all the function mentioned earlier.

1.5.1 Guidance Services at Primary or Elementary Stage:

Every activity at primary stage includes guidance. At primary stage, there is need to pay special attention towards the health of the children. At this stage there is great need to coordinate the functions of a teacher, guidance worker, school, staff members of medical service and school social service workers.

All these persons help in learning properly essential skills for primary education, for acquiring basic knowledge, for adapting according to the social traditions and for developing proper attitude towards school activities. These too are the objectives of guidance at this stage.

When a child leaves home and enters into the school environment, he has to make much coordination. School environment is very comprehensive for a child. In school, the child comes in contact with various types of persons, children and teachers. Also, he lacks security in the school and he becomes very fearful, hesitating and remains suppressed in the school. Those children are more in difficulty who are fully dependent on their parents.

Primary stage ranges upto fifth class. During this period, children make their place in the school. Gradually they get themselves established in the school and they consider themselves an honorable member of the school.

When these children cross over from primary stage to higher stage, they feel suffocated. Behaviours of primary stage sometimes look like a joke. The traditions of new school, rules, administration, curriculum etc. are all new to them. In such situations, the guidance worker plans the guidance programme in order to prepare the children of primary stage, for next higher school stage, such as arranging the visits of primary stage children to high schools, inviting high school teachers to primary schools, explaining the procedure for getting admission to high schools after leaving the primary schools, making them familiar with the curriculum of high schools etc.

Objectives of Guidance Services at Primary Stage:

The following are the objectives of guidance services at the primary or elementary stage:

- i. To coordinate all the activities of all the workers such as a teacher, medical service staff members, school social-workers and the activities of a person providing guidance etc.
- ii. To assist children in developing higher attitude towards school activities.
- iii. To assist children adapting according to the school traditions and rules, regulations of the school.
- iv. To assist children in developing their physical and emotional stability.
- v. To find out problems regarding adjustment in the school and to control them.
- vi. To make children self-dependent.
- vii. To create the feeling of cooperation in the children.
- viii. To make children ready for crossing over from primary school to next higher stage.
- ix. To supply various informations to children regarding higher stage such as curriculum of next higher classes and distribution of booklets regarding various school functions among the children and their parents.

- x. Helps to adjust the students with the new environment.
- xi. Helps to adjust with the special character of some children.
- xii. To reduce the learning disabilities.
- xiii. To preserve their emotional, educational, and social needs.
- xiv. To prevent emotional, educational, and social backwardness.

1.5.2 Guidance Services at Secondary and Higher Secondary Stage:

The child leaves primary stage and enters secondary stage. At this stage, the scope of guidance becomes more comprehensive as compared to the scope of guidance at primary stage. At this stage, guidance becomes more important as a result of multiple reasons. At this stage, teachers teach according to the subjects. Therefore, all the children cannot contact all the teachers. At high and higher secondary schools, only subject specialists teach. At these stages, personal, social and vocational problems of the children come into light and solution of these problems is necessary. In order to achieve this objective, a comprehensive and organized guidance service is continuously required.

Objectives of Guidance Services at Secondary and Higher Secondary Stage:

The following are the objectives of guidance at secondary and higher secondary stages:

- i. **Helps to familiarize with New School Life:** A child is not familiar with the life of new school when he leaves the primary school and enters to a new high school. He has to face a number of problems regarding admission. Also, it may become difficult for him to coordinate with new classmates and new friends. Hence, the objective of guidance service existing in the school should be to eliminate such problems of the pupils.
- ii. **Helps to Select the Subject or Discipline:** After reaching at this higher level, the selection of subject becomes necessary. In this task, the pupil may face difficulty. He is unable to understand in which subject he is competent and which subject he should not opt. The selection of subjects has become very difficult task due to the variety of subjects. Hence, the objective of guidance is to understand this type of problem and the same should be solved.
- iii. **Helps to motivate in Co-curricular Activities:** Co-curricular activities are being considered very important for the physical development of the children, such as debates, sports, cultural activities, programmes of social service etc. Hence, the important objective of guidance services is to guide the children for such activities so that their physical development may be given proper direction.
- iv. **Helps to fulfill the Needs related to Students Health:** The objectives of guidance service existing in the school is to take care of needs related to the health of the children and to inform timely the relevant persons regarding those health deficiencies so that the necessary action can be taken.

- v. **Helps to Maintain the Records:** In schools it is important to maintain the records regarding the development of the pupils, education, psychological development, cultural activities, because the entire guidance programme is to be conducted on the basis of these records. Hence, the objective of guidance programme workers should be to maintain such record so that the counselor may feel convenience during counseling.
- vi. **Helps to fulfill Emotional and Individual Needs:** When an individual enters adolescence, an individual experiences emotional and personal needs. Therefore, the objective of guidance services should be to solve the problems related to such needs.
- vii. **Helps to create Feelings of Cooperation:** In solving the problems of the children, cooperation plays an important role. This cooperation is desirable in guidance at all levels. The objective of guidance services should be to create a feeling of cooperation among all the workers involved in this service. This cooperation acts as a substantial base for guidance at the next higher level.
- viii. **Helps to create supportive Environment:** According to Crow and Crow, the creation of academic environment in accordance with the adolescent stage is very essential so that the pupils may be motivated in order to acquire higher education and they may be helped in selecting the subject according to abilities.

Except these, following are the some other important objectives of guidance services at secondary and higher secondary stages:

- i. Appropriate selection of subjects
- ii. Adjustment in schools
- iii. Information about future education & job
- iv. Providing the awareness of various opportunities
- v. Making students busy in learning
- vi. Desirable change in school administration & teaching methods
- vii. Identify reasons for increasing percentage of delinquents

Necessary Guidance Service Programmes at this Stage:

The following guidance services should be provided at this stage to fulfill the above objectives:

- i. Individual records of pupils are maintained which includes their educational achievement in the past, their trend of progress and change of interest, their intelligence, their personality characteristics, their values, their socio-economic status, goals of life etc.

- ii. Various types of orientation services are provided to them and efforts are made to increase their achievement in curricular and co-curricular programmes.
- iii. Behaviour of pupils with reference to their adolescent needs and problems is closely monitored and efforts are made to get them adjusted fully in the society.
- iv. Special exploratory programmes are organized for them in order to explore their hobbies and specific interest.
- v. Necessary occupational as well as personal informations are supplied to them to get them acquainted with the social needs and personal requirements.
- vi. Students with special problems are referred to other specialized agencies for career guidance.
- vii. Personal records specifying their strengths and weaknesses are supplied to pupils. This makes them realistic in approach and pupils will not waste their time, money and energy in non-reachable occupational pursuits.
- viii. Parents of pupils are also informed about the courses running in the school and prospects of different types of courses available in the country.
- ix. Occupational informations in detail are given to all the pupils through display centres, publications, lectures by experts, occupational visits etc.
- x. Pupils are given guidelines how to prepare and take different types of examinations and tests.
- xi. Pupils are suggested about different options which are available for them on the basis of their abilities and efforts.
- xii. Orientations programmes are organized for pupils for developing interest in a particular stream and for increasing scholastic achievement.
- xiii. Orientation of employment opportunities after the completion of a particular course are given which is necessarily based on the study of particular subjects or stream at 10 + 2 level.
- xiv. Students are helped in making proper planning for their career and course of study. Informations regarding inter-connection of different courses are also given to them.

1.5.3 Guidance Services at Higher Education Stage:

When a child enters the college he becomes a complete young man and his personality acquires his own pattern. Some of them have clear objectives. Some start feeling their responsibilities. They are also very serious in their studies because they know the meaning of success and failure. But there are some persons who fail to understand what the college education means. They come to college without knowing what they

can do. After securing admission to the college they face multiple difficulties. They consider their studies meaningless. That is why they go to college without any objective. In such situations, the objective of college guidance programme is that the needs of such students should be looked into immediately who are unable to make progress in the college affairs and who can use their talent in their activities on providing proper educational facilities.

In college, the objective of guidance service should also be to help the pupils in selecting the subject so that they can acquire specialization because such specializations help the pupils in their future vocational plans. Similarly other objectives of guidance service include organized programmes of tutorials and providing help to the pupils for making progress by studying the books existing in the library.

It would be very meaningful if the students are made aware of objectives, nature and scope of college educations before its commencement in the college. According to other objectives of guidance service, the pupils should be informed regarding the various facilities existing in the college such as library facilities. If such is not informed, it would lead towards the wastage of pupil's time.

Objectives of Guidance Services at Higher Education Stage:

The guidance objectives at college and university stage can also be presented in the following manner:

- i. To make available informations regarding admissions to college and university.
- ii. To provide informations regarding co-curricular activities in the college and university.
- iii. To help pupils selecting subjects so that they may achieve their future programme and objectives.
- iv. To provide vocational informations to the pupils so that they may take decision regarding their future.
- v. To arrange for testing the pupils.
- vi. To help the children in eliminating their financial difficulties.
- vii. To make aware the pupils regarding the existing hostel facilities so that the problems of their boarding and lodging can be removed.

1.6 Let us Sum Up

This unit covers the following topics:

- **Meaning of Guidance:** Guidance is a help to an individual to make his own selection & solution out of varied type of opportunities & problems. It helps one to adjust with different environments according to his own abilities & capacities.

In this regard, the guide only shows the way how to solve the problems. Guidance is an assistance given to the individual in taking intelligent choices and adjustments.

- **Scope of Guidance:** The scope of Guidance is too wide. The Scope of Guidance covers the following areas: Education, Vocation, Personal Aspects, Social Aspects, Health Aspects, Leisure Time, Moral Aspects, Research and Training etc.
- **Importance of Guidance:** Guidance is very important for the following reasons:
 - i. Self Understanding and Self Direction
 - ii. Helping to Develop Different Qualities
 - iii. Educational Growth
 - iv. Building Vocational Maturity
 - v. Career Maturity
 - vi. Social and Personal Adjustment
 - vii. Leading Better Family Life
 - viii. Making Good Citizenship
 - ix. For Conservation and Proper Utilization of Human Resources
 - x. For National Development
 - xi. Reducing Economic Crisis
 - xii. Solving Psychological Problems
 - xiii. Reducing the Chance of Failure
 - xiv. Proper Use of Leisure Time, and
 - xv. Controlling Wastage and Stagnation in Education.
- **Types of Guidance:** Basically Guidance is classified into three categories. These are as follows:
 - i. Educational Guidance
 - ii. Vocational Guidance
 - iii. Personal Guidance
- **Educational Guidance:** Educational guidance is a process of assisting the individual student to reach optimum educational development. Educational Guidance is concerned with the assistance given to pupils in their choices and adjustments with relation to schools curriculum, courses and school life. Actually this type of guidance deals with the education related problems of a person.
- **Vocational Guidance:** Vocational Guidance is a process of helping individuals or people to cope with problems relating to occupational choices, plans, developments,

adjustments and maturity. This type of guidance actually deals with the vocation or job or profession related matters of a person.

- **Personal Guidance:** Personal guidance as the assistance given to the individual to solve his emotional, social, ethical and moral as well as health problems. Thus, personal guidance deals with all those problems of life which are not covered under educational and vocational guidance.

1.7 Check Your Progress (10 questions: 5 essay and 5 objective types)

Essay type Questions:

1. Define Guidance. Explain the Scope and Importance of Guidance.
2. Discuss the purposes and major functions of Educational Guidance.
3. Why Vocational Guidance is so much important for a student at school level?
4. Discuss the various functions of Personal Guidance.
5. Why guidance services are very much necessary for a student at secondary stage of education?

Objective type Question:

1. What is the meaning of the term 'Guidance'?
2. What is Educational Guidance?
3. Mention the basic differences between Educational Guidance and Vocational Guidance.
4. Write one important necessity of Educational Guidance at secondary stage.
5. Mention two important objectives of Vocational Guidance.

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UNIT: II

CONCEPT OF COUNSELING

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Counseling : Meaning, Nature, Scope and Importance
 - 2.3.1 Conceptual Meaning of Counseling
 - 2.3.2 Definitions of Counseling
 - 2.3.3 Nature of Counseling
 - 2.3.4 Scope of Counseling
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 - 2.4.1 Directive Counseling
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 - 2.4.2 Non-Directive Counseling:
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 - 2.4.3 Eclectic Counseling
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 - 2.4.3.3 Merits and Demerits of Eclectic Counseling:
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- 2.5 Steps or Process of Counseling
- 2.6 Characteristics or Qualities of a Good Counselor
- 2.7 Let us Sum Up
- 2.8 Check Your Progress
- 2.9 References

2.1 Introduction:

It was Jesse B. Davis who used the term 'counselling' for the first time in 1898 When he set up the Educational Career Counselling Centre. But during the first decade of twentieth century Guidance movement was a popular programme along with mental

health movement in the USA. During the second world war psychotherapy was officially adopted for the US army when Carl Rogers published his famous book psychotherapy and counselling in 1942. Therefore, it is agreed that Carl Rogers is the father of modern counseling both in terms of the theoretical foundation and practice.

Life is complex in the modern society in which people face a variety of obstacles which are too difficult to overcome with personal resources alone. When these obstacles are associated with subjective well being one needs a kind of help called counseling. Counseling is not a process of suggesting remedies to personal adjustment problems. It is a mutual understanding between an expert counselor and counselee, the client, so that the latter can develop enough insight into his/her own abilities, to overcome the problem.

In the first unit, you have read about guidance. Sometimes you may be confused about the two-terms 'guidance' & 'counseling'. In this unit, we will discuss about the concept of counseling, its meaning, nature, scope, importance and its various types. We will also know about the process of counseling & characteristics or qualities of a good counselor. Counseling is the central aspect of the whole guidance programme. All the activities and services of the guidance programme leads to and help in the Counseling process. Counseling is aimed at helping the individual in solving problems in future and also enhancing ones capabilities to meet the personal, social and emotional, demands, internal or external. Counselling has remedial, preventive as well as huge developmental value.

2.2 Objectives:

After reading this unit the learners will be able to:

- Define the meaning of Counseling.
- Explain the Nature of Counseling.
- Describe the Scope of Counseling.
- Explain the Importance of Counseling.
- Classify and describe the different types of Counseling.
- Distinguish between different types of Counseling.
- Explain the steps of Counseling.
- Describe the different characteristics or qualities of a good Counselor.

2.3 Counseling: Meaning, Nature, Scope and Importance

2.3.1 Conceptual Meaning of Counseling

The term counseling is defined as a talking therapy, in which a person (client) discusses freely his/her problems and share feelings with the counselor who advises or helps the client in dealing with the problems. It aims at discussing those problems which are

related to personal or socio-psychological issues, causing emotional pain or mental instability that makes you feel uneasy. The counselor listens the problems of the client with empathy and discusses it in a confidential environment. It is not a one day process, but there are many sessions.

Counseling is not just giving advice or making a judgment, but helping the client to see clearly the root of problems and identify the potential solutions to the issues. The counselor also changes the viewpoint of the client, to help him take the right decision or choose a course of action. It will also help the client to remain intuitive and positive in the future.

The process of counseling begins with establishing relationship between counselor and counselee and taking into confidence the counselee by the counselor and allowing him to open his or her heart and after understanding the situation advising him to face the harsh realities of life and society boldly and building his confidence and paving way to make the best use of his strength by overcoming his weaknesses. B.J. Prasantham has rightly pointed out that, *"Counseling is a relationship between the counselor and counselee characterized by trust and openness, in a one to one, or a small group relationship, whereby the counselee is helped to work through his interpersonal and or intrapersonal problems and crisis"*.

Counseling is the service offered to the individual who is undergoing a problem and needs professional help to overcome it. The problem keeps him disturbed high strung and under tension and unless solved his development is hampered or stunted. Counseling therefore is a more specialized service requiring training in personality development and handling exceptional groups of individuals.

So Counseling is the process of helping an individual facing a problem and to regain his lost confidence and self esteem and put his mind in his job. Counseling is a process that occurs between two individuals – counselor and counselee (client). It takes place within a professional setting. It is initiated and maintained as a means of facilitating changes in the behaviour of the client, it is a professional task for professionally trained people.

In other words, Counseling is the process of helping an individual in a friendly manner, through one to one interaction, to understand and solve his own problem by an experienced and trained one. In a single sentence we can say that Counseling refers to a professional advice given by a counselor to an individual to help him in overcoming from personal or psychological problems.

2.3.2 Definitions of Counseling:

Different scholars have defined Counseling in various ways. These are as follows:

- i. **Shertzer & Stone:** *"Counseling is an interaction process which facilitates meaningful understanding of self and environment and result in the establishment and or clarification of goals and values for future behaviour"*.

- ii. **Merle M. Ohlsen** : "Counseling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behaviour goals, to acquire the essential social skills and to develop the courage and self confidence to implement desired new behaviour".
- iii. **Edwin Lewis**: "Counseling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counselor) who provides information and reactions which stimulate the client to develop behaviour which enable him to deal more effectively with himself and his environment".
- iv. **English & English Dictionary**: "Counseling is a relationship in which one person endeavours to help another to understand and solve his adjustment problems".
- v. **Shostorm & Brammer**: "Counseling is a purposeful reciprocal relationship between two people in which one, a trained person helps the other to change himself or his environment".
- vi. **Ruth Strong**: "Counseling is a face to face relationship in which growth takes place in the counselor as well as the counselee".
- vii. **Myers**: "Counseling implies a relationship between two individuals in which one gives certain kind of assistance to the others".
- viii. **Helin & Macleans**: "Counseling as that process which takes place in a one to one relationship between an individual troubled by problems with which he cannot cope with alone, and a professional worker whose training and experiences have qualified him to help others reach solution to various types of personal difficulties".
- ix. **Idown (1986)**: "Counseling as the process, by which a person with problems is helped by a professional counselor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that his problems may be solved".
- x. **Bulus (1990)**: "Counseling as an open ended, face to face, problem solving situation within which a student with professional assistance, can focus and begin to solve a problem or problems".
- xi. According to **Action Health Incorporated (2002)**, "Counseling is a client-oriented interactive communication process in which one helps others make free informed decisions about their personal behaviour and provide support to sustain that behaviour".
- xii. According to **Wiley and Andrew**, Counseling involves two individuals one seeking help and other a professionally trained person helps to solve problems to orient and direct him towards a goal.
- xiii. **Carl Rogers**: "Counseling is a series of direct contact with the individual which aims to offer him assistance in changing his attitude and behaviour".

- xiv. **Erickson:** *"A counseling is a person to person relationship in which one individual with problem turns another person for assistance"*.
- xv. **Webster's Dictionary and Counseling:** *Counseling is "consultation, mutual interchange of opinions, deliberating together"*.
- xvi. According to **G. E. Smith**, *"Counseling is a process in which the counselor assists the counselee to make interpretations of facts relating to a choice, plane or an adjustment which he needs to make"*.

From the above definitions we can find out the following characteristics of Counseling:

- i. Counseling is a process between two persons.
- ii. It is a professional job of a professionally trained person.
- iii. It is a process to help the person in solving his problems independently.
- iv. Counseling is a two way process.
- v. It involves two individuals.
- vi. There is a mutual relationship between the two individuals.
- vii. It helps an individual to gain self understanding, self acceptance and self realization.
- viii. It helps an individual to become happier, more creative and better adjusted.
- ix. It is a process where more emphasis is given to the psychological, social and emotional aspects of an individual.
- x. It is not a predetermined process of helping.
- xi. In case of counseling process, problems are adjustment oriented.
- xii. Without data of an individual counseling is not possible.
- xiii. Basically different psychological tests are used in the process of counseling.

Let us now discuss what counseling is not.

Counseling is a process which includes a number of activities like giving information, advice & counseling etc. But it is not an individual activity like giving information/ advice/ suggestion / recommendation only.

It is a process of developing mutual understanding, trust and exchange of information and ideas.

2.3.3 Nature of Counseling

If we want to clear the concept of counseling very well, we have to know the nature of counseling. Here we have discussed the nature of counseling which will help us to understand the concept of counseling more clearly.

- i. **Helping Process:** Counseling is a helping process. It helps the client to solve his problematic situation.
- ii. **Not a Process of Providing Advice:** Counseling is not only a process of providing advice to the client. It is more than giving advice. It is a systematic process of collecting data or information, analyzing the data and then providing necessary instructions or suggestions to solve the problems of a counselee or client.
- iii. **Mutual relationship between Two Persons:** Counseling is a process of mutual relationship between two persons. It is happened between two persons, one person is counselor and another is counselee by establishing mutual relationship among them.
- iv. **Problem is made clear through discussion:** It is very necessary to understand the client's problem clearly to solve the problem. For this, discussion between counselor and counselee is very important aspects in the process of counseling.
- v. **It is a vital part of the entire guidance programme:** Counseling is a vital part of the entire guidance programme.
- vi. **Face to face relationship:** Counseling process basically requires face to face relationship between counselee and counselor.
- vii. **Professional Service:** Counseling is a professional task and must be performed by professionally trained people.
- viii. **Problem oriented Process:** Counseling is a problem oriented process. Here problems of a client and their solution are considered as a main purpose of counseling.
- ix. **Democratic Process:** Counseling is a democratic process. In effective counseling, it is very necessary condition to provide democratic right to the client so that he/she can express his/her problems freely to the counselor.
- x. **Confidential Process:** Counseling is a confidential process. Maintaining confidentiality of client's personal data or information is very important condition in the process of counseling.
- xi. **Remedial and Curative Process:** Counseling helps to solve as well as cure the problems of client. That's why counseling is a remedial as well as curative process.
- xii. **Artistic Science:** Counseling is not a very easy task. In order to conduct counseling process effectively, a counselor has to know lot of techniques or strategies, methods, and procedures. That's why sometimes it is called counseling is an artistic science.
- xiii. **Discipline oriented Process:** Counseling is a discipline oriented process. Both the counselor and counselee have to follow some rules and principles in the process of counseling.

- xiv. **Cooperative Process:** Counseling is a cooperative process. In the process of counseling, the counselor should be friendly and cooperative and the counselee should have trust and confidence in the counselor.

2.3.4 Scope of Counseling

The scope of counseling is too wide like guidance. Counseling is needed everywhere when a person faces problems like educational problems, family problems, marriage problems, career problems, sports problems, health problems, leisure problems, social problems, emotional problems, and adjustment problems etc. Now here we have presented the various areas of discussion of counseling in detail.

- i. **Individual Problems and Counseling:** There is no ending of problems in human life. After ending of one problem another and new one comes in our life. That's why we sometimes become confused and need help to overcome these types of situations. In this case, counseling discusses the problems of a person like his health problems, financial problems, security problems, ability and skill related problems etc.
- ii. **Group Problems and Counseling:** In this method more than one person is given counseling at the same time. It is mainly preventive. This type of counseling saves time and money both. But this type of counseling is not fruitful in solving all problems.
- iii. **Clinical Aspects and Counseling:** Another important aspect of discussion of counseling is clinical treatment of the client. Counseling deals with the various clinical problems like personality problems, problem of adjustment, lack of skills, and problem of self-conflict etc.
- iv. **Marriage and Counseling:** Today one of the major problems of a person is generated from his/her marriage life. In this case, counseling discusses various problems related to marriage and helps the client or the person to overcome from this type of problems.
- v. **Educational Problems and Counseling:** No students who are without problems in his education life. Every person has to face lot of problems in his/her student life. That's why they need special help or counseling in order to solve their problems. And counseling discusses about it and provides special treatment in this matter.
- vi. **Family Matter and Counseling:** Nowadays family related problems are increasing rapidly. That's why family counseling is very important matter in present day context. Counseling helps to create healthy family environment by developing friendship, good relationship among the members of the family.
- vii. **Career and Counseling:** It is a big problem to a person to select a suitable job

according to his/her abilities, needs, and interests. Counseling helps the person to select his career according to his abilities, needs and interests. Therefore, career counseling is another important area of discussion of counseling.

- viii. **Sports and Counseling:** This is one of the most important areas of discussion of counseling. In this matter, counseling deals with the importance of sports in developing physical and mental health of an individual.
- ix. **Rehabilitation Problems and Counseling:** One of the major areas of discussion of counseling is rehabilitation problems of physically challenged children. This type of counseling helps to remove inferiority complex of these types of children as well as develop self confidence among them to overcome their problems.

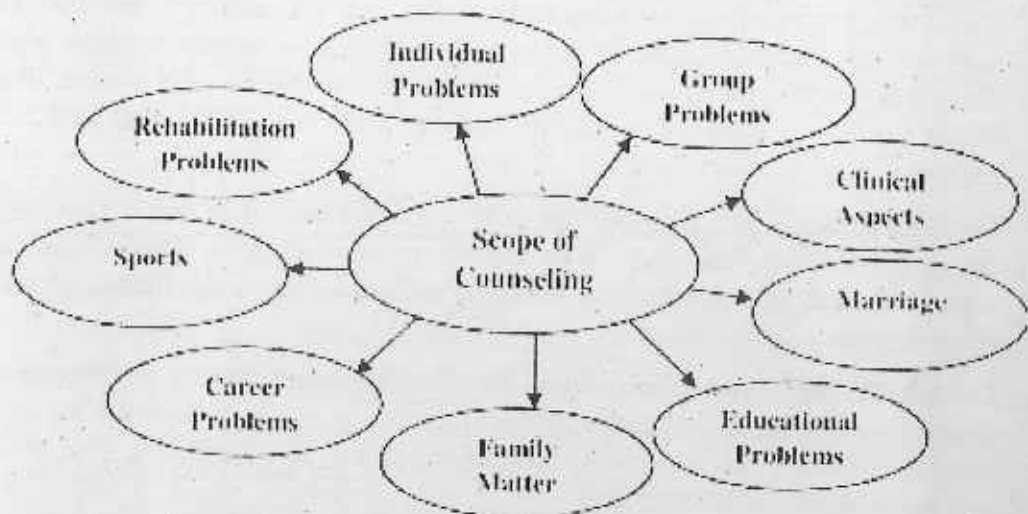


Diagram-1 : Scope or different Areas of Discussion of Counseling

2.3.5 Importance of Counseling

The basic purpose of counseling is to strengthen the individual by optimum development of his personality. Potentialities of the individuals are developed to the maximum through the counseling services. Here the importance of counseling services has been discussed through the following points:

- i. **Helpful in Identifying Real Problems:** Counseling helps an individual to identify his real problems. For this purpose, counselor discusses with counselee or client personally and freely so that the client can express his feelings or problems clearly.
- ii. **Helpful in solving Complex Situation:** To help an individual to solve any complex situation, counseling provides lot of informations about the student which will be helpful in solving his problems.
- iii. **Helpful in facing Problems:** It helps the client to adjust with situations and

- develop the ability to face problems and resolve them.
- iv. **Helping in Personality Development:** Counseling has a great importance in the development of personality of the client. Counseling helps to develop the personality of the client according to his inborn tendencies, traits and capacities.
 - v. **Developing New Skills:** Counseling helps the counselee to learn new skills and better way to cope with the various complicated situations of life.
 - vi. **Provide Necessary Informations:** Counseling helps to provide all necessary information to the people to choose a better career and to get success in life.
 - vii. **Helpful in developing Self-Confidence:** Counseling helps to develop self-confidence in the mind of counselee by providing necessary suggestions. As a result, the counselee can do his/her daily activities confidently.
 - viii. **Helpful in Making Decisions:** One of the most important tasks of counseling is to help the counselee to take his decisions by himself. For this purpose, counseling develops decision making ability of the counselee.
 - ix. **Helpful in Improving Mental Health:** Counseling helps to improve the mental health of the counselee by returning him into his normal life.
 - x. **Establish Mutual Understanding:** Counseling helps to establish a feeling of mutual understanding between students and teachers.
 - xi. **Helpful in making Proper Planning:** Counseling helps the client to work out a plan for solving his difficulties.
 - xii. **Helps to know Strengths and Weaknesses:** Counseling helps the clients or students to know his strengths, weaknesses, interests, abilities, aptitudes and opportunities.
 - xiii. **Helps to develop Abilities and Attitudes:** Counseling encourages the clients or students and helps to develop special abilities and right attitudes among them.
 - xiv. **Generating Inspiration among the students:** Counseling inspires the clients or students by remembering his previous successful endeavours.
 - xv. **Developing Readiness:** Counseling helps to develop readiness for choices and changes to face new challenges in his future life.
 - xvi. **Developing Adjustment Ability:** Counseling is also needed for making proper adjustment of the individual in the society as much as for making the children fully adjusted to the environment of the school.
 - xvii. **Developing Level of Motivation:** A child comes to the school with his background. A counselor brings him at par with other children by raising his motivation level if his background is poor.

- xviii. **Removing Barriers of Learning:** Counseling is needed to remove barriers of learning every time. Counseling strengthens the process of education on social as well as psychological grounds.

2.4 Different Types of Counseling

Basically we can classify counseling into two broad categories. These are as follows:

- I. **Based on Number of Counselee:** On the basis of number of counselee, counseling is classified into two categories. These are as follows:
 - i. Personal or Individual Counseling
 - ii. Group Counseling
- II. **Based on the Nature of Counseling Process:** On the basis of the nature of counseling process and the role of the counselor, the following are the three types of counseling:
 - i. Directive Counseling
 - ii. Non-Directive Counseling
 - iii. Eclectic Counseling

Here we have discussed the types of counseling only on the basis of nature of counseling process in detail.

2.4.1 Directive Counseling:

In this type of approach the counselor plays an important role. A major goal of this type of counseling is to replace the emotional behaviour of the individual with deliberately rationale behaviour, although he avoids dictatorial advice. This type of counseling revolves around the counselor. Here the counselor is active and he expresses his ideas and attitudes independently. He evaluates expressions of the client or counselee. According to this view point, the counselor takes an interview and asks a series of standardized questions to the client. The counselor does not allow the development of expression and feeling of the counselee here. He leads as an expert, evaluates and gives necessary suggestions to the counselee or client regarding his problems. That's why this approach is also known as '*Counselor-Centered*' or '*Prescriptive Counseling*'.

Under this process the counselor plans the counseling process, his work is to analyze the problem, identify the triggers, identify the exact nature of the problem and provide various options. Williamson was a great proponent of this kind of approach as he stated that this approach is good to address the problems relating to educational and vocational adjustment. This type of counseling is more useful where the individual wants information and advice for choice of a career. This approach does not focus its attention on personality development as such.

Chief Exponent of Directive Counseling: E. G. Williamson is the chief exponent of Directive Counseling.

Basic Assumptions of Directive Counseling:

According to Willy, the following can be the basic assumptions of Directive Counseling:

- i. **Competency in giving Advice:** The counselor possesses the best training experience and information. He is more competent to provide an advice to problem.
- ii. **Counseling as an Intellectual Process:** The client's intellectual is not destroyed as a result of maladjustment. Hence, counseling is primarily as intellectual process. It stresses upon the intellectual aspects of a person instead of emotional aspects of the personality.
- iii. **Problem Solving Situation:** The objectives of counseling are achieved through problem solving situation.
- iv. **Client's Incapability of Solving Problems:** The counselee does not possess the capability for solving the problems always.

2.4.1.1 Major Characteristics of Directive Counseling:

- i. This type of counseling is Counselor centered.
- ii. The counselor plays major role in taking decision in this type of counseling.
- iii. In this type of counseling, more importance is given to the problems of the individual than the individual.
- iv. In this type of counseling, the counselor controls and conducts the whole process of counseling in his own ways.
- v. In order to conduct this type of counseling process, the counselor must be experienced and well trained.
- vi. More emphasis is given to the mental or behavioural problems of the counselee and their solutions in this type of counseling.
- vii. In this type of counseling, the feelings and emotions of the counselee are neglected.
- viii. As the counselor controls the counselee's thoughts, that's why this type of counseling is conducted systematically.
- ix. Counselor is very active in this type of counseling.
- x. Counselor leads the interview.
- xi. In this type of counseling, Client or counselee is subordinate to the counselor, not at par.
- xii. Stresses more on the person's intellectual aspect than the emotional aspect.
- xiii. Counselor owns entire responsibility of solving problems.

xiv. Counselor identifies, defines, diagnoses and provides a solution to the problem.

xv. Counselor directs thinking by informing, explaining, interpreting and advising.

According to Jane Warters, the main features of Directive Counseling are as follows:

- i. During the process attention is focused upon a particular problem and possibilities for its solution.
- ii. The counselor plays a more active role than the counselee.
- iii. The client makes the decision, but the counselor does all that he can get the counselee to make a decision in keeping with his diagnosis. He tries to direct the thinking of the counselee by informing, explaining, interpreting and advising.

2.4.1.2 Procedure or Steps of Directive Counseling:

E. G. Williamson has suggested the following six steps of Directive Counseling and the corresponding role or functions of a counselor:

Step-1: Analysis: First of all here in this step data are collected from various sources to understand the client's problems. The data or information can be collected through structured interviews, psychological case history methods, interaction with family members, and friends etc.

Step-2: Synthesis: After collection of the data or information, it is organized in the logical manner to analyze the individual in terms of his qualifications, assets, potentials, liabilities, adjustments, maladjustments, cultural background, and habits etc. The main function of this step is summarizing and organizing the collected data.

Step-3: Diagnosis: The main functions of this step are to identify the nature and causes of the client's problems. The diagnosis consists of the interpretation of the data in relation to the nature and problem, the causes of problems.

Step-4: Prognosis: The future development of the problem is forecasted or predicted at this stage.

Step-5: Counseling: Here in this step, treatment (counseling) is given by the counselor to the counselee. The main purpose of providing counseling is to bring about adjustment and re-adjustment to the individual in relation to his problem. Here attitudes and interests of the individual are considered during counseling process. It emphasizes the individual to develop life cycle where an effort in the positive direction could lead to success and success in turn could lead to further efforts and motivations.

Step-6: Follow Up: This is the last step of Directive Counseling. In this last step, the main function of a counselor is to evaluate the effectiveness of the counseling process that is provided to a counselee. An individual may be able to solve immediate problems through counseling but new problems may occur or the original problem may re-occur. That's why follow up with the client is extremely necessary.

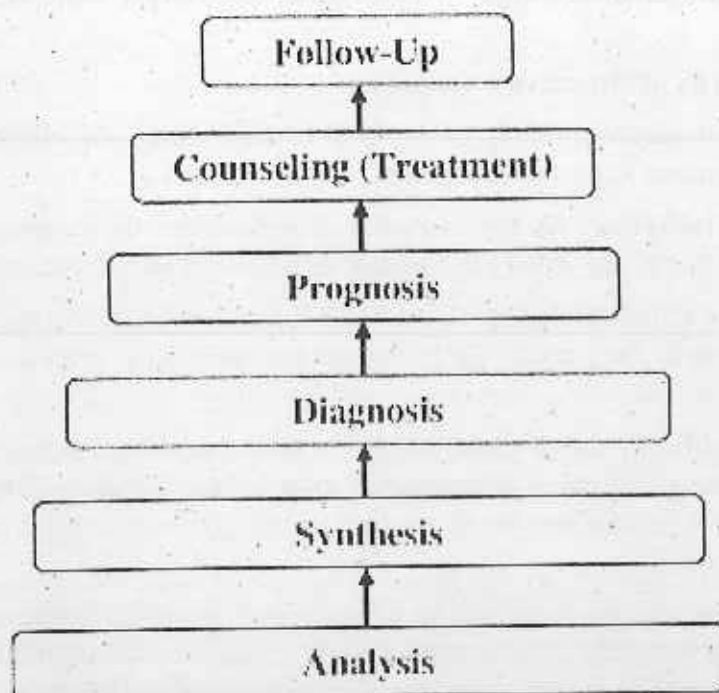


Diagram-2: Different Steps of Williamson's Directive Counseling

2.4.1.3 Merits and Demerits of Directive Counseling:

2.4.1.3.1 Merits of Directive Counseling:

Following are the important merits or advantages of Directive Counseling:

- i. **Time saving:** This method of counseling is very useful from the time consuming view point. It saves time.
- ii. **Economical:** This method of counseling is very useful in economical aspect.
- iii. **Provide Happiness:** This method of counseling gives happiness to the counselee as he gets a solution to his problem from the counselor.
- iv. **Scientific and Logical:** This method of counseling emphasizes more on the intellectual aspects of the person than emotional aspect of the personality.
- v. **More emphasis on Problem:** In this type of counseling, more emphasis is given on the problem not the person.
- vi. **Direct Involvement:** In this type of counseling, the Counselor can see the client directly as well as more objectively than the client himself.
- vii. **Availability of Counselor:** In this method of counseling, the counselor becomes readily available to help which makes the counselee or client very happy.

- viii. **Easy Solution:** In this type of counseling, Intellectual problems can be solved easily.

2.4.1.3.2 Demerits of Directive Counseling:

- i. **Client is Dependent:** Here in this type of counseling, the client (Counselee) is more dependent upon the counselor.
- ii. **Kills the Initiative:** As the counselor directly helps the counselee to solve his problems, that's why it kills the initiatives or efforts of the counselee or client.
- iii. **Makes the Client Helpless:** Very much dependency upon counselor makes the client helpless. As a result, he is less able to solve new problems of adjustment in his future life.
- iv. **Lack of efficiency and Confidence:** In this type of counseling, the counselor does not guide his client or counselee to be efficient and confident. As a result, sometimes it is seen that there are lack of efficiency and self confidence among the counselee.
- v. **Undemocratic:** This type of counseling is undemocratic. Because it is counselor centered process. Here the counselor plays a vital role in solving the problems of the counselee. The counselor directs the counselee about what he should do.
- vi. **Fails to Control Future Mistakes:** This type of counseling fails in saving the client to commit the mistakes in future.
- vii. **Possibility of Wrong Counseling:** Sometimes in this type of counseling, scarcity of information regarding the client can create the possibility of wrong counseling.
- viii. **Not Suitable in Solving Emotional Problems:** In this type of counseling, emotional problems of the client are not solved properly. In this case, Non Directive counselling is a suitable method than Directive Counseling.

2.4.2 Non-Directive Counseling:

In this type of counseling the client is led to a point of self-realization, self-actualization and self-help. The counselor has proper regards for the integrity of the counselee. He never passes on his decision to the counselee. The counselee has to make his own decisions. The counselor's attitude is friendly, receptive and democratic. The counseling atmosphere is such that the counselee willingly and freely expresses himself. In this method emphasis is put on the counselee not on his problem. That's why this method of counseling is also called '*Client-Centered Counseling*' or '*Permissive Counseling*'. He (client) is considered to be the pivot of the process. His emotions are given due emphasis and efforts are made for the release of his emotional tensions. C. R. Rogers points out that "*client-centered counseling, if it is to be effective, cannot be a trick or a tool. It is not a subtle way of guiding the client while pretending to let him guide himself. To be effective, it must be genuine*".

