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THEORETICAL BACKGROUND OF THE STUDY

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CHAPTER - 1

THEORECTICAL BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Every modern society belleves in education as a
potent instrument of social change and for that reason, attaches
great importance to its schools. In the democracies, the pre-
vailing view is that education should be 'open ended', in the
sense that it should produce people capable of thinking for
themselves. This naturally shifted the function of education
from 'teacher centered' to 'pupil centered' one, stressing the
development of the individual by centering educational effort
on the individual by centering educational effort on the indi-
vidual's creative imagination, freedom, independence, right
to self-discovery and physical and emotional powers - in other
words, on the whole, child. A more modern conception of indi-
vidual development included concern with the individual and
with his fullest opportunity for self-realisation in an intellec-
tual as well as emotional sense, while recognising that this
development needs to combine social and intellectual and an
emotional discipline and freedom in a reasonable balance. But
the way in which education functions, and especially the way
it is distributed to adolescents, the training given to the
young and the mass information while no one can avoid- all
contribute to the dissociation of the personality. The second-
ary and the higher school has a great responsibility for the
mental health of adolescents and particularly for the develop-
ment of autonomy- a responsibility which it cannot discharge
by concentrating upon a purely intellectual information. Its
syllabus, its methods and its organisation must take into account of
and and deliberately seek to and the striving of its pupils to

achieve vocational, social, sexual and emotional selves; it
must prepare them to meet and deal with the stresses and anxieties
which growing up in a modern world impose on young people, and
help to satisfy the needs which, in varying degrees, they all
experience, to arrive at an interpretation of the world and life.

In developed and in developing societies, for an increa-
sing number of adolescents, the school is the only means through
which they may begin to acquire the education, which will develop
their intellectual, emotional and social selves and shape the
whole of their adult characters. Unfortunately, an area which
is somewhat neglected in schools is concerned with knowledge of
the self and the others. The danger which is apparent in every
education system is that syllabi are conceived more in terms of
an imposed corpus of systematic-knowledge to be acquired by the
pupils than in terms of the development of thought and expression
and of harmonious personality development. Adolescence, besides
being a period of increased, almost morbid sensitivity, is equally
one in which individuals are aware of new and untried aspects of
themselves which, in their bid for adult identity, they wish to
experiment with. Many aspects of life augment or colour this
sensitivity, and the psychological life space in which it grows.
The education of boys and girls at this stage, if it is construc-
tively to contribute to healthier emotional growth, must seize
the chances offered by the psychological adjustments of the period.
This implies a clear perception of, and differenciation between
the inevitable results of the growth processes and the products
of interaction with the environment. It implies too that the
educator should be aware of the tasks, the psychological goals
which every young person has to achieve for himself before he
can be said to be fully adult, and of the possibilities offered
by the child's intensified emotional sensitivity, of setting
right the previous mal-adjustments. Education provided for ado-
lescents must take into account and build upon the psychological

development of the adolescents. Along with this, in considering
education for the youth, we have to be very clear about the nature
of the assumption on which it is based, about how these are to
be reconciled with the needs, drives and the psychological possi-
bilities of the individual, and about how they bear upon the kind
of societies we have or wish to have. With this, considerations
of mental health should be inextricably interwoven, since one
atleast of the desirable and results of development is, an indi-
vidual able to adjust dynamically and without undue strain, not
only to the broad society in which he is called upon to live but
to sub-groups at work in his leisure time, and to the intimate
relationships of friendship, love, marriage and a family of his
own. With these view points, in the present study, the develop-
ment of a curriculum of Family Life Education was attempted.

In order to develop a curriculum of Family Life Edu-
cation for the growing adolescents, firstly, it was felt
essential to know about the developmental trends over the life
span, and especially in youth, the trends in emotional, social,
cognitive and personality development which are all important
in planning the content and the processes of learning, and the
contributing factors to the adolescent development like family
and socio-economic background. Secondly, since the present study
concentrates on the development of Family Life Education curri-
culum, it was felt that an on-sight should be paid into the
existing programmes and curricula of Family Life Education which
are carried over by certain educational units, schools, churches,
family and social welfare agencies in West and in Asia, especially
in India. Thirdly, it was felt that, since the instructional
domain constitutes the main portion of curriculum development
in any field. An important area which should be given more
importance is the characteristic of learners, particularly how
human learning takes place wherein certain variables are most
readily manipulable in desired conditions, thus forming the learn-
ing conditions, whereas the other variables do not lend themselves
to easy manipulation.

Since the knowledge contributions to human learning
have been more by research activities in the behavioural sciences,
particularly, psychology, it is considered relevant to provide
substancial evidences in respect of the human learning parameter.
Hence an attempt has been made to trace briefly in a historical
vein the researches and examine their major contribution regard-
ing the psychology of human learning which forms a foundation of
the curriculum development. Lastly, since the process of
curriculum development is mainly a search for a common platform
around which content and techniques may be organised in a more
scientific manner, rather than as an information oriented pro-
cedure, it was felt that a careful study of the phases involved
in the curriculum development is important, so as to develop
the curriculum of Family Life Education.

Keeping these points in foucs, this is sectioned into
two, section -1 deals with the

    i)   Perspectives on the Adolescent and the Adolescent's
        problems;

   ii)   The contributing factors of family and socio-economic
        background to the adolescent development;

  iii)   The area of Family Life Education with its existing
        ideas; and

   iv)   The status of Family Life Education in the present study.

Section -2 deals with

    i)   The Psychology of learning which forms the foundation
        of the curriculum development; and

   ii)   The phases involved in the Curriculum development
        process.

This has been followed by the present study as an attempt at
developing the curriculum of Family Life Education and the
objectives of the study.

Section - 1

1.2 PERSPECTIVE ON THE ADOLESCENT AND THE ADOLESCENT'S PROBLEMS

1.2.1 Adolescence as a part of Development Process

There has been a wide and significant researches conducted by the psychologists to study behaviour in terms of trying to determine how individuals develop the forms of behaviour and responses that eventually manifest as adults. Of the four different lines of development - physical growth, social, emotional and mental- physical growth has been probably the most adequately traced. The volume of research related to the changes associated with pubescence alone is tremendous, though these studies are descriptive showing an average progress of certain groups of children, thereby establishing typicalities. It should be noted that though the processes of growth are marked off conveniently by certain stages, such as age levels, or certain periods, such as early childhood, the middle years, the pre-adolescence and the adolescence, these stages are only a convenience for analysis and description and there are actually no sharp breaks in development. The concept of development has introduced the idea that there is an orderly and sequential transformation as a function of both biological and environmental influences which are progressive and cumulative. Hence, it must be noted that the adolescence is no more seen as purely a preparation for adulthood as it was viewed formerly, rather it is seen as a part of total development process which represents the accumulated or emergent outcomes of all preceding life experiences and as possessing "a certain directionaly thrust" that impinges on the future. One implication of the orderly and lawfully related developmental sequences that is stated above, is the presence of what have been called 'the critical period' (Berzonsky, 1981) which refers to a time in development when an organism is most susceptible to environmental events.

a maximal readiness or sensitivity. The notion of critical period may not apply for most of the skills and processes that develop during adolescence. The sequence in which the critical events occur may be more important than, whether or not those events occur during a particular time interval. Adolescents are persons with specific qualities and characteristics who have a participatory and reasonable role to play, tasks to perform, skills to develop at that particular time of life. The degree or extent to which an adolescent experiences such responsible participation will determine and maximise his human development. It should be noted that, though the pubertal changes are apt to bring about some changes, even disturbance in feeling, thought and behaviour in any human being emerging from childhood under any conceivable circumstances, the difference is considered as the only cultural constant. When however, we come to consider adolescence as a socio-psychological phenomenon we can be sure of two things only; that it is not unitary even within one society or within one sub-group of a society; and that, as circumstances change, behavioural phenomena themselves change. In turn, this means that aspects of adolescence are likely to be highly modifiable by a modification of social circumstances and demands that there will be not one single psychology of adolescence, but many. In times of rapid change such as ours, we must expect to find that descriptions of adolescence in one country does not hold for another and that text books written at one time are likely, within a decade, to be outdated, atleast in their detail. Fundamentally, however, the psychological phenomena of adolescence obey similar laws and result from similar causes, as do those of early childhood.