Under non directive counseling counselor does not issue directions but observe the behaviour and attitude of the counselee towards his work and his colleagues and superiors and subordinates. If he make a mistake then counselor comes to his rescue and corrects him, realizing him that he was wrong. He will not issue him any instructions or will not direct him. That's why this type of counseling is known as **Non-Directive Counseling**. Arbuckle states that "*non-directive counseling is a means of allowing the client to gain an understanding of himself to a degree which enables him to take positive steps in the light of his new orientation*".

Chief Exponent of Non-Directive Counseling: C. R. Rogers is the chief exponent of Non-Directive Counseling.

2.4.2.1 Major Characteristics of Non-Directive Counseling:

Following are the few characteristics of Non-Directive Counseling:

- i. This type of counseling revolves around the client.
- ii. In this type of counseling Counselee is allowed for free expression.
- iii. Counselor only directs and guides the counselee.
- iv. Here Client leads the conversation.
- v. Counselor asks a few questions, so as to think about the solution of the problem.
- vi. Counselee takes active part, gains insight into the problem with the help of the counselor and arrives at the decision and action to be taken.
- vii. In this type of counseling Counselor's role is passive.
- viii. Role of the counselor is to create an atmosphere in which the counselee can work out his own understanding.
- ix. Goal is independent and integration of the client rather than the solution.
- x. Emotional aspect rather than the intellectual aspect is stressed.
- xi. Counseling relationship is the establishment of the warm, permissive and accepting climate which helps the client to express his self structure.
- xii. Here Open ended questions are asked.
- xiii. Here Diagnostic instruments are not used.
- xiv. In this type of counseling Client can act with his own intellect.
- xv. In this type of counseling the entire responsibility is of client.

2.4.2.2 Procedure or Steps of Non-Directive Counseling:

C. R. Rogers has suggested the following important steps of Non-Directive Counseling and the corresponding role or functions of a counselor:

Step-1: Defining the Problematic Situation: First of all here in this step the counselee or client comes for help to a counselor. Here the decisions regarding when, where and how counseling will be started all the things are taken.

Step-2: Development of Good Relationship: The counselor defines the situation by indicating that he does not have the solution of the problem. But he is able to develop a situation and atmosphere in which the counselee can find out the solution of his problem.

Step-3: Expression of Feelings regarding Problem: Here in this step, the counselor is friendly, interested and encourages free expression of feelings of the counselee regarding his problem.

Step-4: Understanding the Feelings or Attitudes: In this step the counselor tried to understand the feelings of the counselee.

Step-5: Analysis of the Feelings: In this step, the counselor accepts and recognizes the positive as well as the negative feelings of the counselee.

Step-6: Development of Insight: After the free expression and analysis of feelings (positive and negative both) a gradual development of insight takes place inside the mind of the counselee.

Step-7: Development of Possible Course of Action: In this step, the counselor accepts and recognizes his real attitudes and desires. This enables him to perceive the decision and the possible course of action becomes apparently clear to him.

Step-8: Taking Positive Solution: In this step, the counselee takes the positive steps towards the solution of the problem.

Step-9: Solution of Problem: In this step, the counselee becomes able to solve his own problems independently and he is the one who decides when to end the discussion.

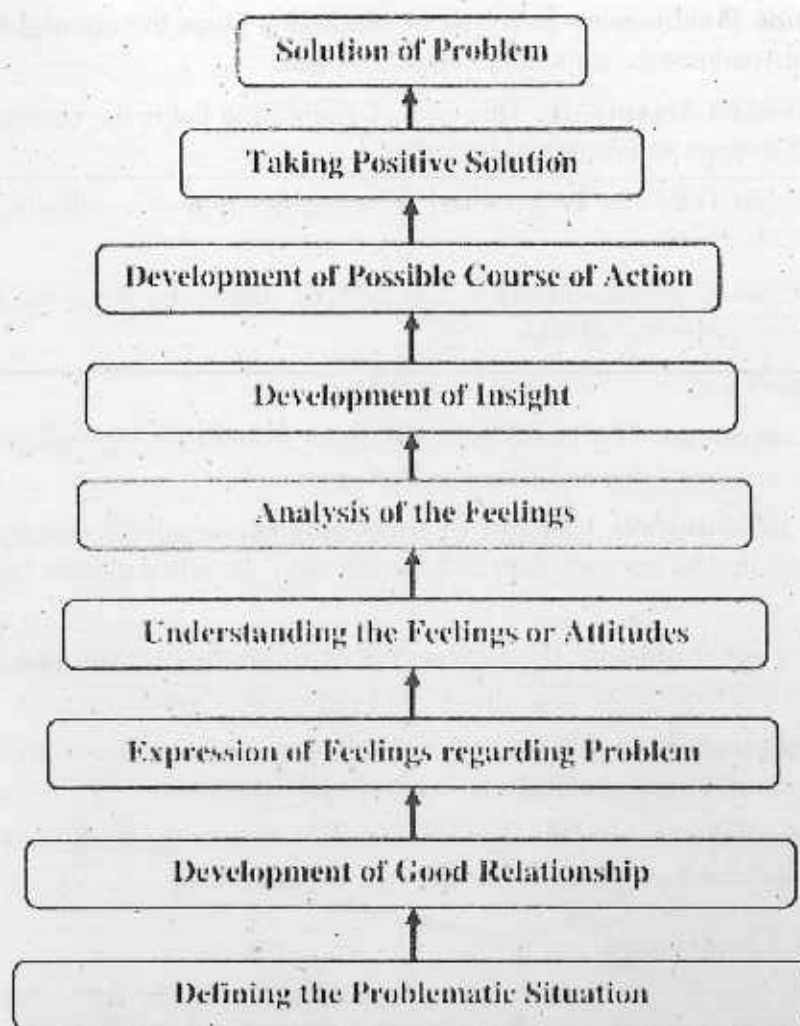


Diagram-3: Different Steps of Non-Directive Counseling suggested by Rogers

2.4.2.3 Merits and Demerits of Non-Directive Counseling:

2.4.2.3.1 Merits of Non-Directive Counseling:

Following are the important merits or advantages of Non-Directive Counseling:

- i. **Freedom of the Individual:** In this type of counseling the counselee or client has enough freedom to express his problems freely.
- ii. **Development of the Problem Solving Ability:** This type of counseling helps to develop problem solving ability of the counselee or client.
- iii. **Reduce Tension:** This type of counseling helps to reduce tension and anxiety of the counselee. It also helps to leave their impression for a longer time.

- iv. **Confronts Weaknesses:** This type of counseling helps the counselee or client to confront weaknesses without feeling threatened.
- v. **Move toward Acceptance:** This type of counseling helps the counselee or client to move toward acceptance of himself.
- vi. **Unexpected Tests can be Avoided:** By using this type of counseling unexpected tests can be avoided.
- vii. **Remove the Emotional Blocks:** This type of counseling helps the counselee to remove the emotional blocks.

2.4.2.3.2 Demerits of Non-Directive Counseling:

- i. **Time Consuming:** One of the most important demerits of this type of counseling is that it is a very slow and time consuming process.
- ii. **Always not Suitable:** This type of counseling is not suitable when the client is immature. In this case, wisdom and judgment of the client cannot be relied upon enough.
- iii. **Not solve all Problems:** By this method of counseling all the problems cannot be sorted out through talking (orally) and cannot be solved.
- iv. **Makes Hesitation:** In this type of counseling, sometimes due to the counselor's passiveness, the client hesitates in expressing his feelings.
- v. **Not successful always:** This type of counseling is not successful always. This is another drawback or limitation of this type of counseling.

2.4.3 Eclectic Counseling:

There are some counselors who do not believe in either of the two extreme type of counseling i.e. Directive and Non-Directive. They have developed a middle way taking all the good points of both. So Eclectic counseling is not entirely permissive. Actually Eclectic Counseling is a continuation and synthesis of directive and non-directive counseling. It puts checks on the client's emotional expression whenever it is essential in the interest of the client. That means it is flexible in nature and applies both directive and non-directive techniques according to the need of the situation. Shirley A. Hamrin remarks about this type that "*Neither this nor that, but both and more*". Thorne is of the opinion that the counselor must be competent and proficient in the use of all available methods. The validity of the results will be determined by the skill with which any method is used with reference to the individual case and particular situation.

In this type of counseling, the counselor studies the needs and personality of the client and then selects the appropriate technique. Begins with directive but switches over to non-directive or vice versa as demanded by the situation.

Chief Exponent of Eclectic Counseling: F. C. Thorne is the chief exponent of Eclectic Counseling.

2.4.3.1 Major Characteristics of Eclectic Counseling:

Following are the few characteristics of Eclectic Counseling:

- i. Counseling may be evaluated along a continuum from directive to non directive.
- ii. Eclectic is a continuation and synthesis of directive and non-directive counseling.
- iii. Both counselor and counselee are active and cooperative in this type of counseling.
- iv. The problem is solved jointly in this type of counseling.
- v. Coordinative methods are used here.
- vi. The counselor is neither active like Directive counseling nor passive like Non Directive counseling.
- vii. The need and personality of the client are studied and then he selects the techniques.
- viii. The main techniques are used are reassurance, giving information, case history, and testing etc.

2.4.3.2 Procedure or Steps of Eclectic Counseling:

Thorne has suggested the following important steps of Eclectic Counseling and the corresponding role or functions of a counselor:

Step-1: Study of the need and personality of the client: First of all here in this step the counselor study the needs and personality of the client carefully.

Step-2: Selection of the Techniques: Here the counselor selects the techniques of counseling (Directive and Non-Directive) according to the needs of the client.

Step-3: Application of Techniques: Here in this step, the counselor applies the techniques.

Step-4: Evaluation of Effectiveness: In this step the counselor tries to evaluate the effectiveness of both techniques.

Step-5: Preparation of Counseling: On the basis of the above steps, here the counselor has to prepare for providing counseling.

Step-6: Seeking the opinion of the client and other related people: Lastly in this step, by seeking the opinion of the client and other related people, the process of counseling is started.

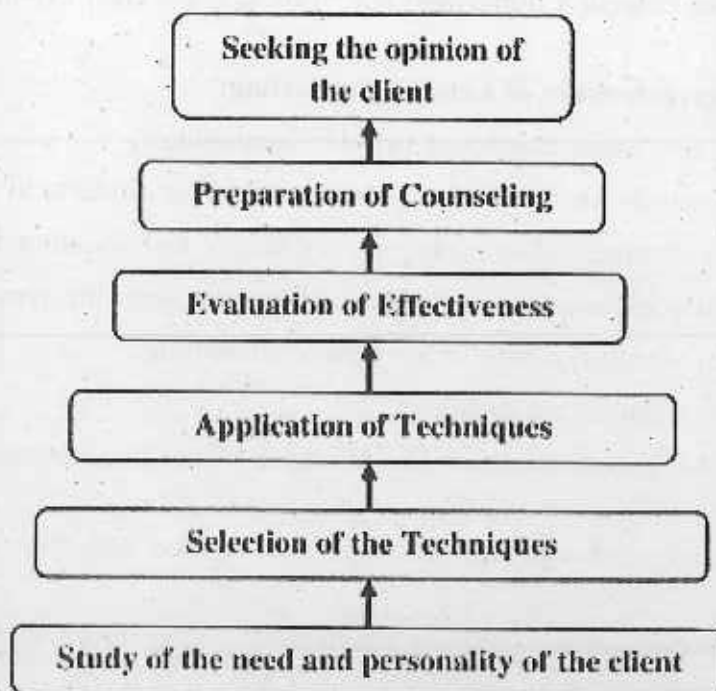


Diagram-4: Different Steps of Eclectic Counseling suggested by Thorne

2.4.3.3 Merits and Demerits of Eclectic Counseling:

2.4.3.3.1 Merits of Eclectic Counseling

- i. Practical value is very high.
- ii. Both client and counselor are active.

2.4.3.3.2 Demerits of Eclectic Counseling

- i. Some people are of the view that both the types cannot be mixed together.
- ii. Vague and opportunistic.
- iii. Question arises how much freedom should be given to the client, no definite rule.

2.5 Steps or Process of Counseling:

Counseling is a process. It means that Counseling involves a sequence of identifiable events spread over a period of time. The time taken, the sequence of events, dynamics, the nature and extent of exploration, differ from individual to individual. However there are certain basic stages, which form the essentials of counseling process. Regardless of the type of client, client's problem or nature of counseling, the process of counseling is basic and the same. The four basic phases are:

- i. Initial Phase
- ii. Working Phase
- iii. Termination Phase and
- iv. Follow-Up Phase.

i. Initial Phase

The initial phase is the same thing as *preparatory or preparation stage*. Essentially it involves all the activities during the first meeting between the counselor and the client. This phase is important because at this stage the client presents the problem, which necessitated the counseling encounter. An important factor or an essential ingredient in the stage is the readiness of the client want to present his/her problem. Similarly, the nature of the problem and the client's personality are important for the initial phase to take place.

The initial phase is strictly for familiarization, problem presentation and awareness of the existence of the problem by the counselor and the client. It is not the stage where problem is discussed or solved.

ii. Working Phase

The working phase is the problem discussion stage. Here, Counselor tries to understand the nature of the problem of the client. For that he first establishes rapport with client. He develops relationship of trust and confidence so that the client can disclose his feelings and his problems. Here he gathers information to promote understanding of client's problem. For that he can use different tools and techniques.

In this phase, the counselor assists the client to work through their feelings as they discuss their concern. Here, good techniques and professional skills must be used by the Counselor as the client works through his/her problem to enable them gain better insights into them.

In this phase, the client should be able to gain better insight into his problem, understand various and alternative course of actions to be taken and take positive actions to solve his problems. Both the client and the counselor may have an assignment to carryout in respect of the problem being discussed before the next phase.

iii. Termination Phase

The termination phase marks the end of counseling process. This phase is necessitated:

- a) When client's problems have been successfully discussed and resolved;
- b) When client has been referred to another professional counselor; and
- c) Due to client's lack of apparent problems.

iv. Follow-Up Phase

This is about the last stage in the Counseling process. The Counselor must have told

the client during termination stage to keep in touch with him. Specifically, follow-up phase is a counseling activity in which the counselor finds out whether the acquired behaviour by the client during the counseling session is maintained or not and whether the client has been able to solve his problem or not. As follow-up, the counselor can visit the client to have dialogue on how his new behaviour has been maintained or has been helpful in his adjustment process. If there is no improvement observed in the client, reassessment of the problem can be done through exploration and new goals mapped out as they both go over through the counseling process all over again.

Therefore, how counseling process is accomplished phase by phase, here a diagram is presented to better understand for you.

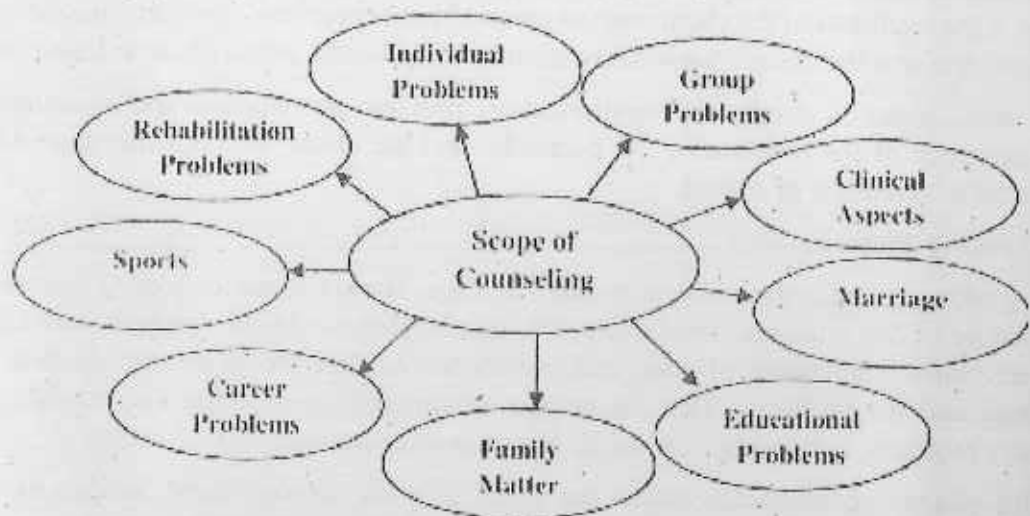


Diagram-5: Steps or Process of Counseling

2.6 Characteristics or Qualities of a Good Counselor:

Qualities of a good counselor are considered as the nerve centre of the school guidance programme. Success of counseling programme depends on the personal qualities and competencies of the counselor. The following are the few important characteristics or qualities of a good counselor:

- i. **Magnetic Personality:** A good counselor must have a stable and well-adjusted personality. He should have pleasing personality that attracts people.
- ii. **Intellectual Capacity:** A good counselor must have a high degree of intellectual capacity.
- iii. **Wide range of Interest:** A good counselor is interested in various types of people, interested activities of children, and working with diverse people.
- iv. **Sympathetic:** A good counselor must have a sympathetic and objective

understanding of people, including that phase of social approach that readily promotes personal confidence and establishes rapport.

- v. **Cooperative:** He must have facility in establishing wholesome, effective, personal and social relations, including ability to work co-operatively with other people.
- vi. **Broad General Knowledge:** A good counselor must have broad general knowledge.
- vii. **Empathetic Attitude:** A good counselor should be possessed of empathetic attitude to the client's problems. He should consider his client's problem empathetically.
- viii. **Personal adjustment Ability:** A good counselor should possess maturity, emotional stability, sense of worth, confidence, flexibility and adaptability.
- ix. **Listening Skill and Patience:** To be a good counselor, a counselor must have listening skill and patience. To solve the client's problems, the counselor has to listen his (client) problems patiently and carefully.
- x. **Intrapersonal Awareness:** A good counselor should be well aware of his strengths and limitations or weaknesses.
- xi. **Honesty and Confidentiality:** These are the other important characteristics or qualities of a good counselor. A good counselor always tries to do his job honestly and tries to maintain confidentiality regarding the problems of his client.
- xii. **Interpersonal Relationship:** A good counselor should maintain a warm interpersonal relationship with his client.
- xiii. **Observation Power:** A counselor must have sound and keen observation power to be a good counselor. To counsel the client, the counselor has to observe all the situation and problems of the client keenly.
- xiv. **Professional Competence:** A good counselor should be a competent person who knows his job well. That's why professional competence is one of the most important characteristics or qualities of a good counselor.
- xv. **Communication Skill:** A good counselor should have sound communication skill. He must be a good communicator. To make counseling process effective and fruitful, the counselor has to use this skill.
- xvi. **Leadership Quality:** A good counselor should have the ability to stimulate and lead others.
- xvii. **Sensitivity:** This is another important quality of a good counselor. The counselor should be sensitive to his client's problem so that he takes necessary action or steps to solve his client's problems immediately.
- xviii. **Crisis Management Capacity:** A good counselor must have crisis management capacity so that he can able to manage any complicated situation during counseling process easily.

- xix. **Knowledge of Psychology:** A good counselor must have enough and sound knowledge of psychology. In order to find out the real problems, feelings, attitude of the client, the counselor must have to know the different psychological aspects of the client.
- xx. **Probing Skill through Questioning:** This is a very important characteristic or quality of a good counselor. In order to find out the problems of the client, the counselor has to ask many types of questions to the client. That's why a good counselor must have probing skill of questioning.
- xxi. **Organizing Capacity:** A good counselor must have organizing capacity. In order to provide proper counseling to the client, the counselor has to organize the different facts and information systematically. That's why this is also an important characteristic or quality of a good counselor.
- xxii. **Professional Dedication:** To be a good counselor, this is very important characteristic or quality of a counselor. Without professional dedication, the counselor never does his job enthusiastically.
- xxiii. **Strong Sense of Professional Ethics:** A good counselor must have a strong sense of professional ethics. As counseling is one kind of service or profession, the counselor should follow and maintain the certain professional ethics.
- xxiv. **Respect for Personal Autonomy and Integrity of Client:** A good counselor must respect to the personal autonomy and integrity of the client.
- xxv. **Relaxed and Calm:** This is also an important characteristic or quality of a good counselor.
- xxvi. **Ability to Motivate the Client:** A good counselor must have the ability to motivate and inspire his client.
- xxvii. **Trustworthiness:** A good counselor must have the quality of trustworthiness so that the client can express his feelings, problems and opinions without any fear and tension of leak out his personal matter.

2.7 Let us Sum Up

This unit covers the following topics:

- **Meaning of Counseling:** Counseling is the process of helping an individual facing a problem and to regain his lost confidence and self esteem and put his mind in his job. It occurs between two individuals – counselor and counselee (client). It takes place within a professional setting. In a single sentence, Counseling refers to a professional advice given by a counselor to an individual to help him in overcoming from personal or psychological problems.

- **Nature of Counseling**

- i. Helping Process
- ii. Not a Process of Providing Advice
- iii. Mutual relationship between Two Persons
- iv. Problem is made clear through discussion
- v. It is a vital part of the entire guidance programme
- vi. Face to face relationship
- vii. Professional Service
- viii. Problem oriented Process
- ix. Democratic Process
- x. Confidential Process
- xi. Remedial and Curative Process
- xii. Artistic Science
- xiii. Discipline oriented Process
- xiv. Cooperative Process

- **Scope of Counseling:** The scope of Counseling is too wide. The Scope of Counseling covers the following areas: Individual Problems, Group Problems, Marriage related Problems, Family Problems, Educational Problems, Clinical Aspects, Career Problems, Sports related matter, and Rehabilitation Problems etc.

- **Importance of Counseling:** Counseling is very important for the following reasons:

- i. Helpful in Identifying Real Problems
- ii. Helpful in solving Complex Situation
- iii. Helpful in facing Problems
- iv. Helping in Personality Development
- v. Developing New Skills
- vi. Provide Necessary Informations
- vii. Helpful in developing Self-Confidence
- viii. Helpful in Making Decisions
- ix. Helpful in Improving Mental Health
- x. Establish Mutual Understanding
- xi. Helpful in making Proper Planning

- xii. Helps to know Strengths and Weaknesses
- xiii. Helps to develop Abilities and Attitudes
- xiv. Generating Inspiration among the students
- xv. Developing Readiness
- xvi. Developing Adjustment Ability
- xvii. Developing Level of Motivation
- xviii. Removing Barriers of Learning

● **Types of Counseling:** On the basis of the nature of counseling process and the role of the counselor, counseling is classified into three types. These are as follows:

- i. Directive Counseling
- ii. Non-Directive Counseling
- iii. Eclectic Counseling

➤ **Directive Counseling:** This approach is also known as '*Counselor-Centered*' or '*Prescriptive Counseling*'. This type of counseling revolves around the counselor. In this type of approach the counselor plays an important role. Here the counselor is active and he expresses his ideas and attitudes independently. He evaluates expressions of the client or counselee. E. G. Williamson is the chief exponent of Directive Counseling.

➤ **Non-Directive Counseling:** In this method emphasis is put on the counselee not on his problem. That's why this method of counseling is also called '*Client-Centered Counseling*' or '*Permissive Counseling*'. He (client) is considered to be the pivot of the process. His emotions are given due emphasis and efforts are made for the release of his emotional tensions. Here counselor never passes on his decision to the counselee. The counselee has to make his own decisions. C. R. Rogers is the chief exponent of Non-Directive Counseling.

➤ **Eclectic Counseling:** Actually Eclectic Counseling is a continuation and synthesis of directive and nondirective counseling. It puts checks on the client's emotional expression whenever it is essential in the interest of the client. That means it is flexible in nature and applies both directive and non-directive techniques according to the need of the situation. F. C. Thorne is the chief exponent of Eclectic Counseling.

● **Steps of Counseling:** Regardless of the type of client, client's problem or nature of Counseling, the process of counseling is basic and the same. The four basic phases of counseling are:

- i. Initial Phase
- ii. Working Phase

- iii. Termination Phase and
- iv. Follow-Up Phase.

● **Characteristics or Qualities of a Good Counselor:**

- i. Magnetic Personality
- ii. Intellectual Capacity
- iii. Wide range of Interest
- iv. Sympathetic
- v. Cooperative
- vi. Broad General Knowledge
- vii. Empathetic Attitude
- viii. Personal adjustment Ability
- ix. Listening Skill and Patience
- x. Intrapersonal Awareness
- xi. Honesty and Confidentiality
- xii. Inter personal relationship
- xiii. Observation Power
- xiv. Professional Competence
- xv. Communication Skill
- xvi. Leadership Quality
- xvii. Sensitivity
- xviii. Crisis Management Capacity
- xix. Knowledge of Psychology
- xx. Probing Skill through Questioning
- xxi. Organizing Capacity
- xxii. Professional Dedication
- xxiii. Strong Sense of Professional Ethics
- xxiv. Respect for Personal Autonomy and Integrity of Client
- xxv. Relaxed and Calm
- xxvi. Ability to Motivate the Client
- xxvii. Trustworthiness

2.8 Check Your Progress (10 questions: 5 essay and 5 objective types)

Essay type Questions:

1. Define Counseling. Explain the Nature and Scope of Counseling.
2. What is Directive Counseling? Discuss the Steps, Merits and Demerits of Directive Counseling.
3. What is Non-Directive Counseling? Discuss the Steps, Merits and Demerits of Non-Directive Counseling.
4. Explain the process of Counseling.
5. Discuss the characteristics or qualities of a good Counselor.

Objective type Question:

1. Who is the chief exponent of Directive Counseling?
2. Mention the name of chief exponent of Eclectic Counseling.
3. Mention the basic differences between Directive and Non-Directive Counseling.
4. Write one important necessity of family counseling.
5. Mention two important characteristics of a good counselor.

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Unit : III

TOOLS & TECHNIQUES OF GUIDANCE & COUNSELING

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Basic data needed for educational guidance
- 3.4 Measurement of Intelligence Personality & Motivation
 - 3.4.1 Measurement of Intelligence
 - 3.4.1.1 Classification on the basis of language used
 - 3.4.1.2 Classification on the basis of administration
 - 3.4.1.3 Individual tests of Intelligence
 - 3.4.1.4 The Wechsler Scales
 - 3.4.1.5 Performance tests of intelligence
 - 3.5 Assessment of personality
 - 3.5.1 Techniques of personality assessment
 - 3.5.1.1 The interview
 - 3.5.1.2 Observation
 - 3.5.1.3 Inventory and Questionnaire
 - 3.5.1.4 Rating scale
 - 3.5.1.5 Projective techniques
 - 3.6 Assessment of motivation
 - 3.7 Difference between guidance, counseling & Teaching
 - 3.8 Let us sum up
 - 3.9 Check your progress
 - 3.9.1 Discuss the needs of personality tests
 - 3.9.2 Answer the following questions within two to three sentences.
- 3.10 References

3.1 Introduction :

Educational guidance is the process of assisting students and at the same time, the guidance personnel needs to collect information about the students through the use of different tools. Human beings differ in intelligence, aptitude, interest, achievement and personality makeup. There is a need to measure all these aspects in order to guide in a proper way.

The tools are the instruments or devices used to assess the individuals. The techniques describe the ways the tools are used. The tools and techniques are inter-dependent. Without tools, the techniques do not function. In the absence of the techniques, the

tools are useless. They make each other functional. Therefore, tools and techniques are the ways and means of guidance.

3.2 Objectives :

- To provide information to the clients and students about himself.
- To enable him to make correct choice.
- To enable the guidance personnel to understand psychological and mental aspects.
- To uncover the strength and humiliations of the counselee.
- Help teacher to adopt teaching according to the diverse needs of the students.
- Tools can be used to distribute students in different curricula
- It can be used to make proper career and vocational choice.
- Tools are used for diagnosis of individual.

3.3 Basic data needed for educational guidance

Abilities, aptitudes, Interest, Attitudes, Educational attainment & personality trait -

Ability refers to being able to do something which means that if one can do something, he has the ability to do it. According to Oxford Dictionary "ability is the possession of the means or skills to do something, talent, skill or proficiency in a particular area."

3.3.1 the assessment of mental traits which are given importance in guidance programme is the general Mental Ability or intelligence. There is a close relationship between intelligence and educational attainment. Intelligence helps in understanding and applying previous knowledge. Pupils' success in occupation is dependent upon intelligence. Therefore, information about the general mental ability or intelligences is essential in guidance service. To understand the I Q level of individual, assessment of intelligence is essential. There are different types of standardized intelligence tests.

3.3.2 Aptitude may be defined "as a condition or set of characteristics regarded as symptomatic of an individuals ability to acquire with training some usually specified knowledge, skill or set of responses" (Bingham). It is indicative of one's ability. Aptitude is both the result of interaction between hereditary factor and environmental factors. When one is born with some potentialities, he is indicative of one's ability in a particular work, measurement of aptitude is vital in the guidance programme.

Aptitude tests may be classified into three types :

1. General Aptitude Test Battery (GATB)
2. Differential Aptitude Test (DAT)
3. Special Aptitude Test.

GATB assess nine aptitudes require for success in different jobs.

Differential Aptitude tests was developed by George K Bennett, Harold G Seashore and A.G. Wesmen in 1947. The tests were revised in 1963 consisting of eight tests. The tests are :

1. Verbal reasoning
2. Numerical Ability
3. Abstract reasoning
4. Clerical speed & accuracy
5. Mechanical Reasoning
6. Space relation
7. Language usage I : Spelling
8. Language usage II : Sentences

The test of DAT are very useful for predicting academic success and hence are widely used in guidance programme.

3.3.3 Interest - Strong defines interest as "activities for which we have liking or disliking and which we go toward or away from". Bingham defines interest as "a tendency to become absorbed in an experience and to continue it". Interest plays an important rate for one's performance. Thus a person with interest and abilities for a particular job can do well.

Interest inventories are useful for helping a student to make a systematic approach to his problem of choice (choice of curricula, courses, vocation, recreational activities) for providing teachers and counsellors with information regarding the students preferences and aversions and for helping them to acquire a better understanding of the students problems of choice.

Interest may be measured by the following inventories :

1. Kuder Preference Record - It measures interest in ten areas :-

- Outdoor
- Mechanical
- Computational
- Scientific
- Persuasive
- Literary
- Musical
- Social Services
- Clerical

2. Strong vocational interest blank - It is usually for the individuals who are above 17 years.

Factors of Interest

Interest are innate as well as acquired. They are influenced by a number of factors like physical health, age, sex and above all environmental factors including opportunities for the development of interest. Socioeconomic status, rearing practices, cultural status, education and learning are environmental factors.

3.3.4 Attitude may be defined "as a tendency to react class of stimuli" (Anastase). According to Freeman, "An attitude is a dispositional readiness to respond to certain situations, persons or objects in a consistent manner which has been learned and has become one's typical mode of response".

Thus it is expected that students should develop desirable attitudes through education. Teachers try to understand attitude of the student through the behavioral manifestation and try to change undesirable attitude in a desirable direction. The guidance personnel must know the attitude of the student while guiding him for a practical carrier.

Attitude scales may be classified into four types :

Thurstone type scale is known as equal appearing intervals

Likert type scale, where each item is followed by five responses, such as - strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly disagree (SD).

Standardized scale - here individual has to choose an item which he thinks correct out of the given item.

Guttman type scale, where items can be ordered along a continuum of intensity or difficulty of acceptance.

3.3.5 Educational attainment refers to the highest level of education that an individual has completed. Attainment levels describe exactly what each child is achieving. The teachers assess the level that the child is working at in each subject on a regular basis. The assessment of attainment is important to guide an individual in the choice of his career.

3.3.6 Personality traits - Some psychologists believe that a unique pattern of traits exist within each individual and these traits play a dominant role in the person's behavior. The traits are more or less relatively consistent behavioral pattern that an individual exhibits in almost all situations.

Traits may be classified into three types -

- a) Cardinal traits are so strong they are reflected in person's action and they are very limited in number, such traits are so strong that they get associated with the name of the person strongly such as "Gandhian".

- b) Central traits are less pervasive in effect, but still quite generalized dispositions. These traits warm, sincere, diligent are offer used in writing testimonials.
- c) The least generalized characteristics of a person are called secondary traits. These traits are least prominent.

Numerous studies have shown that a person's failure or maladjustment in a specific area are related to lack of necessary personality traits. Therefore measurement of personality traits are essential to see that whether he possesses the traits which are related to his adjustment to the course or carrier he has choosen.

3.4 Measurement of Intelligence Personality & Motivation

3.4.1 Measurement of Intelligence :

Intelligence tests may classified in different ways :

3.4.1.1 Classification on the basis of language used :

Verbal Tests - In these tests, the individual make use of language in which in words, written, oral or both. The individual being tested is required to use verbal or written language for his responses.

Non-verbal Tests - These tests involve activities in which the individual is not required to use language. The test materials contain pictures, diagrams and geometrical figures etc. printed on a booklet. The subject is required to fill in some empty spaces, to draw some figures or to point out similarities & dissimilarities.

Performance tests - It require the manipulations of some concrete objects or materials. The responses are motor in nature and do not require the use of paper and pencil. These tests are required to administer individually.

3.4.1.2 Classification on the basis of administration

Individual tests - in which only one individual tested at a time.

Group tests - in which a group of individuals is tested at the same time.

Individual differences in intelligence create problems for the teacher to satisfy the needs of the students to the maximum. In every class, some students are above average, many average and some are below average. To guide students, it is necessary to measure intelligence in order to direct them to suitable courses of studies and to be successful.

3.4.1.3 Individual tests of Intelligence :

Stanford - Binet Intelligence scale :

Two French men, Alfred Binet and Theodore Simon, published this test in 1905. The test consisted of 30 items arranged according to the ascending order of difficulty. The scale was revised in 1908 and which is known as age scale and in 1911 revised scale, the age range extended from 3 years to the adult level.

After the death of Binet, the scale was revised in 1916 by C.M. Terman and his associates at Stanford University. In this test, over one third of the items were new and some old items were revised, reallocated and also discarded. The concept of IQ as a means of comparing a person's mental age with chronological age was used.

The second revision - The test was again revised in 1937. It consists of two equivalent forms - L & M form. The scale was extended from 2 years to superior adult stage. The number of items was raised to 129 in each form L & M.

The third revision, 1960 : This revision provided a single form by incorporating the best items from the two 1937 forms. Items were selected from forms L & M on the basis of the performance of 4,498 subjects, aged 2.5 to 18 years, who had taken either or both forms of the test between 1950 - 1954. This scale is used to measure intelligence from 2 years to adulthood. The test materials include various toy objects for the lower age levels, one large & one small spiral manual and a record booklet for indicating the examiners responses.

The Stanford - Binet tests are grouped into age levels, ranging from 2 years to superior adult. Between 2 to 5 years, the test proceeds by half year intervals, as progress during the early ages being so rapid it was decided to measure change over six months intervals. Between 5 to 14 years, the age levels correspond to yearly intervals. The remaining levels are average adult, superior adult I, II & III. Each age level contains 6 tests, except the average adult level, which contains 8 tests.

The highest mental age attainable on this test is 22 yrs 10 months.

3.4.1.4 The Wechsler Scales

David Wechsler has prepared these scales for different age levels. The school aged child (6 - 16) is given the Wechsler Intelligence Scale for Children - Revised (WISC - R), while adults are given the Wechsler Adult Intelligence Scale (WAIS). All these tests have the same structure. Divided into verbal reaction and performance section, each test provides the examiner with a verbal IQ score, a performance IQ score and a total IQ score.

Wechsler Adult Intelligence Scale, 1955 :

This scale has been specially designed for adults. It has 11 sub-tests. Six sub-tests are grouped into a verbal scale & five into a performance scale.

The verbal scale contains the following sub-tests :

- i) General Information
- ii) Similarities
- iii) Arithmetical Reasoning
- iv) Comprehension

- v) Digit span
- vi) Vocabulary

Performance scale - It contains the following sub-tests :

- i) Picture completion
- ii) Picture arrangement
- iii) Block Design
- iv) Object Assembly
- v) Digit Symbol

Wechsler Intelligence Scale for Children - R (WISC-R)

It was published in 1974 & consists of twelve sub-tests. The subtests are classified into verbal and performance scale

Verbal Scale

1. Information
3. Similarities
5. Arithmetic
7. Vocabulary
9. Comprehension (Digit span)

Performance Scale

2. Picture Completion
4. Picture arrangement
6. Block Design
8. Object Assembly
10. Coding

3.4.1.5 Performance tests of intelligence

The tests have been developed for those who are unable to take verbal intelligence tests - the handicapped people, who speak a foreign language and children who are unable to take. The following are some such tests :

1. Seguin form board : It was devised in 1866 for the mentally retarded. The form board is essentially a puzzle. The examiner removes the cutouts, stacks these in a predetermined order and instructs the subject to put them back as fast as he can. Three trials are allowed, the subject's score being the time required for the fastest of the three.
2. Koh's Block Design - The subject is presented with a set of indentical one inch cubes, whose six sides are painted red, blue, yellow, white, yellow & blue, red and white respectively. Coloured designs are presented on each of the 17 test cards, the subject is required to reproduce each design by assembling the appropriate blocks. The number of blocks required varies from four to sixteen. Each design has a time limit. Extra credit is given for completing it in less time.
3. Progressive matrices (Adult) - It was developed by Raven. It consists of 60

matrices, or designs, from each of which a part has been removed. The subject chooses the missing insert from six to eight given alternatives. The items are grouped into five series, each containing 12 matrices of increasing difficulty but similar in principle. The earlier series require accuracy of discrimination, the later, more difficult series, involve analogies, figure permutation and alteration of pattern, and after logical relations. It is non-verbal test and has been claimed to be a language free, education free and culture free test.

Progressive Matrices (coloured) was developed to measure intelligence with feeble minded adults.

3.4.1.6 Culture - fair Intelligence tests

To measure the intelligence of people who are outside the culture in which the tests were devised. They are language free and attempt to eliminate skills and feeling such as the need for speech that varies from one culture to another.

3.5 Assessment of personality :

Personality can be assessed either by subjective, objective or projective methods - The assessment technique employed may be classified in the following ways :

Observation technique - where the behavior of the subject is observed in real life situation.

Questionnaire, inventor & interview methods - where the individual is required to speak about himself.