As mentioned earlier, it was felt that a developmental perspective on adolescents will provide means for developing a curriculum like Family Life education, in addition to being a useful way of examining and attempting to understand adolescent behaviour. Hence a perspective on the Adolescent Development and on the problems which are the prototypes of the developmental

Upsets are given in a detailed form in the following sub-
section.

1.2.2 Adolescent Development- The changes and the Disturbances

Stanley Hall(1902), the first to make a scientific
study of adolescence at the turn of the century, laid great
stress upon the biologically aspects. Indeed many psychologists
after Hall, have continued to identify adolescence with puberty
and assumed that the phenomena were identical in causation and
related to each other in very direct ways. Although it has
been said that, this is by no means strictly true, it is never-
theless necessary to understand the nature of physical change.

Biologically, the onset of puberty at adolescent
stage breaks the physical harmony and regularity of late child-
hood, with an initial and rapid spurt in growth which continues
to produce anomalies and irregularities for a year or two accom-
panied by the development of the primary sex characteristics
or sex organs and the emergence of the secondary sex character-
istics or the physical features which distinguish the male
from the female body.

Intellectually, a progressive differenciation of
mental abilities occur during adolescence. Individual differ-
ences in interests, experiences, rewards and the life influece
this trend. In Piaget's developmental theory(1958), the hall-
mark of adolescent cognitive change is the development of
formal operational thought, even though it does not occur fully
in all individuals. At the stage of formal operations, the
adolescent individual becomes capable of increasing degrees of
abstraction and generalisation in his conceptual structure.
He can operate upon operations which are no longer tied to
sensory data. He becomes able to imagine situations which do
not exist and which are built up from increasingly abstract
principles derived from experience, of hypothesizing and of

checking hypotheses not only by reference to concrete sensory data but by the logical application and extension of the abstract principles themselves. He can bring to the solution of an immediate problem, generalisation from earlier abstractions of experience.

Emotionally, the adolescents' emotional pattern depends on both biological and sociological factors. From early infancy, individuals show characteristic emotional patterns that persist over the years. Nevertheless, the individual and the characters in the same individuals vary in the susceptibility to change. By adolescence,basic emotional habits are well established.

Another major developmental characteristic of Adolescence is the acquisition of sense of personal identify. Erikson (1958), stresses that the specific unique task of adolescent is the establishment of "ego identity". He says that in puberty and adolescence all sameness and continuties relied on earlier, are more or less questioned again, because of the rapidity of body growth which equals that of early childhood and because of the new addition of genital maturity. The growing and developing youth, faced with this physiological resolution within them and with tangible adult tasks ahead of them are now primarily concerned with what they appear to be in the eyes of others as compared with what they feel they are, and with the question of how to connect the roles and skills cultivated earlier with the occupational prototypes of the day. The development of Adolescent characteristics also include another major task, that is, the establishment of a new balance between it and ego forces (Freud, 1958) which is inevitably necessary because of the quantitative and qualitative change in drive activity that is concomitant with puberty.

As adolescence is a time of social expansion and development, the adolescent tends to center a great deal of his life about the activities, interests and attitudes of his peers, with the result that the peer group assumes great importance. Nearly all adolescents desire to find acceptance in the eyes of their age-mates, and will frequently go to extreme lengths to gain or maintain such acceptance. This throws light on how the adolescents' personality breaks up during his attempt at a new integration of the personality at a higher and a complex level under the impact of change in himself and in the attitude of those around him, the uncertainities of role and identity, the emotional rebuffs and occassional social failures, the anxiety in general about who one is and what all will become of one. In contact with a much wider group and the influence of powerfully increased impulses of sex and self-assertion, and of urgent needs for adjustment, boys and girls are driven to close introspection about themselves, their own motives and an examination of the feelings and motives of others whom they seek to understand and please or from whom they wish to liberate themselves. This implies a considerable development in the power to emphathize to enter into the roles of others and to understand their feelings. It is in relation to this intensification and extension of the power to emphathize that both a new integration of the personality and sense of identity, as well as an increasingly subtle understanding of the self as perceived by others develop. In favourable circumstances all these emerge at the end of adolescence in the fully autonomous adult personality, differenciated from others but able freely to accept them for what they are in all their difference. In that transition which we call adolescence, a recognition of one's identity for others and by others is the important feature of social relations, out of which the adult-self is constructed.

These above mentioned developmental changes that occur in adolescents cause certain disturbances in them, varyingly,

It is obvious also that such changes are as inevitable, as they
are continuous, and that they occur especially frequently on
the basis of development. Every step forward in growth and
maturation brings with it, not only new gains, but also new
problems, as mentioned earlier.

The radical body changes that the adolescent under-
goes during his or her puberty have psychological as well as
physical repercussions. The physical changes determine not only
what the young adolescent can do but also what he can also wants
to do, and what he wants to do is largely determined by the phy-
sical repercussions of the changes. The psychological repercussion
that follow the physical transformation at puberty come mainly
from social expectations of mature attitudes and behaviour.
One of the most difficult developmental tasks for the young
adolescent is, acceptance of his changed body and physique. He
must not only adjust to the normal changes that accompany
puberty, but he must also accept his new size and shape as the
physique he or she will have for the remainder of his or her life.

The change in adolescent from pre-genital to genital
sexual impulses brings an alteration in the drive. This new
element involves the adolescent in dangers which did not exist
before and with which he is not accustomed to deal. At this
stage, the development of a physical self merges into the deve-
lopment of a sexual self, a much more pervasively important as-
pect of growth. The central biological fact of the adolescent
period is the emergence of adult sexual potency, and even
in the most enlightened and open circumstances, this is a source
of some disturbance and anxiety. The physical changes themselves,
particularly the harmonal rush, the growth of the reproductive
organs in a boy and a girl lead to a surge of sexual interests,

feelings and excitement. For those who have been merely in-
formed of the simple biology of sex, or worse still who have
never had their questions answered and have felt their curiosity
to be a guilty pleasure shared in suggestively inaccurate and
accurate accounts of sexual biology supplemented by secret
inspection of each other, the rush of feelings, the first eja-
culation or menstruation, may provoke deep fears. As the young
are possessed of greater physical, mental and emotional capacity,
they feel a need to experiment with their own strength and
value systems- lead a group, try out intimate relationships,
engage in sexual activities and so on, which usually involve a
feeling of risk, especially where the sexual self of an adoles-
cent is concerned. Such activities prevent young adolescents
from clarifying their attitudes about matters concerning sexuality
and pushes them into clandestine experimentation that often
frightens or demeans them. Such ignorance has helped to increase
promiscuity and venereal diseases (VD) in young people. Venereal
diseases in youth is on the increase not only all over the
Western world, but it also constitutes a sizeable public health
problem in India. The studies conducted by Joseph(1973), and
Park(1972) show that the incidence of V.D? is high among the
younger age groups due to growing sexual promiscuity and pros-
titution which was evident from the high percentage of patients
who have had pre-marital coitus.