Biographics, case history, rating scale and sociometric techniques - where the opinion of other person's about the individual whose personality under assessment is considered.

Projective techniques - It is the process of assessing personality through individual's reactor to imaginary situations.

3.5.1 Techniques of personality assessment

3.5.1.1 The interview :

It is a process of direct contact or face to face contact between interview and interviewee, where the interviewer tries to elicit information about the individual. An interview may be of two types - structured interview & unstructured interview.

In the structured interview, the interview, the interviewer uses a list of questions which ensures that essential topics will be covered and thus lessens the probability of unskilled interview.

In the unstructured interview, the interviewer is free to ask questions to probe deeply in certain areas. In clinical situation, unstructured interview is desirable. The success of the interview depends on the skill of the interviewer. At the same time the interviewer must observe facial expression, tone of the voice and other body posture during the interview.

3.5.1.2 Observation :

Observation is a process to study the behavior of an individual in actual life situation. An observer needs to specify what personality traits he wants to observe. Observation can be done in two ways : Either the observer becomes the member of the group who are under observation or he hides himself and takes his position in a way that the others are not aware of his presence. But the essential aspect is that observer should make a sufficient number of observation in the same situation. when the subject is observed by a sufficient number of observers over a period of time, the composite picture of one's personality can be accurate.

3.5.1.3 Inventory and Questionnaire

These are the methods of self response of the individual. A Questionnaire is a device for securing answer to questions by using a form which the respondent fills in himself. The subject responds to the questions in the spaces provided in the column of yes, nor or uncertain etc. Thus the personality can be assessed from the responses.

An inventory is an assessment tool that career counselors use to help people to learn what their personality type is. It is a form of personality test in which the subject answers questions about himself.

Some important personality inventories **Bell's adjustment inventory** - This inventory has two forms - for adults and students. The student form consists of 140 questions to be answered in "Yes", "No", "?". Four areas of adjustment are measured : home, health, social and emotional.

Bernreuter personality Inventory :

It consists of 125 questions which the subject has to answer in "Yes", "No", "?". The test measures four personality traits - neurotic tendency, self sufficiency, introversion extroversion, dominance - submission This inventory can be used to college students and adults with success.

3.5.1.4 Rating scale :

A rating scale is a method that requires the rater to assign a value, sometimes numeric, to the rated object, as a measure of some rated attribute. The rating scale is used to assess where an individual stands in terms of other people's opinion of some of his personality traits. To bring reliability into rating scale, it has been suggested that instead of having rating by only one judge, rating work may be assigned to more than one judges - such as to different teachers, parents, classmates etc.

3.5.1.5 Projective techniques :

The techniques enable a subject to project his inner feelings, attitudes, needs or wishes to an external object. It reveals not only the observable part of personality but goes deeper to the unconscious part of an individual to reveal repressed desires, feelings,

wishes fears and ambitions. The material used in this techniques are unstructured in rather on which the subject "projects" his personality characteristic and covert aspects of personality is revealed.

Some projective techniques :

The Rorschach Inkblot Test —

This technique was developed by Hermann Rorschach (1884-1922). It consists of 10 cards on which there are inkblots. Five of them are black & white, and five are multi coloured. These ink-blots are completely unstructured - the shapes of the blots have no specific meaning.

The subject is shown each card in turn and is asked to tell what he sees in the picture without hesitation. Responses are storable in terms of location, determinants and content.

Location refers to the part of the blot in which the subject associates each response.

The symbols are —

Location : "W" indicates that the subject is seeing the card as a whole.

"w" indicates the subject is failed to see the card as a whole.

"D" indicates the major details.

"d" indicates the minor details.

"s" indicates the subject's responses to the white space.

The contents is concerned with the content of the responses where —

"H" means human forms

"A" means animal forms

"Ad" means animal detail.

"Hd" means human detail.

"N" means natural objects

"O" means inanimate objects

"Determinants" column takes note on the manner of perception. The main determinants are —

"F" — the form of the blot.

"C" — its color.

"M" — its movement.

"K" — its shading.

The administration of the technique requires a lot of training and skill in scoring and interpretation on the part of the examiner.

Thematic Apperception Test (TAT)

The tests consists of perception of certain pictures in a thematic manner. It was first developed by Henry Murray (1943), later it was developed for the assessment of personality with the help of the psychologist C.D. Morgan.

The test consists of 30 pictures of human beings in a variety of actual life situations. Ten of these cards are meant for males, ten for the females and ten are common for both sexes. The test is administered in two sessions : using ten pictures in each session. The stories are analyzed & interpreted in considering the following aspects -

Hero of the story

Content of the story

Theme of the story

Particular emphasis or omission.

Attitudes towards authority or sex.

Ending of the story.

Children's Apperception Test (CAT)

The CAT is a version of TAT developed by Leopold Bellak & Sonya Soral Bellak. It is used for children between the ages of three to ten. It consists of 10 cards having pictures of animals instead of human figures as it was assumed that children could identify with animal figures more readily than with human figures. The pictures are designed to evoke fantasies of the children.

Interpretation of the stories are based on the following aspects -

The hero

Theme of the story

End of the story

Attitude towards parental figures.

Family role

Omitted or ignored figures.

Nature of anxieties

Punishment for crime.

Defense and Confidence

Other supplementary factors - The language, the overall structure of the stories, the time taken and the vacillation of the subject at the time of making up the story.

an interpreter can assess the various aspects of child's personality with all these knowledge.

3.6 Assessment of motivation :

Motivation may be regarded as something which prompts, compels and energises an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. Motivation stands for the degree of readiness, the extent of willingness and zeal with which a person is found to conduct himself. It is the strength of the motivation that inspires him at work. It fosters a kind of determination in him.

On the part of the learner it his motivation to learn that has a role to play in what and how that he learns. Motivation is the super highway to learning. The guidance counselors should assess the motivation of the learners in order to help him in the selection of courses and vocations in tune with their motives.

The methods adopted for the measurement of motivation may be classified as direct method, indirect method and experimental.

Direct methods - It includes all the methods where motives are expressed through verbal or overt behaviour. Here the information about the motives are gathered directly from the primary sources, that is by asking the individual about his motives or by objective observation of behaviour. The techniques are questionnaire, inventories, motivation scale, checklist, interview, autobiography or other self-description measures.

Indirect methods :

When the subject is unaware of his motive, indirect methods is used. Based on the mechanisms of projection, the subject is expected to provide clue of his motive by responding to the unstructured stimuli.

All the projective techniques, e.g. Rorschach Ink blot Test, TAT, CAT (Child Apperception Test), Sentence completion technique, word association technique - may be the measure of assessing motives.

Experimental methods :

This technique involves objective observation of motives under controlled conditions. Here the experimenter makes some tentative hypotheses and tests them in the laboratory or laboratory like conditions to arrive at some valid conclusion.

3.7 Difference between guidance, counseling & Teaching

The term "guidance" is referred to as a process of rendering any kind of assistance, help or advice to any individual by another individual. According to Crow and Crow- "guidance is assistance made available by properly qualified and adequately trained men or women to an individual of any age to help manage his own life activities, develop his points of view, make his own decisions and carry his own burdens" (1962, p. 14)

The word "counseling" stands for the act of giving advice, providing suggestions and consultation, expressing opinion etc. According to Rogers (1942), "counseling may be defined as a series of direct contacts with the individual which aims to offer him assistance in changing his attitudes and behavior".

Both guidance and counseling serve the purpose of helping a guidance & counseling seeking individual in developing his capacity for facing effectively and solving his problems independently with his/her own efforts.

If the purpose of both is so similar, then the question arises that what is the need of employing both guidance and counseling. The answer is that both have the same aims but some differences lies in then methodologies & approaches. Now the differences may be discussed below :

Counseling has to be done purely on individual basis. Guidance may be given in groups but counseling can't be arranged in such a way. In counseling, the counselee is treated as a unique person in a unique situation. In consultation & advice provided by a counselor, there lies a direct cordial and trustworthy relationship between counselor and counselee.

There is an need for continuous face to face relationship between the counselor and counselee for getting assistance from the counseling. Guidance can be sought inspite of such personal contact, many times through telephones and postal communication.

In comparison to guidance worker, a counselor needs more professional training. It cannot be done by teachers who do not possess professional training as counselor.

Guidance is a term which is broader than counseling and includes counseling as one of its services.

On the practical ground, we don't assume such differences between them. Guidance service automatically include counseling. Similarly, in providing counseling services, a counselor has to apply to all the guidance related techniques like providing direction, advice to the counselee depending upon the needs of the situation. The only difference between them lies in the process that in counseling, there is dire need of more cordial, mutual and trustworthy relationship between counselor & counselee than needed in the case of giving guidance.

Teaching is a process which takes place in the classroom situations. In the words of H.C. Morrison (1934), "teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the later." N.L. Gage (1962) defines teaching as "teaching is a form of interpersonal influence aimed at changing the behavior potential of another person". The essential characteristics of good teaching are :

Providing necessary guidance

Preparing students for life.

Development of emotional stability.

Enabling students to adjust better in their environment

Drawing out innate potential of pupils.

Modifying the behavior of students.

On the other hand, guidance serves "as a means of helping individuals to understand and use the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and to life". The ultimate aim of guidance is to facilitate personal development. The aim of teaching is the same. Guidance is not teaching but it may be done by teachers. It is not separate from education but it is an essential part of the total education programme.

3.8 Let us sum up

Pupils differ from one another in personality traits, interest, aptitude, motivation and abilities. According to these differences they need to make various choices of courses and careers. To assist and guide them to select proper courses and vocations, objective measurement of these traits and abilities in the form of psychological tests are generally used by teachers, guidance workers and counsellors.

It is necessary to know the process of measurement intelligence, personality and motivation and to be acquainted with the different types of tests to uncover the potentialities of the pupils. The tests are essential parts of counseling services also.

Through guidance & counseling services may be provided by a teacher relation the classroom but it is separate from teaching.

3.9 Check your progress :

Answer the questions within 150 words :

3.9.1 Discuss the needs of personality tests.

2. What do you know about individual intelligence test?
3. Discuss the sub-tests of differential aptitude test
4. Discuss interest inventory for measuring interest of high school students.
5. Discuss any one projective technique for personality assessment.

3.9.2 Answer the following questions within two to three sentences.

1. Distinguish between guidance & Counselling

2. What is meant by MA?
3. Define motivation.
4. What is Rating scale?
5. What is teaching?

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Unit : IV

MENTAL HEALTH & PSYCHODYNAMICS OF ADJUSTMENT

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Concept of mental health & hygiene
 - 4.3.1 Concept of mental health
 - 4.3.2 The concept of mental hygiene
- 4.4 Causes & symptoms of maladjustment
 - 4.4.1 Adjustment & maladjustment
 - 4.4.2 Causes of maladjustment
- 4.5 Frustration & Conflict
 - 4.5.1 Definition of frustration
 - 4.5.2 Causes of Frustration
 - 4.5.2.A External & Internal
 - 4.5.2.B Internal factors
- 4.6 Conflict
- 4.7 Adjustment mechanisms
 - 4.7.1 Characteristics of a well adjusted person
 - 4.7.2 Adjustment mechanisms
 - 4.7.3 Types of Adjustment mechanisms
- 4.8 Let us sum up
- 4.9 Check your progress
- 4.10 References

4.1 Introduction :

Mental hygiene is the application of a body of hygienic information and techniques derived from psychology, education, sociology, psychiatry and medicine for the purpose of preservation and improvement of mental health of the individual and of the community and for the prevention of mental diseases, mental, educational and social maladjustment. Mental hygiene is a science which deals with the process of attaining mental health.

Adjustment is harmonious relationship with the environment involving the ability to satisfy one's needs and meet most of the demands, both physical and social that are put upon one. The term adjustment, refers to the harmonious relationship between a person and his environment. Adjustment problems refers to the inability to adjust to the demands of the interpersonal relationship and the stresses of daily living.

Human beings are subjected to frustration when they are not capable of attaining goals they have set for themselves. Conflict may be defined as a clash between opposing forces; a state of opposition between ideas, interest etc., disagreement or controversy or a serious difference between two or more beliefs, ideas or interests.

Adjustment mechanism is a device by which an individual reduces his tension, frustration in order to adjust himself properly with the environment.

4.2 Objectives :

The main objectives of this unit are :

Knowledge of mental health and hygiene improves the quality of life.

Mental health supports and strengthen our ability to maintain healthy relationship

Knowledge of mental health and hygiene helps to maintain good physical health

Helps us to handle the ups and downs of life.

Helps us to understand the causes and symptoms of maladjustment.

Helps us to know the causes of frustration and conflict and the ways to overcome them.

This unit will deal with the various mechanisms of adjustment and the adjustment mechanisms are the in instrument for maintaining the balanced personality.

It will help us to rescue from the various maladjustment behaviors and problems.

4.3 Concept of mental health & hygiene

4.3.1 Concept of mental health :

The WHO defines mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal process of life, can work productively and fruitfully, and is able to make a contribution to his or her community". Mental health is considered as an important aspect of one's total health status. Mental health indicates the following aspects :

According to the words of Johns, Sutton and Webster, "Mental health is a positive but relative quality of life. It is a condition which is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitation".

Mental health is not merely the absence of mental illness. It is a positive, active quality of the individual's daily life.

Mental health to a great extent depends on one's physical health.

Mental health is manifested through the behavior of an individual whose body and mind are working synchronously. His thoughts, feelings and actions function harmoniously towards the common end.

Mental health is both individual and social. The individual aspect connotes that the person is internally adjusted. He is self-confident, adequate and free from internal conflict, tension and inconsistencies but he achieves this internal adjustment in a social set-up. It is within this social framework that the internal adjustment has to be build up. Criteria of mental health may vary in different social groups.

Mental health is a process of adjustment which involves compromise and adaptation, growth and continuity. Some psychologist have defined mental health as the ability of the individual to make personal and social adjustment.

Mental health is a condition of psychological maturity.

Characteristics of mentally healthy person

From the above discussion it can be deduced that a mentally healthy person or a well adjusted person possesses the following characteristics :

A well-adjusted person has some understanding of his/her motives, desires, weaknesses and strength.

He has a sense of personal worth, has self-respect and feels secure in a group.

He has a sense of personal security.

He has faith and confidence in her ability to succeed.

He can get along with others and accepts the differences in opinion.

He lives in a world of reality rather than fantasy.

He shows emotional maturity.

He is able to make his own decisions.

He lives in a well balanced life of work, rest and recreation.

4.3.2 The concept of mental hygiene :

Mental hygiene is closely related to mental health, since the main objective of mental hygiene is to attain mental health. In other words, mental hygiene is the means and mental health is the end. Mental hygiene is the science of promoting mental health & preventing mental illness through the application of psychology and psychiatry.

According to Crow & Crow (1951), it has three major purposes :

1. The prevention of mental disorders through an understanding of the relationship that exists between wholesome personality development and life experience (preventive approach).
2. The preservation of mental health of the individual and of the group (preservative approach).
3. The discovery and utilization of therapeutic measures to cure mental illness (curative approach).

Principles and approaches of mental hygiene

Mental hygiene affects human adjustment through the application of certain principles. According to Crow & Crow (1951), it has three major approaches :

The prevention of mental disorders through an understanding of the relationship that exists between wholesome personality development and life experience (preventive approach).

The preservation of mental health of the individual (preservative approach).

The utilization of therapeutic measures to cure mental illness (curative approach).

The most modern approach is the preventive approach which is based on the principle that the conducive environment enables a person to develop his full potentials, to maintain emotional stability and to achieve personal & social adequacy.

4.4 Causes & symptoms of maladjustment

4.4.1 Adjustment & maladjustment :

Adjustment is the process through which we cope with the challenges of life and maintain a harmonious relationship with the environment. A well adjusted person has learn to play his expected roles in society and cope with his life situation.

Maladjustment is the inability to adjust to the demands of interpersonal relationships and the stresses of daily life. A failure to meet the demands of the society or an inability to cope with problems can lead to maladjustment.

Some symptoms of maladjustment in children are as follows :

Nervousness shown by nail biting, stammering, blushing, restlessness, frequent urination.

Absent-minded.

Daydreaming

Extremely distressed about failure

Difficulties in concentration

Bullying others

Antisocial behavior

Unexplained fear.

Lack of interest in school work.

Psychosomatic disturbances

Symptoms of maladjustment in adults :

Social withdrawal

Substance abuse

Absenteeism from work.

Procrastination
Fatigue
Sleep problem
Loss of weight or over eating
Digestive problems
Psychosomatic problems
Depressed mood
Anxiety
Mood swings
Nervousness
Aggressive outbursts
Worrying

4.4.2 Causes of maladjustment

Maladjustment refers to disharmony between the person and his environment. Contrary to adjustment, maladjustment represents a condition or a state in which one feels that one's needs are not fulfilled and he has been failure in establishing harmony with his self and the environment.

The five main causes of maladjustments behavior are as follows :

- (a) Family : The Family as an institution has various functions to perform various causes, e.g. social, economic and psychological contribute to maladjusted behavior.
- (b) Social causes : Gibbon says that the social problem of one generation is the psychological problem of the next generation. Children coming from broken homes due to death, divorce, separation etc., are often maladjusted in their behavior. Such children fell insecure & become maladjusted.
- (c) Economic causes : The occupational status of parents problems of unemployment, poverty and low economic status causes maladjustment amongst children.
- (d) Psychological causes : If parents are over-possessive and highly authoritative, unrealistic in their expectation, this will have an adverse effect upon their children.
- (e) Personal causes : The individuals who are physically, mentally and visually handicapped react abnormally to the situation. When they do not score well academically compared to their peers, they develop inferiority complex.

Finally they isolate themselves from others and indulge in day-dreaming.

- (f) School related causes : When children do not find ways to channelize their energy in a purposeful manner in the school they exhibit in maladjusted behavior.
- (g) Teacher related causes : If the teacher is unfair, biased or not involved with the student it certainly affects the mental health of the children in the school.

(h) Peer-group related causes : The unhealthy relationship among the peer group is an important factor that disturb psychological equilibrium of students.

(i) Causes inherent in the nature of the individual These causes are quite inherent in the nature & temperament of an individual :

Unrealistic goal, aims and ideas of life

Lack of social maturity

Lack of emotional maturity and control over emotion

Improper setting of the level of aspiration

Unresolved conflict and contradictory desires

Frustrations.

4.5 Frustration & Conflict :

Human beings are ambitious by nature. He has aspirations and desires to be fulfilled. he tries his best to fulfill the desires but he may not get desired success. He finds himself in a state of confusion. He finds all the paths for going ahead seem to be blocked, such state of condition may be termed as frustration. Thus frustration can be defined as the blocking of a desire or need. It is the failure to satisfy the basic needs due to conditions, either in the individual or external obstacles.

4.5.1 Definition of frustration

Carroll - "A frustration is the condition of being thwarted in the satisfaction of motive".

Good : Frustration means emotional tension resulting from the blocking of a desire or need.

Kolensic : Frustration is the feeling of being blocked or thwarted in satisfying a need of attaining a goal that individual perceives as significant.

4.5.2 Causes of Frustration :

The causes of Frustration may be divided into two major heads :

4.5.2.A External & Internal

External factors are called environmental factors. These are the conditions that are present in one's environment.

Physical Factors : Natural calamities or disaster when block the path of the attainment of the goals, it may causes Frustration.

Social factors : When the path of a motivated individual is blocked by the part played by other individual, the persons may feel Frustration. For example, an employee may be Frustrated when he is denied to go to the movie with his friend.

Economic factors : Many people of our country suffer from frustration due to economic & financial factors. People often kill himself/herself due to the financial problem.

4.5.2.B Internal factors :

Internal or personal factors frustrate an individual from within. These factors are :

Conflicting desires and aims : Some conflicting desires and aims cause frustration within the individual. When a young women when aspires to become mother but afraid of loosing her job, may suffer from frustration.

Morality and High ideals : People often suffers from frustration due to moral standard, ethics and high ideals. There is a struggle between ego and super-ego. If ego fails to maintain a balance, the person becomes frustrated. As he possesses high standard of morality, suffer from unnecessary feeling of guilt.

Too high level of aspiration : When a person's level of aspirations is too high which do not match with the capabilities, he suffers from frustration.

How to deal with frustration :

Review the situation again

Change our goals or modify our desires.

Substitute our goals with others which are equally satisfying but are different and achievable and obtainable.

Feel good about one's effort to reach a goal and not just the result or success.

By thinking positively.

Talk about problems.

Balance work and life.

Set rules yourself.

Lack of sincerity in efforts :

Lack of persistent efforts in performing a task may cause frustration. When an individual reads a book with unwillingly to understand the meaning, he will not be able to comprehend anything after reading and suffers from frustration.

4.6 Conflict :

Conflict occurs when one has to choose between two or more incompatible goals or motives. It can also occur when there is a clash between an internal and an external demand. When there are two or more opposing desires or motives in an individual, he cannot decide which should be satisfied and a state of tension follows. The inner state of mind is described as conflict. The state of tension makes it difficult for the person to choose or to make a decision. The conflict is present as long as the individual does not make a decision.

Definition :

Douglas and Holland : "Conflict means a painful emotional state which results from a tension between opposed and contradictory wishes". (1946, P.216)

L.F. Shaffer : "Conflict may be defined as a state of affairs in which two or more incompatible behavior trends are evoked that cannot be satisfied fully at the same time." (Boring, Langfield and Wed, 1961, P. 523)

Types of Conflicts

Classification according to source :

Interpersonal conflict : Such types of conflicts are very common, such as conflict between employer and employee, parents and children etc. Differences over morality, differences over duty, incompatibility of temperament or standard of conduct are the sources of interpersonal conflict.

The conflict between a person and his environment : By environment is meant the natural and artificial events and acts which people are powerless to prevent, such as flood, earthquakes, fire etc. Whether these are seen as a conflict depends on the attitudes of the people. Struggling against these situations when person are not able to resign themselves to the forces of nature, he experiences a sense of conflict. If people takes it as inevitable, does not feel conflict.

Intrapersonal conflict

The conflict within a person, of motives, desires is called intrapersonal conflict. According to psychologists, the conflict within the individual is more dangerous than the external conflict.

Classification according to goals

Kurt Lewin describes the following types of conflict :

Approach - approach conflict - This occurs between two equally attractive goals. For example - if a person desires to witness a play in the evening and at the same time, may like to go to a movie. This type of conflict is more easier to resolve than other types. But this type of conflict can become more complex in the case of choosing between two equally attractive career options.

+ Person +
Approach - approach conflict

Avoidance - avoidance conflict - This type of conflict involve two negative goals. For example, a child who does not want to study and at the same time does not wish to displease parents by failing in the exam may experience such conflict.

Approach - avoidance conflict - Here a person attracted to a positive goal, but this goal has some negative characteristics. A man wants to marry but at the same time, may afraid of taking up the responsibilities of married life.

+
- Person

Conflict resolution :

Conflict resolution refers to the process of ending a disagreement between two or more people in a constructive fashion for all parties involved. Conflict resolution strategies have been used in schools to reduce violence and bullying. Handling conflicts in a positive way strengthen interpersonal relationships.

How to resolve conflict :

Remain calm.

Let the other person have his/her say, do not interrupt or contradict.

Maintain a positive outlook.

Ask the other person to suggest a solution.

Acknowledge others.

Practice active listening.

Methods of conflict resolution :

1. Win - lose approach :

In this approach, one person gets his way and the others does not. One decides the solution and persuades the other person to agree by using authoritarian techniques using power is the distinguished characteristics.

2. Lose-lose approach :

In this approach, neither is happy with the outcome. Both parties do not look into each other's feelings and the issue is never resolved.

3. Win-win approach :

Here the conflict is resolved, and no one is declared the winner or the loser. Both look for the solution's and evaluate carefully options end decide on an outcome that is mutually acceptable. In this way, both are winners. This is the most effective method of conflict resolution.

Handling of conflicts in a positive way will strengthen interpersonal relationship.

4.7 Adjustment mechanisms :

In term adjustment, refers to the harmonious relationship between an individual and his environment, when we say that a person is well adjusted, we mean that he has

learnt to play his expected roles in society, is able to satisfy his needs and cope with his life situation.

Some important definitions of adjustment :

Gates, Jersild and others : "Adjustment is a continual process in which a person varies his behavior to produce a more harmonious relationship between himself and environment."

L.S. Shaffer : "Adjustment is the process by which living organism maintain a balance between its needs and the circumstances that influence the satisfaction of these needs."

The above definitions can be analyzed in the following ways :

Adjustment is a process that helps us to lead a happy and contented life.

Adjustment helps us in keeping balance between our needs and the capacity to meet these needs.

Adjustment persuades us to change our way of life according to the demands of the situation.

Adjustment gives us strength and ability to bring desirable changes in the conditions of our environment.

4.7.1 Characteristics of a well adjusted person :

A well adjusted person is supposed to possess the following characteristics :

Physically adjusted which means he enjoys wholesome adjustment in terms of his physical health and physiological well-being.

Emotionally adjusted which means he demonstrates well-balanced emotional behavior.

Socially adjusted meant the individual is socially matured.

Awareness of one's strengths and weaknesses.

Respecting oneself and the others.

Adequate level of aspiration.

Satisfaction of the basic needs.

Flexibility of his behavior.

Capable of struggling with odd circumstances.

Realistic perception of the world.

A adequate philosophy of life.

4.7.2 Adjustment mechanisms :

"An adjustment mechanism may be defined as habitual method of overcoming blocks, reaching goal, satisfying motives, relieving frustration and maintains equilibrium."

Adjustment mechanism is a device by which an individual reduces his tensions or anxiety in order to adjust himself properly with the environment.

Characteristics and utility of Adjustment mechanisms :

They can operate unconsciously.

They are protective, in that they help the individual overcome threats of his ego.

They reduce the distress caused by frustrations and conflicts and soften one's failure, preserve inner harmony.

They enable the individual to adopt to distressing experiences.

When these mechanisms operate, the indication is that we are facing some problem of adjustment or we are trying to discover some way to solve our problem and to relieve our tension.

Both well-adjusted and maladjusted people make use of these adjustment mechanisms.

4.7.3 Types of Adjustment mechanisms :

Psychologists have classified adjustment mechanisms in different ways. Anna Freud has described ten adjustment mechanisms. Others have added more mechanisms.

Compensation : The individual tries to overcome a failure or deficiency in one area by achieving recognition in another area, and is thus able to enhance his self-esteem, which has been threatened. For example, an academically poor student may work hard and may show his abilities in dramatics.

Rationalization : It is an adjustment mechanism in which a person tries to justify his otherwise unacceptable social behavior or act by giving socially acceptable reason for it and thus attempts to decide others and himself by inventing good reasons to justify his conduct. For example, a boy failing to win a place in school cricket team maintains that he actually did not want to waste his time in playing team.

Projection : We often attribute our own short comings to others as a means of lessening our own sense of guilt or inadequacy. We may have certain undesirable behavior traits or motives, but instead of acknowledging them, we attribute them on others. A student who has cheated in an examination may satisfy herself by saying that others too have cheated.

Displacement or transference : Displacement is the redirecting thoughts, feelings and impulses from one person or situation to others. For example, a clerk being ill-treated by his boss, may displace his anger toward the peon, his wife or children.

Identification : It is an adjustment mechanism which enables one to achieve satisfaction from the successes of other people, groups or organization. Boys often identify themselves with their father and thus they overcome their feeling of inadequacy. Hero-worshipping is a form of identification.

Sublimation : It is a form of the mechanism of substitution, in which our unacceptable

desires or activities are redirected into socially desirable channels. We have example of Tulsidas, the author of the great epic Ramayana who successfully redirected his love or lust towards Rama the God after getting rebuked by his wife for his undesirable love. A student quite brave and aggressive in behavior, may turn into a good player, boxer, wrestler, saviour of the weak.

Repression : Anna Freud describes it as a primary mechanism in which strong emotional ideas and unpleasant memories which do not fit with our social values or norms, are split off from the consciousness and thrown into unconscious. In other words, it is a process of unconscious forgetfulness our unpleasant and conflict - producing emotion. For example, a person who has painful experiences attached to his school or teacher may not be able to recall even the name of the school or the teacher.

Regression : Regression means going backward or returning to the past. Thus regression may be defined as a mechanism by which an individual, longing for the earlier, happier period of life, begins to behave in a manner more appropriate to his earlier age for protecting himself from the threatening situations. For example, an older boy may regress when his new brother or sister is born and he feels neglected or deprived.

Fantasy or daydreaming : Daydreaming is a kind of withdrawal. Many of us resort to it when we are faced with a real problems. Instead of attempting to solve these problems in a realistic manner, we withdrawn ourselves into a world of fantasy where we need not face failure, where we succeed in every undertaking.

Denial : It is the refusal to accept reality. Many people use denial in their everyday lives to avoid painful feelings. Drug addicts & alcoholize often deny that they have a problem.

Reaction formation : This is the converting of unwanted or dangerous thoughts, feelings or impulses into their opposites. Thus one may conceal hate with love.

Intellectualization : In this mechanism, reasoning is used to block conformation with an unconscious conflict and its associated emotional stress. For example, when a person is told that he has cancer, he asks for details on the probability of survival and the success rate of various drugs, using the word "carcinoma" instead of cancer.

4.8 Let us sum up

Mental Hygiene is a science which deals with the process of attaining mental health and preserving mental health in the society. Mental Hygiene is the means & mental health is the end.

Maladjustment is the inability to adjust to the demands of interpersonal relationship and the stresses of daily life. Maladjustment is reflected through signs & symptoms. The causes of Maladjustment may include personal, hereditary, environmental factors.

Human beings are not always able to fulfill their needs and this leads to frustration.

Continuous frustration may lead to serious Maladjustment. There are many sources of frustration, social as well as personal, conflict occurs when one has to choose between two or more incompatible goals & motives. Conflicts may be interpersonal or between a person & his environment.

Adjustment mechanisms help the individual in overcoming threats to his ego and thus maintaining balance or harmony. Adjustment mechanisms are employed at the unconscious level by an individual for providing temporary relief from the tension, conflict, stresses & make him feel adjusted for the time being.

4.9 Check your progress :

- a) Explain rationalization & projection with examples.
- b) State some symptoms of maladjustment.
- c) Describe some characteristics of mentally healthy person.
- d) Classify conflict according to Kurt Lewin.
- e) What are the common methods of conflict resolution?

Multiple choice questions :

- f) Which of the following is a sign for poor mental health?
 - i) Heredity
 - ii) Childhood experiences
 - iii) Education
 - iv) Physical health
- g) Hero worshipping is a form of
 - i) Identification
 - ii) Intellectualization
 - iii) Sublimation
 - iv) Compensation
- h) Refusal to go to school is a symptom of
 - i) Frustration
 - ii) conflict
 - iii) Maladjustment
 - iv) Negativism
- i) Sour-grapes mechanism is a symptom of :
 - i) Displacement
 - ii) Projection

- iii) Rationalization
- iv) Sublimation
- j) Which one of the following does not indicate mental health?
 - i) Psychological maturity
 - ii) A state of well - being.
 - iii) Absence of illness.
 - iv) A process of adjustment.

Answer Key :

- f) ii
- g) i
- h) iii
- i) iii
- j) iii

4.10 References

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INTRODUCTION TO CURRICULUM

Structure

- 5.1 Introduction
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5.1 Introduction :

There are four components of formal education – student or the learner, teacher, school or educational institution and curriculum. These components are the four pillars of education process effectiveness of any educational programme depends on the working of all components proportionately. Curriculum is a very important element of education as the aims of education are reflected in the curriculum and can be achieved through this. In other words, the curriculum is determined by the aims of life and society.

Aims of life and society are subject to constant change. Some popular concepts of

Education include Education for development, Education for work and Education for Lifelong learning and others. The aims of education are also bound to be dynamic. The aims of education are attained by the school programmes, concerning knowledge, experiences, activities, skills and values. The different school programmes are together known as curriculum and one constant factor that characterises curriculum is 'change' since it is ever-changing. The following contents in this unit aims to provide the readers with a bird's eye view of curriculum.

5.2. Objectives

After going through the sub units the students will be able to —

- Define curriculum
- Understand the nature and scope of curriculum
- Identify the determinants of curriculum
- Explain the difference and relation between curriculum and syllabus.
- Define and understand the concept of Co-curricular Activities
- State the different types of curriculum
- Understand and appreciate the philosophical, psychological and sociological bases of curriculum

5.3. Meaning, Nature, Scope And Functions Of Curriculum

The origin of the word curriculum was derived from the Latin word 'currere', which means to run a race or a runway on which one runs to reach a goal or a race course referring to the course of deeds and experiences through which children grow and mature to live successfully. This means that once a child starts to learn, he/she begins to run the race. This race is comprehensive in nature because, in the course of the race, the child or the learner encounters a lot of experiences, which may be intellectual, social, moral, spiritual or physical. These experiences are necessary to produce the complete man. The experiences may be formal and planned or informal and accidental or unplanned. In the course of the race, the child may also encounter some obstacles which he/she must overcome either through his/her efforts or by the assistance of someone else to enable him/her to attain the expectations of the society. The child is the main focus of the curriculum. It is the instructional and the educative programme which helps the pupils achieve their goals, ideals and aspirations of life. It is curriculum through which the general aims of a school education receive concrete expression.

One of the most popularly used definitions of curriculum is, it is the total learning experience. This description implies that the crux of a curriculum constitutes the different planned and unplanned activities which have been lived, acted upon or done by the learners under the guidance of the teacher. It is content, programme of planned activities,

intended learning outcomes, cultural preservation, experience and agenda for social reconstruction.

5.3.1 Definition of Curriculum

Cunningham : "Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)".

Morroe : "Curriculum includes all those activities which are utilized by the school to attain the aims of education.

Crow and Crow : The curriculum includes all the learners' experience in or outside school that are included in a programme which has been devised to help him developmentally, emotionally, socially, spiritually and morally".

T.P. Nunn : "The curriculum should be viewed as various forms of activities that are grand expressions of human spirit and that are of the greatest and most permanent significance to the wide world".

Howell and Evans : "Curriculum is a structured set of learning outcomes or task that educators usually call goals and objectives."

Froebel : "Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race."

Ronald Doll : "Curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of an academic institution".

Mudaliar Commission (1952-53) : "Curriculum includes all the learner's experiences in or outside that are included in a programme which has been devised to help him develop physically, emotionally, socially, spiritually and morally."

Stenhouse suggested a more open definition of a curriculum as 'an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice'.

Olivia (1997) offered multiple definitions of curriculum. To her Curriculum is :

- That which is taught in schools
- A set of subjects
- Content
- A program of studies
- A set of materials
- A sequence of courses
- A set of performance objectives

- A course of study
- Is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships
- Everything that is planned by school personnel
- A series of experiences undergone by learners in a school
- That which an individual learner experiences as a result of schooling

Some authors define curriculum as the total effort of the school to bring about desired outcomes in school and out-of-school situations. It is also defined as a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting. A document which describes a structured series of learning objectives and outcomes for a given subject matter area. Includes a specification of what should be learned, how it should be taught, and the plan for implementing/assessing the learning. Cortes (1981) views Curriculum as the massive, ongoing process, the author also mentions about family, peer groups, neighbourhoods, churches, organizations, occupations, mass media, and other socializing forces that "educate" all of us throughout our lives in the form of informal curriculum.

Curriculum may be viewed - as a course of studies offered in the school for the education of the learners, and which students pursue in order to get a degree, a certificate, a diploma or any other forms of academic awards. Learning experiences are embedded in courses taught to the learners in schools. The learning experiences are learner oriented, goal oriented; and they can be physical or mental activities, observable or unobservable (Offorma, 2002) i.e. having limited scope. On the other hand it can be viewed differently as Curriculum covers all learning inside and outside school, it is something more than teaching and learning. It is a tool in hands of a teacher. Curriculum is a blueprint and it is pre-planned but can be revised and accordingly changed. It also caters to the needs of individually different learners. Hence, curriculum is formulated for fulfilment of the following objectives - Complete development of an individual, which includes preparation for complete living i.e. self preservation, self protection, social & political protection, proper utilization of leisure time; and also the social aspects like - Modernizing the society, National integration, Raising standard of living, Developing democratic life and National development. In a nutshell, curriculum can be defined as the total and complete experience. From this view point, Curriculum is not only the content selected and delivered, but also the planned and unplanned activities in which individuals' participate as students.

Traditionally, curriculum was a body of preserved factual knowledge to be transmitted from the teacher to the pupils and mastered by them through memorization, recitation and drill; and to be reproduced on the demand of the teacher. The traditional curriculum was subject-centered while the modern curriculum is child and life-centered. Modern education is the combination of two dynamic processes. The first one is the process of

individual development and the second one is the process of socialization, which is commonly known as adjustment with the social environment. Modern curriculum prepares the child to fulfil both the objectives.

5.3.2 Nature of Curriculum

From the various definitions and concepts presented, it is clear that curriculum is a dynamic process. Development connotes changes and for curriculum which are systematic. A change for the better means, it is any modification or improvement in the existing condition. To produce positive changes in curriculum, development should be purposeful, planned and progressive.

The nature of curriculum can be described by these brief descriptions derived from the definitions given above –

1. A document which describes a structured series of learning objectives and outcomes for a given subject matter area.
2. Curriculum is the entire range of experiences, both directed and undirected, concerned with unfolding of abilities of the individual in school under the guidance of the teacher. School takes responsibility for all the experiences of the child and the learning experiences are planned and directed by the school to attain its educational goals.
3. It is the written plan outlining all the courses offered in a school to its students and what a school actually teaches under a particular area of study. Some authors mention curriculum as the total effort of the school to bring about desired outcomes in school and out-of-school situations.
4. Curriculum includes the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives.
5. Curriculum may also be described as a sequence of potential experiences set up in school for the purpose of disciplining children and youth in group ways of thinking and acting.
6. This document is a specification of what should be learned, how it should be taught, and the plan for implementing/assessing the learning.

Hence, curriculum includes the process of selecting, organizing, executing, and evaluating learning experiences on the basis of the needs, abilities and interests of the learners and the nature of the society or community. It is a dynamic concept as changes made in content may necessitate changes in experiences, which may again bring about changes in evaluation etc. Experts believe that curriculum process is a very complex set of activities and decisions.