Since the adolescent lives and functions as a member
of his family unit during his developmental stage, he runs the
risk of allowing the new genital urges to connect with his old
love objects, that is, with his parents, brothers or sisters.
This leads to the alteration in the ego organisation where serious
attempts are made by the adolescent to keep the increase in
drive under control as drive activity has been controlled in
earlier periods. This is done by means of major efforts on the
side of the defenses which means bringing into play more

repression, more reaction formation, more identifications and
projections, sometimes also more determined attempts at intellec-
tualisations and sublimations. It means also that the entire
defensive system of the ego is overstrained and breaks down
repeatedly and that, therefore the frantic warding off, of
impulses, alternatives with unstrained upsurges of drive
activity.

The above description of developmental disturbances
of adolescents does not apply to all adolescents. Not all youth
with the earlier mentioned characteristics will display the same
form of problem or deviant behaviour. This depends very much
on the family rearing styles and the socio-economic factors of
the adolescent individual which is dealt in the following sub-
section of this chapter.

1.2.3. Family and Socio-Economic background as factors Influencing the Adolescent Development

Although the teens is a period of weaning from
dependence on the family and on adults in general, this does
not mean that the importance in development of the family or
the adult community declines, rather the reverse. For good
or ill, what parents say and do, the attitude of older brothers
and sisters and of related adults, are powerful influences, but
how they affect growth depends on how far parents in particular
are aware of the deep affective changes which are taking place
in the family climate and how their own roles vis-a-vis their
children should alter. Studies done on the nature of family
and relationship among the family members reveal that a demo-
cratic home environment with closer parent-child relationship
provides healthy condition for social growth and development
through guidance in social participation, and enhances the
developing ego and growth towards independence of the adoles-
cents(Landis and Stone, 1952; Liccoine, 1955; Mussen et.al.,
1963). Strict parental attitudes were found to influence the

child negatively and reflect a hostile behaviour(Sherwood,1962).
The roles of adolescents are structured in the family by confi-
dent sharing, giving responsibility, and involving them in family
decisions which directly influences the roles. Parents who do
not really allow their children to choose and to judge, but
press their own demands and those who, on the other hand, treat
the child's demands as over-riding importance do not have morally
responsive children as those who maintain a family balanced reci-
procity. The studies conduced by Raschke and Raschke(1979),
Jogawar(1976), Meneṣeã (1978), Majumdar(1972), Reddy(1966),
Mahale(1975) show that the self-concept of the adolescent is
affected or influenced by the family factors. Besides this,
the socio-economic factórs also have an important influence on
parent-adolescent relationships, which in turn, influences the
adolescent's personality. Studies conducted by Jogawar(1976)
and Sudha(1978) show that the better the socio-economic status
of the family, the better were the parent and adolescent rela-
tionship and positive the self-concept of adolescents.

In sum, the adolescent development is influenced in
a positive or in a negative direction not only by the biological,
psychological and the social aspects of the growing individual,
but also by the environmental factors such as the family, the
school and the socio-economic background of the individual.
Thus, considering the adolescent stage as a traumatic period,
the educational centres, state bodies, the social and family
welfare centres and the other agencies planned certain programmes
and activities which resulted in the popular fields like Sex
Education and Family Life Education. It is to be noted here,
that all Sex Education and Family Life Education programmes
were not developed, keeping the adolescent development and the
problems associated in focus. Though they concentrated on
certain similar topics, they differed a lot in their aims and

objectives. A detailed picture of the area "FAMILY LIFE EDUCATION" is presented in the following sub section.

1.2.4. The area of Family Life Education(FLE)

Bamily Life Education bears a number of titles depending upon the objectives and the content it emphasises on its course. Among the different titles are the family, family studies, family experience and personality development, dynamics of family life, human development and family relations, psychology of family relations, psychology of family life, family development, parent education, marriage, human ecology, sex education and population dynamics. When one looks into the literature to determine the developments in family life education, one is sure to find many fields of study in which research and thinking about family life education have been done. The literature reveals varying definitions of Family Life Education, showing authors field of work like Home Economics, Sociology, Psychology, Biology and so on. For instance, Family Life Education is considered as an area of Home Economics which focusses upon the family's emotional and social environment as affected by the interaction of personalities in their roles as family members. Avery(1952) defines Family Life Education as a programme of learning experiences planned and guided to develop the potentials of individuals in their present and future roles as family members. Kilander(1970),defines Family Life Education (FLE) as a course which includes all measures to help young people and prepare them to meet the problems of life that have their centre in the sex instinct and inevitably come in some form into the experience of every normal human being. According to him, these problems extend over a vast range of life's experiences from simple little matters of personal sex health to the exceedingly complicated physical, social, psychical and moral problems that concern successful marriage and family relationship. The adhoc working group on FLE of the International Planned Parenthood Bederation which met in Tunisia in November 1969, discussed the definition of family life education. This

group felt that to each of such phrases "Family Life Education",
"Sex Education" and "Preparathon for Family Life", there can be
objection depending on the cultural setting in which they are used.
Besides the varying definitions and the content, the body of
knowledge included within the compendious term "Family Life
Education" has grown in a pragmatic way, depending upon the social
pressure and other pressures of the times, the places where it
has developed and the view points of those who perceived the
needs and tried to meet them. This has happened gradually and
unevenly over a period of long time, in different parts of
Eurppe and North America. The studies reviewed in Chapter-2,
show the trend in the development of the field and the different
assumptions on which it was based in these countries. For ins-
tance, a few Family Life Education curricula emphasised on 'Home
Membership' and on 'Home Economics' as being their main objective,
whereas certain other curricula paid importance to Life Adjust-
ment, marriage and family relationships. Following this, was a
trend where most of the curricula of FLE had Sex Education as
their main constituent. This was due to increase in the number
of pre-marital pregnancies and Venereal diseases, which made it
important to reduce the number, by introducing the concepts
related to pregnancy and thereby making students aware of the
dangers. The curricula even imparted the propangandistic and
moralistic elements of codes of behaviour. In Asia, teaching
Family Life Education in an organised manner hardly exists at
all. In India, though certain social agencies, churches, Family
Welfare organisations and other voluntary agencies have been
conducting the Family Life and Sex Education programmes here and
there, the field has hardly gained any prominence. Moreover,
the programmes conducted were restricted only to the biological
aspects of Sex and to the population control. While over the
years, Family Life and Sex Education projects have been conducted
here and there, recently a new wave of interest has arisen in
connection with the possibilities inherent in a programme of

population education. The topics like Human Reproduction and
Family Planning were included in the Science syllabus with the
idea of developing a knowledge base for controlled fertility,
which is the main element in planned parenthood(NCERT,1974).
Though this has been a stupendous task at National level to
equip the educand with sufficient knowledge, skills and sensi-
tiveness with regard to population problems, so that he will be
capable enough to take responsible actions at the personal and
social levels in population matters, it vary little caters to
the developmental stage of adolescents that demands particular
needs and requirements. Likewise, most of the studies pertaining
to the area of Family Life Education, concentrated either on
the biological growth and development of Adolescents or on the
planned parenthood. Each Family Life Education curriculum had
its own objectives and assumptions on which it was developed.
Since the field lacked the well defined goals and objectives,
it failed to arrive at one common theoretical base. Looking
into the needs and the requirements of adolescents which emerge
out of developmental changes, if one has to prepare them for a
productive and satisfying life in today's stressful and challen-
ging world, a curriculum must be established that will help in
adolescents' personality development, contributing to the family
stability and to a healthy and a positive attitude towards the
sexual aspects of man's nature. Therefore, an attempt was made
in the present study to develop a curriculum of Family Life
Education aiming at the above aspects. The present curriculum
not only includes a wider perspective of objectives aiming at
the personality development of adolescents, but also includes
the areas pertaining to the biological, psychological and the
sociological aspects of the family, in order to prepare the
adolescents for a responsible planned parenthood. A detailed
picture of the curriculum of Family Life Education, the base
on which, it is developed is given as follows.

1.2.5. Family Life Education in the present study

In the present study, Family Life Education has been defined as an educational programme which has a function of helping the adolescent individual in developing his physical, psychological and social selves in order to be able to adjust dynamically and without undue strain, in the broad society in which he has to live, in his sub-groups at work, in his intimate relationship of friendship, love, marriage and a family of his own. Before detailing out the frame work of the curriculum, it is felt necessary to discuss certain points on which the curriculum of Family Life Education in the present study is based.

As pointed out earlier, development in an adolescent is viewed as the changes in the structure, thought or behaviour of a person which occur as a function of both biological and environmental influences, that are usually progressive and cumulative. It has also been mentioned, the changes that occur are usually accompanied by variations in social and emotional adjustments which call for certain needs and requirements in an adolescent. There is a growing realization that an individual faces not only his own needs, but also the demands and tasks imposed on him by the cultural expectation mediated through the interpersonal context around him like the family, school, neighbourhood and community. It should be noted here that along with the development, certain developmental tasks arise sharply in every individual's life, which is a task of learning that every individual must accomplish in order to be successful, positive and a healthy person in our society. The concept of developmental tasks represents an effort to chart the developmental sequence in the context of cultural expectations. According to Havighurst(1953), each task arises sharply, or has a crucial period, at certainties in an individual's life, where the successful mastery of that task lead to success with other tasks,

but failure brings the disapproval of society and failure at the
succeeding tasks." Erikson (1955) stresses in addition, the idea
of crisis- that is that these tasks are also associated with a
conflict of feelings and desires. Although these crises are
never solved entirely, because each shift in experience and en-
vironment present them in a new form; yet, if the problem is
well handled at the crucial period of its appearance, a basis
is laid for a steady personality, capable of dealing with subse-
quent tasks.

Realising the importance of developmental tasks re-
quired for that particular stage of development as mentioned
above, a list of major developmental tasks were proposed using
the characteristic aspects of adolescents by Havighurst(1953),
which have been used by curriculum workers and teachers in
developing effective school programmes. These developmental
tasks bring certain advantages like i) organising the knowledge
about development, which is usually splintered in several direc-
tions, ii) brings together ideas about physical maturation,
socialisation, psychological development of drives, motivations,
emotions, iii) points clearly to the necessity of understanding
and facing the complex relationship between the conditions of learn-
ing and the dimensions of development, iv) helps to extend and
to clarify the educational objectives, and emphasises the need
to discover the teachable moment by guiding the timing and pacing
of educational effort, so that those things that are related or
can be related to the developmental tasks are "when conditions
are most favourable". Keeping these in view, it was felt that
a deep insight should be paid into the Adolescent development
and the developmental tasks associated with it, in order to pre-
pare an effective curriculum of Family Life Education. Therefore,
the present curriculum of Family Life Education takes into account
the growth and the development of adolescents and a few tasks
associated with the adolescent development like: i) accepting

one's physique and using the body effectively; ii) achieving
a masculine or ⟨ ⟩ feminine social roles; iii) achieving new and
more mature relations with age-mates of both sexes; iv) achieving
emotional independence of parents and other adults; v) preparing
for marriage and family life; vi) acquiring a set of values and
an ethical system as a guide to behaviour; and vii) acquiring
self-confidence and a philosophy of life.

Taking the adolescents' needs and characteristics
along with the few of the developmental tasks mentioned above
into consideration, the curriculum of Family Life Education in
the present study is developed around three major themes. One
is, the personality development of an adolescent, where the per-
ception of the biological self, the psychological self and the
social-self of an adolescent is made understood, so that the
or she will better cope up with the emotional reactions which
occur along with the pubertal changes. The units built around
this theme aim at developing in the adolescents, a self under-
standing and an objectivity about the self, so that it will con-
tribute to the emotional and the social growth of the indivi-
dual. Along with the perception of self, a scope has been deve-
loped to learn to perceive others, in order to help in relational
improvements. All along, the units centering around this theme
concentrate on how the awareness of self at all levels- biological,
psychological, social in an integrated fashion influence the
personality of an individual which in turn affects the relation-
ship with others either in a positive or in a negative manner.
Two is, the biological, the psychological and the sociological
aspects of human sexuality is dealt with, aiming at the better
understanding of matters related to human sexuality which is the
basic response to parenthood. The units also provide enough
knowledge about the misuses and aberrations of sex, in order to
enable the individual to protect himself against exploitations
and maintain his physical and mental health. Three is, preparing
the adolescents for future parenthood constitutes another major

theme of the curriculum, wherein the biological, psychological and the social aspects of family are dealt with, in order to equip the adolescents with the knowledge and understanding of matters related to the physiology of human reproduction, and other related aspects of family life. The units also provide the knowledge which is necessary enough to make decisions about population matters which affect the quality of family life.

Tp develop a curriculum of Family Life Education covering all the themes as mentioned above in a scientific manner, requires a practical insight into the psychology of learning and the phases involved in the curriculum development process. This has been detailed out in the Section-2 which follows.

Section-2

1.3 THE PSYCHOLOGY OF LEARNING AS A FOUNDATION FOR THE CURRI-
CULUM DEVELOPMENT OF FAMILY LIFE EDUCATION

As mentioned earlier, in considering about the curriculum development, one must take into account all that is known about the nature of learner and the nature of learning process, since the knowledge about the learner and learning is relevant to making a host of curriculum decisions. A curriculum is essentially a plan for learning, consisting as it does of goals for learning and ways for attaining these goals; as curriculum plan is a result of decisions regarding the selection and arrangement of content, the choice of the learning experiences by which the content is to be manipulated and by which the objectives not achievable through content alone can be attained, and plans for the optimum condition for learning. These decisions cannot be made adequately without knowing a good deal about learners and learning. As it was mentioned, to know what to teach at any given age level requires a reference to what is known about the development of children, since the knowledge about characteristic thought forms at various age levels determine what is the most propitious time to teach any particular subject, what the sequence of these experiences should be, and how to translate that which is to be taught into learnable experiences and so on.

Hence the sound suggestions to diagnose all these which form
the major elements of curriculum development aan be derived only
from a sound psychology of learning, a brief picture about which,
is given in the following paragraphs.

A close study of the literature on the psychology of
learning suggests two main categories of behaviour and learning
theories. One is the so called connectionist or behaviourist
theory which assumes that man is a collection of responses to
specific stimulus and each of these can be accounted for.(Hull,1943)
The basic problem of this theory, therefore, is to show how the
discrete events of experience get joined together. Then, the
later behaviourist theories postulated either classical condition-
ing or other more complicated mechanism, such as the idea of
operative conditioning developed by Mowrer(1960) and Skinner(1953).
In these behaviourist theories, learning takes place largely
by trial and error and conditioning thereby, which the higher
mental functions have a very small place. Thought and individual
differences in it, were considered as system of establishing res-
ponses. Since the behaviourists such as Skinner and Mowrer,
believe that a science of behaviour must be built only on what
is observable, this school does not consider such unobservable
behaviours as purpose, thought and insight. Here the knowledge
is sought in a deductive manner and much of the work was charac-
terised by the setting up of, and conduct of controlled experi-
ments essentially laboratory oriented wherein behaviour of the
subjects was observed and later analysed to generate findings
amounting to laws of learning where further integrated to cons-
titute a certain theoretical position.