5.3.3 Scope of Curriculum

Scope means the extent of the area or subject matter that something deals with or to which it is relevant. It determines the opportunity or possibility to do or deal with something. Scope is applicable to an area of activity, predetermined and limited, but somewhat flexible. The areas that are covered in curriculum determine its scope so in other words it is the subject matter of curriculum.

The key component of any curriculum is its instructional objectives or learning outcomes. On the basis of the objectives, content is included in the curriculum. Therefore, it can be said that the scope or subject matter or areas covered in any subject or discipline depends on the objectives of that subject.

Now scope directly relates to what should be taught or learned. Scope determines the length and breadth of the curriculum i.e. the content, learning experiences and activities to be included in the curriculum. There should be balance or integration among the three domains of objectives namely - Cognitive, Affective and Psychomotor, to cover all the abilities of students. Balance between Knowledge and experience, Objectives and content, Child's need and needs of the society have to be established. Lastly, there should be integration between the content, learning experiences and activities to be included in the curriculum and every attempt should be related to the social environment, where the students are actually placed.

The scope of curriculum is broad and wide. It ranges from the individual needs to the global needs. It includes all those activities which help in obtaining the comprehensive objectives of education. It is not only about the school, the learners and the teachers. It is also about the development of a society in general.

The scope of curriculum is discussed under the following heads.

■ Aims, goals and Objectives of Curriculum

There is a close relationship between curriculum and education. Curriculum does not decide its objectives independently rather it seeks guidance from the objectives of education. Goals and objectives are important because they help to direct the choice of curricular content; suggest what learning methods will be most effective; enable evaluation of learners and the curriculum; suggest what evaluation methods are appropriate; clearly communicate to others what the curriculum addresses and hopes to achieve. Objectives of curriculum are determined by the objectives of education as curriculum content is selected according to the objectives of education. If it is not done, it would fail in securing the objectives. To summarize, curriculum, without the consideration of objectives of education, is a mere combination of information and skills which lead to the production of socially unproductive individuals.

■ Selection of Content

Content selection is a very sensitive activity as the content gives a material form to the

concept of curriculum. A curriculum expert should take into account all aspects of individual and social life; the mental, physical, social, economic and psychological needs of the students should also be taken into consideration during the selection of content for a particular level of education. If the content of curriculum is compatible with the needs of the individuals and the society, it would succeed in securing all of its pre-specified objectives.

■ Curricular Activities

The curricular activities include human learning experiences, observations, skills and other academic excellences. These activities help in developing the personality of the students in a comprehensive way. These curricular activities belong to all aspects of human life. They range from earth to heaven and from an individual to the far end of the society. These activities are developed in line with the objectives of curriculum so co-ordination and integration among these activities are necessary. The social, cognitive, moral, and psychological needs of the students are fulfilled through these activities. Thus they are considered as the soul of the whole process of education.

■ Co-curricular Activities

The aim of education is all-round development of personality of the individuals. Only the textbooks are not capable of developing the individuals' personality in a comprehensive way. For the balanced development of personality of the students, the school should arrange the co-curricular activities along with the curricular activities. However co-curriculum activities are not universal and directly related to a prescribed curricular. Co-curriculum activities for any specific curricular aim to fulfill the objectives under affective domain and the supplementary experiences that are to be gained in a joyful learning environment which strengthen learning and help well integrated personality development.

■ Methodology for Transaction

Along with the content, a method of instruction is also required to transmit the content to the learner by the teacher. This method is selected keeping in view the nature of the content. A teacher should use the technique of teaching which corresponds to the psychological needs of the students and requirements of the content. If the element of methodology is eliminated from the process of curriculum, the transmission of the academic excellences to the students would have become impossible. Methodology is the science of teaching or the medium that includes all strategies through which the content is passed on from the teacher to the student.

■ Transmission of Curriculum

It is the essence of the process of curriculum. It is the process of transmission of information, skills and other academic excellences from one place to another and from one mind to another. For the successful transmission of curriculum to the students, a

teacher must have the ability of explicit communication. If the teacher has mastery in the skill of communication, he/she might have expressed him/herself in an effective way helping the curriculum fulfil the objective. Through appropriate transmission of curriculum, teachers develop the ability of effective communication in the students.

■ Teaching- learning Materials or TLMs

TLMs play a significant role in the transmission of content to the students effectively and successfully. Appropriate use of TLM is an important element of the process of curriculum transaction. These are also known as instructional aid and effective teaching depends on appropriate use of these materials. These aids make the lesson attractive, absorbing, interesting, result-oriented, and effective. Hence a skilled teacher can effectively transmit the selected content to the students with the help of proper TLMs. Therefore, it plays a very significant role in the instructional process and well as in the scope of curriculum.

■ Guidance

Curriculum attempts to guide the students through all the unknown and unseen ways of life ranging from very simple to very complicated situations. Every individual has his/her personal goals. In order to attain the 'goals, individuals have to face many obstacles. Any curriculum should be able to lead the pupils to their goals as guide. Curriculum is ones guide to success. It is a guide for the teachers parents and society as a whole also.

■ Ideology of the Nation

Education is directly concerned with the ideology of a nation. Naturally, all the aspects of curriculum are developed on the basis of philosophy of a nation. The contents of curriculum cannot maintain its existence without the guidance of national ideology. All the components of content should correspond to the basic principles of the national ideology. This is the only natural means of promoting the national ideology in the youths of a nation through education. From the above discussion it is clear that scope directly relates to what should be taught or learned. There should be proper sequencing between the different parts of the curriculum and each part should be learned with respect to the other parts of the curriculum. Integration and not mere collection between the parts of curriculum is desired. The teacher should plan transaction carefully so that previous learning and future learning relate in terms of cumulative effects of learning and the child learns successfully how different strings of a piece of curriculum relate to other things in life.

5.3.4. Functions of Curriculum

Education is an orderly, society oriented and intentional process. So, some plan is needed to guide this effort before actual execution. This plan refers to the curriculum and it is indispensable for the acquisition of the objectives associated with curriculum.

Curriculum is the instrument by means of which schools seek to translate the hopes of the society into concrete realities. It is planned and sequenced activity through which education is attained. The real essence of education is the ability to transfer the knowledge, facts, skills, values and attitudes learnt from one situation to solving problems in another situation, and this is done through curriculum. Functions of curriculum in the process of education is not simple and static or fixed rather it is completely a dynamic concept altogether. Role of curriculum is different for different levels of education. The purpose of curriculum changes with demographic location, society, economy, polity etc. Every curriculum aims at developing certain competencies or abilities in the learners, the aims may range from the very broad to the more specific. The curriculum process must therefore clearly identify the aims that the curriculum is intended to achieve. In fact, that is why the terms aims, goals and objectives are used, each having a different meaning and significance in the context of curriculum. Aims are broad statements which cover all of the experiences provided in the curriculum; goals are tied to specific subjects or group of contents within the curriculum; while objectives describe the more specific outcomes that can be attained as a result of lessons or instruction delivered at the classroom by the teacher.

Now, the function of curriculum depends on the pre-specified aims and objectives of education. Aims and objectives of education cannot be discussed without mentioning Bloom's Taxonomy of Educational Objectives, which attempted to classify the goals of education. Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three behaviours - cognitive, affective and psychomotor are duly considered, while selecting objectives. This is to ensure that the curriculum is comprehensive and will produce the total man. The cognitive domain list has been the primary focus on education and is frequently used to structure curriculum, learning objectives, assessments and activities as it involves knowledge and the development of intellectual skills (Bloom, 1956).

Curriculum is a criterion to provide experiences to the learners toward the maximum growth of their personalities. Same is the objective of education itself. To achieve this objective curriculum has an enormous role to play. In the following section various functions of curriculum are listed and described.

■ Development of Individuals

All learners do not learn equally or in the same manner, as each individual has got his own unique abilities, talents, interests, knowledge, attitudes, ideals, appreciations, skills and understanding. Therefore, the type of curriculum, the design of curriculum, methods applied and techniques followed can offer opportunities to the learners to benefit according to their own abilities. Here lies the function of the curriculum to provide the students those experiences which may meet the need of all the students.

■ Producing Responsible Citizens

A well-organized educational programme can only produce responsible and useful

citizens. Curriculum plays a central role in providing knowledge about rights and responsibilities of the citizens and helping them in the development of desirable and useful skills to be applied in daily life. Ideal curriculum works for development of rights as well as sense of duties in the students.

■ To Develop Basic Skills

This is the major function of written curriculum. Age appropriate application of suitable curriculum may help in acquisition of basic skills like, reading, writing, speaking in the learners and also teach the students to act according to situational demand.

■ Preservation and Transmission of Cultural Heritage

These two functions always come together. This is a vital function of education in any country irrespective of sex, religion, caste, creed and ethnicity. The function of each society is to preserve its culture and to transmit it to its next generation. The curriculum preserves the culture in books, literature and journal; and with the help of suitable teaching learning situation it is transmitted to the next generation. Only curriculum can perform this function in a suitable way.

Directly, the functions of curriculum include the answers to some basic question given—
It lets us to know,

1. What is to be taught/learned why (Objectives)?
2. How best the learner can be taught so that they gain the necessary experience?
3. What are the materials required or how the learning environment is to be moulded?
4. How the learning outcomes are to be evaluated?
5. Are the learning experiences and goals set valid?

Curriculum is considered the “heart” of any teaching-learning institution, which means that schools, colleges or universities cannot exist without a curriculum. It is very important in formal education but it is no less important in informal status too. Curriculum and society is related in such a way that curriculum has become a dynamic process due to the changes that occur in society. Therefore, in its broadest sense, curriculum refers to the “total learning experiences of individuals not only in school, but in society as well” (Bilbao et al., 2008).

5.4. Determinants Of Curriculum

As modern education is a combination of two processes – individual development and social development, it aims to achieve individual development, by drawing out the inherent qualities and shaping them; together with preparing these individuals to adjust with the social environment. Education attempts to reach its goals through the ‘tool’ –

curriculum. Hence modern curriculum is determined by a self of factor that ensure both personal and social goals.

The development of curriculum is a dynamic process and revision of curriculum continues as

the goals and objectives of education keeps on changing. In developing a curriculum a number of factors are considered, and these factors are called determined of curriculum. The elements include the learners, who are the curriculum recipients; the teachers who are the curriculum implementers; the society and culture from where the learners come and where they will function after schooling; the philosophy of education, on which the goals of education hinge; psychology of learning, which is the embodiment of the principles for effective teaching and learning; the economy of the society, which determines how robust the curriculum is and its effective implementation; resources, which are important for effective curriculum implementation and without which curriculum development becomes worthless; and values of the society, which is the essence of education.

The factors that help to determine both learning experiences and content are discussed in the following sections.

Need of the child

The child is considered at the centre of the education process and so child is the most important determinant of curriculum. Learners' age, characteristics, abilities, aptitudes, intelligence, interest areas etc. should be taken into consideration. Curriculum to be child centred should pay attention to the previous experiences of the learner, nature of the learner and process of learning for individual learners and the condition facilitating optimum learning.

To develop a true child-centric curriculum – needs, pattern of growth and development and interest areas of a child should be taken into consideration by the curriculum planners.

Needs : The core pattern of curriculum should be flexible to cater to the individual needs of the learners. The process of learning involved in the curriculum should be so planned that the learner gets ample opportunity to learn through first hand experiences.

Growth and Development : Needs of children are of two types, one universal growth and developmental patterns of children at a given level and the two, the needs arising out of specific characteristics due to the status of growth and development. Therefore, chronological age and mental age of learners to facilitate learning as well as development.

Interests : One condition of optimum learning is including those learning experiences and contents which are interesting to the learners. Children spontaneously attend to

things which seems interesting to them. However, the general interest pattern of children depends on their nature of growth and development.

Need of society and culture

The socio-cultured determinates of curriculum from a very complex network which can neither be ignored nor be finally recognized in framing the curriculum. Therefore, the two most important perspectives may be mentioned here. The first perspective may be selected from the Four Pill of Education in Jack Delors' Report. He mentioned Education to live together as one of the pillar meaning to in culture all those values, attitudes, practices and habits that help one to encourage in cooperative living. Curriculum general may be framed from that perspective. The other perspective, the most important one, was from Lev Vygtsky who emphasized that sociocultural experience of the child derived from its environment should be the basis of all learning experiences in school education.

Today's curricula consider directly or indirectly the following elements as sociocultural determinants.

1. Social expectations and aspirations of people – As for example forming the Higher, Secondary Curriculum as per social expectations.
2. Child's cultural environment – It includes life style, social practices, entertainment, festival and others.
3. Economic goal and environment.
4. Socio political environment and national goal with the change in political ideology.
5. International consideration – As per framing curriculum according to the global needs.

Need of discipline

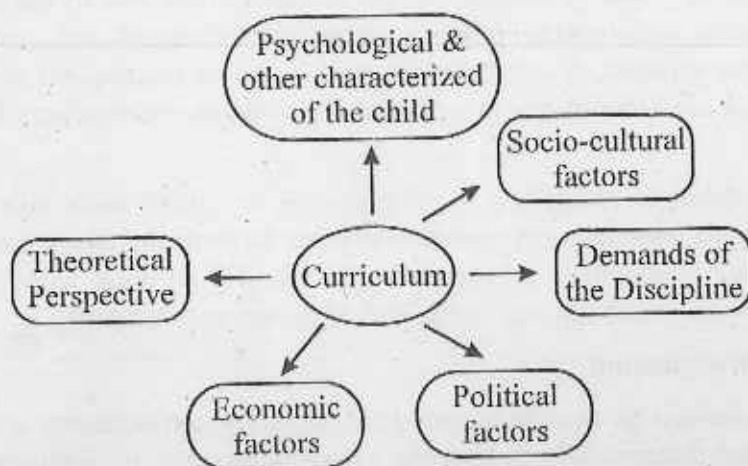
Every subject has got its criterion and accordingly the need for the discipline is decided. Subjects like - Literature, science, mathematics, social sciences etc. has got their own exclusive requirements. Contents in curriculum are included not only for the sake of adding theoretical portions, but the branch to which the subject belongs is also considered, for example pure science (physical science, life science, mathematics) subjects have got a different status in curriculum than a social science (history, geography) subject. Whether the content is meaningful, relevant, practicable, acceptable to students, rational and clear; all these questions should have positive answers before the content is included in the curriculum.

Few other determinants

Computer technology of the 21st century influences curriculum development at every level of learning. Computers are provided in large numbers in classrooms as requisite

for studies and interaction among students. Use of Technological multimedia influences educational goals and learning experiences among students. Therefore, technological need is also taken care of in curriculum planning. Curriculum is being gradually transformed in such a manner that it becomes suitable for peace, human rights, democratic values and ultimately an inclusive society.

Schematically the Determinates of curriculum may be summarized in the form of following diagram.



5.5. Difference and Relation Between Curriculum and Syllabus

In education, curriculum and syllabus are the two terms which are commonly misconstrued due to the converging boundaries and over-lapping nature of these two topics. Syllabus connotes the subjects as well as the topics covered in the course of study. On the other hand, Curriculum implies the chapters and academic content taught in school or college along with knowledge, skills and competencies that students learn during their course of study.

While studying Curriculum Studies it is necessary to understand these two concepts distinctively as they are two equally important words in the field of Education and are often confused in their meaning and scope. Strictly speaking these are two different concepts that give different meanings.

■ Concept of Syllabus

According to the Oxford English Dictionary, the word syllabus is derived from modern Latin meaning - "list"; "table of contents of a series of lectures", etc. Plural form of Syllabus is syllabi.

The syllabus is defined as the document that consists of topics or portions covered in a

particular subject or discipline. The topics to be included are decided and determined by the experts and professors of that particular discipline, who are responsible for the quality of the course. Essentially it is a descriptive outline and summary of topics that are to be covered in an education or training course and ideally it should be drafted by the subject experts along with the instructor of the course.

It is available to the students by the teachers either in the printed form or in the electronic form directly available in the respective university's website. Syllabus helps the students to know about the subject in detail. It also includes objectives of the selected content i.e. what is expected of the students at the end of the course. General rules, instructions, assignments, projects, dates for assessment and evaluation etc. are mentioned in the syllabus. A syllabus will often contain a reading list of relevant books and articles that are compulsory or optional for students and teachers for reading and reference.

Generally a syllabus is prescribed for one year as in conventional annual educational programmes or six months as in semester system. In both the cases the teacher or the course instructor is supposed to complete the specific portions within the stipulated time. Examinations are conducted at the end of the course duration.

■ Concept of Curriculum

Curriculum is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or programme. It includes the teaching methods, lessons, assignments, physical and mental exercises, activities, projects study materials, tutorials, presentations, assessment, test series, learning objectives and so on.

A general curriculum, in its broadest sense, lists all courses offered in school. A curriculum is prescriptive in nature, which indicates that it is issued by the concerned authority or governing body, and the listed content or topics must be understood by the student at the end of the course so that they are able to achieve a particular grade to get qualified for the next course.

Theoretically, curriculum refers to what is offered by the schools and colleges. But practically it has a wider scope which covers the knowledge, attitude, behaviour, performance and skills that are imparted or inculcated in a student. It is well planned, guided and designed by the Government or the Education Board. It aims both physical and mental development of students. This is the overall learning experience that a student goes through during the particular course of study.

According to Kelly (1999), purpose of an effective curriculum is not as simple as conveying only the subject knowledge. It should offer much more than a statement about the knowledge-content in order to be a productive curriculum. Learning experiences are equated to curriculum content by authors like - Tyler (1971) and Ivowi

(2009). But Wheeler (1978) distinguishes learning experiences from the content. He viewed the former as the activities engaged by the learners and the latter as the knowledge they are exposed to. The learning experiences are the means while the content is the end. Offorma (2002) offered a comprehensive explanation of the concept, mentioning that curriculum content is made up of the subject matter to be taught, body of knowledge, topics, ideas, concepts, symbols, facts and cognitions, presented to the learners.

5.5.1. Comparison of Curriculum and Syllabus

Syllabus is the portion of study that should be covered in a subject for example – English, Bengali, Mathematics, History etc. each of these subjects are a part of the course. Now what the whole course should cover, including different subjects and their relevant study areas are all included the curriculum for example – Madhyamik course or Higher Secondary course. Thus syllabus is nothing but a part of curriculum.

■ Similarities

Both the terms have some features in common.

First, contents and topics are included in syllabus as well as in curriculum in accordance with the aims and objectives of education.

Second, the content of syllabus is also a portion of the curriculum.

Third, both Curriculum and Syllabus are essentially related with the targets and goals of teachers and students.

Fourth, Curriculum is superset of syllabus and syllabus is a sub-set of curriculum so both complement each other.

Fifth, in education curriculum and syllabus are concerned about what/how to teach and what/how to test.

Dissimilarities

Curriculum	Syllabus
Curriculum refers to all the educational activities of the school in the widest possible sense. It refers to the whole course – including different subject areas and experiences.	Syllabus refers to a list of unelaborated headings or booklet. It covers the portions of study to be covered by the subject; so it is a sub-set of curriculum.
Curriculum is based on the philosophy, goals and values of education.	Syllabus does not take into account these factors directly.

Curriculum	Syllabus
Curriculum is the sum total of school subjects, learning experiences and activities required for a particular course of study or a programme.	It is basically concerned with school subjects, more specifically a set for a particular subject.
Curriculum has a wider scope.	Syllabus has a comparatively narrow scope.
Learning experiences and content altogether makes the curriculum.	The content only is termed as syllabus.
A curriculum is prescriptive or specific. It is a guide the institution follows for the course as long as the course lasts.	It is descriptive and it explicitly describes the areas to be covered in a subject.
There is prescribed co-curricular and extra-curricular activities in the curriculum.	No prescribed co-curricular and extracurricular activities are present under syllabus.
Curriculum includes not only indoor activities but also out-door activities of the school.	Syllabus is concerned with activities mostly undertaken in the class room (indoor activities)
The curriculum has a countless role to play and it is considered as a plan, an experience, a subject matter or content and as a field map.	The syllabus has a limited role to play and has less significance in the educational world.
It is an inclusive concept.	It is not an inclusive concept as it is only a part of a curriculum.
The plural of syllabus is syllabi or syllabuses.	The plural of curriculum is curricula.
A curriculum can be as long as the course lasts.	Syllabus generally covers a specific duration – may be of one year or six months.
Curriculum is decided by the government or similar bodies.	Conversely, syllabus is decided by teachers, members of Board of Studies etc.

Curriculum and syllabus are two significant terms used in the field of education. The teachers impart knowledge and skill to their students, thus transferring the fund of knowledge from one generation to the other. In this process of transmission, curriculum and syllabus act the role of vehicle. Many people still equate a curriculum with a syllabus.

An UNESCO publication entitled “Preparing Text Book Manuscripts” (1970) has

differentiated between the curriculum and syllabus. It mentions – ‘The curriculum sets out the subjects to be studied, their order and sequence and so ensures some balance between humanities and science and consistency in the study of subjects, thus facilitating inter subject links. It follows that the curriculum determines the amount of school time allotted to each subject, the aim of teaching each subject, the place of the motor skills which take time to acquire; and possibly the variations between rural and urban school teaching. The curriculum in the schools of developing countries is often directly related to the requirements for developments. The syllabus determines the basic content of instructions in a given subject and the range of knowledge and skills which the pupils must acquire and establish in detail the themes and individual points to be studied in each school year. The syllabus is a refined detail of the curriculum at a particular stage of learning for a particular subject’.

5.6. Different types of Curriculum

The term ‘curriculum’ has different meanings to different people. For Educational administrators, including head teachers, it often refers to the organisation of school subjects and the allocation of time when each subject is taught, as depicted upon the school timetable. For teachers, the term embraces the content of what should be taught during each of the allotted time tabled periods in classroom. For the students curriculum in the true sense of the term is not very clear, rather they are familiar with the term syllabus or the course content.

Again the concept of curriculum has changed with time. According to the Traditional point of view, curriculum in Indian educational system is divided into chunks of knowledge, which we call subject areas in basic education such as English, Mathematics, Science, Social Studies and others. While Progressive view point of curriculum is somewhat broader in scope and view curriculum as the total learning experience of the student. This concept is anchored in John Dewey’s definition of experience and education. He believed that reflective thinking is a means to unify all curricular actions, to him thought is not derived from action but it is tested by application. Few other progressive thinkers like Caswell and Campwell view curriculum as – ‘All experiences children have under the guidance of teachers’ while Marsh and Willis describes curriculum as – ‘Experiences in the classroom which are planned and imparted by the teacher and learned by the students’.

5.6.1. Different Approaches to Curriculum:

Throughout the 20th century, most curriculum specialists relied on four data sources for making curriculum decisions - the child, subject matter, the society and learning processes. Based on these sources different approaches of curriculum evolved, which are described below.

I. Learner-centred Curriculum

The learner-centred view is somewhat traditional and endeavours to construct a curriculum around a series of activities largely determined by the child's interests, attitudes and previous experiences. John Dewey, Rousseau, Pestalozzi, and Froebel are the proponents of this view. They consider the learner as the centre of the educative process and basically it is centred on certain aspects of the learner themselves. The process of learning 'how to learn' is considered more important than the acquisition of information. The sequencing of the curriculum is underpinned by a notion of a child's development not dissimilar to the growth of plants and other natural species. As here the learner is not considered as a passive individual but as one who engages with his/her environment. Experiences of the learners become the starting point of the curriculum. The school environment should be open and free to the students. Active learning, student engagement and other strategies that involve students, forms the basis of learner-centred curriculum.

Characteristics of Learner-centred Curriculum –

- I. Learner-centered curriculum engages students in hard work of learning. In order to develop sophisticated learning skills the students are given ample chance to practice in their classrooms.
- II. Teachers need to work much harder than students while implementing a learner centred curriculum as it is well understood that students acquire information and pick up skills on their own, automatically. Teachers organize the content, do the preview and the review, offer examples, ask questions, call on students, add detail to their answers so on and so forth. So teachers are doing too many learning tasks for students and in most classrooms the teacher gets far more practice than the students.
- III. Emphasis is given on all those learning skills essential to mastering material in the discipline namely - the students' thinking process, problem solving, analysing capacity, evaluating evidence and generating hypotheses. Researches consistently confirm that learning skills develop at a faster pace if they are taught explicitly along with the content. Learner-centered curriculum includes explicit skill instruction.
- IV. Students are encouraged to reflect on what they are learning and how they are learning it. Learner-centered teachers include assignment components; in which students reflect and critically analyze what they are learning and how they are learning it. In classroom they may talk about their own learning, the goal is to make students aware of themselves as learners. Teachers challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; 'like' how they prepare themselves for examination, when and how they do learn or go through the content, whether they revise their writing or check their answers etc.

- V. Students are motivated as they have some control over learning processes. Teachers in a conventional setting often decide what to learn, how to learn it, the pace at which they learn etc. This eventually decreases learners' motivation to learn. Learner-centered teachers search out for responsible ways to share power with students - like deciding on assignment topics or setting assignment deadlines within a given time. VI. Learner-centered curriculum encourages collaboration in classroom. The teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Researches in education consistently confirm that students can learn from and with each other. Learning individually and collectively both are considered as important goals in Learner-centered curriculum as in any other educational experience.

2. Subject-centred curriculum

Subject-centred curriculum is synonymous to Knowledge-centered curriculum. It is the traditional model that was laid out by Ralph Tyler in 1949 in his seminal book titled, 'Basic Principles of Curriculum and Instruction'. Subject-centered curriculum is the oldest and the most accepted and also the widely-used form of curriculum. The subject areas have dominated school curriculum since the beginning of formal education. This form of curriculum remains the most common type of curriculum organization in most of the countries all over the world even today. In subject-centered curricula, the subject matter itself serves as the organizing structure for what is studied and how it is studied. In its purest form, the curriculum for each subject-area is designed by subject-matter experts and is intended to be studied by the learner.

Characteristics of Subject-centered Curriculum

- I. In this form of curriculum learning, subject matter is an end in itself. Listening to lectures, studying the textbooks and studying for examination are the practices that show the influence of the subject-centered curriculum approach.
- II. There is a predetermined uniform standard of knowledge, so the subject teacher considers it of great importance to cover the prescribed textbook. Since a specific amount of subject matter is to be learnt in a set time. If subject matter has been learnt, the teacher and students both feel satisfied.
- III. Drill in specific skills is one of the typical characteristics of the subject curriculum. Drill session, remedial work, review work, coaching classes are often devoted to such type of drill. This drill is given in equal amounts to all pupils in the group by the teacher.
- IV. The subject-centered curriculum aims at attainment of minimum standards by the students. Teachers advocate a pre-set standard for a class to be achieved by all students in order to qualify the examination, a time limit is placed on achievements and if the pupil fails, the course be repeated. The teacher attempts to bring the pupil up to the set standard.

- V. The subject matter selected for a course, is considered to be of value in adult living rather than child's immediate needs. Thus maximum weightage is placed upon acquiring information for future use. Adult issues and problems are given more significance than issues and problems of children.
- VI. The subject matter is an important thing to be learnt so learning is measured by how well the subject matter has been mastered. Frequent tests are given to check the extent of achievement by the students and progress is measured by how much mastery of the subject a pupil has gained.
- VII. The content of the course is selected by experts engaged in teaching and learning situations. These subject matter specialists are supervisors, administrators and textbook writers. This is done before it is actually taught, as the subject matter is taught in logically organized discipline.
- VIII. In subject-centred curriculum, each subject is a separate unit having a distinct entity and a logical organization of its own. Emphasis is placed on the acquisition of skills, facts and information in different logically organized subjects.

3. Problem-centred curriculum

Problem centred curriculum has focus on the needs of children living in social groups in school and is grounded upon the belief that children learn best when they feel the need to learn and when they realise their needs are being satisfied. This curriculum provides a vehicle to achieve the goals and objectives identified in the curriculum. Evidence from research and international studies suggests that Indian students are proficient in content knowledge but do not have the conceptual understanding to solve problems. The world where they will live and work will require them to gather, organize, and interpret data in the process of finding solutions to complex problems. It would be ideal to provide a classroom setting where they will face similar issues as in the real world. The proponents of Problem-centred curriculum believe that this approach develops critical thinking and creative skills in students. They feel motivated to transfer the acquired knowledge to new situations.

Characteristics of Problem-centred curriculum

- I. Students learn in small groups of 6-8 people, with a teacher to facilitate discussion. Students do independent, self-directed study where all the members of the group have a specific role to play. They work as self-directed, active investigators and problemsolvers in small collaborative groups.
- II. This form of curriculum allows for knowledge acquisition through combined work and intellect. It enhances teamwork, communication, problem solving and encourages independent responsibility for shared learning of all essential skills for future practice.
- III. Problems or cases are context specific and anyone may engage in problem solving

as long it is right depending on the given causes and scenario. In most situations, a key problem is identified and a solution is agreed upon and implemented.

- IV. Students' learning is driven by challenging, open-ended problems with no single "right" answer. Students need to analyze problems, determine what information is needed to solve them, and design solutions. Appropriate tasks should engage all students and provide opportunities for extensions that encourage students to go beyond minimum expectations.
- V. Teachers adopt the role as facilitators of learning, guiding the learning process and promoting an environment of inquiry. A problem-centred teacher will be an active problem solver, making instructional decisions with a constant influx of data from a variety of sources. An effective teacher must design experiences to facilitate students' investigations.
- VI. The experiences must be selected and placed in such a way that the students develop logical understanding. Students develop this understanding when they are required to build new knowledge by pondering, creating, and criticising arguments about the logic behind any phenomenon. This will enable students to achieve designated objectives.
- VII. Teaching-learning should be designed in such a manner that students must experience problems where flexible use of knowledge is required. Reflective thinking is not required for tasks in which a routine is used to provide a solution that is known in advance. Directed and focused questions must challenge students to select from a variety of strategies.
- VIII. In this approach problem solving is certainly more than routine exercises therefore it cannot be viewed as an "add on" or extra to classroom instruction but rather an important goal in itself.
- IX. Students engaged in problem-centered learning will be able to see connections within and between content areas and understand the causal relationship as well as the set of procedures involved. Thus the ability to employ and select appropriateness of a variety of strategies for designing solutions will be developed. Here the student becomes the thinker and is engaged in a self-directed search for solutions.

Problem-centred curriculum fosters student-centred learning, which allows for active learning and better understanding and retention of knowledge. It also helps to develop life skills that are applicable to many domains (Wood, 2003). It can be used to enhance content knowledge while simultaneously fostering the development of communication, problem-solving, critical thinking, collaboration, and self-directed learning skills (Barrett, 2010; Wells, Warelow & Jackson, 2009). Problem Based Learning helps students function optimally using real-world experiences. It enhances self-learning, inculcates

self-motivated attitude, reinforces interpersonal skills and teamwork, enriches the teacher-student relationship and over all upholds lifelong learning. However teaching-learning in this approach is time consuming and the teacher also faces some constraints regarding students' evaluation.

5.6.2 Other types of Curriculum

There is no specific system or basis for the classification of curricula which seems to be multidimensional. However the following types books. It is doubtful whether all these categories can be called an independent type.

1. Written Curriculum

It is also known as overt or explicit curriculum it is simply that which is written as part of formal instruction of schooling experiences. Written curriculum includes documents, course of study or syllabi for implementation. Most written curricula are made by curriculum experts with participation of teachers. It consists of varied activities that are implemented in order to arrive at the objectives or purposes of the written curriculum. It varied according to the learning styles of the students and the teaching styles of the teacher. Written curriculum is usually limited to those written understandings and directions, formally designated and reviewed by administrators, curriculum directors and teachers, often collectively. This is actually the curriculum-in-use, it is the actual curriculum that is delivered and presented by each teacher.

2. Recommended Curriculum

Most of the curricula are recommended and proposed by experts, scholars and professional organizations. The curriculum may come from a national agency or any professional organization or any other stakeholder in education.

3. Social curriculum

This type of curricula can now be expanded to include the powerful effects of social media (Facebook; Watsapp; Twitter etc). It actively helps create new perspectives, and help to shape both individual and public opinion.

4. The internal curriculum

New knowledge is created in the learner when content knowledge and processes are combined with the experiences and realities. Educators should be aware of this curriculum as they have little control over the internal curriculum. Moreover it is unique to each student. It is often very enlightening and surprising to find out what is meaningful for learners and what is not at all meaningful.

5. Taught Curriculum or received curriculum

Received curriculum refers to the students' experiences in real situation. The different planned activities which are put into action in the classroom compose the taught

curriculum. These are the things that students actually take out of classrooms; these concepts and contents are truly learned and remembered.

6. Learned Curriculum

It includes what the student understands, learns, and retains from both the intentional curriculum and the hidden curriculum. The discussion here focuses on what is learned from the intentional curriculum. This type of curriculum indicates the changes in values, perceptions, and behaviour of the learner that occur as a result of school experiences.

7. Supported Curriculum

This curriculum facilitates each learner to achieve real and lifelong learning. This refers to a tested or evaluated curriculum. Series of evaluations are being done by the teachers at the end of the teaching episodes to determine the extent of teaching-learning or to tell if the students are progressing. Assessment tools like pencil-and-paper tests, authentic instruments like portfolio and projects are being utilized. Support curriculum includes material resources such as textbooks, computers, audio-visual materials, laboratory equipment, playgrounds and other facilities.

8. Rhetorical curriculum

Curriculum elements are comprised of ideas offered by policymakers, school officials, administrators and politicians. This curriculum may also come from those professionals involved in concept formation and content revision or from those educational programmes resulting from decisions based on national and state reports.

9. Assessed Curriculum

This refers to the learning outcomes achieved by the students. Learning outcomes are indicated by the results of the tests and changes in behaviour which can be under the cognitive, affective or psychomotor domains.

10. Hidden Curriculum

Hidden curriculum is that implicit knowledge students learn in school inside or outside the classroom. This is the unintended curriculum, hence not deliberately planned but may modify behaviour or influence learning outcomes. School environment, peer influence, physical condition, teacher-learner interaction, teacher's temperament and many other factors make up the hidden curriculum. Things that are taught at home, experiences that are a part of a family's experiences, or related experiences sanctioned by the family influence students' behaviour in school. Curriculum can't be always limited to 'intended learning outcome' as criticised by Lawrence Stenhouse. It is simply problematic because much of what occurred and was learned within schools was unintended, as a result the term 'hidden curriculum' was coined.

The hidden curriculum has very strong impact on student learning, Glatthorn and Jailall (2009). They identified the key factors that seem to constitute the hidden curriculum.

Time allocation : For example, are health and physical education allocated sufficient time to change the behaviour of children and youth?

Space allocation : How much space is allocated for teacher conferring and planning?

Use of discretionary funds: How are such funds expended, and who decides this?

Student discipline : Do suspensions seem to reflect an ethnic bias?

Physical appearance : Does the appearance of facilities suggest that those in the building care for the school? Are walls decorated with student artwork?

Student activities programme : Does this programme reflect and respond to student talent diversity?

Communication : Are most of the messages over the public address system of a positive nature? How often are student voices heard?

Power : Do teachers have power in the decision-making process? Do students have any real power over the factors that matter?

Considering : All these factors play significant roles in case of Hidden curriculum.

11. Concomitant Curriculum

Concomitant implies existing or occurring with something else, often in a lesser way. What is taught, or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. This type of curriculum may be received at temples, in the context of religious expression, lessons on values, ethics or morals, or social, cultural as well as religious experiences based on the preference of the family.

12. Phantom Curriculum

The messages prevalent in and through exposure to any type of media may lead to enculturation of students into the predominant meta-culture. These components and messages play a major part in the gradual acquisition of the characteristics and norms of a culture or group by students of another culture. This may also result in acculturating students into narrower subcultures.

13. Null curriculum

Null is what is not taught. Not teaching some particular idea or set of ideas may be due to mandates from higher authorities, to a teacher's lack of knowledge, or to deeply ingrained assumptions and biases. Null curriculum means those topics that are not included in the curriculum. So, teachers do not teach, thus conveying students the message that these elements are not important in their educational experiences or in our society. But what schools do not teach may be as important as what they do teach (Eisner, 1994). These are important to consider when making choices within content.

In history detailed description and consequences of wars are taught but not peace, selected cultures and their histories are taught in geography but not about others. The curriculum framers should be careful that their choices and omissions should not send and wrong messages to students.

14. The electronic curriculum

This includes lessons learned through searching the Internet for information, or through using e-forms of communication. This type of curriculum may be either formal or informal, and intrinsic lessons may be overt or covert, good or bad, correct or incorrect depending on the person who is using this. Students use the internet on a regular basis, both for educational and recreational purposes. Much of this information may be factually correct, informative, or even entertaining or inspirational. But there is also a great deal of other e-information that may be not correct, back-dated, biased, vicious, or even manipulative, uploaded for some vested interest.

15. Outside curriculum

It implies information gathered and knowledge gained by students outside classroom and school. The source may be home, peer group, social media, neighbourhood etc.

The development of an effective curriculum guide is a multi-step, on-going and cyclical process. There are many approaches to curriculum development as presented in this section. There is no perfect type, form or approach. Different approaches and types of curriculum are amalgamated in required proportions to get a desirable blend that intends to fulfil the prespecified objectives to the utmost. However, to be effective, an approach must attract acceptance of the teachers and other stakeholders in the education of the learners. This acceptance will be far easier to attain when the curriculum approach reflects child growth and development, the philosophy of the society, principles of teaching and learning, needs and varying abilities of the learners, ease of implementation and cooperatively developed by a broad-based committee of teachers and relevant experts.

5.7. Co-curricular Activities

5.7.1 Meaning And Concept Of Co-curricular Activities (Cca)

“By education I mean an allround drawing out of the best in child and man” Mahatma Gandhi. Modern education needs to address physical, mental, social, spiritual, cultural, aesthetic and vocational development of the learner. Modern curriculum aims at all round and harmonious development of the individual. Allround development includes both academic and non academic activities. Curricular activities primarily cater to the demands of educational objectives under cognitive and psychomotor domain, while those under affective domain are largely satisfied by the co-curricular activities. So, any discussion on curriculum is incomplete if the area of co-curricular activities is not

taken into consideration. If used judiciously, co-curricular activities may take care of the students' different developmental needs such as their sense of moral values and attitudes, skills and creativity. Through these activities students explore their abilities, develop the strengths and eradicate the shortcomings both inside and outside the classroom to develop their personality. Students can learn to communicate, to co-operate with other people and enrich their life experience through continuous participation in co-curricular activities.

■ **Evolution of Terminology from Extra-curricular Activities to Co-curricular activities**

Co-curricular activities have great 'educational potential' as most classroom experiences are theoretical, and practical knowledge can be imparted through co-curricular activities only. These activities facilitate the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, Enthusiasm, Energetic and Positive thinking are some of the facets of personality development and the outcomes of co-curricular activities.

Earlier Co-curricular activities (CCAs) were known as Extracurricular Activities (ECA), as these activities include the components of non-academic domain. But later the significance of co-curricular activities in child's development was well understood and henceforth, these activities are no more considered as 'extra' and are included as a significant part of the curriculum or the process of education.

Curriculum helps to develop various facets of the personality of the child and students but mostly it takes care of the cognitive or academic aspects. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular activities.

■ **Definition of Co-curricular activities**

Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These activities are undertaken side by side with curricular activities as these are the very important part and parcel of educational institutions to develop the students' personality as well as to strengthen the classroom learning. They have wide horizon to cater to the cultural, social, aesthetic development of the child and supplement the curricular activities and prepare the students for life.

"Activities sponsored or recognized by a school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. Co-curricular activities include sports, school bands, student newspaper etc. They may also be classed as 'Extracurricular' i.e. activities carried on outside the regular course of study; activities outside the usual duties of a job, as extra

class activities"- according to The International Dictionary of Education (1977).

"Co curricular activities were mainly organized after school hours and so were the extracurricular but they are not an integral part of the activities of the school as its curricular work"- according to Aggarwal (2000).

In general we can say - The activities which try to develop the student's physical, moral, mental, social, and emotional development i.e. all-round development are called Cocurricular activities. Such activities complement but are not part of the traditional academic curriculum. These activities are those activities which are beyond the curriculum though they are the part of schools and College.

5.7.2 Objectives of co-curricular activities

Most of the educational institutions provide many co-curricular activities to the students; the main aim of these activities is to develop all-round development of students. Let us see the objectives of the co-curricular activities in detail.

Physical Development

Outdoor games and sports such as, cricket, volley ball, kabaddi, etc. provide physical exercise to the students; with the help of these exercises physical development of a child is possible.

Mental development

To make education effective the students should be mentally active and energetic. Cocurricular activities aim to develop a child mentally healthy.

Moral Development

Schools and colleges arrange for different events, such as story telling competition, poetry reading, etc. These activities help moral development of students.

Social Development

Man is a social being, born in society and grows up in society. Education has an important role to play in social development of children. Co-curricular activities through its different programmes equip the students for leading a suitable social life, making them responsible and accountable.

Emotional development

Co-curricular activities attempts to achieve emotional development in students. Through different activities the participants develop feelings for their peers, teachers their school etc.

Cultural Development

Traditions, heritage, rites and rituals are understood by learners through co-curricular

activities. Cultural development may be possible through the use of Drama, Plays, Folksongs, Folk-Dance, Poetry reading, Religious and Social Ceremonies etc.

5.7.3 Types of Co-curricular Activities

Co-curricular activities may be classified under the following broad heads. These activities are planned for all round development of learners. Types of co-curricular activities are as follows -

1. **Activities for Physical development** – A common proverb is 'healthy mind stays in a healthy body. So one condition for academic development of students is healthy physical development. Sports, games and outdoor activities are examples of physical activities.
2. **Activities for Literary orientation or academic development** – This includes writing in school magazines, essay writing, story writing, recitation, debates, preparation of charts and models etc.
3. **Activities for development of personal and social skills** – This type of activities inculcate respect, responsibility and resilience and expand community-based participation of students. This also includes youth parliament, student's council, visit to parliament and assembly.
4. **Activities for Cultural development** – The students should be made aware of culture and heritage of their own country. Performing art activities and visual art activities are few examples which may help in this type of development.
5. **Activities for Aesthetic development** – Participation in any school programme that need decoration of school or classroom or any area of the campus helps develop the aesthetic sense in students.
6. **Activities for productive Leisure** – Excursion encourage pursuit of meaningful leisure activities. Photography, coin collection, stamp collection are some examples of this type of activities.
7. **Activities for Emotional development** – This includes Celebration of National and International days and other similar activities.
8. **Activities for Moral development** – Celebration of birth days of great men and participation in community service are planned to develop the students morally.
9. **Activities for development of scientific temperament** – Science exhibitions, projects etc. are the examples of activities under this type of co-curricular activities.
10. **Activities regarding Spiritual development** – Participation in religious festival like Saraswati puja and celebrating birthdays of great men like Swamiji, Rabindra Nath Tagore, Netaji etc.
11. **Activities for Vocational development** – These activities include album making,

book binding, photography, toy making, soap making, kitchen gardening, manufacturing teaching aids etc. which may help selecting vocation in future.

12. **Multipurpose activities** – Apart from the above mentioned types there are many other activities which are clubbed together under this. First aid, field trips, science and social science clubs, geography clubs, hobby clubs etc.

Another category of co-curricular activities on the basis of venue or place of conducting the activities may be discussed here - these are Indoor and Outdoor activities. The nature of activities conducted as indoor and outdoor activities are well understood from the names itself.

Indoor – These activities are conducted inside the classroom or school auditorium. Example – debate, extempore, exhibitions, drawing/essay writing competition etc.

Outdoor – Activities which are planned and performed on the play grounds or outside the school comes under this type of co-curricular activities. Example – foot ball, cricket, badminton etc.

5.7.4 Organisation Of Co-curricular Activities

The process of curriculum development begins with the selection of the content followed by selection of the learning experiences. In order to produce a collective effect, content and learning experiences should be so organised and scheduled in such a way, so that each of the factors may strengthen the other in a cumulative way. Hence organisation of co-curricular activities is also very important. Organisation is similar to cooking, inspite of putting the best ingredients one may not get the best dish if it is not known how much of what to be used, when to use etc. So best school, best curriculum, best teacher may yield best output if organisation is done carefully between the ingredients of education. Factors considered for organising co-curricular activities are as follows -

1. **Time Frame** – The activities should be selected in such a way that it can be completed within school time.
2. **Equal participation** – Every student should be given equal opportunity of selecting and participating in co-curricular activities.
3. **Individual difference** – Similar activities should not be assigned for all the students as each student is different from the other. Adequate types and numbers of activities should be offered so that students get activities of their choice and interests.
4. **Maximum utilisation of resources** – The co-ordinator of co-curricular activities should give suggestions to the school principal regarding the utilisation of finances, the allocation of resources and the equipment needed for the running of CCA. Administratively, the school principal may authorise the teacher-coordinator to plan the financial budget, to control the expenses of various activities or to assist in administering the fund.

5. **Training and support** – The teacher concerned may need training and orientation to support the co-curricular activities programme effectively. Leadership training courses should be organised to prepare students to guide activities with effective assistance of teachers.
6. **Adopt safety measures**– School should ensure that all activities should be conducted safely. Particular attention should be paid to safety measures while conducting co-curricular activities in school and outside school. It is also necessary to remind all teachers and staff, involved with co-curricular activities, to abide by the safety guidelines.
7. **Notifying Parents** – Special attention should be paid when outdoor activities are organised by the school, for which parental consent of the participants should be asked for in writing. Letters to parents should be sent stating the date of the activity, time, venue and teachers-incharge, etc. School should inform parents the details of co-curricular activities organised and students' participation for all other indoor and outdoor activities.
8. **Evaluation and appraisal** – A suitable assessment and appraisal system for the various activities, school clubs, staff and student performance is very important. This will help improve the planning of future activities.
9. **Reporting and record keeping** – At the end of every school year a report should be submitted to the principal, mentioning all the activities undertaken, assessment of the performance of teachers and staff who helped in the activities, evaluation results of students, special area of success etc. These Annual reports should be preserved for later reference.
10. **Teacher's role** – For all activities the role of the teacher should be of a facilitator.
11. **Cost effective** – Less expensive and feasible activities as far as possible should be selected for students.

Organisation is thus seen as an important problem in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners (Tyler, 1969). If students are given the opportunities to organise co-curricular activities, they will gain first-hand experience of programme planning and leadership, thus enabling them to discover and develop their potential.

5.7.5. Significance of Co-curricular Activities in All Round Development of Personality

Views of Mudaliar Commission (1952-53), is of much relevance in this context, which mentions that –“Co-curricular activities are integral part of curricular activities of a school and their proper organisation needs just as much care and forethought as the

organisation of the curricular activities". A curriculum is considered successful if it is capable of building links between the school and the broader community and co-curricular activities may be utilized as an effective medium to achieve this.

Let us now discuss the how these activities help in total development of the child :

1. Classroom Teaching-learning is reinforced as these activities allow students to put their knowledge and skills into practice. It facilitates the teaching of certain skills and the inculcation of certain values that may be difficult to present in a formal classroom setting.
2. Promoting students' personal development by broadening their interests, developing their potential and providing opportunities for character formation and leadership training.
3. Making school life more challenging and interesting by promoting students' social development by offering opportunities for the broadening of their social experiences. It is useful for socialisation of students as it offers the chance to practice social skills that helps in the internationalisation of moral and social values.
4. Physical activities like running, football, volley ball etc. help not only in the physical fitness they also refresh the burdened mind. Games and Sports help the child to be fit and energetic.
5. Co-curricular activities guide students to organize and present an activity; how to develop skills, how to co-operate and co-ordinate in different situations; thus improve the sense of leadership in students and make them aware about their responsibilities. It also prepares one for perfect decision making.
6. Co-curricular activities stimulate playing, acting, singing, recitation, speaking and narrating, hence facilitating cultural development in students.
7. Activities like participation in debates, extempore, narration enable the students to express themselves freely. This is a valuable quality for future life.
8. Sports and games develop a positive sense in students and a sense of healthy competition is also developed for future life.
9. A deep sense of belongingness is developed in students through close interaction with the peers and teachers too.
10. Teaching-learning process in our country does not provide ample opportunity for practical exposure. Co-curricular activities bring a balance between theoretical and practical experiences thus help to provide motivation for learning.
11. The students go through various experiences while participating in the different activities under the school. If all the activities are planned and executed then the students invariably develops the habit of disciplinary life.

12. Almost all the activities are performed in group. The learners interact, share and collaborate to complete the course of action. This lead to inculcation of values to respects other's view and feeling.

All-round development of students may be achieved through effective introduction of Co-curricular activities. These activities act as avenues of socialization, self-identification and self-assessment, when the child comes in contact with organizers, fellow participants, teachers, and people outside the school during different activities. Co-curricular activities develop the values like physical, psychological, Ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values.

Role of a teacher in organising Co-curricular activities

1. The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.
2. It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.
3. The Teacher should act as innovator by introducing some innovative programmes.
4. The teacher must be a good organiser so that the students experience maximum of it.
5. The concerned teacher should act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gain the utmost of the finer aspects of Co-curricular activities.

Some Examples of Co-Curricular Activities in Indian Schools and Colleges

Sports, Yoga, Athletics

NCC, NSS

Musical activities – singing and dance

School cleaning and decoration

Annual Gathering in schools and colleges, Alumni association programme

Morning Assembly Programmes

Spot drawing and painting competition

Quiz Competition

Exhibitions, Poster competition, Display of material on Bulletin Board

Fancy dress competition

Debate, Recitation, elocution competitions, Story writing competition and Essay writing competition

Film and slide shows

Bicycling, Gardening, Cricket, Football, Basketball, Volleyball, Kabaddi, Kho kho, Hand ball

Preparation of chart & models, Album making

Photography

Clay modelling and Toy making

Celebration of festival

Survey and social service in neighbourhood

Organizing school Panchayat and Student self government

Excursions, Trips to place of geographical, historical, economic or cultural interest

Some Limitations

Co-curricular activities are not evaluated systematically, so some students and parents too think that participation in these activities is mere wastage of time and these activities interfere with studies too.

Teachers are often over-burdened with the academic responsibilities and cannot arrange the co-curricular activities due to inadequate time.

In overcrowded class of Indian classrooms, teachers find difficult to organise sufficient number of activities involving each student. These activities are not given any place in the school timetable. One practical problem is that different activities need different time frame; this flexibility is not permissible in Indian education system.

Sometimes participation of Co-curricular activities requires the student to bear some extra expenses. Students family may not be economically well off to bear this additional expense.

Thus keeping in view the significance and relevance of co-curricular activities in education, it may be concluded that development of students, planning and execution of co-curricular activities require lot of time, innovative strategies, genuine involvement and interest of teachers. The teacher-coordinator should also have knowledge of Psychology. Co-curricular activities are practical experiences received by students. Theoretical knowledge, to great extent gets strengthened when a relevant co-curricular activity is organized related to the content taught in the classroom. Intellectual aspects of personality are attempted to be accomplished in classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Cocurricular activities help to develop co-ordination, adjustment, speech fluency, extempore expressions, frankness and clarity in language and personality development among students both at the school as well as college levels.

Sometimes this seems to be a pressure for the subject teachers, there should be co-curricular activities coordinators in schools, serving exclusively for conduction co-curricular activities. He/she is responsible for organising the co-curricular activities of the school, helping to arrange and to coordinate inter-school activities and major school functions. The coordinator is held responsible for setting up of goals following directions and policies for the implementation of co-curricular activities. The co-ordinator also guides students towards development of proper concepts of co-curricular activities and encourages all the students to participate in the activities. The coordinator may need help of other subject teachers for successful implementation of co-curricular activities. The co-ordinator and the head of the institution should understand the strengths, interests and abilities of his/her fellow colleagues, as both of them are responsible for recruiting the necessary personnel for effective running of co-curricular activities.

5.8. Bases of curriculum - philosophical sociological psychological

What is a meant by base of Curriculum?

Bases are the forces that influence the minds of curriculum developers. These are the foundations of curriculum which set the external boundaries of knowledge of curriculum. These bases will determine - what constitutes valid source of information from which come accepted theories, principles and ideas relevant to the field of curriculum as well as education.

The bases influence the content and structure of the curriculum which reflects the society and culture of a country and this is the desire of any society including us, that children should learn the habits, ideas, attitudes and skills of their society and culture. Educational institutions are the perfect mediums to impart these skills in a proper way. The duty of the teacher and the school is to provide them the set of experiences in the form of curriculum. The needs, knowledge and information of the society provide foundation or basis in the formation of curriculum, thus forming the bases of curriculum.

The purposes of curriculum planners and developers are to translate traditional norms, philosophies, ethics, knowledge and attitudes in the objectives of education and curriculum, the content, learning processes and the evaluation of elements of the curriculum. Here comes the significance of the bases or foundations of curriculum. The bases of curriculum are considered usually from philosophical, sociological, psychological, historical and economic points of view. Here the first three are discussed.

5.8.1 Philosophical Base

Philosophy means the love of wisdom; it also means the search for truth. This search is for the eternal truth that reveals the reality and general principles of life. Philosophy helps in understanding the realities and ideas of life and this world; and curriculum is called the dynamic side of philosophy.

In decision making, philosophy provides the starting point. The philosophy of a curriculum shows the way to which it is to be directed. Philosophical base as a foundation of curriculum aims at the selection of its objectives and the epistemology that primarily guides the execution of any curriculum. As for example, an idealistic curriculum aims to impart knowledge through rational judgement while a realistic curriculum relies upon empirical knowledge as only aim of learning. Philosophy determines whether the curriculum should reflect the ideas and aspirations of the people or it should inculcate the desired ideals of life in the younger generation.

Various philosophical schools provide different foundations that emphasise different aspects of curriculum. The selection of learning experiences according to the needs, interests and activities of the child is emphasised under Naturalistic philosophy. Need centeredness or utilitarianism is the pivotal point in Pragmatic philosophy. Activity is the focus of project and basic curriculum. Idealistic curriculum reflects the cultural heritage and civilization of the whole human race. It does not believe in the material realism and puts emphasis upon unchangeable eternal values.

5.8.1.1 Significance of the philosophical base

Significance of the philosophical bases of curriculum can be best understood in terms of the aims of education as envisaged by the different schools of philosophy and hence its perception of the purpose and contents of curriculum.

- **Idealism** – In simple language, idealism believes that man is born with his original self which is transformed into spiritual self through education. In other words, the so called man making, a sound body is the ultimate aim that education and its vehicle curriculum need to achieve. Ross interpreted the idealistic curriculum to include two types of activities, namely, physical and spiritual activities for the development of a sound mind in a sound body. Therefore, idealistic curriculum attaches importance to the study of Hygiene, Physiology, Gymnastics, Athletics on the one hand and more desirably, to Culture, Art, Morality, History, Philosophy, literature, religion etc. because idealism does not believe in positive science. We can notice that modern curricula have some idealistic contents incorporated within them.
- **Naturalism** – Naturalism is divided into two types namely, the physical naturalism and biological naturalism, the former one laying much importance to the instincts and the latter on the Darwinian evolution. Naturalists differ widely regarding the contents of curriculum. Spencer advocates that only the sciences should be taught while Huxley opposed. This view to include literary and cultural subjects into the curriculum. Communists wanted that all subjects to be taught in the school but one common emphasis of all naturalists is on the importance of science in the curricula which is quite noticeable in modern days.
- **Pragmatism** – Education has been perceived as a dynamic process in pragmatism

and therefore, it is against any pre conceived aim of education. Every child should be an effective member of the society and therefore through adequate social process, a resourcefull, dynamic, adaptable mind should be cultivated through education. As a natural consequences of this idea, a pragmatic curriculum should be framed on the basis of utility, interest, experience and integration. As it will be evident in the next chapter, the National Curriculum Framework, 2005 was mostly based on the pragmatic philosophy.

Similarly, the other philosophical schools like, Existentialism, Marxism etc. also contributed significantly to the aims and principles of curriculum construction. In majority of the countries curricula have a mixed philosophical bases rather than a single view except those who are predominately follow Maxism.

5.8.2 Sociological Base

"The school must become the child's habitat to be a miniature community and embryonic society" John Dewey. The expectation and aspiration of a dynamic society are reflected through the educational system of a country. Education is a process that takes place in the society for the society and by the society. The changing nature of society has its impact on human culture as well as on education. Education has to adjust itself to the changing situations prevailing in society or else it will be a closed system isolated from life. In short, it will remain unrealistic, useless and without much meaning.

The individual depends upon the society for existence and self-development. Sociology aims at explaining the inter-personal and group relationships. It explains the nature of occupational, religious and social groups of the nation or the state. It studies various social changes that are taking place within group life and analyses such processes of interaction as competition, Conflict, co-operation, accommodation and assimilation.

Society is an ever dynamic entity and sometimes changes take place very fast making difficult to cope with or to adjust. Schools are expected to understand these changes and reflect the same in its curriculum. In order to make school education more relevant, school curricula should address diversity, explosion of knowledge, social and educational reforms and education for all. Core values and needs of the Indian society are one important Sociological determinant of curriculum. 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 are the parameters of social consideration in the curricula. Society grows and changes and as such these social changes must not only be reflected in education but also be influenced by it. Changes occur in the cultural sphere and every sector of natural life. Curriculum should reflect these relevant factors and promote desirable changes in the learners.

The social aim of education makes education an effective medium of social control. Human society is dynamic, flexible and progressive. Keeping in mind the social changes the curriculum should reflect the social needs of the community; transmit the values

and ideals that the society upholds and consider significant to be inherited by new generation.

Sociologists are of opinion that perhaps this is the most important foundation or base of curriculum as it helps the youngsters to participate efficiently in social life this view emphasise on inculcating in students the respect for different vocations and professions and creates the dignity of labour. It also helps develop the desirable social attitudes and supports in promoting the social progress. It is socially utilitarian as each individual is assisted to achieve the optimum possible progress.

5.8.2.1 Significance of the Sociological Base of curriculum

For any country, the curriculum should be reflective of the society and curriculum design in a way leads to social change. The society manifest through its curriculum and education, and the role of the curriculum developers is to display the role of both curriculum and education in curriculum development process. Curriculum experts and developers are the part of the society therefore they are indirectly influenced by the society and culture. Their cultural standards, attitudes and beliefs leave deep impact on the curriculum and thereafter on individuals because the curriculum designers' personal viewpoints are also reflected in various aspects of curriculum, namely - the selection of objectives, subject matter, teachers' role, teaching learning methods and the process of evaluation.

Sociological factors have highest impact on the content of curriculum and that is the reason that curriculum developers and planners both reflect and transfer their own culture in curriculum. Therefore a curriculum without the reflection of culture is not possible for that reason one should consider what characteristic of the culture should be the part of curriculum and what not. The social and cultural inspirations that affect curriculum designers consciously and unconsciously are apparent from the curriculum and their influence is profound.

Some vital problems and social issues, such as rapid growth of population, democratic values, urbanization, and management problems are also considered as a source of content and information for the curriculum formulation.

The present and future trends, issues of national and international interests, Curriculum trends, Equality of educational opportunities in education and access to global education, empower and of the weaker and marginalized communities etc. are very important issues in curriculum and education that are taken into consideration in the Sociological basis of curriculum. Traditionally, sociological foundation of education was more concerned with the solicitation process which is in one sense, a one way adaptive perspective. But contemporary education put more emphases on learning to live together which determines the contents as well as the process of its implementation as in multi cultural education.

The relationship of curriculum and society is mutual and encompassing. Hence, to be

relevant, the curricula should reflect and preserve the culture of society and its aspirations. At the same time, society should also imbibe the changes brought about by the formal institutions called schools. In considering the social foundations of curriculum, we must recognize that school is the most important institution that educates the society after home, family, community etc. But schools are formal institutions that address more complex and interrelated societies.

Therefore it can be concluded, that social and cultural forces have deep effect upon the curriculum as well as education. To find how much and to what degree the society and culture affect the education system of that society is a controversial issue. Curriculum developers are part of the society and culture, therefore they should keep in mind that their decision regarding curriculum should be related to the individual needs and societal values.

5.8.3 Psychological Base of Curriculum

Perhaps psychology is the discipline that has greatest impact on the process of curriculum development. The term child centric education is not enough to understand the real contributions of psychology to the process content selection, its sequencing, transaction and evaluation with the relationship of education and physiology in general. Psychological theories, developmental and learning theories in particular, have specific contributing to modern curricula.

Curriculum experts have specified the following issues in this context in general.

- **Child growth and curriculum :** Curriculum being perceived as the totality of experiences a child can gain in the school, its relationship with the child is two fold. One, curricular experiences are chosen on the basis of the level of growth and development and two, curricular experiences are progressive as these enhance growth and development through appropriate facilitation.
- **Developmental stages and curriculum :** Category developmental characteristics according to age specific stages has helped curriculum planner enormously. Best example in this area is that of Piaget's theory of cognitive development which explain the epistemological process of a child acquisition of knowledge. Modern curricula rely heavily upon the theory in organizing the experiences in school curriculum Vygotskaj's socio cultural development theory another important determinant of curricular processes.
- **Learning theories and curriculum :** Learning theories are broadly divided into Behaviourists and cognitive constructivist groups. But there are other types also like Humanistic and Social Learning Theories. Behaviourists explain learning as the process of linking between stimulus and response. Beginning with Thorndyts laws of learning pavlovian and Skinnerian conditional response theories behaviourism had influenced

Curriculum planners to a great extent. Many curriculum experts believe that while planning a curriculum, the learning theories do not feature in the programme. But while selecting contents and sequencing them, the learning theories cannot be ignored. Specific aspects of curriculum that are based on learning theories may be mentioned, by way of example, as given below.

- Readiness to learn or gain an experience does not depend only on maturation but also on previous learning or experience.
- Reinforcement of a acquired learning behaviour through subsequent learning experiences.
- Unit wise organization of contents.
- Taxonomy of instructional objectives is the most vital contribution of behaviourism curriculum.

Cognitive constructivist theories of learning laid emphasis upon the learning environment and the context in which a learners can gain specific experiences and construct their own knowledge. Bouners spiral curriculum and MACOS programme show how cognitivism can bring about flexible changes in the curriculum. Vygotsky indicated how the sociocultural context of learning can be integrated to encourage and maximize learning. In brief, Both behaviorurism and cognitivism have significant impact on curriculum.

- **Transfer of learning :** Out of many principles of curriculum construction, principle of transfer of learning is an agreed contribution from psychology. Principle of transfer ensures economy of learning with minimization of time and effort. Selection and organization of learning experiences in the curriculum rest heavily upon the transfer effect of contents.
- **Curriculum transaction :** While planning a curriculum teaching strategies cannot be ignored because the success of any curriculum depends ultimately on effective teaching.

All the teaching strategies owe their theoretical and practical basis to psychological principles and theories. Therefore, the psychological basis of curriculum is extended to the classroom even.

Besides, evaluation techniques of individual learners and of the curriculum it self were mostly originated in the qualitative and quantitative methods of psychology.

Also, while formulating the curriculum some questions generally crop up. These are –

- Does the curriculum meet the objectives of all round development of learners?
- Is the curriculum planned keeping is view the needs and interest of the learners?
- Is it sequenced according to the age and particular stage of the development of the learners?

Is it flexible enough to make allowances for the individual differences among learners?

Does it cultivate a sense of innovation, independent and divergent thinking in individuals?

Does it take into consideration the background and input behaviour of the learners?

To give a strong psychological base the curriculum should fulfil all the above mentioned conditions.

Significance of the Psychological Base of curriculum

At present psychology is the core element of all the learning processes. Curriculum development, child's mental development, teaching methods, learning theories, administration of education system and planning, character building of the students and attitude of students and teachers; all these aspects are considered in the curriculum under the psychological base. Even the use of different technologies in teaching-learning process is controlled by principles of psychology.

Every student is different in nature, so they can't be treated alike in teaching learning process, some may be fast learner while others may be slow. Psychological foundation is based on the principle of individual differences. It is very true that every student has own unique personality and is different in their learning and acquisition of skills. Therefore the curriculum should be based on the above facts, and it should be designed to support the capacity and potentialities of all the students, which is impossible without a psychological base in curriculum.

Psychology play a vital role in the teaching learning process it is the foundation for all type of education related programme. Psychology helps to determine the methods of teaching, the selection of content and methods, the theories of learning and the overall development of the students according to the norms of the society.

Today the researchers and Scholars are using experimental approach to find new ways of teaching learning process, how students learn under different conditions. Finding new ways and materials from the analysis of teaching learning problem and formulating new approaches for teaching and learning process is not feasible without psychological foundation and experimental psychology, a very popular branch of psychology that helps in this regard.

Thus in a nutshell, it can be said that the impact of psychological sources on the foundations of curriculum is more than significant and still on the rise. The principles, concepts, processes of psychology have immense influence in curriculum construction and with each day it is becoming increasingly more relevant, meaningful and unavoidable. Psychology helps in all fields of education and it is also applied in practical classroom situation as well as in the curriculum development process by defining teaching materials and methods.

After an elaborate discussion on all the three foundations or bases of curriculum, it may be summed up by one single statement that each of the three bases has got their significance both individually and collectively. The concept of curriculum development is equally influenced by these three bases. Philosophical base takes care of the aims and goals of curriculum. The child is the primary and sole concern of the psychological base. The sociological base takes care of the place where a child is born and attains maturity. So it can be said the three bases are continuously influencing the curriculum development process.

5.9. Let us Sum Up

The above section consists of six sub-sections. First one deals with the meaning, nature, scope and functions of curriculum. This sub-section introduces the concept of curriculum to the students. The students will be able to understand the concepts related to curriculum and at the same time will be able to realise the significance of curriculum. In the second sub-section the determining factors in curriculum have been discussed. Child is considered as the most important determinant, since education is meant for the child. It is also justifies why the needs of society and discipline are also considered as important in formulation of the curriculum. In education a very common confusion between the terminology of syllabus and curriculum is often observed. In this sub-section an attempt is taken to remove this confusion. The similarities and dissimilarities between both the terms are discussed clearly for clear concept formation of students. The fourth section discusses various forms and types of curriculum. Approaches like learner centred, subject centred and problem centred views are discussed, which forms the basis for describing the various types of curriculum. The fifth section discusses the co-curricular activities, which forms a very significant segment of curriculum. The types of co-curricular activities, principles of organising these activities, importance of these activities in child's all round development and role of the concerned teacher coordinator are discussed in detail. In the last sub-section the bases or foundation of curriculum is discussed. Meaning and significance of philosophical, psychological and sociological bases are described here. A student of education should have a clear idea about all these concepts to understand and develop the idea of curriculum and education separately as well as mutually.

5.10. Check Your Progress

A. Short answer type questions (students are required to give short answers within 4-5 sentences)

- i. What are the main components of education?
- ii. What is the etymological meaning of the term curriculum?
- iii. Define curriculum.

- iv. Give reasons for considering the need of the child as an important determiner of curriculum?
 - v. 'Curriculum is a dynamic process' – do you agree with the statement? Give reasons supporting your answer.
 - vi. Mention the similarities between curriculum and syllabus.
 - vii. Justify the concept of hidden curriculum in Indian Scenario.
 - viii. Write a short note on written curriculum.
 - ix. Define co-curricular activities.
 - x. Briefly mention the objectives of co-curricular activities for students.
 - xi. Write the role of teacher for conducting co-curricular activities.
 - xii. Briefly describe the psychological base of curriculum.
- B. Essay type questions (students are required to give answers elaborately adding own views wherever necessary)
- i. Explain the nature of curriculum.
 - ii. Describe/discuss the functions of curriculum.
 - iii. Write a short essay on determinants of curriculum.
 - iv. Compare and contrast between curriculum and syllabus.
 - v. Discuss different approaches of curriculum.
 - vi. Describe different types of curriculum. Which one do you think is most appropriate for learners?
 - vii. Mention the principles of organising co-curricular activities.
 - viii. Elaborate the relevance of co-curricular activities in education.
 - ix. Describe different bases of curriculum.
 - x. Mention the different bases of curriculum. How these bases influence curriculum?

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Unit : VI

CONCEPT OF CURRICULUM FRAMEWORK

Structure

- 6.1 Introduction
- 6.2. Objectives
- 6.3. Concept and Meaning of Curriculum Framework
 - 6.3.1 Fundamental Elements of Curriculum Framework
 - 6.3.2. Key Principles of the Curriculum Framework
 - 6.3.3 Importance of Curriculum Framework
- 6.4. National Curriculum Framework 2005
 - 6.4.2 Five Guiding Principles of NCF 2005
 - 6.4.3 Aims and Objectives of NCF 2005
 - 6.4.4. Major Components of NCF 2005
 - 6.4.5 Critical evaluation of NCF 2005
 - 6.4.6 Some conclusions
- 6.5. Principles of Curriculum Construction
- 6.6. Let us Sum Up
- 6.7. Check Your Progress
- 6.8. References

6.1 Introduction :

Curriculum is a dynamic concept as the changes that occur in society brings about changes in curriculum too. In the early years of 20th century, the traditional concept of education viewed curriculum in a narrow sense and described curriculum as a body of subjects or subject matter prepared by the teachers for the students to learn. It was synonymous to the "course of study" and "syllabus" to be taught in school. In a broader sense, it refers to the total learning experiences of individuals not only in schools but in society as well. So, modern curriculum is defined as the total learning experiences of the individual. So listing of school subjects, syllabi, course of study, and list of courses or specific discipline definitely do not make a curriculum; curriculum is something more than this, having some added value.

Contemporary ideas of curriculum are closely associated with the evolution of formal graded schooling system in the west. But the term existed even at the time of Aristotelian knowledge system. Formal curricula functionally have three stages : (1) Designing and development (2) Implementals and (3) Evaluation. Therefore, no curriculum is complete unless it is implemented and put into action. Careful attention must be paid to issues of implementation. The curriculum developer must ensure that sufficient resources, political and financial support, and administrative strategies have gathered and been

developed to successfully implement the curriculum. It is the combined efforts of the learner, the teacher and other stakeholders in ensuring effective execution of the curriculum document.

After going through the previous chapter it is clear that Curriculum development is defined as planned, purposeful, progressive, and systematic process in order to create positive improvements in the educational system. Every time there are changes or new developments occur in the country and around the world, the school curricula are affected. In order to prepare learners in accordance with the society's needs, the curriculum needs to be updated in regular intervals.

Here comes the need of an appropriate Curriculum Framework. In many large nations where a single common educational programme operates simultaneously at wide variety of educational setting. A Curriculum Framework reflecting the educational policy of the nation is designed to guide all these diverse practices and to maintain unity and integrity of the education system and strategies. Pre-specifying learning objectives, determining the bases for the choice of objectives, comparing the learners' needs and interests with the needs of the society, choice of methodology, organization of the content and formulating evaluation strategy; all these decisions are taken in the curriculum framework. In India, NCERT developed NCF in 1975 following the recommendations of Education Policy on 1968. In 1976, the constitution was amended to include education in the concurrent list, and in 1986 India had a National Policy on Education (NPE-1986) which envisioned National Curriculum Framework, for the first time as a means of modernising education. NPE-1986 emphasised a relevant, flexible and learner-centred curriculum as a means for developing a national system of education capable of responding to India's geographical and cultural diversity. In 1988, NCERT prepared the National Curriculum Framework for school education based on the recommendations of Educational Policy of 1986. Later, it was felt that curriculum needs to be flexible and relevant to meet the needs of diverse learners and issues of curriculum load and examinations stress needed attention. Consequently, National Curriculum Framework was reviewed in the year 2000 and then it was revised in 2005, which is known as the National Curriculum Framework 2005.

6.2. Objectives

After going through the sub units the students will be able to —

- Recall the meaning of curriculum framework
- Explain the background for National Curriculum Frameworks in India
- Understand the aims and objectives of National Curriculum Framework 2005
- Narrate the basic guidelines of National Curriculum Framework 2005
- Describe the major contents of the National Curriculum Framework 2005
- Evaluate the recommendations of National Curriculum Framework 2005

- Identify the major challenges of implementation of National Curriculum Framework 2005
- Describe the basic principles of curriculum construction
- Justify the significance of the principles of curriculum construction

6.3. Concept and Meaning of Curriculum Framework

A curriculum framework is 'a document' or set of documents that sets standards for curriculum and provides the context i.e. available resources, capabilities of teachers and system support; in which subject specialists develop syllabus. It is usually a single document which is supplemented by other materials to guide the implementation of specific parts of the framework. Curriculum framework is a proposal that interprets educational aims, considering both individual and society, to arrive at an understanding of the kinds of learning experiences schools must provide to students so that individual development of the child will lead to social development. Selection of content and learning experience for the curriculum frame work may depend on the nature of knowledge, the learners' characteristics as well as the learning process. A curriculum framework should also take into consideration whether the choice of methodology is in accordance with accepted teaching-learning principles.

Curriculum Framework is one of the most important instruments in ensuring consistency, effectiveness and quality in an educational system; hence it should include the fundamental assumptions and basis of choice for experiences. Ideally curriculum framework should give detailed specification or guidance by providing year-wise breakup of subject or learning area, addressing the requirements of the school system, along with need of individual schools and the classroom as per geographical location. These frameworks may be developed by the central government, state government and rarely by local authorities; but coordination between different levels is always desired. In any country the focus of curriculum remains with the school but it goes without saying that the other levels of education are also covered in this framework. Depending on the area of coverage curriculum frameworks may formulated at the international, national and state level.

6.3.1 Fundamental Elements of Curriculum Framework

1. Constitutional provisions regarding education

It is based on the constitutional provisions of the nation if it is a national curriculum framework. Educational Policy Statements describes the Government's goals for education, such as universal literacy and numeracy, the development of skills needed for economic prosperity and the creation of a stable and tolerant society; these goals are expected to be achieved through curriculum framework.

2. Statement of broad learning objectives and outcomes

This is a document that states the broad Learning Objectives and Outcomes to be achieved at each level. It describes what students should know and be able to do

when they complete their school education. Outcomes are mentioned in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes.

3. Present context

It describes the social and economic environment in which educational policy is formulated. This document also describes the environment or the contextual background where teachinglearning will take place. The Structure of the Education System, more specifically the school system is described where the curriculum framework is to be applied.

4. Structure of educational system

A complete structure is specified mentioning the number of years of schooling, number of weeks available per year, hours or teaching periods in the school week, structure of curriculum content, learning areas and subjects. It also describes the organization of content within the framework and the extent to which schools and students can make choices.

5. Resources required for implementation

The desired standards to be achieved and resources required are also mentioned in curriculum framework. Resources include Teachers (qualifications, teaching load), Students, Teachinglearning materials (textbooks, computers, other equipments), facilities (classrooms, library, laboratory, furniture, fittings).

6. Structure of curriculum content, learning areas and subjects

It describes the organisation of subjects within the framework and it also offers the options for choice of learning areas, so that the students get some flexibility in choice of subject content.

7. Teaching techniques and strategies

Teaching methodology describes various teaching approaches that might be employed in the implementation of the framework. Flexibility due to individual difference of students is allowed.

8. Assessment strategies undertaken

Assessing the extent to which students achieve the outcomes in each subject is also considered in Curriculum framework. It prescribes types of assessment strategies - such as written or oral performance and practical skills demonstration. Evaluation is done on the basis of pre-specified objectives and students' achievement is duly assessed and reported.

6.3.2. Key Principles of the Curriculum Framework

The Curriculum framework works on the basis of some vital principles. These principles guide schools and other educational institutions in planning and running the whole educational programme. The principles are as follows -

a) Principle of comprehensiveness

Curriculum encompasses the learning environment, teaching methods, the resources provided for learning, the systems of assessment, the school methods and the ways in which students and staffs behave towards one another. All of these provide experiences from which student learn meaningfully, purposefully and joyfully. Particular attention is required to ensure that there is congruence between the various dimensions of curriculum.

b) Principle of balance and integration

There should be a proper balance between segments of the curriculum and the whole curriculum. Students need experience to build patterns of interconnectedness, that will help them realise the value of own lives in the greater society. Education to become effective should enable students to make connections between ideas, people and things, and to relate local, national and global events and phenomena. It encourages students to see various forms of knowledge as related and forming part of a larger whole. Hence there should be balance and integration within the curriculum.

c) Principle of sharing and collaboration

Education is the shared responsibility of students, teachers, parents and the community. Successful implementation of the framework requires a collaborative approach to planning by all concerned stakeholders. Then only students' achievement of the intended outcomes will be possible.

d) Principle of inclusivity

Curriculum framework is intended to include all students in Indian schools. Inclusivity means providing opportunities to all groups of students, irrespective of educational setting, with access to a wide and empowering range of knowledge, skills and values. Keeping in mind the geographical and social diversity the curriculum framework should attempt to bring all students of the nation together under one umbrella.

e) Principle of flexibility

The curriculum must be flexible and adaptable to the particular needs of different schools and communities. It must also be responsive to social and technological change and meet student's needs arising from that change. Effective use of new technologies as tools for learning process should be encouraged. This kind of flexibility and openness is very much required for education in the twenty first century.

f) Principle of joyful learning

Curriculum framework in any country should develop each learner's unique potential, which includes child's physical, emotional, aesthetic, spiritual, intellectual, moral and social aspects. Respect and concern for others and their rights, resulting in sensitivity and concern for the well-being of others, respect for others should also be emphasised. With this, the focus in any national framework is promotion of students' enjoyment of learning and achieving excellence in learning.

g) Holistic principle

Curriculum should have a holistic outlook. Special attention is paid for development of vital skills as literacy, numeracy and social cooperation, and the need to integrate knowledge, skills and values across all learning areas. Therefore, the framework should provide a complete coverage of knowledge, skills and values, essential for the education of students.

h) Dynamic principle

As the society and the social needs change from time to time there is need for revision of curriculum. No single curriculum is suitable for all the time. The curriculum has to change in accordance with the change in individual growth, scientific process, technological innovation and social advancement.

i) Principle of assessment and evaluation

Traditional examination or measurement of students' performance is replaced by evaluation. The old system was concerned with the results only; presently evaluation is also concerned with the results but with reference to pre-specified aims and objectives. Curriculum framework should balance between the goals and aims and evaluation strategies.