Another set of theories of behaviour are referred to variously as the organismic, Gestalt, field and cognitive theories. The common feature of these theories is that they assume that cognitive processes like insight, intelligence, and organisation are the fundamental characteristics of human response, present even in the simplest perception of the environment. Here the human actions are marked by quality of intelligence and the capacity to perceive and to create relationships. This understanding of relationships sheers man's actions. His responses are shaped by his purposes, cognition and anticipation. This behaviourist school believes that man being an adaptive creature, organises each subsequent response in the light of his prior experience. Since the cognitive structure has been re-organised by each prior perception, in each new perception, the object or event is seen differently. Sometime this re-organisation takes place in such a fashion as to create an illusion of institution or a sudden insight. In this interaction of response and stimulus, it was thought that a new mode of perception and essentially a new reality is created. According to this behaviourist school, learning is essentially an active process of selecting and organising, where the individual learns only through his own responses, in part by reacting to selectively organised stimuli, and in part by creating new organised wholes.

After Kohler and Wertheimer, the field theory as formulated by Lewin, states that behaviour is the function of the present life space. Learning is a change in the cognitive structure, or in the way of perceiving events and giving meaning to them. This theory has also extended the concept of "wholeness" of the learning situation and the emphasis was no larger paid on the learning act. Instead, the emphasis was more on the learning situation and the forces operating in it like the individual, including his perceptual "selectivity", his purposes, needs, demands of his culture and his previous learning(Hilgard,1956).

Unlike the connectionist school, this behaviourist school
employs inductive approach to seek knowledge. In this school,
the method has been first of all, a careful observation of be-
haviour in natural settings and from those, deduction through
logic, of probable hypotheses which state how human learning
takes place which was later followed by experimentation to get
evidence regarding the phenomenon of learning which would lead
to the maintenance or rejection of the hypotheses.

These two sets of theories have their own influence
when a curriculum is developed based on these theories. The
Associationist assumptions about behaviour and learning led to
a curriculum dominated by specific content, each part of which
is learned new. Curriculum is focussed on atomistic elements
of content to be transmitted, not on central ideas or principles,
because presumably these cannot be acquired until a sufficient
body of specific knowledge is mastered. Then, the later behaviour-
ist theory added to this an elaborate system of acquiring spe-
cific skills, learning bit by bit and step by step through a
rigorous mechanical drill or rote learning. In the curriculum
organisation that parallels this learning theory, one needs to
identify the desirable responses and the stimuli that lead to
these responses, and then, fix the appropriate responses to
appropriate stimuli by repetition and reinforcement or shift the
inappropriate ones by conditioning. This idea is implicit in
the "teaching machine" introduced by Skinner(1968), which were
built to reinforce the appropriate responses by programming each
type of learning and rewarding each right response immediately
after it occurs. As the product is considered more important
than the process leading to it in this learning theory, the
curriculum developed based on this, will involve making an inven-
tory of all specific things to be learned and then produce a
'programme' by which to learn them. A curriculum developed based
on the operant conditioning theory of learning of Skinner, would
contain the specifications of entry and terminal behaviours of

the learners and programmed instruction as conceived by Skinner,
a systematic attempt to bridge the gap between stated entry
behaviour and terminal behaviour. The output and input speci-
fications would be in clear and measurable terms and a relation-
ship would be established between inputs and outputs in the form
of organising specifying learning conditions. It would also
involve trying out for evaluating the effectiveness of the es-
tablished relationships and utilising the results of the tryout
for further refinement of the relationships between the inputs
and outputs. The application of this can be seen in the works
of Gagne(1962), Glaser(1966), Keller(1967), Briggs(1967).

The field theory also leads to a curriculum designed
to serve multiple objectives, but this multiplicity represents
a under range of types of learnings seen in more general and
organised terms. The objectives include not only the knowledge
of subject matter, but also the development of cognitive pro-
cesses, of attitudes and of orientation to the world. The scope
of the curriculum is arrived at by and examination of the learn-
ing organism , of the developmental sequence in the maturation
of its powers and of what is "given" in a learning situation-
that is, the subject content of learning. The actual sequences
of the learning experiences are determined by the steps which
are necessary to create an increasingly integrated organisation
of ideas and responses. These steps while not always specifi-
cally predictable, nevertheless follow a fairly recognizable
developmental path. The organisation of the learning sequences
is psychological and that of the content both logical and psy-
chological; an attempt is made to translate the logical structure
of content or a problem into the thought forms which are appro-
priate to the characteristic mental operations of the learner.
Moreover, because learning involves the entire or "whole" indi-
vidual, the curriculum planning includes provision for emotional
and social as well as intellectual development. In field theory,

both the organisation of content and the ways of teaching
stress context, relationships and organised understandings.
Specific facts are used to produce these understandings rather
than to serve as ends in themselves. For this reason, the
curriculum units are conceived in large organised wholes. The
problem solving processes and more insistent attempts to use
open-ended materials and methods to enhance creativity and dis-
covery are stressed with an assumption that mind is an active
and a creative one. In a sense, the content of learning and
the process of learning constitute one single whole; they are
distinguishable, but cannot be separated from each other. The
act of learning is viewed as a transaction between he content
and the learner(Anderson,1948).

Looking into the above two schools of thought with a
view to highlighting the singular contributions made by each in
terms of developing curriculum, it may be concluded that any-
one of the approaches to curriculum development is quite in-
adequate to account exclusively. These theories suggest diverse
ideas about learning but have not yet produced a science of
learning- a coherent set of explanations, laws and principles
to guide education. The more "scientific" behaviourist obser-
vation in experimentally confined situations cannot be used to
understand or to guide learning of a more complex nature, such
as the development of cognitive processes or the formation of
attitudes. On the other hand, field theories of learning pre-
sent too great a complexity of variable factors, with the result
that it is difficult to examine adequately their regularities
to translate them into appropriate principles and laws.

Thus, in such a case of lack of unified theory and
a precise science of learning, what is required is an Eclectic
approach, where with necessary assumption the contributions made
by the two schools are reflected appropriately. An illustration
of Eclectic approach could be found in the works of Gagne and
Brunner. Gagne's Eclectic approach to learning was behaviourist
oriented centering its focus on behaviourism and gaining marginal

overtones from cognitive field psychology, whereas Brunner's Eclectic approach to learning was cognitive oriented where the learning was principally concerned with how people select, retain and transform information. A similar approach may be followed in the development of a curriculum by selectively borrowing ideas from various conflecting positions and arranging these into a composition in which case an eclectic compromise is achieved.

Such an effort has been made in the present study of development of curriculum of Family Life education, wherein, the ideas have been selectively borrowed from both the schools of learning. This is seen in the curriculum development which has made provision for biological, emotional, social and intellectual development which reflect the idea of field theorists that the learning involves the entire or 'whole' individual. Since the field theory views learning as essentially a social process, for which an organism must interact with others to learn, a provision for group work and interaction such as discussion, forms an important element of the curriculum development. Similarly 'the problem solving' approach is adopted with an assumption that mind is an active and a creative one. Scope has also been developed in the curriculum for the cognitive processes and the formation of attitudes. Simultaneously, the curriculum development reflects the operant conditioning theory of learning of Skinner, where a relationship is established between inputs and outputs in the form of organising specifying learning conditions and evaluation of the effectiveness of the establishing relationships, so as to try out for further requirements of the relationships between inputs and outputs by utilising the results.

Thus, the contributions made by the two schools of thought to the science of learning are reflected appropriately under operational conditions in the present curriculum development of Family Life Education.