6.3.3 Importance of Curriculum Framework

Curriculum framework defines the learning content clearly. It helps to understand what the student should know and be able to do. Thus is a very significant mechanism to achieve the desired goals of education.

Curriculum development has a broad scope because it is not only about the school, the learners and the teachers. It is also about the development of a society in general.

In this age of knowledge explosion, curriculum development plays a vital role in development of a country. Curriculum framework provides answers or solutions to the world's pressing conditions and problems, such as environment, politics, socio-economics, and other issues on poverty and sustainable development.

A country's economy can improve the people's way of life. Curriculum is the most effective tool to achieve this. In order to fulfil this, curriculum experts or specialists should work hand in hand with the lawmakers, the local government officials, such as governors, mayors, and others; the business communities; and all stakeholders to set the rules and policies for educational reforms in the most desirable manner.

6.4. National Curriculum Framework 2005

Background of NCF 2005

'Education can play a very significant role in minimising and eliminating the differences, biases and imbalances such as rural/urban, rich/poor, and differences on the basis of

caste, religion, ideology, gender, etc. by providing equality of access to quality education and opportunity' (NCERT, 2000). During the pre and post-independence period Indian education has undergone many changes due to several socio-political considerations. It is strange to observe that the planned reforms brought into Indian education system have failed to respond to its societal needs. Thus, achieving education for all with quality has emerged as a need and challenge before educational planners and practitioners in India.

Earlier Indian constitution allowed the state governments used to take decisions on all matters pertaining to school education including curriculum and the centre only provided guidance to the states on policy issues. This situation started changing when the National Education Policy of 1968 and the Curriculum Framework designed by NCERT in 1975 were formulated. NCERT developed NCF in 1975 following the recommendations of Education Policy on 1968. Consequently, the constitution was amended to include education in the concurrent list in 1976, and for the first time India had a National Policy on Education in 1986, for the country as a whole which envisages National Curriculum Framework as a means of modernising education system.

India has a unique characteristic of unity in diversity, so its curriculum should be capable of responding to India's geographical and cultural diversity while ensuring a common core values and a comparable standards of education. National Policy on Education (1986) emphasised a relevant, flexible and learner-centred curriculum as a means of evolving a national system of education. NPE 1986 recommended a common core component in school education throughout the country through a national curriculum. Therefore NCERT was entrusted with the responsibility of developing the National Curriculum Framework and reviewing the framework at frequent intervals. Accordingly NCERT prepared the National Curriculum Framework for school education in 1988. In one section of this document entitled 'Equality of Education and Opportunity' it mentioned 'The curriculum should provide for new methodologies for developing compensatory and remedial measures in education to suit the needs of the deprived, the disadvantaged and the disabled so that they could be brought on par with others' (NCERT, 1988, p. 4). Thus the inequality issues were not addressed in the desired way in the proposed curriculum and it will simply assert that all humans are inherently equal. But as we know that how a large number of educationists have been struggling for recognition of the fact that each child may have his/her own pace and pattern of learning. Rate of altogether dropout is one of the consequences of forcing all children to follow a single and similar pattern of learning content and experiences. An emergent need was felt for education to be sensitive to the specific contexts of the learners.

At this time it was felt that curriculum needs to be flexible and relevant to meet the needs of diverse learners and issues of curriculum load, increase in size of school bag and continuous stress of examinations needed attention. After 1988, the National Curriculum Framework was subsequently reviewed in 2000 and 2005. NCF 2005 is the revised version of NCF 2000. Thus National Curriculum Framework (NCF 2005)

is one of the four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training (NCERT) in India.

National Curriculum Framework 2005 was developed by NCERT, which provides guidelines for developing syllabi and textbooks and school curriculum. NPE 1986 assigned a special role to NCERT in preparing and promoting NCFs. In this context, the Yash Pal Committee Report, 'Learning without Burden' (1993), is very important as it observes that learning has become a source of burden and stress on children and their parents.

Considering all these observations and situational demand the Executive Committee of NCERT decided at its meeting of 14th July, 2004, to revise the National Curriculum Framework. The process of development of NCF was initiated in November, 2004. National Steering Committee was set up that comprised 35 members including scholars, principals and teachers, NGO representatives and NCERT faculty and representatives of MHRD, Govt. of India. Renowned scholar and practitioner Prof. Yash Pal chaired the National Steering Committee.

The NCF 2005 document draws its policy basis from earlier government reports on education. The Input documents include National Curriculum Frameworks (1975, 1988, 2000), Secondary Education Commission (1952-53), Education Commission (1964-66), National Education Policy (1968, 1986) and Programme of Action (1992), Chattopadhyay Commission (1984) and Learning Without Burden (1993). Country wide consultations and interactions with classroom practitioners, scholars of the country, rural teachers, State Governments, Local Self Governments, Voluntary Agencies and Principals of private schools took place. This was followed by unprecedented media debates and advertisements inviting suggestions, which were placed in 28 national and regional dailies. Over 2000 responses were received. After these wide ranging deliberations, 21 National Focus Group Position Papers have been developed under the guidance of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005 and inputs from multiple sources involving different levels of stakeholders helped in shaping the document. The draft was translated into 22 languages listed in the VIII schedule of Indian constitution, which were send to the stake holders at district and local levels and they were consulted. Opinion of the stakeholders helped to shape the draft of the document. Central Advisory Board on Education approved the NCF in September, 2005.

The sole objective of National Curriculum Framework 2005 was to provide a roadmap for quality school education at the national level. The basic philosophy of this approach was to enable every child to think and build a structure of knowledge that will ultimately create a knowledge society.

A wide range of issues regarding aims of education; epistemological assumption about nature and forms of knowledge; and assumptions about learner and learning are

thoroughly discussed in this curriculum framework. It places learner at the centre and primarily the experiences of the learners are focused. The framework views that knowledge is evolving in nature through involvement of learners as active participants in the process of knowledge construction. NCF (2005) recommends different curricular areas to be taught at different stages of school education. The recommendations of National Policy on Education (1986) have been restated in this curriculum framework of 2005.

6.4.2 Five Guiding Principles of NCF 2005

Few observations about Indian Schools revealed, the contemporary system was not flexible and resistant to change. Learning was an isolated activity that discourages creative thinking. Ability of child to construct knowledge is ignored. Future of the child is more emphasized than present and no freedom to learn and participate was allowed for children. Lack of Equality, Equity and Quality was also observed.

In this backdrop, NCF came to operate with a view to establish role of teacher as an autonomous Facilitator, to use Evaluation as a tool to find strengths rather than weaknesses, to confirm Quality and finally to provide Commitment to democratic values and ways. The principles on which the NCF 2005 is formulated are –

1. Connecting knowledge to outside world
2. Shifting focus from rote learning
3. Enriching curriculum beyond text books
4. Making evaluation and monitoring more flexible and integrated to classroom work
5. Building commitment to democratic values of equality, justice, secularism and freedom.

6.4.3 Aims and Objectives of NCF 2005

Constitution of independent India holds a view in favour of Nurturing a Democratic Identity through education. NCF 2005 attempts to uphold the values enshrined in the Constitution of India by building commitment to democratic values of equality, justice, secularism and freedom, which can be achieved by fulfilling the following objectives–

- a. To reduce of curriculum load by including only age appropriate concepts.
- b. To ensure that learning is shifted away from rote methods. The need to move away from “Herbartian” lesson plan was felt and teaching plans and activities should be prepared in such a pattern that challenge children to think and try out what they are learning.
- c. To initiate certain systemic changes in the existing educational system.
- d. To adopt activity and experience based method to promote creative and divergent thinking along with insight.
- e. To connect knowledge to life outside the school so that learning is no more

considered as an isolated activity. Moreover children should be encouraged to link knowledge with their lives.

- f. To integrate examination into regular classroom learning, to make the minds of the young learners free from the fear or phobia of examination. Evaluation and assessment should be more flexible and non-threatening.
- g. To bring flexibility in school system as at that time the system of education was rigid and resistant to change.
- h. To enrich the curriculum so that it goes beyond textbooks. Learning tasks must be designed to enable children to seek knowledge other than text books and the value of Interaction with environment, peers and older people may be suitably used to enhance learning.
- i. To ensure quality education for all by considering the child's present to be more significant than child's future. In contemporary education the future of the child had taken centre stage to mere exclusion of the child's present, which was detrimental to the well being of the child as well as the society and nation.

6.4.4. Major Components of NCF 2005

The document is divided into 5 chapters – perspective, learning and knowledge, curriculum areas, school stages and assessment, School and classroom environment and systematic reforms. Each component is discussed below -

1. Perspective

NCF 2005 provides the historical backdrop as it recalls the educational documents since the inception of India as an independent nation, including the Mudaliar Commission (1952-53), the Kothari Commission (1964-66), the Curriculum Framework (1975) and the NCF1988, along with the NPE 1986. Perspective, the first chapter, takes into account the rationale behind the revision of the National Curriculum Framework. It discusses the efforts of all previous documents that worked for reforming the curriculum. The chapter recognizes the Gandhian vision of education, as a means of raising the national conscience towards the social problems of injustice, violence, inequality & so on. It refers to the report entitled, Learning without Burden (1993), which highlighted the problems of curriculum overload, that made learning a source of stress for children during their formative years. It refers to the National Curriculum Framework for School Education, introduced in 2000.

This curriculum framework revolves around the question of curriculum load on children, the tendency to teach everything arises from our lack of faith in child's creative instincts. So it should be understood that information and knowledge are not similar, new topics and subjects may be included in coherence with the existing syllabus. Encyclopaedic textbooks and traumatic examinations were not beneficial for the child's health.

This framework proposes guiding principles for curriculum development. It recommends

connecting knowledge to life outside the school, to ensure that learning shifts away from rote methods. To achieve this, curriculum should be enriched so that it goes beyond textbooks thus making examinations flexible too.

NCF also views the social context of education. Indian societies are characterised by hierarchies of caste, economic status, gender relations that influence access and participation in education. NCF mentioned careful vigilance against pressures to commodify schools and application of market related concepts to schools and school quality. The aims of education were specifically mentioned in NCF. Building commitment to democratic values of equality, justice, freedom, concern for others' well being, secularism and respect for human dignity and rights were the desired objectives of this curriculum framework.

Thus this chapter discusses the educational aims, as derived from the Guiding Principles. Education should aim to build a commitment to democratic values of equality, justice, freedom, concern for others' well being, secularism, respect for human dignity and rights. It should also aim at fostering independence of thought and action, sensitivity to others' well being and feelings, learning to learn and ability to work for developing a social temper and inculcate an aesthetic appreciation.

2. Learning and knowledge

Holistic curriculum was recommended including knowledge and participation. Inherent motivation of children to know, understand and apply may be used for achieving higher cognitive abilities. A variety of interesting ways and means may be used to teach children.

- a) Focus on child as an active learner giving primacy to children's experience, their voices and participation. Children's voices, experiences and interests should be given adequate importance in classroom proceedings. Critical pedagogy should be followed in teaching and stereotype regarding learning ability should be ignored.
- b) Adults need to change their perception of children as passive receiver of knowledge. The tender age and soft nature of children should be the prime concern.
- c) Children can be active participants in the construction of knowledge and the fact that every child comes to school with a fund of pre-knowledge be acknowledged. Individualized activity based lessons should be used. Constructivism should be allowed to operate in the class, considering Interaction as the most effective tool of learning.
- d) Children must be encouraged to relate their learning to their immediate environment i.e. what they are learning in schools to things happening outside. Associate child knowledge with local knowledge and school knowledge with community knowledge. Experiences attained from inside and outside school should be considered. The need for developing a nonthreatening and friendly environment was recognised.

- e) Emphasizes that gender, class, creed should not be constrain the child's participation in experiences provided in the school.
- f) Highlights the value of Integration between all the experiences acquired by children.
- g) Learning tasks and experiences must be designed to enable children to seek for knowledge from sites other than textbooks. More challenging activities should be selected so that children may make use of different knowledge resources available around them.
- h) Children must be encouraged to ask questions, and answer in their own words rather than by memorizing. Attempt should be made to engage the child in concept generation for deeper learning and longer retention.
- i) Neither teacher and nor text books be considered as authority to learning.
- j) The value of interaction with environment, peers and older people were highlighted to enhance learning.
- k) Need to move away from rigid lesson planning was felt. Moreover planning and designing activities should be kept flexible enabling children to think and try out what they are learning.
- l) Learning experiences should be designed to acquire competencies rather than measurable traits.

This chapter highlights that factors like - gender, caste, class, religion and minority status or disability should not constrain participation in the experiences provided in school. It also points out that there is a possibility that learning disabilities may arise from inadequate and insufficient instruction.

3. Curriculum areas, School stages and assessment

With overall view to reduce stress, make education more relevant, meaningful NCF recommends significant changes in Language, Mathematics, Natural Sciences and Social Sciences. Arts education, Physical and Health education were recommended as curricular subjects at elementary and secondary stage and optional subjects at higher secondary stage.

The objectives and pedagogy of these subjects are also mentioned here. Significant changes in language, mathematics, natural sciences and social sciences was recommended. An overall attempt to reduce stress and make education more relevant and meaningful was undertaken. Different content areas recommended in this frame work are mentioned here.

a. Language

NCF makes renewed attempt to implement 3-language formula. Emphasis on home

language or mother tongue is recommended. Language learning should build sound language pedagogy of the mother tongue. Curriculum should promote multi-lingual proficiency. "English as subject" and "English as medium" both should be considered as a resource for Multilingualism. Focus on language is mentioned as an integral part of every subject. Development of skills like reading, writing, listening and speaking contribute to learner's progress in all curricular areas and must be the basis for curriculum planning. NCF 2005 focuses on language, as an integral part of every subject, as reading, writing, listening and speech contribute to a child's progress in all curricular areas and, therefore, constitute the basic of learning.

b. Mathematics

Succeeding in Mathematics should be seen as the right of every child. A majority of children have a sense of fear and failure of Mathematics and they give up early. Mathematics curriculum is mostly disappointing as the nature is non-participating to majority of the students. Again it hardly offers challenges to the talented minority. Textbooks are full with problems, exercises and methods of evaluation which are repetitive and mechanical. NCF recommended, teaching mathematics should focus on child's ability and resources to think and reason; visualize and handle abstractions; formulate and solve problems etc. Developing a positive attitude is the key to learn without fear. Developing computational skill in an interdisciplinary manner may make it more meaningful. Interest may be enhanced by putting less stress on computation and using integrated approaches between different branches of mathematics. Variety of tools should be made available in teaching mathematics and curriculum should progress from play way to abstract terminology, symbols, procedures and techniques.

c. Sciences

Teaching of science should be recast to enable children to examine and analyze everyday experiences. It may be designed in a way to focus on methods and processes that will nurture thinking process, curiosity and creativity. Environmental Education should become part of every subject to provide wide range of activities involving outdoor project.

The National Curriculum Framework 2005 recommends hands-on, inquiry-based science curriculum. NCF-2005 also addresses the issues of curriculum load, rote memorisation and rigid examination system. It suggests flexible examination system and time schedule, reducing curriculum load and integration of theory and practical work in teaching-learning of science.

NCF-2005 recommends that emphasis should be laid on the active participation of the learner in the construction of their knowledge. In this document the learner is recognised as constructor of knowledge and it is suggested that learners be provided with learning experiences which enable them to inquire, solve problems and develop their own concepts.

At the primary stage, the child should be engaged in joyful exploration of the world around and harmonising with it. The main objectives at this stage are to arouse curiosity about the natural environment and people around and to engage the child in exploratory and hands on activities.

At the upper primary stage, science education should provide a gradual transition from environmental studies of the primary stage to elements of science and technology. Science content at the upper primary stage should not be governed by disciplinary approach. At this stage the child should be engaged in learning the principles of science through day to day experiences, working with hands to simple technological models.

At the secondary stage, students should be engaged in learning science as a composite discipline, in working with hands and tools to design more advanced technological models than at the upper primary stage. At the higher secondary stage, science should be introduced as a separate discipline, with emphasis on experiments, technology and problem solving.

d. Social Sciences

A broad range of content, drawn from the disciplines of history, geography, political science, economics and sociology is included under social sciences. The selection and organisation of material into a meaningful social science curriculum, to develop a critical understanding of society, among students is not an easy task. So in this context the possibilities of including new dimensions and concerns are immense. The relevance and significance of social sciences is expanding as it is indispensable in laying the foundations for an analytical and creative mindset. Social sciences have a specific responsibility to create and widen the popular base for human values, namely freedom, trust, mutual respect, respect for diversity and similar other values. Thus, the purpose of teaching social science will help to provide the child with the mental energy to think independently and deal with the social forces that threaten these values, without losing individuality.

Studying social sciences, helps children to appreciate the values protected in the Indian Constitution such as justice, liberty, equality and fraternity and the unity and integrity of the nation, with the objective of building of a socialist, secular and democratic society. It enables children to understand the society in which they live to learn how society is structured, managed, and governed, and also about the forces seeking to transform and redirect society in various ways.

By learning to respect differences of opinion, lifestyle, and cultural practices, the learners grow up as active, responsible, and reflective members of society. It will facilitate the students undertake activities that will help them develop social and life skills and make them understand that these skills are important for social interaction. It also allows the children to acquire pleasure in reading, by providing them with enjoyable reading material.

Therefore, NCF 2005 recommends paradigm shift to study social sciences from the perspective of marginalized groups. Gender justice and sensitivity to issues of tribal and socially deprived groups, and minority sensibilities must be imparted in teaching of all social science subjects.

National Curriculum Framework also draws attention on the following four other areas—

e. Art Education

It covers four major spheres; namely music, dance, visual arts and theatre. Interactive approaches and not instruction is focused – because the goal is to promote aesthetic awareness and enable children to express themselves in different forms.

f. Health and Physical Education

Malnutrition and transmissible diseases are the major health problems mostly faced by Indian children, from the pre-primary to the higher secondary school stages. Health depends upon nutrition and planned physical activities and success in school depend on hale and hearty children.

g. Work and Education

Work alone can create a social temper. Work should be infused in all content areas from primary stage upwards to the secondary and higher secondary stages. Agencies offering work opportunities outside the school should be formally recognised. Work related generic competences should be pursued at every level using it as potential pedagogy for knowledge acquisition.

h. Education for Peace

Peace education is viewed as a precondition for national development in view of growing tendency towards intolerance and violence. NCF recommends nurturing non-violent and peaceful behaviour and skills for conflict resolution. It also emphasises respect for human rights, justice, tolerance, cooperation, social responsibility, respect for cultural diversity and commitment to democratic values. This peace aspect should be infused in all subjects and activities of the school and activities including peace clubs, peace educating films, peace workshop, celebrating cultural diversity and gender justice etc. should be conducted.

i. Habitat and Learning

This theme of 'Habitat and Learning' is equivalent to environmental education. Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels while ensuring that adequate time is allotted for relevant activities. Schools could work with panchayats, municipalities and city corporations to document biodiversity resources and associated knowledge.

4. School and classroom environment

NCF focuses on nurturing an enabling environment where the teacher is a facilitator and supporter. Classroom environment is characterised by Learner centeredness and autonomy. Through active learner engagement and in company of others understanding-based-learning will be organised. Learners' performance may be improved by giving primacy to learners' experiences.

Emphasises learning from other resources like – learning sites, tools, laboratories, media, ICT etc. apart from prescribed text books, minimum infrastructure and material facilities should be available.

NCF revisits the traditional notions of discipline and support for planning a flexible daily schedule. It also discusses the need for providing space to parents and community in the sphere of education.

Children should develop sensitivity towards environment, where they will learn to accept different cultures. Children should be prepared to participate in productive work.

5. Systemic Reforms

Systemic reform implies the system's capacity to reform itself by enhancing its ability to remedy its own weaknesses and to develop new capabilities which is not possible without quality concern. Monitoring quality must be seen as a process of sustaining interaction with individual schools in terms of teaching-learning processes.

a. Academic Planning Reform

It includes reforms in academic planning for monitoring, teacher education and evaluation system. NCF covers needs for academic planning for monitoring quality of education. It reaffirms faith in the Panchayati Raj or local self government and suggests the strengthening of the Panchayati Raj. It also proposes systematic activity and mapping of functions appropriate at relevant levels of local self government. This chapter looks at issues of academic planning and leadership, at the school level, to improve quality. Meaningful academic planning has to be done in a participatory manner by headmasters and teachers.

b. Teacher Education Reform

Teacher education should focus on developing professional identity of the Teacher as well as in-service education and training of teachers. NCF mentioned necessary systemic reforms including teacher education reforms to achieve the goal of education. Teacher Education Reforms should emphasize on preparation of teachers towards the fulfilment of the following aspects, so that the teacher should learn to view learning as 'a search for meaning' out of personal experience, and knowledge generation as a continuously evolving process of reflective learning. They should also be able to view knowledge not as an external reality embedded in textbooks, but as constructed in the shared

context of teaching-learning and personal experience. It addresses the need for plurality of material and teacher autonomy or professional independence to use such material.

‘Pre-service training programmes need to be more comprehensive and lengthy, incorporating sufficient opportunities for observation of children and integration of pedagogic theory with practice through school internship.’

Teacher education programmes need to be reformulated and strengthened so that the teacher can be an:

– encouraging, supportive and humane facilitator in teaching-learning situations to enable learners to discover their talents, to realise their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and

– active member of a group of persons who make conscious efforts for curricular renewal so that it is relevant to changing social needs and the personal needs of learners. Teacher education programmes should be reformulated in a way that would place thrust on the active involvement of learners in the process of knowledge construction, shared context of learning, teacher as a facilitator of knowledge construction, multidisciplinary nature of knowledge of teacher education, integration theory and practice dimensions, and engagement with issues and concerns of contemporary Indian society from a critical perspective (NCF, 2005).

c. Evaluation and Assessment Reform

Examination reforms to reduce psychological stress particularly on children in class X and XII. It recommends that assessment of learner should be made an integral part of school life. It also discusses the necessary systemic reforms including examination reforms to achieve the aims of education. Some highlights of the examination reforms are as follows

- Content based testing should be replaced by problem solving and competency based assessment
- Examinations of shorter duration with flexible time limit
- No public examination till class VIII
- Class X board exam to be made optional in long term
- Typology of questions should be revised so that reasoning and creative abilities may replace rote learning

Few other recommendations of NCF 2005 are as follows –

Vocational Education and Training (VET)

NCF recommended the establishment of separate Vocational Education and Training (VET) centres and institutions in clusters in villages and blocks to sub-divisional/district towns and metropolitan areas in collaboration with the nation wide spectrum of facilities already existing in this sector.

Suggestions for Syllabus Development

Development of syllabi and textbooks should be based on the following considerations. Topics and themes should be relevant to the stages of children's development. There should be continuity between levels and linkage between school knowledge and concern in all subjects and at all levels. The values preserved in the constitution of India should reflect in the organization of knowledge in all subjects. Work related attitudes and values in every subject and all levels should be integrated and nurtured with aesthetic sensibility. Syllabi should also contain components to develop sensitivity to gender, caste, class, peace, health and need of children with disability. School and college syllabi should be linked without any over lapping. Flexibility and creativity in all areas of knowledge and its construction by children must be encouraged.

Development of Support Material

NCF recommended the use of potential of media and new information technology in all subjects. It emphasized on –

- Teachers' handbooks and manuals.
- Audio/video programmes on NCF 2005 and textbooks
- Exemplar problems in Science and Mathematics.
- Science and Mathematics kits
- Sourcebook on learning assessment
- Develop syllabi and textbooks in new areas such as Heritage Craft, Media Studies, Art Education, Health and Physical Education, etc.
- Taken various initiatives in the area of ECCE, Gender, Inclusive Education, Peace, Vocational Education, Guidance and Counselling, ICT, etc.

6.4.5 Critical evaluation of NCF 2005

Before evaluating NCF 2005 it is important to mention that the question of contextualising curriculum is a complex issue and India is a country having a very widely differing learner profile. Children have different paces of learning and different interests. This is true for any classroom. The children of the north-eastern tribes, the western and northern deserts and of the metropolitan cities are covered under education so they are set in widely different cultural and geographic contexts. Further in each of these cultural contexts we have a very stratified population in terms of economic and social status, thus getting learners who are altogether different from each other.

Whenever a draft of curriculum framework is prepared, there are two specific objectives-building a national identity of common-hood and transforming the society to bring in greater equity and justice we need to develop a perspective for handling this varied and stratified learner profile. There can be no doubt that each child has to be prepared for social mobility so that he or she may get the scope to improve his or her social

status by choosing a new career in new socio-cultural settings. Thus the possibility of moving away from the profession of one's 'family and caste' has to be structured into the curriculum. This requires identification of certain skills and perspectives that cut across all professions and cultures and those that enable one to learn new skills and perspectives for new professions. These are the universal constituents of a curriculum.

Again, India has a democratic society where each individual irrespective of his or her socioeconomic position is expected to perform certain civic duties relating to governance, to form an understanding of and make a reasoned choice between different policies, assert his/her demands and fight for them. Thus skills and perspectives relating to exercise of power are an essential component of any individual's intellectual tool kit. These not only relate to basic skills of literacy and numeracy but also an ability to learn about new things; leading to development of an ability to critically compare and examine the merits and demerits of anything and an ability to understand the lives and problems of people living in different conditions. These invariably require a study of both local contexts and also contexts from a wider universe. Studying the experiences of others and problems of the others is as important as the study of the local problems and issues.

A thorough study of this document does give the feeling that the NCERT has a clear vision of Indian society which is composed of distinct socio-cultural blocks each with its assigned function and identity, held together by a sense of belonging to the 'Indian nation'. Education is considered useful in reinforcing the distinctions and in fostering the national identity or uniqueness. A distinct conception of nation and nationalism implicitly comes with this understanding.

Limitations of NCF 2005

A very important viewpoint of this curriculum framework is that it views human as a significant resource of the country. Human being is considered as, 'a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism.' At present one important social issue in India is population explosion; NCF 2005 considers this aspect very positively with the realisation that India is rich in resources. With this belief it also emphasises the role of the child as the constructor of his knowledge.

In spite of such a liberal outlook the National Curriculum Framework 2005 suffers from some weaknesses which creates problems in its implementation. Let us discuss the limitations of this framework in the following sections.

- National Curriculum Framework should make necessary recommendations covering all the stages of education and maintaining connections between the stages. But NCF 2005 has not commented on the pre-primary level of education at all. Thus somewhere it is incomplete.

- This document rightly observed excessive curriculum load in education and recommends a shift away from content. But it does not work out on implications of 'learning to learn', which is not a matter of emphasising process alone. Without some criteria to decide on the relative worth of what is to be learnt, the problem of curriculum load cannot be solved.
- This document seems to be more liberal in its psychological dimension, than in its sociopolitical, vision. This could have led to a tension, within the document, because of the two different views for human beings in different sections of the document.
- Theory of knowledge acts as the foundation for selection of content and learning experiences. Thus any curriculum framework needs a theory of knowledge, which looks at the selection and organization of the learning experiences. But this national curriculum document, however, seems to completely ignore the need for a theory of knowledge.
- This document looks back to the age old practices, when it assumes that exploration, problem solving, decision-making, interactive group learning, seeing and understanding patterns as significant processes of learning; but none of these ideas are new and some are as old as education itself.
- A curriculum framework with the objective to establish equity cannot consider human beings as a resource, and this document considers equality as its significant feature and at the same time views human beings as resource. Thus making this National Framework somewhat self contradictory.
- This national document has replaced a more important value i.e. equality with a less important one i.e. cohesiveness. Even highly undemocratic societies can be cohesive, both in theory and practice. At present education should make every effort to achieve the goal of a democratic and egalitarian society rather than a society which is cohesive and consistent.
- Another glaring short coming mentioned in NCF 2005 is lack of accountability. While formulating Curriculum Frameworks at the national level answerability of the personnel involved to the system should be incorporated. Every individual concerned should be held accountable for his/her part to get the best output.

The document recommends for physical and cognitive development of the learner but has kept silence on emotional and other kinds of development. Development of different aspects pertaining to the development of affective domain should also be incorporated in National curriculum documents.

Problems of Implementation

The National Curriculum Framework of 2005 is a more cautiously and meticulously workedout document than the 2000 document, as it looks at including various other subjects such as environment, peace & so on. The document focuses more on the creativity and the overall development of children, rather than filling their brains with

information. The main emphasis in this Curriculum Framework is to provide learning without burden. Though it is well written framework and all the aspects of child centred learning is discussed but when we want to see as if it is implemented in schools or not, then we find a great failure on the part of educational leaders as the document fails to create any stable structure both human and financial.

There is rarely something to criticize in the policies made by educationists but the drawbacks are surfaced when we think about implementation. The National Curriculum Framework is a massive document of 124 pages, which is loud on words but suffers from indistinctiveness and ambiguity.

NCF 2005 emphasized on learning without burden; for this we should adopt the child centred approach of learning and must believe in the intelligence of a child. Each and every student is unique, that is why it is necessary to understand their uniqueness and provide knowledge as per their capabilities and interest. And for this we require a constructive approach of teaching and learning. Now the question that comes up naturally is, whether constructivism can be incorporated by teacher in their teaching and the learning of students. The finest resolution may be to let them free, to let them think what they want to think and draw out the best possibility of interest in his or her own area. Though it seems very difficult but if we exclude any specific content or syllabus from the system then it is quite easy to implement. But it is difficult to avoid syllabus from a curriculum framework as syllabus itself is an important part of curriculum.

In its report, "Learning without Burden," the committee pointed out that learning at school cannot become a joyful experience unless we change our perception of the child as a receiver of knowledge and move beyond the convention of using textbooks as the basis for examination. Therefore the National Curriculum Framework 2005 gave emphasis to learning from "known to unknown," from "concrete to abstract" and from "local to global." It favoured child as a Natural learner who can learn from different activities and construct the knowledge from his past experiences.

Burden remains

Though NCF 2005 has given emphasis to learning without burden and presents the child as the natural learner who can learn from his own experiences but still in many schools the old techniques and methods of instructional base of teaching have been adopted where the child is still the passive listener. The main emphasis is only given to memorisation of facts and information and the capacity of reproduction during the examination.

The hard reality

The real situation is that in most of the schools in India, students, teachers and administrators are apathetic towards the process of education, fake and deceptive ways are being adopted to complete the process and a large number of educated youth find themselves without suitable jobs. Gradual degeneration of the process is observed and education as an activity seems to be going without any direction. The process of

education becomes highly inconsistent when the people, government and those involved in implementing it, consider it to be desirable and at the same time they choose to ignore the real state of affair on ground. Policy makers, politicians, social activists and education experts are seen taking idealist positions when talking about education, most of the time. But this needs to be continued and expanded genuinely in action to bring constructive changes in the existing education system.

Lack of supervisory staff

Supervisory staff plays a significant role in any system to keep it running. There is no denial of the fact that the educational standard in India has taken a hit due to severe crunch of supervisory staff. In this condition it is difficult to fulfil the aim of constructive learning because if there is a shortage of supervisory staff then who will judge the performance of teachers and the outcomes of the learners.

Teachers are overburdened

Ideal teacher-pupil ratio is not maintained in any level of education. Many teaching posts are vacant in educational institutions. Again because of lack of infrastructure and staff in schools the teachers have been given the extra responsibilities which further affect the performance of the teachers. Students are the natural learners and they learn from their surroundings but if their surroundings and environment lacks the infrastructure then neither the student nor the teacher is able to do anything. Undoubtedly teacher is the facilitator, who helps the child to construct his knowledge but if teacher is loaded with extra burden then the teacher is unable to meet the expectations and perform the duties assigned.

Learning based on understanding is not emphasised

NCF 2005 has given emphasis to the constructive learning which is purely based on understanding, but still in school the traditional method of Pipe line theory and Gold-sac theory has been given importance. The child or learner is still considered as a passive listener in many schools as no one believes in the natural learning of the child. Understanding of the child is not emphasised thus learning remains at a superficial level only. Thus the long term implication of learning is suffering as what is learnt without comprehending the meaning is forgotten easily after examination.

Rote Learning

Rote learning is mentally seizing our school system in India. It is ironic, that we still follow what the colonial system had left for India. Researchers across the globe have reached the consensus that the key to addressing these challenges is to bring a transformation in student thinking, classroom dynamics, learning ambience, ICT integration and teacher empowerment.

The above information reveals that still our education system needs a change in the ground level because policies are made for constructive or co-operative learning, which is completely based on understanding and develops the mental abilities of the child. But it is far from implementation and rote learning is still in practice.

Corporal Punishment

A Child should be provided such a kind of environment where he or she can learn without any force and fear. The news published in Times of India in August 13, 2012, emphasizes that corporal punishment is required for the desired behaviour of the child which is against the norms of NCF 2005 (Ramya, 2012). Again an educational survey revealed, 30% principals and 40% teachers believed that strict enforcement of discipline is necessary for proper teaching and the teacher's control over students is a must for discipline. They also said that there can be no discipline without fear of the teacher in students and those not paying attention to studies should be physically punished (Pandey, 2014). This type of mentality is not expected of educated persons, thus making the implementation of this National framework more difficult.

Co-curricular activities need more attention

There is no denying of the fact that co-curricular areas have direct impact on curricular areas and so are definitely relevant to curriculum and important for building students' selfconfidence, self-control, sportsmanship, solidarity, teamwork, competitiveness, health, etc. However, school places no major emphasis for these areas in curriculum. Schools on an average spend very less time, on physical education, sports and other co-scholastic activities like music, art, dance, elocution and dramatics. Much more time of class is spent on learning academic subjects. Thus a contradiction between the policy of NCF 2005 and the ground reality is coming up.

Dominance of examination

In school educational outcome is considered equivalent to score obtained in examination so there is dominance of number system. Schools don't have any concern with learning rather their main concern is to produce scores which further helps these institutes to get more admissions. Parents also don't bother about real learning of their children, they only have interest on percentage of marks their children got during examination. This recent trends of the present schools is making the implementation of NCF 2005 harder.

Faulty evaluation system

The content and method used for educating the child is elected judiciously for the child's all round development. Teachers are trained to use various activity based strategies for teaching and instruction in classroom. Children learn to perform these activities through active participation. But the ultimate parameter for judging the overall assessment of a child is his or her academic performance so drawing the best of the child remains a dream in education and the purpose of activities become meaningless. Education will become burden if these institutions practice such kind of wrong ideas and do not coordinate between head and hands.

We need the Education in which the child's natural instinct of learning is not suppressed

and if it is suppressed by us then we all are the culprit of humanity. The futuristic society will not spare us if we don't rethink about it and find the exact measure to curb it.

Difficulty in uniform implementation

In India, every state has got two parallel systems of education, the state-run Government schools and so-called private schools offering education of two different standards altogether. The NCF does not even venture to suggest the need for bridging the gap between these two types of schools. Both these types of schools are different in their facilities, infrastructure, teaching-learning, teacher quality, administration and management etc. presenting two totally different education systems under the guidance and supervision of a single National Curriculum Framework. This double standard in school education has made implementation of this Curriculum Framework difficult.

6.4.6 Some conclusions

The NCF-2005 begins with a quotation from Tagore's essay 'Civilisation and Progress' in which the poet reminds us that a 'creative spirit' and 'generous joy' are basis of childhood. These can be distorted if handled by an unthinking adult world. Seeking guidance from the constitutional vision of India as a secular, egalitarian and pluralistic society, founded on the values of social justice and equality, certain broad aims of education have been identified in this document NCF-2005.

Independence of thought and action, sensitivity to others' well-being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic process, and the ability to work and contribute to economic processes and social change – all these are the demand of time and NCF has correctly pointed them.

Role of teachers is also given due importance and it also recommended that teaching should serve as a means of strengthening our democratic way of life, it must respond to the need of the first generation school-goers, whose retention is vital owing to the constitutional amendment that has made elementary education a fundamental right of every child. Viewing learning as a source of burden and stress on children and their parents is an evidence of deep distortion in educational aims and quality. Teachers should be aware of the background of the child.

J. P. Naik has described equality, quality and quantity as the exclusive triangle for Indian education. With respect to social context, NCF 2005 has ensured that irrespective of caste, creed, religion and sex - all are provided with a standard curriculum to inculcate the feeling of oneness, democracy and unity in the students. The curriculum is enabled to strengthen our national identity and to enable the new generation to develop a sense of nonviolence and oneness across the society. For achieving this, learning has to be a joyful experience for the learners. The focus is shifted from textbooks and examination to remove stress of children and prepare them as self-reliant and dignified individuals

forming the basis of ideal social relationship. NCF 2005 has made recommendations to fulfil all these objectives.

6.5. Principles of Curriculum Construction

A curriculum is a systematic arrangement of the sum total of selected experiences planned by a school for a defined group of students to attain the aims of particular educational programmes. It is a composite concept covering the entire range of experiences the learner undergoes under the guidance of the educational institution.

The modern concept of curriculum is broader in scope than that of old concept of curriculum. It covers all the wider areas of individual and group life. It encompasses all the meaningful and desirable activities outside the school, provided that these are planned, organised and used educationally. So it is more than text books, subject matter and the courses of study.