1.3.1. Phases in the Curriculum Development

As mentioned earlier, the second aspect which is in focus when the development of curriculum of Family Life Education is attempted, is that of the phases or the steps involved in the curriculum development. Before making an attempt to detail the phases involved in the curriculum development, it is felt necessary to justify the term "Curriculum development" which has been used in this study.

Numerous terms are used to describe the activities that result in the production of curricula. The terms "curriculum making" and "curriculum construction" were preferred in the early years of the field, but were somewhat unappropriate for describing products that were conceptual rather than material. Curriculum planning and curriculum management are frequently used terms. Both are somewhat restrictive. Planning normally refers to pre-specification of actions and management to direction and operation of a system but not to determination of its purposes. For many years, curriculum development was the term most frequently encountered. More recently, the activities of curriculum workers have been increasingly referred to as curriculum design. Clearly there is a mild overlap between these two terms and it would be pedantic to explore the distinction between them at length. Development has cannotation of gradual evolution and growth; in the curriculum context, it has the advantage of familiarity. Design implies a greater degree of decisiveness and precision and the concept of design is used and understood fairly consistently by people who work in various applied sciences. Hence, both the terms "curriculum development" and "curriculum design" are used frequently to an extent interchangeably throughout this report of the study undertaken.

The curriculum development includes the phases like diagnosis of needs, formulation of objectives, selection of

content and the learning experiences, organisations of content
and the learning experiences, determination of - what to eva-
luate and of the ways and means of doing it and modification
of the curriculum based on the results obtained. These phases
are discussed separately and considered as sequential, from the
point of view, both of time and of the operations involved. They
are, however, related and inter-dependent and combined to form
a cyclic process so that over a time, the final phase affects
the initial one. Each phase is a logical development from the
preceeding one, for most commonly, work in one phase cannot be
attempted until some work has been done in a preceding phase.
Each phase is discussed separately in the following paragraphs:

1. <u>Diagnosis of Needs:</u>   This is the first phase in the curri-
culum development, which is an important step in determining
what the curriculum should be for a given population. An intelli-
gent delineation of concrete and tangible curricular objectives
can proceed only after some information is obtained regarding
the level on which objectives can be reached by a particular
group of students and the emphasis that may be required in the
light of their experiences. It is important to consider what
is known about individuals as persons and their needs for self-
development and self-fulfilment, for education must be both
vital to national life and essential to individual development.
Adjustments should be made according to definite diagnostic
checks on what the students know and can understand, what skills
they have, or what mental processes they have mastered. So, in
order to keep the curriculum in tune with the needs of the times
and of students and to help determine which objectives to stress,
diagnosis should be a continuous part of ongoing curriculum and
teaching. The diagnosis of students' needs and interests in
order to design a curriculum is usually done by using devices

like, open-ended classroom interview, questionnaires, systematically collected and carefully analysed records, recording and writing of students' observation and recording of performance, records of discussion and so on. The kind of device used to diagnose the students' needs and interest in the present study, is given in detail in the Third chapter of this report.

2. <u>The Formulation of Objectives</u>: This is the second phase which forms the platform to provide a common, consistent focus for the multifarious activities we call, the curriculum. As mentioned earlier, studies of the learner and of the learning process yield insights regarding the outcomes of learning, such as the necessity of fostering multiple development towards social, intellectual, emotional and physical maturity. Information from these literature and the studies pertained serve as an additional function of helping to determine what is feasible at any point of development, or the approximate level on which these outcomes are attainable. As mentioned earlier, the developmental sequence indicate what degree of intellectual, emotional or social maturity can be obtained by students at different age levels with different abilities and varying pattern of social learning. After the diagnosis of needs and interests of students, the general aims of the curriculum should be formulated. From the general aims of the curriculum, it becomes essential to draw the specific objectives in order to see whether the intended changes have been attained or not. The specification of objectives is necessary not only for the curriculum development, but also for evaluation. The most useful and clearest statements of objectives are those which specify both the kind of behaviour reactions that is, expected and the content to which is applied. Such a two fold specification of objectives expresses a concept of achievement which relates content mastery of the intellectual skills and affective reactions and thus, point attention to the fact that the process of education

consists both of mastery of content and development of behaviour-
al components such as reasoning, application abilities, self-
realisation and other attitudinal attributes. There are a
number of well-known classification of objectives. The most
familiar one is that of Bloom and his colleagues(Bloom,1956;
Krathwohl,1964), the taxonomy of educational objectives. It
divides learning into three domains, namely, cognitive, affective,
and psychomotor, and attempts to establish a hierarchy of capa-
bilities within each domain. The present study of Curriculum
Development of Family Life Education bases its design of objec-
tives on Bloom's taxonomy of objectives which is discussed in
detail in the third chapter of this report.

3. Selection of content and Learning Experiences: This
is one of the main decision in curriculum development and there-
fore, a normal method of going about it, is a matter of good
concern. It becomes essential to establish certain rational
priorities in selecting content and learning experiences. To
develop criteria for rational priorities in selecting content
and learning experiences, it is necessary to clarify some prior
points. First, it is important to understand that a curriculum
consists of two different things, the content and the learning
experiences, or the mental operation that students employ in
learning context. Although in the actual learning act, the two
are in constant interaction- one cannot deal with content with-
out having a learning experience- for the purposes of establish-
ing rational criteria, the two need to be distinguished. Hence,
in this chapter, the criteria for selecting curriculum content
and learning experiences are not discussed separately, but dis-
tinctions are made regarding what pertains to selection of
content and what to selection of learning experience.

It becomes important that the content and the learning experience should meet certain criteria like validity, significance, interest and learnability. Content is valid when it is authentic or true. At a time of rapidly increasing knowledge, subject matter used in the curriculum can quickly become obsolete. It may be facts which are obsolete but it might also be concepts, principles or theories. Hence the need arises to be aware of this problem and to exercise the great caution in the choice of content while developing a curriculum. There is another aspect of validity, which applies to learning experiences as well as to content. This is that, the content or learning experience is valid if it is possible for the objectives to be achieved through its use. For example, if an objective is concerned with the concept of relationship between physical maturity and emotional maturity of an adolescent, and the content chosen for the achievement of this objective does not show the relationship in a form which can be perceived by the pupils, it does not satisfy the criterion of validity.

Considering the second criteria "significance" in the selection of content and learning experience, schools have frequently been concerned that pupils should learn large bodies of fact. Yet facts are the least significant or meaningful aspects of school subjects and are only important as they contribute to basic ideas, concepts and principles of subjects. If study was to be based on a number of carefully selected principles, concepts or ideas, facts would be learned to illustrate these and would be included only in so far as they contribute to an understanding of these. This would reduce the problem of learning the large bodies of facts. If there is too much emphasis on covering, there is likely to be insufficient attention and time given to the development of intellectual skills and processes which organise knowledge and make it useful to the learner or to the development of feelings and attitudes. The suggestion made above, that a number of carefully selected basic ideas,

concepts and principles should form the basis of the study,
with sufficient time for these to be fully understood, so that
they might be related to each other and applied to new situations,
might result in an appropriate balance between breadth of
coverage and depth of understanding.

Considering the criterion of 'interest', pupil's'
interest is an important criterion in the selection of content.
Two approaches to this problem would seem to suggest a well
balanced view. The first would be to include nothing in the
curriculum only because it is of interest to the pupils, but
whether other criteria may also be satisfied, to use content
which can be as closely related as possible to their interests.
The second approach might be to give pupils' interests a pri-
ority, when new learning is being introduced, in order to
form an immediate link between the pupils and the curriculum.

Regarding the criterion learnability, it perhaps
seems obvious to say that what is included in the curriculum
should be learnable by the pupils, but the criterion of learn-
ability, however obvious it may be, is not always satisfied,
because the individuals react as total organisms. The learning
experiences and the content must be selected for their influence
on the learner's total development and their contribution to
the optional growth of the different aspects of learners. In
this connection as mentioned earlier, the concept of develop-
mental task is valuable, in that it offers certain guide-posts
to the variety of tasks that confront the individual at any
given stage. Developmental studies indicate that not only do
children need learnings of many kinds; they also learn at diff-
erent rates and through different methods and modalities. All
these things suggest a need for variety. The greater the
variety of experiences presented, the more likely the pupil is

to find satisfying activities which will enable him to progress
towards the required learnings. This suggests that the content
must be available in forms which are appropriate to the pupils
and these will, of course, is different for different pupils.
It is also important that what is to be learned makes a connec-
tion with something which the pupils have already learned.

4. Organisation of the Content and the Learning:Experience:

         If the curriculum is to be a planned for learning,
its content and learning experiences need to be organised, so
that they serve the educational objectives. The curriculum
organisation that is followed explains of three major criteria
to be met in building an effectively organised content and learn-
ing experiences. Those are: continuity, sequence and integra-
tion. As was done in the preceding phase of the curriculum
development, the problem of organising content and learning ex-
periences are treated in a parallel form in this phase also.

         Continuity refers to the vertical reiteration of major
curriculum elements. For example, if in the area of Family Life
Education, the development of healthy attitudes towards human
sexuality and family planning is an important objective, it is
necessary to see that there is recurring and continuing oppor-
tunity for these attitudes to be developed. This means that
overtime, the situation where these attitudes can be developed
should be brought into continuous operation. Continuity thus,
seen to be a major factor in effective vertical organisation.

         Establishing a sequence in curriculum can be viewed
primarily as that of putting the content and the materials into
some sort of order of succession like- i) simple to complex,
ii) based on pre-requisite learnings, iii) from whole to the
part, and iv) chronological. Other sequences have also been
used, varying somewhat from subject to subject. When the curri-
culum is viewed as a plan for learning and not merely a plan
for exposition of content, additional consideration emerge

regarding sequence. One is that of a sequence of learning
experiences necessary to master the necessary behaviour; to
acquire an abstract concept, to develop a method of analysing,
to develop a healthy attitude towards the set criteria, to mas-
ter a skill in analysing data or to learn a method of inquiry.
Learning these behaviours is also a matter of sequence which are
of different orders of difficulty and involve developmental
steps to be internalised. The specific steps in this develop-
mental sequence vary depending on what the object of learning
is. Planning learning sequences as mentioned earlier, requires
a way of organising content as well as a sequence of reactions,
behaviours or learning experiences. Both the content and the
learning experiences need to be broken into appropriate steps
so that an active understanding becomes possible. For this
purpose, the simple principles, such as proceeding from simple
to complex and concrete to abstract, are insufficient guides. A
way has to be found in addition to translate the essence of a
particular idea, process or concept into the thought forms and
perception patterns of the pupils. Since these thought forms
and perception patterns vary according to the nature of their
social learning and previous experiences, building such develop-
mental sequences requires considerable theoretical understanding
as well as practical insight. It also becomes essential to be
aware of certain generalised functions that each step must serve.
For example, the initial encounter with a concrete 'instance' of
an idea, a concept, or a feeling needs to connect that which is
to come with whatever the student already understands or feels
and to open up the possibility of new learning. Following that,
the student needs to take in new facts, descriptions, or events
which extend this first glimmer. This can be done either by
subjecting familiar experiences to a new analysis, or by absorb-
ing new facts. For example, recalling the concept of reproduc-
tion in plants and animals to the pupils, before initiating on

the Human Reproduction. A sharp contrasting and comparison of the ideas and facts in animals and human beings furnishes materials for a new generalisation.

The third important factor 'Integration' refers to the horizontal relationships of curriculum experiences. The organisation of these experiences should be such that they help the student increasingly to get a unified view and to unify the his behaviour in relation to the elements dealt with.(Tyler, 1950,p.55). The problem, then, is that of developing ways of helping individuals in this process of creating a unity of knowledge. This interpretation of integration throws the emphasis from integrating subjects to locating the integrative threads. Bloom(1958, p.91) defines an integrative thread as "any idea, problem, method or device by which two or more separate learning experiences are related". He points out further that these integrative threads can be used as a basis for organising curriculum and instruction, or incidentally whichever way they are used, certain criteria determine how serviceable they are. If these integrative threads are to help the student organise the subject for inquiry, they must have continuing usefulness in relation to a great variety of problems and questions. Integrative threads are also effective to the extent that they can be reformulated, altered and added to as experiences move on. They should also provide a basis for comparing and contrasting experiences which would otherwise be unrelated. They should be sufficiently comprehensive to extend over the entire range of subject matter in some area of human experience. Bloom says that,more of these threads will not be helpful to students' learning if they hold no meaning for him and are not used by him to integrate his learning. What is discussed above have not always been observed in the typical attempts to unify curriculum by establishing relationship between subjects taught simulataneously.

Besides the above mentioned three criteria, it is also essential to identify the organising principles by which these threads shall be woven together. In identifying important organising principles, it is necessary to note that the criteria-continuity, sequence and integration apply to the experiences of the learner and not to the way in which these matters may be viewed by someone already in command of the elements to be learned. Thus, continuity involves the recurring emphasis in the learner's experience upon these particular elements; sequence refers to the increasing breadth and depth of the learner's development; and integration refers to the learner's increased unity of behaviour in relating to the elements involved. This means that the organising principles need to be considered in terms of their psychological significance to the learner. Other organising principles commonly used include: increasing breadth of application, increasing range of activities included, the use of description followed by analysis, the development of specific illustrations followed by broader principles to explain these illustrations, and the attempt to build an increasingly unified world picture from specific parts which are first built into larger wholes, since there are so many possible organising principles, it is important that in working upon the curriculum development, possible principles of organisation are examined and decisions made tentatively to be checked by actual-try-out of the material to see how far these principles prove satisfactory in developing continuity, sequence and integration.

5. **Evaluation:** The fifth phase in the curriculum process is 'Evaluation' based on measurement and assessment. After the objectives have been clarified and operationally stated, the content and the experiences selected, integrated, organised and translated into classroom practice, a double operation is still needed. Tyler's(1950) work on curriculum evaluation in the 1940's brought about a major change in educational evaluation. His view was that curriculum should be organised around explicit objectives

and that the success of the curriculum should be judged on the basis of how well students achieve the objectives. The Tyler model marked a shift from evaluating individual students to evaluating the curriculum. Also, the Tyler model implied that students might perform poorly not because of lack of innate ability, but because of weaknesses in the curriculum, Scriven(1967), made what has come to be considered an important distinction concerning the purpose of educational evaluation. He observed that evaluation serves two different functions which are formative and summative.

The function of Formative Evaluation is to collect data about educational programmes while they are still being developed. The evaluative data can be used by developers to "form" and modify the programme. In some instances the evaluation findings may lead to a decision to abort further development so that resources are not wasted on a programme that ultimately has little chance of being effective. The preliminary field test, that is, the pilot study and main field test of research and development cycle adopted in the present study exemplify the formative role of evaluation.