Curriculum development takes into account so many dimensions of the individual, society, country, environment and culture that it can never be a simple process. Thus curriculum construction is always a sincere, elaborate, meticulous and continuous phenomenon; and has to be based on some judiciously selected principles. Successful implementation of a curriculum depends on certain principles, which need to be considered while developing a curriculum. The content of curriculum is determined on the basis of these principles.

1. Principle of goals and objectives:

Education is preparation for life. A curriculum should reflect the complexities of life as life is not at all a simple phenomenon. The aims and objectives of education should be given first priority while constructing the curriculum as the next course of action will be determined on the basis of goals and objectives.

2. Child-centric principle:

Modern education as well as the curriculum is child-centered or learner-centred. Childcentered learning has broad implications as the term encompass a wide variety of potential instructional strategies and academic programmes. It is the responsibility of curriculum framers to formulate the curriculum according to the actual needs, inherent and acquired capacities and interests of the child to ensure optimum development of the child.

3. Principle of conservation and transmission:

Human civilization has conserved experiences very carefully for better adaptability and living. Education is conservative as well as dynamic, hence it is regarded as a means to conserve and transmit the cultural heritage. Culture consists of traditions, customs, attitudes, skills, conduct, values and knowledge. The school, as the main agency of formal education, serves two-fold functions in this regard - preservation of the past

experiences and transmission of those experiences to the future generation. And it is well understood that conservation and further development are implied in the process of transmission.

4. Principle of Renewal

After considering the conservation and transmission principle another principle is surely to be considered, it is the principle of renewal. Along with conserving and transmitting the cultural heritage, education should also cater to renewal of the culture and other preserved aspects to match the requirement of changing times.

5. Principles of civic and social needs:

The child is born and grows up in the society. One objective of education is to develop the child as a social being with civic sense. Modern education is equipped in such a way, so that development of the individuality of the child takes place along with development of the society. Curriculum should consider the varying needs of the child along with the dynamic demands of the society.

6. Principles of creativeness:

Education cannot progress without new creations and innovations, so curriculum not only conserves those past experiences of humanity but also helps an individual to develop his innate potentialities. There should be ample scope of divergent thinking for the learners during curriculum transaction. Creative or innovative thinking is the kind of thinking that leads to new insights, novel approaches, fresh perspectives, new ways of understanding and conceiving of things etc. The products of creative thought include some obvious things like music, poetry, dance, dramatic literature, inventions, and technical innovations. Multiple media, tools and materials can be effectively used to enhance creativity in learners.

7. Principle of forward-looking:

Modern education is child-centric as well as life-centric hence the aim of education is not limited to the present life-situations in the family and society. But education must prepare the child to shoulder future responsibilities. Content and learning experiences should be included in a systematic manner to fulfil the purpose of child-centric and life-centric education.

8. Principle of preparation for living:

Education is a process of living and not a preparation for future living, so education aims at not only acquisition of knowledge and skill for vocation but it aims to achieve something more. The children should know the various activities of the environment around them and how these activities are enabling people to meet their basic needs of food, shelter, clothing, recreation, health and education. Suitable co-curricular activities may serve this purpose.

9. Principle of integration and correlation:

Education is a coordinated process and one significant aim of education is unification of knowledge that exists in different branches of learning. Correlation in curriculum construction implies relationships among the various subject areas or fields. Subjects should be arranged logically and psychologically in accordance with the child's developing interests.

There should be a constant and conscious effort in curriculum construction process to integrate different subjects to treat them as a synthetic whole. Knowledge does not depend on the amount of information accumulated in pieces rather knowledge acquisition depends on well organised system, where all the pieces of information are taught indicating the interrelationship of the subjects. Here lies the significance of this principle.

10. Principle of utility:

T. P. Nunn believes that principle of utility is the most important consideration in education. One aim of education is to prepare the child for learning and livelihood. Curriculum should be of practical use to the pupil and hence should maintain vocational and technical base. Emphasis should be given to work experiences. Any item in the course should not only be learnable, it should also have utility. Learning experience must have relevance to the learner's real life situations in and out of school.

11. Principle of individual difference:

Modern education admits the fact that every child is unique in his/her combination of abilities, aptitudes and interests; resulting each child to be distinctively different from the other. So the curriculum should be framed in such a way that every individual can have an opportunity for self-expression and individual development. The curriculum should be based on the psychology of individual difference, so that a child can cope up with the requirement of the modern democratic society.

12. Principle of social relevance:

Subject matter or content should not only be determined on the basis of the needs of the child or disciplinary value of the subject, rather content should be based on their intrinsic value and social significance. Moreover, Education for a more socially just and fair society involves identifying and challenging the social, cultural, economic, and education policies and practices that influence the wellbeing of learners. Students' needs and desires must be in conformity with the needs and desires of the society in which he/she is to live. Therefore the values, attitudes and skills that are prevailing in the community must be reflected in the curriculum.

13. Principle of Organisation

There should be proper organisation within the content selected so that the learning experiences for children should be sequenced. The psychological maxims should be followed for this principle of curriculum construction.

14. Principle of Selectivity

Selection of content and experiences should be done judiciously considering the need of the child, the demand of the society and the requirement of the discipline. This is an age of knowledge explosion too, so including every information, may make the curriculum unnecessarily heavy, so choice should be made wisely considering the long term influence of the chosen contents.

15. Principle of Sensitivity

The child should not be considered in isolation rather the learners' environment should also be taken into consideration, as one goal of education is to prepare the child to be a responsible citizen. The curriculum should have adequate provision to make the child sensitive to the needs of the others living in society.

16. Principle of Maturity

Curriculum should be adapted to the age and stage of mental and physical development of the children. The grade of the students should be taken into consideration to fulfil this principle.

17. Principle of Vertical and Horizontal articulation

Curriculum requires both vertical and horizontal articulation. Vertical articulation refers to the relationships of certain aspects in the curriculum sequence among lessons, topics or courses; that may appear later in the course's sequence. Horizontal articulation depicts the association between or among elements occurring simultaneously. How much elaborate a content should be and to what level or depth the content needs to be explored, the curriculum should provide a clear idea on this.

18. Principle of time

Total duration of the course and contents included should be proportional. Specific time for effective learning of students and effective teaching of teachers should be allocated. Relative significance and importance of each subject in the curriculum has to be judged and determined in the light of the time available in the timetable, which is regarded as the mirror of the school programme and how an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all. Guidance regarding time should be there in the curriculum.

19. Principle of Activity

The curriculum should centre round the multifarious activities of pupils as it is well known that children learn well when they learn by exploring the environment on their own. It should provide well selected activities according to the developmental stages of children. It should provide constructive, creative and project activities. For small children, play activities should also be provided. A network of activities can be provided

and consequently desirable behavioural changes can be brought about in children. Curriculum should provide directions how to involve students actively in the process of learning.

20. Principle for utilization of leisure

Variety of subjects such as games and sports, fine arts, subjects of aesthetic value are to be introduced in the school programme to utilize leisure. Co-curricular activities should be adequately planned in the curriculum so that the students may make use of their leisure time beneficially.

21. Principle of variety and flexibility

Learning experiences must cater to the needs of different types of learners by providing different types of experiences. So, the curriculum should include such activities and experiences, which may facilitate child's normal development. The needs of pupils also change from place to place. For example, the pupils in rural areas, urban areas, and hilly areas will have different needs.

22. Principle of Multiple Learning

A single learning experience may bring about multiple outcomes. During curriculum construction experts should include such learning experiences because of their multiple benefits.

23. Principle of Interest

Interest motivates students to learn better. This is a very important issue in curriculum construction. It should provide well selected activities according to the general interest areas of children. The content should be interesting to the learner and the content should be presented by the teacher in an interesting manner as students attend to those things only which arouse their interest.

24. Principle of Balance

The curriculum must maintain a balance between subjects and activities, between direct and indirect experiences, between academic and vocational education, between compulsory and optional subjects, between formal and informal education, between individual and social aims of education etc.

25. Principle of continuous and comprehensive evaluation

This is a very significant principle of curriculum construction as it is directly related to achievement of objectives. Learning is always directed towards achievement of the prespecified objectives. Curriculum should take into account the suitable measures which can be used for continuous and comprehensive evaluation.

26. Principle of Cumulative effect

Learning experiences must be suitable to the learners' present state of learning and

characteristics. Even though experiences provided in different institutions and by different teachers may be different, they should all lead to the attainment of the same goal; subsequent experiences should be built on earlier ones to get a cumulative effect.

The curriculum is designed on the basis of the above principles to integrate the child's personal needs, interests and experience and derive the best of the child. Curriculum must not exist apart from the social context. The construction of an effective curriculum is a multistep, on-going and cyclical process. There are many approaches to curriculum development. But whatever be the approach, the curriculum developer must be guided by these principles. The curriculum developer must establish a clear philosophy, a set of goals that guide the entire curriculum and the decisions that influence each aspect of the curriculum. Curriculum experts should establish sequences both within and between levels to ensure a coherent and articulated progression from one level to another. A basic framework must be outlined for what to do, how to do it, when to do it and how to know if it has been achieved. Experts in curriculum construction must allow for flexibility and encourage experimentation and innovation within an overall structure. The curriculum must promote interdisciplinary approaches and the integration when situation demands. Methods of assessing the achievement of the curriculum goals and objectives must be suggested and a means for revision and improvement of the curriculum should also be provided. The direction for procurement of human, material and fiscal resources to implement the curriculum should also be provided. Proper feedback post dissemination and transaction of curriculum is also very important for further suitable implementation and improvement of the programme.

Here one important aspect regarding principles of curriculum construction deserves mention. With passage of time the fund of knowledge is multiplying very fast, social processes like globalisation, industrialisation, modernisation, westernisation, sanskritisation etc. are influencing education to a great extent; and newer contents are being included under the field of education. Thus adding more functions for curriculum. One practical problem is arising of this situation; it is becoming difficult to make a complete list of principles for construction of the curriculum.

6.6. Let us Sum Up

'National Curriculum Framework' is one of the most important tools in ensuring consistency and quality in a 'curriculum system' in any nation. A curriculum framework is usually a single document which is supplement by other materials to guide the implementation of specific parts of the framework. These may give more detailed specification or guidance by individual year, subject or learning area, addressing the requirements of the school system, individual schools and the classroom. The document includes syllabus, programmes of study, year plans and lesson plans. These official documents may be developed centrally or locally. Hence curriculum framework should consider the philosophical and legal bases; the nature and need of the learner along with the needs of the national and global community.

NCF 2005 has taken into consideration all these aspects as required by the nation. This document was formulated with the objective of nurturing the democratic identity and developing children to be sensitive to his/her environment and also to develop the skill to participate in productive work. This framework also recommends developing the ability of tolerance in children to accept different cultures. Connecting knowledge to life outside school, making examinations more flexible and non threatening and enriching curriculum to provide overall development of children – are few major recommendations of NCF 2005. If implemented successfully then this framework will be successful to bring about some major reforms in the education system in India like replacing rote method of memorisation, shifting focus from textbooks and thereby reducing burden on children. 'Principles of curriculum construction' is such an area in curriculum studies that if all concerned factors are included then it becomes easier for the curriculum framers to reach the objectives mentioned in Curriculum frameworks.

6.7. Check Your Progress

A. Short answer type questions (*students are required to give short answers within 4-5 sentences*)

- i. Define the term 'Curriculum Framework'.
- ii. Briefly describe the fundamental elements of Curriculum Framework.
- iii. Justify the importance of the principle of individual difference in curriculum construction.
- iv. Describe the five guiding principles of NCF 2005.
- v. Mention the objectives of NCF 2005.
- vi. Name the five chapters of NCF 2005.
- vii. What were the reasons behind reform in curriculum areas according to NCF 2005?
- viii. Mention the suggestions for revising mathematics curriculum in NCF 2005.
- ix. Write the objective of teaching sciences as mentioned in NCF 2005.
- x. Describe the science curriculum for the primary stage of education.
- xi. Write brief notes on – Art education and Work education.
- xii. What is the reason behind the recommending Education for peace in NCF 2005?
- xiii. Justify the relation between Habitat and learning as mentioned in this curriculum framework.
- xiv. Write a note on Academic planning reform.
- xv. Mention any two suggestions for examination reforms by NCF 2005.
- xvi. Mention the limitations of NCF 2005.
- xvii. What is the significance of child centred principle in curriculum construction?

B. Essay type questions (students are required to give answers elaborately adding own views wherever necessary)

- i. What are the key principles of Curriculum Framework?
- ii. Evaluate the significance of Curriculum Framework.
- iii. Narrate the perspective of NCF 2005 on the basis of the outline of first chapter of the document.
- iv. Discuss the recommendation of NCF 2005 on 'Learning and Knowledge'.
- v. Elaborate the concept of NCF 2005 on school and classroom environment.
- vi. What do you mean by systematic reforms? Describe teacher education reform as mentioned in NCF 2005.
- vii. Describe and discuss evaluation and assessment reform in NCF 2005?
- viii. Describe in detail the principles of curriculum construction?

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Structure

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- 7.2 Objectives
- 7.3 Concept of Curriculum evaluation
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7.1 Introduction :

Evaluation of curriculum is a necessary cluster of activities in which curriculum developers and implementors gather data to arrive at judgements about individuals experiencing the curriculum, which is usually considered assessment or curriculum programme in general. This is generally termed curriculum evolution. Assessment that focuses on gathering data to determine what people know or can accomplish feeds into the overall evaluation process and guides decisions regarding content topics, organization of content, teaching method and even the physical organization of the class.

Curriculum evaluation refers to the process by which a judgement is made about the worth on merit of a curriculum or its appropriateness for the individual. The group, the organization offering it or the society within which it operates. According to Kothari

Commission (1964-66) Evaluation is a continuous process, it forms an internal part of the total system of education and is intimately related to educational objectives. It exercises a great influence on the pupil's study habits and the teachers method of instruction and thus help not only to measure educational achievement but also to improve it. The technique of evaluation and means of collecting evidence about students development in desired direction.

Curriculum evaluation is an series of activities directed towards ascertaining the quality of curriculum in terms of its objectives and the learning outcomes amongst the target group for which the curriculum is meant for:

7.2 Objectives :

The students will be able to understand and delineate the

- i) Concept of Curriculum evaluation
- ii) Purpose and criteria of Curriculum evaluation
- iii) Scope of Curriculum evaluation
- iv) Sources and reacts of Curriculum evaluation
- v) Models of Curriculum evaluation
- vi) Evaluation practice in India.

7.3 Concept of Curriculum evaluation

These is a confusion between the terms measurement and evaluation. Measurement is really nothing but description of situations or a behavior using numerical terms in order to avoid the value connotations that people can easily associate with words.

Measurement enables educators to record students degrees of achieving particular competencies. Evaluation on other hand consists of gathering and combining data in relation to a weighted set of goals or scales so as to allow people to make judgement about worth.

Evaluation can be done systematically gathering pertinent data with regard to various processes to find out ultimately whether the objectives have been achieved.

Narrower Meaning of Evaluation :

Narrowly evaluation is culminated into either scores or grades on the whole performance. It may also go further in predicting the results with respect to the following :

- a) Level of performance of the child in relation to his ability.
- b) His/her relative performance in the peer group.
- c) The child's position in relation to the national norm.

Broader Meaning : In broader sense evaluation compares against the absolute standard. In that sense curriculum evaluation can be defined & as the sum total of a set of procedure or steps namely

- a) Achievement of objectives representing through behaviors in respective areas.
- b) Various methods to collect the evidence about the student's behavioral changes.
- c) Summarizing and interpreting in appropriate ways.
- d) Utilizing the information obtained on progress of students.

However, different caricaturists have defined curriculum evaluation in different way-

According to Worthen and Sanders, "Evaluation is the formal determination of the quality, effectiveness or value of a programme, product, project, process, objective or curriculum."

According to Bruce Juckman, "Evaluation is the means of determining whether the programme in meeting its goals that is whether a given set of instructional inputs match the intended or prescribed outcomes."

According to Stufflebeam, "Evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives."

7.3.1 Purpose of Curriculum Evaluation :

Curriculum-innovations are based on the feedback from the field implementation, with the intention to improve the overall quality and standards. This is not possible through philosophical data base. Some of the suggested important purpose of curriculum evaluation are to ensure -

1. **Intrinsic value** - This is related to the goodness or appropriateness of the curriculum planning and implementation.
2. **Instrumental value** - It looks at the programme for its relevance to the audience which it is intended.
3. **Comparative value** - Whenever a revision happens or a new programme is introduced generally the programme is expected to be better than the earlier one or not.
4. **Ideational value** - It is more focussed on the ideals of the programme. The idea is to acquire best possible programme on the basis of the available condition.
5. **Decision value** - The educators or policy makers on the basis of earlier four dimensions will be able to take the appropriate decision whether to continue modify or discard a new programme.

Hilda Jaba suggested certain criteria for the evaluation of the programme.

7.3.2 Criteria for the Evaluation of a programme :

1. **Consistency with the objectives** : The evaluation must be consistent with the objectives.
2. **Comprehensiveness** : Due to the advancement and explosion of knowledge, technology, global trends, liberal policies and privatizing the curriculum revision leads to tremendous expansion of programme objectives.
3. **Sufficient diagnostic value** : Evaluation should take into consideration the strength and weaknesses of the programme on the basis of the achievement in terms of process and product of the programme.
4. **Validity** : It should serve the purpose for which it is designed.
5. **Unity of evaluative judgement** : This has to be made about the groups or individuals on the basis of available evidence which leads to many threats to the programme evaluation.
6. **Continuity** : Evaluation should be continuously and an integral part of curriculum development and instruction.

7.3.3 Scope of Curriculum Evaluation :

The different factors of scope are closely related with aims, objectives and features of curriculum evaluation.

- a) **Objectives of Curriculum** : When the aim of curriculum evaluation is to measure student's achievement and knowledge it simply reflects the objective of curriculum on the other hand. This evaluation helps in validation of the curriculum objectives.
- b) **Contents of Curriculum** : The objectives of curriculum gets its structure by selection and presentation of the content of curriculum. This content includes experience, acquisition of skills, recognition of direct and indirect method everything required for achieving the aim of curriculum.
- c) **Internal validity** : When a curriculum is criticized and analyzed on the basis of its internal criteria it is called internal validity of curriculum. The basis of determining internal validity are -
 - i) Correlation of content
 - ii) Integration of content
 - iii) Lack of self contradiction
 - iv) Coordination among variety
 - v) Compatibility with learning competition
 - vii) Firm psychological and educational theoretical base
- d) **External validity** : The social response and social impact of a curriculum denotes

its external validity. The other external denoters of external validity are

- all information relied to teaching learning
- inclusion of teaching instruction in curriculum
- all units should be time bound.
- There should be a support system for all units of curriculum
- The level of acceptance of curriculum to the teacher.

7.4 Sources of Curriculum Evaluation :

Meaning of the term sources of curriculum evaluation refers to wherefrom the evaluation can collect qualitative or quantitative data or both for ascertaining the validity of a curriculum. There are some common sources like 1) Students, 2) Teachers, 3) Experts in the discipline of Education, 4) Subject expert and 5) Curriculum experts. These sources are directly involved in designing and developing any curriculum except the students who do not plan any achieve role in curriculum development but are the most dependable sources.

Besides, there are some distant or indirect sources of curriculum evaluation. These sources provide long-term data or play secondary role in curriculum evaluation policy making community, parents and in some cases even employees may be considered as the sources of curriculum evaluation.

Ornstein and Hunkins (1998) define curriculum evaluation as a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change or eliminate something - The curriculum in general or an educational textbook in particular.

The following diagram (Fig. 7.1) reveals that each element involved in collecting data from varied sources that are directly and indirectly involved with the curriculum or any other programma is important.

While evaluating the programma, the following issues should be in mind -

- i) What does education intend to do?
- ii) What skills will it develop? What attitude and values will it calculate?
- iii) What are the results of education?
- iv) What are the values assigned to these results?

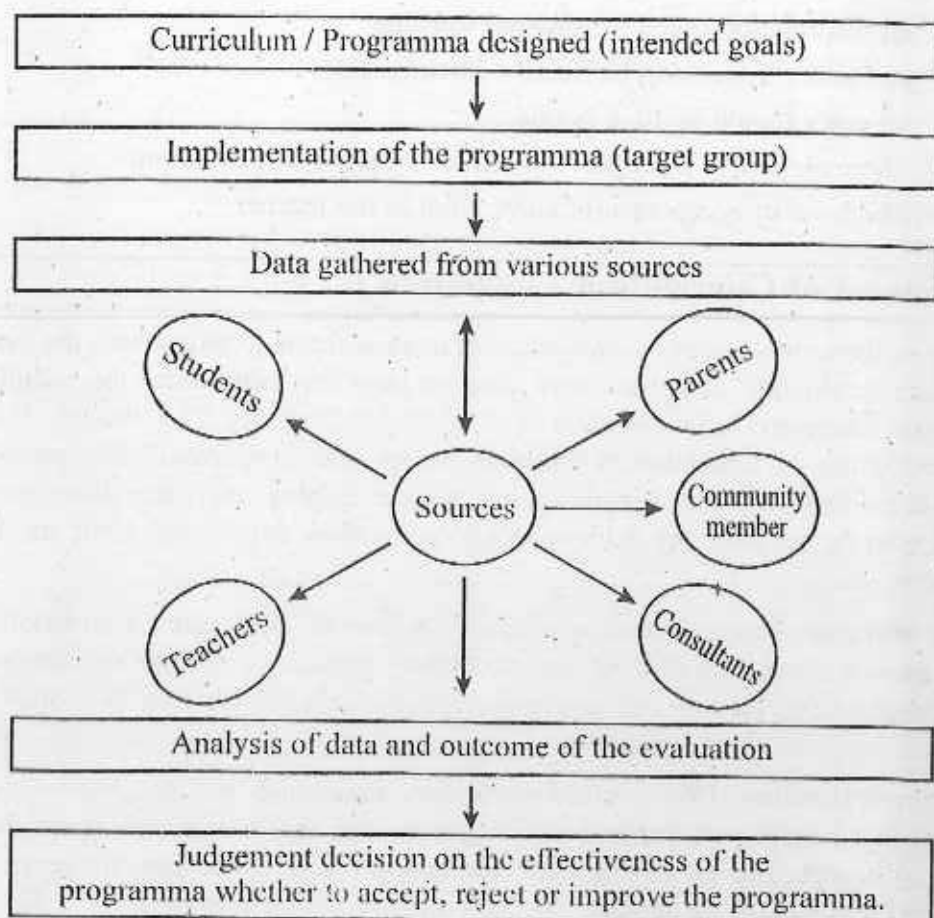


Fig. 7.1. Diagram showing elements involved in the data collection for curriculum evaluation.

While looking at the technicalities of the programma / curriculum, it can be checked against the following questions :

- i) Is the content related to the objectives?
- ii) Is the content valid and reliable?
- iii) Is the content relevant to the students?
- iv) Is there logical organization of the content?
- v) The learning tasks reflect a hierarchical structure and sequence or not.
- vi) The programma should develop understanding and critical thinking.
- vii) A multisensory approach should be used.
- viii) The programma must have transfer value.

7.5 Aspects Curriculum Evaluation :

The curriculum experts have worked to equip the curriculum evaluation process with all important aspects and to make it appropriate.

Some of these aspects are :-

- i) **Intrinsic value** : It signifies the goodness and the appropriateness of the curriculum. If a new curriculum is introduced it has to answer whether the curriculum incorporates the best thinking to date, best arrangement of the content and presentation of the content. We perceive the curriculum in light of the purpose of education. They see as paramount and what learning theory they prefer.

The curriculum objectives should be employment oriented and in line with students needs of future employment and long-term development.

The curriculum content should be up to date.

The instructors teaching approaches should be flexible and varied emphasizing student participation and teacher student participation and teacher student interaction.

The learning evaluation should be conducted fairly and reasonably in various ways.

The curriculum should be effectively promote students mastery of knowledge and capacities.

- ii) **Instrumental value** : This signifies that the planned curriculum is evaluated on the ground of the intended goals and objectives.

This aspect also addresses whether what is planned in the curriculum will be attained or to what extent, and by which students.

This also includes the philosophical or psychological orientation of the contents, materials, activities and methods.

If a curriculum developer is humanist, he or she might ask if the specifics planned for the curriculum are going to be instrumental for themselves and others. A behaviorist might ask if the encounters planned in the programme are such that students will the specific behavior at the intended level of competence.

All planned curriculum may not have value for all students. Evaluation effort should identify the types of students who will be benefitted most from the curriculum being planned.

So the experts are interested to evaluate how effective the curriculum is in leading "oppressed" students to arenas of opportunity and freedom.

- iii) **Comparative value** : This question is often asked by those who faced with possible new programme. It mainly try to answer, is the new programme better

than the older one which it is supported to replace.

A new programme is created when it is felt that the existing program is inadequate. Comparative value of two programs includes ease of delivery, cost, demand on resources and expectations of the community.

- iv) **Idealization value** : This aspect requires continued action through out the delivery of the new programme. The educators must constantly ask themselves how they might fine-tune the programme content, materials, methods etc. so that students can derive optimal benefits from the curriculum.
- v) **Decision value** : After going through all the above mentioned aspects the evaluation and the curriculum decision maker should now have evidence to decide whether to retain, modify or discard the new programme.

7.6 Models of Curriculum Evaluation

Based on the nature of models, basically there are two categories of curriculum evaluation model.

- i) Quantitative / Scientific / Positivistic Models.
- ii) Qualitative / Humanistic / Naturalistic Models.

A summary view of the models of curriculum evaluation is given in table 7.1 below.

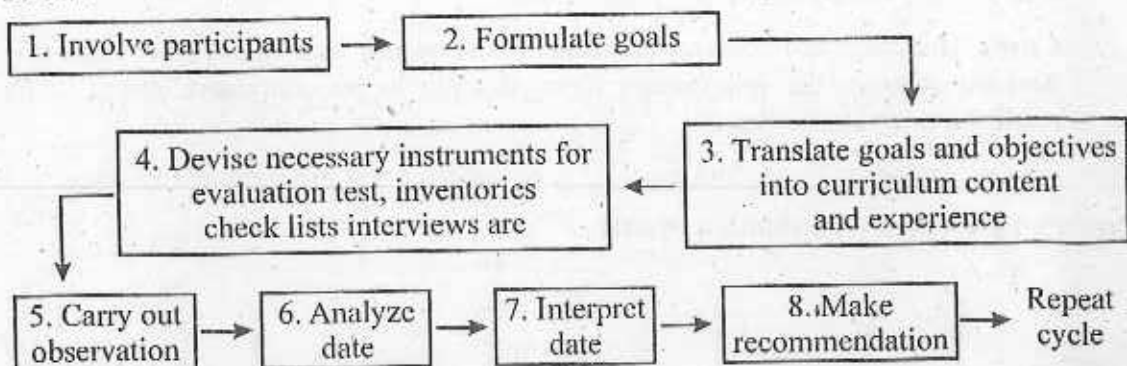
Table 7.1 : A summary view of models of curriculum evaluation.

Quantitative / Scientific / Positivistic Models	
—	Metfessel Michael Evaluation Model
—	Provu's Discrepancy Evaluation Model
—	Stake's Concurrence - Contingency Evaluation Model
—	Shuffle Beam's Input, Process, Product Evaluation Model
Qualitative / Humanistic / Naturalistic Models	
	Eisner's Connoisseurship
	Evaluation Model
	Stake's responsive Evaluation Model
	Portraiture Evaluation Model.

7.6.1 Quantitative / Scientific / Positivistic Models :

7.6.1.1 Metfessel - Michael Evaluation Model

Eight steps are found in Metfessel - Michael model, as depicted in the following given below :-



7.6.1.2 Provu's Discrepancy Evaluation Model

Malcolm Provu's model is basically based on system management theory. It consists of four components and five stages of evaluation :

The four components are :

- i) Standards
- ii) Performance
- iii) Comparing performance with standards
- iv) Whether a discrepancy exists between performance and standards.

In case of any discrepancy it is reported and decision makers make decisions at each stage. Once the discrepancy is observed it is recycled before going to the next stage and finally the decision makers make decisions.

The five stages of the models are :-

- i) **Designing** : Once the programme is designed, it is compared with a standard design or the criteria. Evaluations needs to examine whether the programme is sound internally (i.e. adequacy of space, personnel, resources, material and so on) and externally (other similar and comparable programs). This helps to identify the problem initially and discrepancy is located by comparing it with a standard and the same is reported to the decision maker.
- ii) **Installation** : This is the stage of actual implementation or the operation is compared with the fidelity criteria like earlier stage, here also the discrepancy is reported.
- iii) **Processes** : All the regular and required processes such as staff and student activities and communication are needed. Based on the evaluation, the inadequacy

should be reported for making necessary changes or modifications for better or effective functioning.

- iv) **Products** : The outcome of students, staffs, school can be measured against the programme is original goals. This information would enable the decision maker to know the worthiness of the programme.
- v) **Cost** : This stage is important in terms of cost benefit analysis. At this stage it is decided whether the programme is worthwhile to be continued, needs to be modified or totally rejected.

So according to Provu this model can be used for any program at any stage.

Provu's Discrepancy Evaluation Model

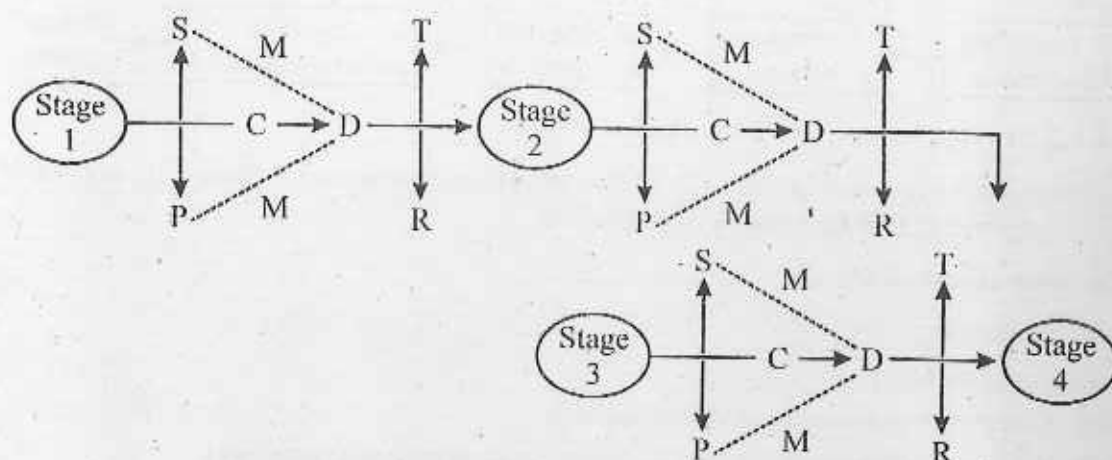


Fig. 7.2 Diagrammatic view of Provu's Discrepancy Evaluation Model

Note : S–Standard; C–Comparison; T–Terminate Program; P–Performance
D–Discrepancy; R–Recycle Program; M–Modify or change

The process of evaluation carried out can be shown in the following table 7.2

Stage	Performance	Standard
1	Design	Design Criteria
2	Installation	Installation fidelity
3	Processes	Process adjustment
4	Products	Product assessment
5	Cost	Comparisons and cost benefits

Table 7.2 The process of evaluation in Provu's Model

7.6.1.3 Stake's Congruence - Contingency Evaluation Model :

Robert Stake's recognized that evaluation depends on casual observation, implicit goals, intuitive norms and subjective judgement. He suggested formal evaluation methods, which are objective. Data collected by the evaluation should be organized in three bodies :

- i) **Antecedents** : This condition exists prior to teaching and learning and may influence the outcomes. It is like entry behavior or input, for example, achievement aptitude, psychological status, grades, disciplines, attendance etc. possessed before they are exposed to teaching.
- ii) **Transaction** : It is an interaction between various aspects, i.e. process of teaching and instruction.

Transaction happens between —

- Teacher and students
- Students and Students
- Students and resource people
- Students and materials
- Students and classroom environment
- Time allocation, special arrangement
- Sequence of communication

Outcomes : This is also known as products. For example achievement, attitudinal change and acquisition of motor skills. The outcomes are the influence of the program. The result could be due to long range effects related to cognitive, affective, personal and community wise consequences.

The outcomes are the resultant of antecedents and transactions. Outcomes should be logically contingent from the transaction.

Stake's Congruence - Contingency Model

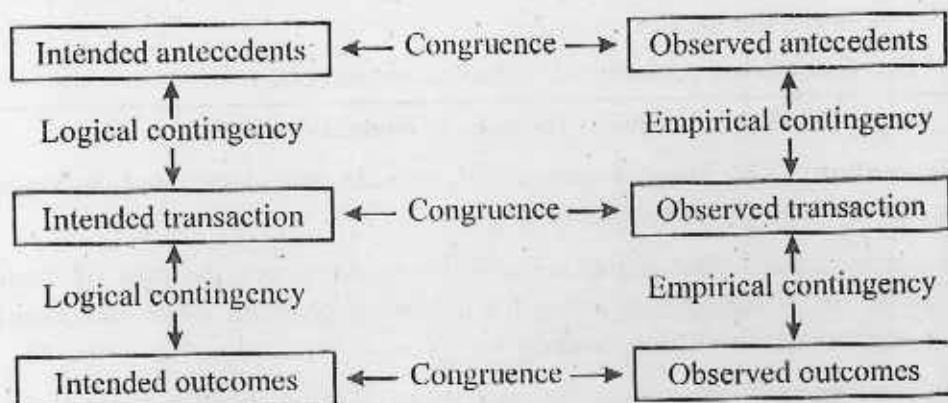


Fig 7.3 Flowchart showing Stake's model.

7.6.1.4 Stufflebeam and Shinkfield's context, input, process, product Evaluation model:

This is perhaps the most important contribution to a decision management oriented approach to curriculum evaluation presented by Daniel Stufflebeam. The approach is and Shinkfield recognized as CIPP (Context, Input, Process, Product) model. This model considers evaluation to be a continuing process.

Information is provided to management for the purpose of decision making. It is a three step process.

- a) Delineating the information necessary for collection.
- b) Obtaining the information.
- c) Providing the information to interested person.

On the basis of these decision type there are four types of evaluation - i) Context, ii) Input, iii) Process, iv) Product.

Context Evaluation : This involves studying the environment of the program. Its purpose is to define the relevant environment, state the desired and actual condition pertaining to the environment, focus on unmet needs and missed opportunities, and diagnose the reason for unmet needs. It continues to furnish baseline information regarding the operation and accomplishment of the total system.

Assessing the Curriculum Context :

The following points can assist in assessing the context of curricular action.

- i) Determine the value goals and belief that drive the curriculum.
- ii) Obtain a reading of the community
- iii) Determine the history of past curricular activity.
- iv) Get some indication of the physical facilities available
- v) Judge the pressures for actions
- vi) Determine the budget needed.
- vii) Determine what performance outcome are important

Table 7.3 Shows the steps in context evaluation

Input Evaluation : This stage is designed to provide information and determine how to utilize resources to meet program goals.

Input evaluations assess the school capabilities to carry out the task of evaluation. They consider the strategies suggested for achieving program goals and identify the means for implementation of the strategy.

Input evaluates specific aspects of the curriculum plan or specific component of the curriculum plan.

Input evaluation deals with question like -

- i) Are the objectives stated appropriately.
- ii) Are the objectives congruent with the goals.
- iii) Are the instructional strategies appropriate.
- iv) What is the basis for believing that using this context will enable the educators to successfully attain the objectives.

Process Evaluation : It is used to determine the congruence between the planned and actual activities. There are three strategies :

- a) Detect the defects in the procedural on implementation stage. Evaluation will be able to identify and monitor defects which are located in the projects failure.
- b) Provide information for decision - This involves project managers in mutation of the project.
- c) Maintain a record of the procedure in the order they occur : This stage is a piloting one, where the program is implemented at a small scale, i.e. district, and on the basis of the feedback.

Product Evaluation : This means collection of data based on which the evaluation will be able to know whether the intended objections have been attained. This information helps them to make decision whether to continue terminate or modify new curriculum.

In this way any programme that is designed has to be planned on the basis of content, input, process and product.

There are four types of decisions that have to be taken after conducting the evaluation.

- a) Planning decision
- b) Structuring decision
- c) Implementation decision
- d) Recycling decision

The four stages of CIPP model can be categorized as -

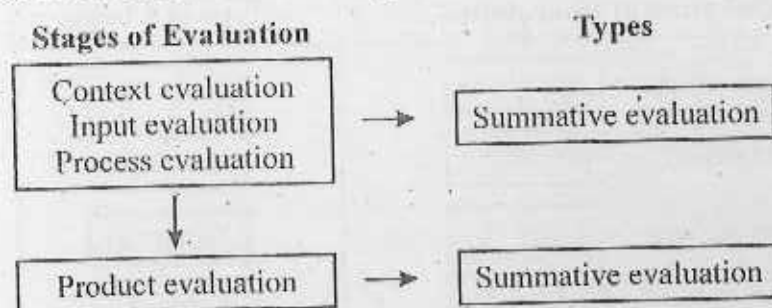


Fig. 7.4 flowchart showing CIPP model

Graphical Representation of CIPP model

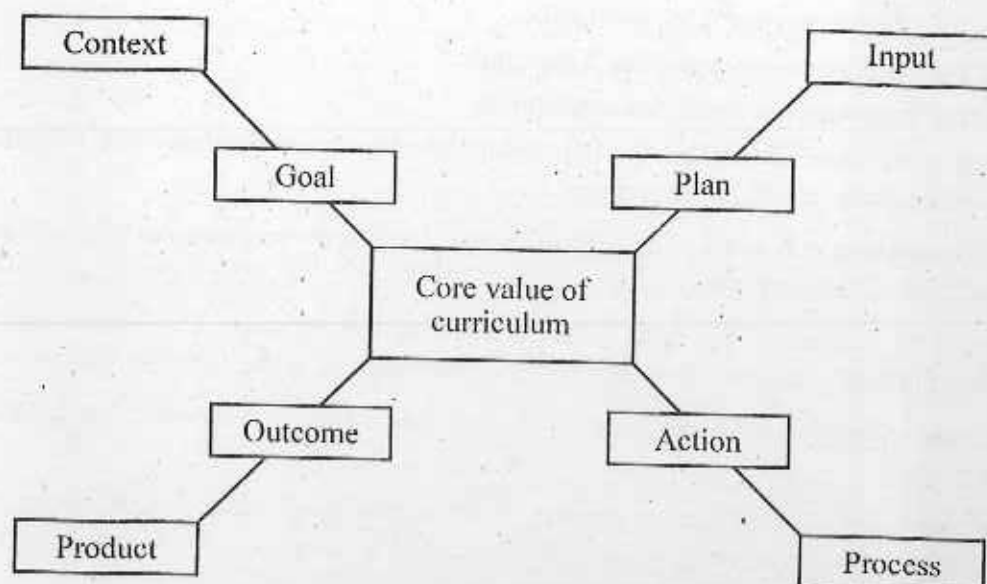


Fig. 7.5 Diagrammatic scheme of CIPP model

7.6.1.5 Stufflebeam's Macro (Total) Evaluation model :

One step further of CIPP model Stufflebeam gave this macro evaluation model. He has proposed various changes in addition to the earlier model.

- Neomobilistic Change** : When a large change is brought on the basis of small information, it is known as neomobilistic change.
- Incremental Change** : When a series of small changes are brought based on small information, the changes are called incremental change.
- Homeostatic Change** : Based on large information, a small change is brought.
- Metamorphic Change** : Based on large information a great change is brought.

Type 8 of change and quantum of information in
Macro Evaluation model :

Quantum of Information		Type of Change
Neomobilistic	Small (S)	Large (L)
Incremental	Small (S)	Small (S)
Hemostatic	Large (L)	Small (S)
Metamorphic	Large (L)	Large (L)

Table 7.4 Macro evaluation model

7.6.2 Humanistic and Naturalistic and Quantitative Evaluation model

The focus of the qualitative model is to measure the success of the program using scientific procedure. To look for achievement of objectives, mostly the external evaluation is conducted and this model is mostly humanistic in nature and use naturalistic, informal approaches to understand the program functioning.

Some of the important qualitative models are -

1. Eisher's connoisseurship evaluation model.
2. Stake's responsive evaluation model.
3. Illuminative evaluation model.
4. Portraiture evaluation model.

7.6.2.1 Eisher's Connoisseurship evaluation model :

This model expects that the evaluation should have thorough knowledge about the issue which he/she is going to evaluate. This model is similar to some extent with Stake's responsive model. There must be a critique to appreciate and also have good awareness on the program to assess and describe interpretation on the program or situation.

The focus is laid on the richness of the process, quality of life as a consequence of a new program, this means the evaluator should be a connoisseur in the area and capable of being critique to appreciate the program.

This model is drawn basically from area of arts. In order to understand the effectiveness of the program, it is good to collect the portfolio of children which reveal many aspects related to quality of the program and merits of the children. It also involves the view of the people such as parents school board, public, local and state agencies.

7.6.2.2 Stake gives the steps of curriculum evaluation as follows :

- a) Negotiate a framework for evaluation with the sponsors.
- b) Elicit topics, issues, and/or questions of concern from the sponsors.
- c) Formulate questions for guiding the evaluation.
- d) Identify the activities and scope of curriculum.
- e) Observe, interview, prepare logs and case studies etc.
- f) Identify the major issues or questions.
- g) Present initial finding in a tentative report.
- h) Analyze reaction.
- i) Look for conflicting evidence that would invalidate findings.
- j) Report the result.

7.6.2.3 Illuminative evaluation model :

This is another naturalistic approach to evaluation. This is also known as explication. This was originally developed by Porlett and Hamilton. This procedure reveals problem and significant features of an educational program.

The steps of this model are -

- a) **Observation** : This stage gives us general outlook of the programme to get the context in which the curriculum is being delivered. Attention is given to all factors that can influence the programme. Thus data is gathered on arrangement of school subjects, teaching methods and learning style.
- b) **Further inquiry** : During this stage the evaluation tries to get the individuals affected by the program to understand it. Evaluators spend extended time in the field. They examine school documents and portfolios of the students' work and interview the staffs and parents.
- c) **Explanation** : This model attempts to furnish data on what is happening with the program and why.

After receiving such information the evaluators can engage in decision making.

7.6.2.4 Portraiture Evaluation model :

Sara Lawrence Lightfoot developed this method which can be used much like Illuminative evaluation or Eisner's connoisseur model. In conducting a portraiture, the evaluators would go into a school and observe what is occurring regarding the curriculum. He would observe teacher students in classroom and also look into school documents and students' work. He would create a description after conducting interviews. After this thin description the evaluator gets into a thick description including the following five elements -

- i) Description of the setting and activities
- ii) Recording and commentary about people in the system.
- iii) Inclusion of dialogue
- iv) Interpretation of situation.
- v) Impressionistic records.

Thus the document gives a clear understanding to the reader about whom the program is written.

Thus both qualitative and quantitative models are good at their own place with both strengths and weaknesses. The evaluator has to decide how to use, when to use, in what context to use and which is most suitable and elective model.

A comparative summary of the quantitative and qualitative models of curriculum evaluation is given in Table 7.5

Table 7.5

Contrasting Qualitative and Quantitative approaches -

Axioms	Quantitative / Scientific / Positivist Model	Quantitative / Humanistic / Naturalist Model
Nature & Reality	Reality is single, tangible and tragonentable	Realities are multiple, constructed and holistic
Relationship of known to the known.	Knower and known are independent, a dualism	The are interactive and inseparable
Possibility of equalization.	Time and context-free generalization is possible	Time and context bound working hypothesis are possible
Possibility of causal linkages	There are real causes, temporarily precedent to on simultaneous with their effects.	All cogitative are in the shape of mutual simultaneous shaping. So it is impossible to distinguish cause from effect
Role & Values	Inquiry in value free.	Inquiry in value bond.

prevent any experimentation, happen the proper understanding of the subject and sound method of teaching foster a dull uniformity, encourage the average pupil to concentrate too rigidly upon too narrow a field and thus develop wrong values in education.

S.R. Dongerkery committee appointed by UGC in 1961 remarked Examination is an aspect of the educational process which is intimately linked with its other important aspects of teaching learning, examinations actually constitutes a unity of functions.

It was followed by UGC's invitation to Bloom in 1958-1959 to suggest reforms in the examination system in a phased manner, the program came to an end after a decade.

In 1965 UGC appointed a committee to review the standards of university education and to suggest more reliable and free form errors.

After a year 1964-1966 Kothari Commission suggested there should be one external examination at the end of the year.

The crippling effect of examination and the quality of work in higher education is so great that examination reform has become crucial to all progress.

7.7 Present Examination Practices :

In colonial period importance was given to passing examination and acquiring status, as stated by Myrdal in his book "The Chableuques of World Poverty".

At present the system of education at all the levels is per say degree oriented, cut

throat competition with focus on scores - only memorization and then become successful with high ranks, cracking entrance tests.

In view of existing system appropriate and balanced study habits are almost nil.

The whole education system and pedagogical practices are ruled by corporate coaching centres. The real talents of the children and potentials of the students have no space to nurture or show the world.

The new scheme of assessment, therefore aims at rationalization and imbibes the following features -

- a) Internal assessment with external assessment
- b) Grading system
- c) Standardization of raw scores
- d) Question Bank
- e) Improvement of question paper and evaluation procedure.

7.8 Let us sum up

The programme taken up for ascertaining the quality of a curriculum in the terms of the learning outcome of the target group of students is called curriculum evaluation.

Narrowly evaluation means grades on students performance. In broader sense evaluation is absolute standard.

The purpose of evaluation is to assure instrumental value, ideational value, comparative value, intrinsic value, decision value of curriculum.

The criteria of evaluation includes comprehensiveness, sufficient diagrammatic value, validity evaluation judgement and continuity.

Curriculum evaluation is based on extensive data from various sources like student, teacher and experts. Aspects of curriculum involve as ascertaining some specific values like unforinsic, instrumental, comparative and other values.

Humanistic or Naturalistic model :

Each of the model is self sufficient in themselves but the curriculum evaluation has to decide which one to use and when.

The chapter has also included the trends in Indian evaluation system.

7.9 Check your progress

Answer the following - (essay type)

1. Explain the major approaches to qualitative evaluation.
2. How do positivists view evaluation?
3. How do naturalists view evaluation?
4. Define evaluation. How it is compared with measurement? What are the major issues of evaluation?
5. State the full form of CIPP. State the contribution of CIPP model in curriculum evaluation?

(Show answer type question)

Answer the following questions -

1. Define curriculum evaluation. What is the scope of curriculum evaluation?
2. What are the different types of curriculum evaluation model?
3. What are the major issues of evaluation?
4. What role can educators play in evaluation?
5. What are the formative and sanative curriculum evaluation model?

7.10 References :

1. N.Bhalla - Curriculum development.
2. M. Talla - Curriculum development Perspectives, Principles
3. Allan C. Ornstein and Francis P. Hunkins - Curriculum, Foundations, Principles and issues.

Unit : VIII

CURRICULUM MODELS

Structure

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Definition of curriculum models
 - 8.3.1.1 Sources of curriculum theory
 - 8.3.1.2 Function of models
 - 8.3.2 Types of curriculum models
 - 8.3.3 Technical and Non technical models of Curriculum Development
 - 8.3.3.1 Scientific / Technical Model
 - 8.3.3.2 Non scientific / Non technical / Humanistic model
 - 8.3.3.3 Post positivist Model
 - 8.3.3.4 Similarities and Differences Among Model
- 8.4 Let us sum up
- 8.5 Check your progress
- 8.6 References

8.1 Introduction :

Any curriculum is judged pragmatically on certain basic issue like, whether of successfully releases the objectives of education, whether it fulfills the personal aims of the learners, whether it is socially acceptable and also on the questions, is it teachable, or is it adequate for the time frame and resources available. Theoretically all these issues may be consolidated into a single question, is the curriculum valid?

So far we have studied the various aspects of curriculum right from its concept to evaluation but we did not ask any question about validity. But curriculum theorists are more concerned about the validity of a curriculum and claim that validity of a curriculum must be ensured not only by empirical evaluation of a curriculum but also from the theoretical perspective. As it is expected, there is no unique model that is accepted by all. There are conflicts and contradictions in this field also. This final unit of curriculum is aimed to give you a brief and fair idea about the curriculum theories.

8.2 Objectives :

After studying this unit the students will be able to —

- Define model of curriculum
- Spell out the sources and functions of curriculum model

- Differentiate between technical and non technical models of curriculum
- Explain the features of some specific models.

8.3 Definition of curriculum models

8.3.1 The curriculum decision makers can draw on the most advanced and valid knowledge quotable and apply it to many situation. We have a group of theoretical knowledge that allows us within a field to be more skilled in analyzing and systemizing data, organizing concepts and principles. Theorizing is a process that engages us in imagining the 'how' and 'why' of some phenomenon. Theory can also suggest ways in which we can teach what we think is important.

Model produces a body of data that is valid in abstract generalization but rarely can be applied in a specific situation but practitioners and theoreticians will do well to remember that it is through theory that we see think and know.

Model is an expression of belief. The complexity of curriculum and complexity surrounding curriculum can only be processed by having some theoretical models of understanding.

The curricular specialists have not produce universal definition of theory. The three basic categories of knowledge, ammonitic social science and natural science - look at reality differently and generate definition of model and reflects their interests.

According to Abraham Kaplan "A theory is a way of making sense of disturbing situations so as to allow us most effectively to bring to bear our reoperates of habits, and even more important to modify habits or discard them altogether replacing new ones as a situation demand.

Model will appear as a device for interpreting, criticizing and unifying established laws, modifying them to fit data unanticipated in their formation and guiding the enterprise of discovering new and more powerful generalization.

8.3.1.1 Sources of curriculum models :

Many of the theories are drawn from various fields of study rather than from curriculum field of itself.

Reflecting on the nature of curriculum design draws heavily from the philosophical foundation.

It certainly addresses the quality of student's life. It is essentially a social political model that draws on a certain interpretation of reality and argues people to engage in self reflection so that they can alter their perspectives of social political world.

Critical theory is value oriented and greatly influenced by philosophical under pinning.

Most of the caricaturists agree on two points -

- (i) Curriculum is fundamental importance to teachers and students and to the nature of teaching and learning.
- (ii) Curriculum development is greatly influenced by the values we bring to the process.

8.3.1.2 Function of a model :

Ornstein and Hunkins (1993) stated four basic purpose of theory :

- a) **Description** : It provides narrative classification of knowledge in a particular theoretical field. Certain variables related to curriculum interact in a particular way. It provides a structure which helps in verifying the complex phenomena or events.
- b) **Prediction** : On the basis of explanatory principles present, it predicts the occurrence of unobserved events. A theory can explain more diverse observation. It also depends mostly on the people's confidence in using it. It will not predict for all situations. It can explain diverse situations. Theory building primarily expects to collect facts as a first step and these facts and related to unobserved events relevant to them.
- c) **Explanation** : It explains not only about the relationship between phenomena but also the reasons for the relationships. An appropriate way to explanation related to a theory is with the help of what people know rather than misbelief for instance, student's failure due to their fate, Than lack of preparation.
- d) **Guidance** : It guides researchers in choosing the data for analysis for further study in that area. It acts as coordinator in between as a guiding forces as they guide a leading element on the basis of their own values, knowledge and directive function of a theory.

8.3.2 Types of curriculum models.

There are various models of curriculum based on various perspectives

Classification 1

According to Willim H. Schubert (1986) curriculum models could be the following

- 1. **Descriptive Curriculum Model** : The description theorists gather empirical data and construct explanatory proposition, provide insights into definition axioms, relationship and the like. It is based on natural sciences.
- 2. **Perspective Curriculum Model** : The purpose of the theory is to establish norms for action which is coined by Hirst (1966).

This theory is based on the assumption that curriculum theory is a form of recommendation. This theory aims to establish norms for action given by Hirst (1966).

3. **Critical Curriculum Model** : This theory deals with careful reflection of the so called suppressed socio economically backward people and how curriculum can be framed to bring them out. Assessment of newly emerging forms of capitalism along with the changing form of domination that accompanied them in the purpose of the theory.
4. **Personal Curriculum Model** : This is a critique on traditionalism and is a regressive progressive analytic synthetic mode of theorization.

Classification 2

This category of classification includes

1. **Scientific model** : Henrick and Taylor proposed the theory. According to this theory it is possible to prescribe a curriculum for each given level of schooling. The three propositions of the theory are —
 Define objectives
 Create necessary learning situation
 Evaluate the achievement of objectives
2. **Naturalistic model** : This theory is mainly interested about decisions to be made not only based on what to teach but also takes into account availability of resources, teachers abilities. The learner's characteristics etc.
3. **Other theories are there which includes -**
 - a) **Radical model** : This theory suggests personal autonomy of the child and prescribes the subjects related to social context, analyzing the problem, sense of history of a social context, the theory of action.
 - b) **Hermeneutic model** : This theory is interested in better understanding of a curriculum problem.
 - c) **Aesthetic model** : Importance is given to curriculum transaction. This important form of curriculum was given by Oram as follows :

Curriculum	Drama
Curriculum scripted	Script prepared by author
Curriculum envisioned	Created by producer
Curriculum produced	Supreme discourse
Curriculum reacted	What actors and audience achieve

This the purpose of any theory of curriculum in to show in the education enterprise, specific curricular situation and context.

Since long course of theorization of curriculum different theories evolved over the course of time.

Elizabeth has stated four kind's of curriculum theories —

- 1) **Formal theory** : It depends on philosophical and members of particular discipline.
- 2) **Event theory** : It shows scientific theory orientation.
- 3) **Valuation theory** : It involves values and norms and includes context.
- 4) **Para-axiological theory** : Emphasis is laid on particular objectives.

Johnson's Theory : He has tried to distinguish between curriculum plan and development. This theory can be stated graphically as following—

8.3.3 Technical and Non technical models of Curriculum Development :

Any system needs an effective planing and should have clear means and ends to become successful. Curriculum should be developed with systematic endeavour like goals, content, methods, learning experience material and evaluation. On the other hand it should be derived from sources like students, society, discipline and subject matter.

Broadly there are two approaches to curriculum development :-

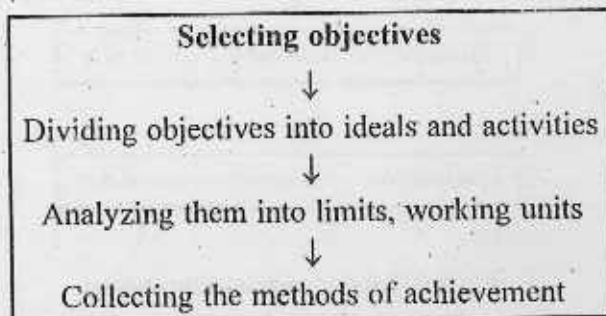
- 1) Scientific / technical
- 2) Non - technical / humanistic

8.3.3.1 Scientific / Technical Model :

This model comprises very scientific, rational and systematic approach which demands an effective and rigorous planing as a means to attain expected results. It would be convenient to know the achievement of goals through systematic evaluation processes.

The two prominent personalities of the approach by Bobbit and Charter compared curriculum with railroad when the direction is laid, it becomes very easy to follow it from infancy to the higher level.

According to charter, curriculum construction should follow four steps :



The prominent scientific models are given below —

The Tyler Model : Tyler model is one of the best model. He published principles of

Curriculum and Instruction in 1949 in which he discussed the rational for examining the problem of curriculum and instruction.

For curriculum inquiry there should be well defined purposes of school, educational experiences related to these purposes, organization of these experiences, Evaluation of purpose.

Here the model is based on three objectives Curriculum planners should identify the general objectives from a) subject matter, b) learners, c) society.

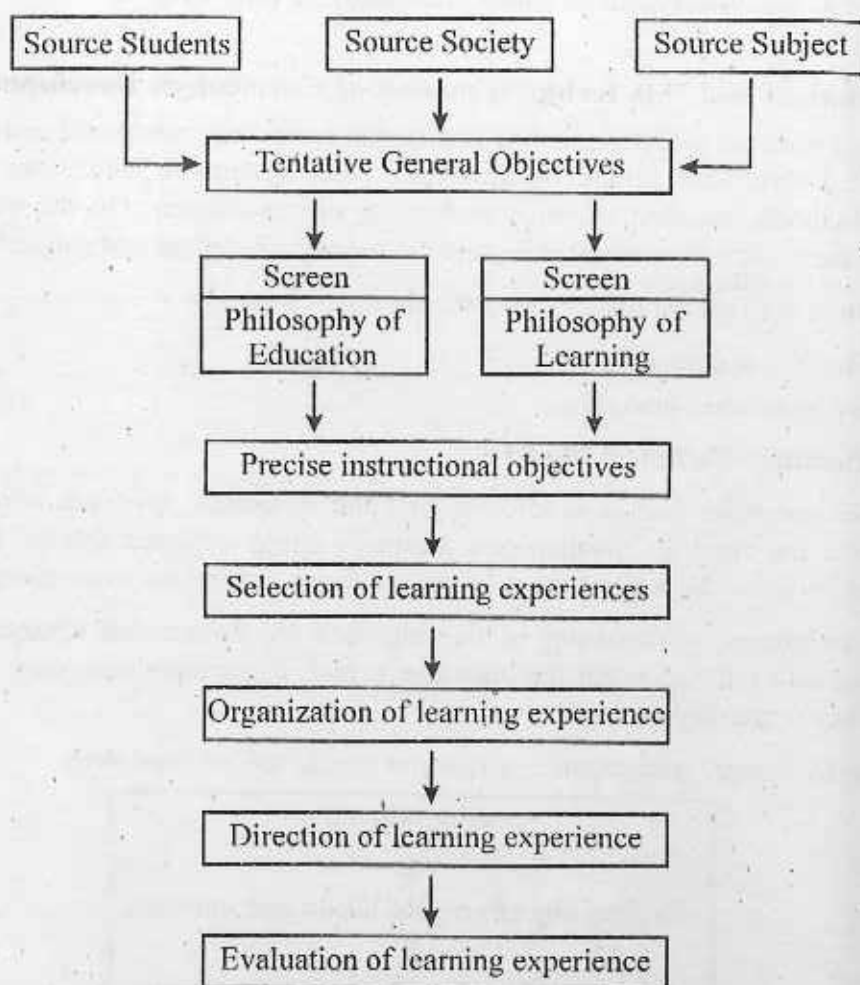
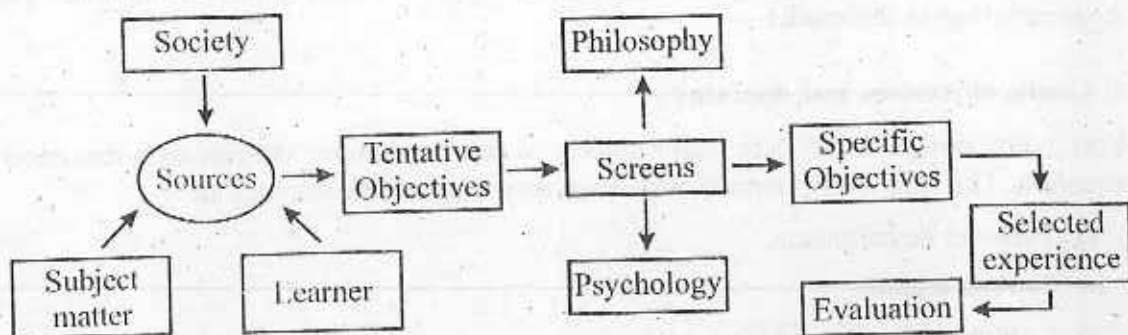


Fig 8.1 Tyler's curriculum model

The learners experiences and the perception of learners determine the attainment of objectives. The basic elements as ideas, concepts, values and skills should be interwoven within the subjects.

Orustein and Heenkins visualized the model in the following way —



Taba Model : Grassroot Rationnale

The top to down or administrative approach where the curriculum is designed by the people at the top and implemented at the grass roots is not appreciated by Hilda Taba. She criticized the approach and suggests grass-root model. She stated curriculum must be designed by using inductive approach. Teaching should prepare the teaching learning units for their students, i.e. from the specific lesson it should go to general design.

The steps are —

- 1) **Diagnosis of needs** : The process of designing curriculum starts with the identification of the student's learners needs for whom it is designed.
- 2) **Formulation of objectives** : Based on the needs of the learners. The teachers will be able to understand what the specific objectives the learner needs to achieve.
- 3) **Selection of content** : The objectives will provide clear direction while selecting to content or the curriculum as a whole. The selected content should be validated against objectives.
- 4) **Organization of content** : After selection of a content it should be organized following basic principles. It also demands on the required sequence, learner's maturity, interest and academic achievement level.
- 5) **Selection of learning experience** : The appropriate learning experience should be planned by teachers suitable to the content.
- 6) **Organization of learning experience** : The learning experience should be systematically organized in a sequential manner. Organization of experience demands on the sequence of the content. The teacher should also plan or organize keeping in view the learner.
- 7) **Means of evaluation** : It is necessary for the suitable evaluation procedure for students and teachers in order to assess the achievement of the objectives.

Limitation of Taba Model

It is very much individualized model. It has to be generalized otherwise it will be difficult to take care of learner's needs, content, subjects society etc.

Saylor and Alexander Model :

This is another systematic and scientific approach to curriculum development. The steps involved in the model —

1. Goals, objectives and domains :

Curriculum designer start with major objectives and the domain identification that needs attention. The four major domain which are considered in this model are —

- a) Personal development
- b) Human relation
- c) Continued learning skills
- d) Specialization

Different views, demands of the community, legal requirements of the state and research outcomes and specialist's philosophy helps to select above goals, objectives and domains.

2. Curriculum Design :

The designer makes a clear visualization of the framework for curriculum in the first stage and goes to the next step of selecting suitable content, learning opportunities, curriculum transaction model. It also considers academic disciplines, learners and the goodness of society.

3. Curriculum Implementation :

The designed curriculum is implemented through the instructional plan, suitable materials and methods to enable the learner's acquire the content.

4. Curriculum evaluation :

At this final stage curriculum is evaluated by using appropriate tools and measures to see whether the curriculum needs any modification or change or not.

This model is schematically shown as

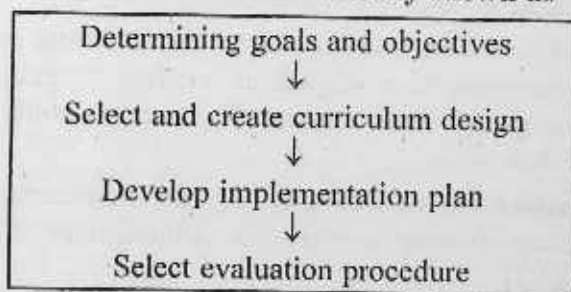


Fig 8.2 Saylor and Alexander Model

Hunkins Decision Making Model :

This model has following stages :-

1. **Curriculum conceptualizing and legitimization** : Various questions regard to curriculum as concept nature, components and their relationship and also the needs of the students are considered.
2. **Diagnosis** : It has two important tasks
 - a) Translating needs and causes.
 - b) generating goals and objectives.

If the teachers are trained and committed. The designed curriculum will be more effective.

3. **Content selection** : At this stage it is to decide what is to be taught and what the learners have to learn. After selecting the experiences they are to be organized before implementation.
4. **Experience selection** : At this stage the appropriate experience is selected and organized before implementation.
5. **Implementation** : Then the designed curriculum is implemented to pilot the program in order to identify the major problems.
6. **Evaluation** : At this stage decision is taken to modify, continue or discontinues the curriculum on the basis of sufficient date.
7. **Maintenance** : At this stage adequate training given to staffs, budget provisions are economic, and the parents take the ownership with the ongoing program.

8.3.3.2 Non scientific / Non technical / Humanistic model :

There are several Non scientific or non technical model otherwise known as Humanistic models.

Glathron Naturalistic Model : There are 8 steps in this model —

1. **Assess the alternatives** : Before planing the curriculum, there is a need to go into systematic examination of the alternatives to suit the curriculum. They have to reflect critically on existing practice.
2. **State out the territory** : At this stage the designer has to define the scope in terms of its course parameters, learners and learning activities. The course progress depends on the audience for whom it is designed.
3. **Develop a consistency** : Designers should not go with any personal convictions and should no their own belief. They need to create a group which promotes the program.

4. **Build the knowledge base** : After developing required knowledge base has to be created, including content, student data, faulty data, skill and receptivity to the program community willingness to support the innovation.
5. **Block in the unit** : Generally curriculum designers decide the number of units and organized them in a sequence. In this regard they follow several avenues instead of a particular sequence, which are sensitive to learner's interest, styles of learning and other differences.
6. **Plan quality learning experience** : New learning experience are framed with general objectives after blocking the units.
7. **Develop the course examinations** : This is a naturalistic approach and has all divergent approaches of testing. Both teachers and students are involved in recording whether the quality of learning happened or not. Here student's portfolios, biographies and other alternate forms of assessment are accepted.
8. **Developing in learning scenarios** : At this stage a detailed account of the unit, unit objectives, suggested lessons and list of learning experiences.

Although the model proceeds in a sequential way like technical model it focuses on qualitative dimension.

Weinstein and Fantini Model :

This model insists education should have a human focus and objectives should cater to student's concern, both personal and interpersonal.

The basis focus is on individual or individuals in curriculum. The stages followed in the model are-

1. **Determining the learners** :
 - The model addresses student's concern
 - attends to developmental and psychological levels
 - teaching is done in groups
2. **Particular concerns common to group are dealt with** : The major concerns identified here with -
 - self image
 - disconnectedness
 - control over one's life
 - students can each have other concerns.
3. **Diagnosis stage** : After identifying the concerns the teachers develop suitable instructional approaches to address these concerns.
4. **Organizing ideas** : Decision makers select such content including ideas, concepts, generalizations.

5. Actual selection of content :

- content gained from experience related to learners identified.
- Affective domain in relation to learner's feelings and interests
- social content

6. Learning skills : Skills necessary to deal with content could be reading writing and arithmetic and social awareness.

7. Teaching procedure : Learning style of learners are taken into account. Interaction with peer and adults, teacher will realize their self worth. Teacher have to consider learners with different needs.

8. Intended outcome in dealt with here it seeks :

- are the content vehicle achieved
- are the learner's skills and teaching procedure effective
- how can the curriculum be improved.

The diagrammatic representation of the model —

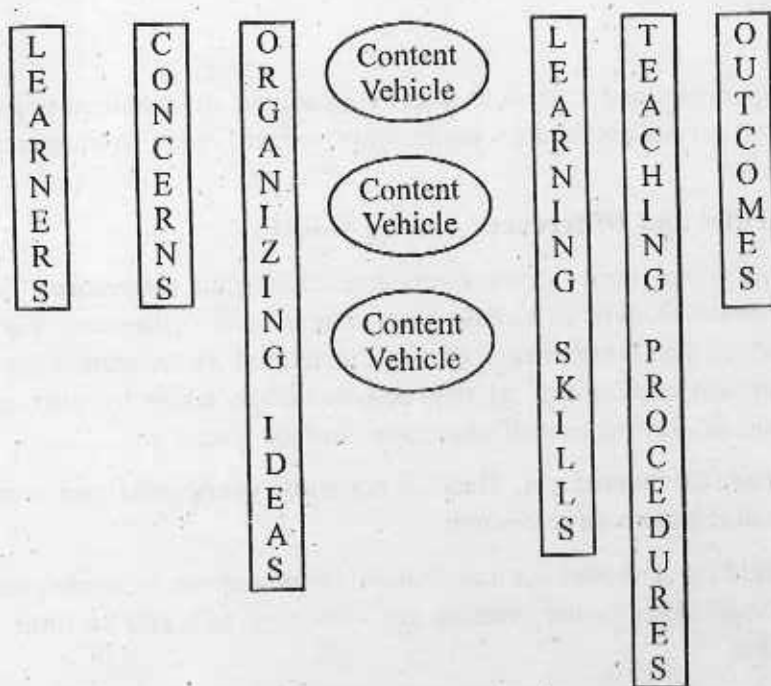


Fig. 8.3 Diagrammatic presentation of Weinstein and Fantini Model

8.3.3.3 Post positivist Model : Since the time of Issac Newton scholars prescribed their would as machine. They had three anumption

- world is governed by certain fundamental laws
- Individuals can understand the phenomena
- It is possible to generate means of obtaining data which test the certainty of data

Curriculum as well as its making is an uncertain system and an uncertain set of procedures for dealing with these system.

The stages are

- Selection of curriculum content
- Organization of content,

The criteria for selecting the content are —

- Self sufficiency
- Significance
- Validity
- Interests
- Utility

Curriculum experience and criteria to select educational environment including political, teacher, students specialists, boards, community, citizen, other state agency, organization at various levels.

8.3.3.4 Similarities and Differences Among Model :

The models discussed above have both similarities and difference. Taba and Jylor outlined a sequence of steps to be taken in curriculum development. Saylor Alexander and Lawis cherter the components of the curriculum development process (design, implementation and evaluation) as opposed to action taken by curriculum workers (diagnosis of needs, formulation of objectives and the like.

Models are inevitable incomplete, They do not show every detail and every process as complicated as curriculum development.

One task in building a model for curriculum improvement is to determine what the most salient components in the process are - no easy talk and to limit the model to those components.

Before choosing a model or designing a new model - certainly a viable alternative curriculum planners might attempt to outline the criteria on characteristics they would look for in a model for curriculum improvement.

They might agree that this model should show the following —

- a) Major components of the process including stages of planing, implementation and evaluation.
- b) The relationship between curriculum and instruction.
- c) Distinction between curriculum and instructional goals and objectives.
- d) Reciprocal relationship among components
- e) A cyclical rather than a linear pattern
- f) Feedback lines.
- g) The possibility of entry at any point in the cycle.
- h) An internal consistency and logic
- i) Enough simplicity to be intelligible and feasible
- j) Components in the form of a diagram or chart.

Similarities and Dissimilarities of technical and non- technical model

The distinguishing characteristic of the two categories of curriculum models are given in the following table —

Sl. No.	Technical Model	Nontechnical Models
1.	Systematic / rational	Non systematic / Non rational
2.	High degree of objectivity universality and logic	Subjective, personal, aesthetic, henristic and transactional
3.	The assumption is that reality can be defined and represented in a symbolic form	No stress or outputs of production
4.	Aim of education can be made known	Not known
5.	Can be stated precisely in a liner fashion	Curriculum evolved can not be stated precisely
6.	Experts will plan demands of the society students needs are considered curriculum will be developed for cogutive and social development	The persons who are affected are only involved in planning and suitable
7.	Top to down approach	Grass root approach
8.	Discrete	Holistic
9.	Domain based curriculum are designed before the students comes	It is a joined venture of both teacher and students
10.	Based on rational thinking and empercision	Based on intuitionism (feeling) an aesthetic rationality.
11.	Mostly problem centered	Support centralism
12.	Logical and positivistic goals of education	Importance given to aim and
13.	Mean and ends are considered	They do not have means ends logic

8.4 Let us sum up

The theories or models of curriculum development are presented in this chapter. Models help us to conceptualize a process by showing certain principles and procedures. Where as some model are in the form of theories and others are lists of steps that are recommended to curriculum worker. Some models are linear, step by step. Some models offer an inductive approach and others follow deductive approach. Some are prescriptive, others descriptive.

Those who take leadership in curriculum development are encouraged to become familiar with various models, to try them out, and to select or develop the model that is most understandable to them and to the persons with whom they are working.

A model has been presented for consideration consisting of 12 components. This model is comprehensive in nature encompassing both curricular and instructional development.

8.5 Check your progress :

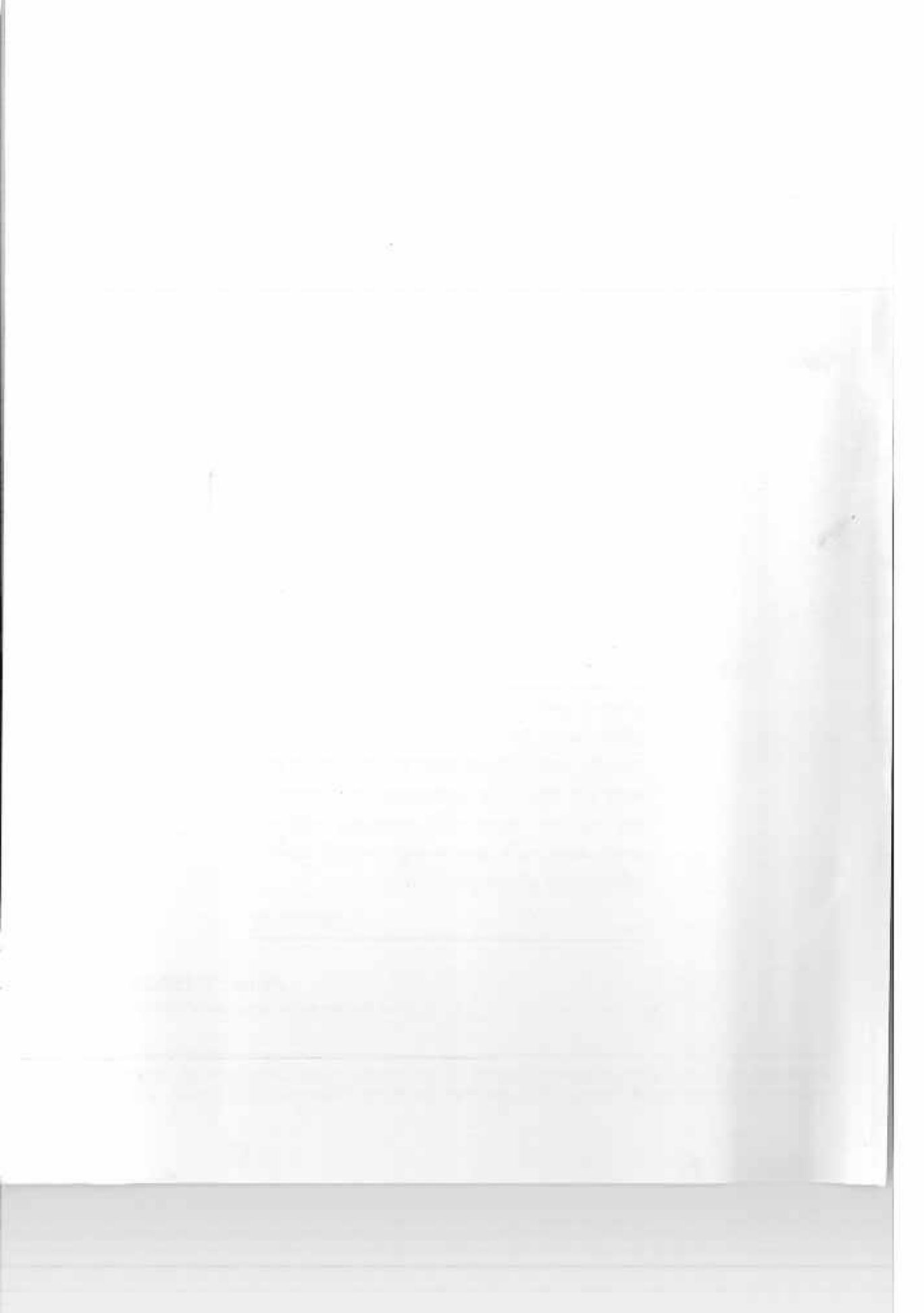
1. Answer the following (short answer)
 - a) Define a theory.
 - b) What are the sources of curriculum theory.
 - c) State the function of a theory
 - d) State the difference between technical and non technical models of curriculum
 - e) What are the broad classification of curriculum model.
2. Answer the following (essay type)
 - a) State in brief the scientific models of curriculum
 - b) Discuss the humanistic model of curriculum
 - c) Describe the Taba Model of curriculum
 - d) Discuss Hunkin's Decision Making Model

8.6 References :

1. N. Bhalla - Curriculum Development
2. M. Talla - Curriculum development Perspectives, Principles
3. Allan C. Ornstein and Francis P. Hunkins - Curriculum, Foundations, Principles and issues.

NOTE

NOTE



মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার
যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার
করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের
স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে
বুদ্ধিকে বাবু করিয়া তোলা হয়।

— রবীন্দ্রনাথ ঠাকুর

**"Any system of education which ignores
Indian conditions, requirements, history and
sociology is too unscientific to commend
itself to any rational support".**

— Subhas Chandra Bose

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