The summative function of evaluation occurs after the curriculum has been fully developed. Summative evaluation is conducted to determine how worth the final curriculum is. Summative evaluation measures the effectiveness of the curriculum plan and of instruction carried out in accordance with the plan. It is primarily concerned with what happened to learners as a result of content and instruction. Summative evaluation, as described by Bloom, Hastings and Madaus(1971), also contributes highly significant data for revising curriculum plans, formulating new ones, adding or dropping courses of instruction, selecting new content, revising goals and objectives and the like.

Evaluation involves other purposes like:
i) clarification of objectives to the point of describing which
behaviours represent achievement in a particular area; ii) the
development and use of a variety of ways for getting evidence
on changes in students; iii) appropriate ways of summarising and
interpreting that evidence; and iv) the use of information gained
on the progress of students or the lack of it to improve curri-
cuiam, teaching and guidance. Evaluation conceived in this manner
is an integral part of curriculum development, beginning with
the concern about objectives and ending with assessment of their
attainment. Evaluation is considered as a vital phase, since
it involves some quantitative and qualitative comparisons of
actual and expected outcomes, without which it is impossible to
know whether the objectives have been realised and if they have
been, to what extent they have been realised. Without some sys-
tem of bench marks, it is impossible to tell whether behaviours
in the form of knowledge, attitudes , values, skills etc., have
been instilled, inhibited or altered. The degree to which the
student's achievement resembles desired performance at any spe-
cified level is assessed by criterion- referenced measures of
achievement. This is described in detail in the chapter three
of this Report.

Evaluation, the broadest term, includes not only the
process of determining what the actual expected outcomes, but
it involves judgements about the nature and desirability of any
demonstrated changes. Judgement of this kind obviously bear
directly on educational objectives, but they cannot be made until
some assessment has been carried out. While the desirability
of any expected outcome can be judged on priority- though it is
to be hoped that all relevant data will be taken into account-
judgements about the efficiency of chosen learning experiences,
the content used and the manner of their use depend entirely upon
some assessment of behavioural change.

In addition to, assessing behavioural changes in indi-
viduals or groups, it is necessary to make judgements about the
objectives of the curriculum and the suitability of the learning
experiences, the content, organisation and teaching methods used
to attain them. This means that it is necessary to consider at-
least the following: assessment of relevant student behaviour,
and of the background factors liable to affect this behaviour,
the effect of the evaluation programme on student motivation and
learning, and the evaluation of all phases of the curriculum
process. The evaluation programme must be continuous, consistent
and comprehensive, when it is directed towards course improvement.
The paradigm here is that of assessment as continuous feedback
where based on the assessment, the goal is modified or re-assessed
and a decision is made about the next action- step. This cycle
of action-step and feedback may be repeated until the overall
goal is reached, either as it was originally set up or as it was
afterwards modified in the light of the feedback information.
Without it the learner has little or no information about his
progress until the end of the learning sequence, and may well
draw wrong conclusions, make a habit of wrong attitudes, or learn
wrong methods of work. Evidence that the unit is proceeding
along appropriate lines must be sought throughout its develop-
ment rather than at the end.

As mentioned earlier, assessment is as necessary for
initial behaviour as for final outcomes, because without assess-
ment it is impossible to know whether any behavioural change has
occurred. Despite the inadequacy of the measuring devices in
some categories of behaviour, an attempt should be made to assess
a range of behaviour as wide as that indicated by the objectives.
For example, i) assessment of pupil's status on relevant varia-
bles to know their present status, so that general objectives
may be expressed in specific behavioural terms appropriate to
these pupils, in order to choose appropriate experiences,content

and method and to provide both vertical and horozontal integra-
tion; ii) during any particular sequence, evaluation of progress
towards goals and on a feedback theory, modification of goals,
experiences, content and methods; iii) at the end of any parti-
cular sequence, assessment of actual outcomes to see what has
been learned and to what extent these learnings are integrated
with those from other learning experiences .

Besides all that mentioned above, there is another
important criterion of evaluation, that is validity, which is
more important in curriculum and teaching. The validity of eva-
luation instruments tends to improve in the measure in which they
are consistent with objectives, are based on a sufficiently
careful analysis of the behaviours to be evaluated, and are addre-
ssed to what the students have had an opportunity to learn.
For example, the validity of an instrument is jeopardized if
the content it uses or skills it requires are inappropriate to
what the group has mastered, by asking students those concepts
which are not included in the programme or asking students to
apply principles with which they are not familiar. The situations
used for the purpose of testing or getting evidence should give
students a genuine opportunity to reveal the behaviour called
for and should exclude extraneous factors.

By their very nature, evaluation processes are analytic.
To measure behaviour clearly and precisely, and to note the differ-
ences among individuals accurately, it is necessary to break down
the larger complexes of behaviour into smaller units and to measure
each of these separately. However, since human behaviour has
organic unity, in which each component is related to another,
these component parts need to be put together again at several
points. The general objectives taken together, must represent a
reasonably related and unified pattern of the development of the
individual. Each single instrument needs to measure closely the
related aspects of behaviour, and a battery of instruments should

compose a unified pattern in which instruments have a link with
each other, one either checking, extending or supplementing infor-
mation secured from the other. The evidence secured from different
instruments and and on different aspects of the evaluation programme
needs then to be brought together into a pattern, so that a mean-
ingful portrait of the individual and of the group is available;
otherwise the judgements may be faulty no matter how objective
or dependable each piece of evidence is. Thus, test scores on
mastery of information and attitude development need to be related
to data on ability, emotional and social backgrounds before a
valid judgement is possible. This means, of course, that the
principles of inter-relatedness of behaviours and of the conditions
which affect them must be kept in mind in planning the evaluation
programme.

6. <u>Modification of the Curriculum in the Light of the results</u>
<u>obtained from Evaluation</u>:   Since every educational programme
involves several objectives and since for almost every objective
there will be several scores or descriptive terms used to summa-
rize the behaviour of students in relation to this objective, it
follows that the results obtained from evaluation instruments
will not be a single score or a single description term, but an
analysed profile or a comprehensive set of descriptive terms in-
dicating the present student achievement and attitude. These
scores or descriptive terms should, of course, be comparable to
those used at a preceding date so that it is possible to indicate
change taking place and one can then see whether or not all educa-
tional progress is actually happening. If it is found, for example,
that the range of students' attitude towards human sexuality and
family planning is no greater at the end of the programme than
it was at the beginning, it is clear that no appreciable change
is taking place in pupils' attitude towards human sexuality or
family planning. It is, therefore, essential to compare the
results obtained from the several evaluation instruments before

and after given periods in order to estimate the amount of change
taking place. The fact that there are complex comparisons, that
they involve a number of points and not a single score, may com-
plicate the process, but it is necessary for the kind of identi-
fization of strengths and creativeness that will help to indicate
whether the curriculum may need improvement. When hypotheses
have been suggested that might possibly explain the evaluation
data, the next step is to check those hypotheses against the
present available data, that is, against additional data that
may be available, and to see whether the hypotheses are consistent
with all the data then available. If they appear to be consistent
with the available data, the next step is to modify the curricu-
lum in the direction implied by the hypotheses and then to teach
the material to see whether there is any actual improvement in
student achievement when these modifications are made. If there
is, then it would suggest that the hypotheses are likely explana-
tions and the basis for improving the curriculum has been identified.

What is implied in all of this is, that curriculum develop-
ment is a continuous process and that as materials and procedures
are developed, they are tried out, their results appraised, their
inadequacies identified, suggested improvements ka indicated, re-
planning, re-development and then re-appraisal, and in this kind
of continuing cycle, it is possible for the curriculum and instruc-
tional programme to be continuously improved.

1.4 THE PRESENT STUDY AS AN ATTEMPT AT DEVELOPING A CURRICULUM
OF FAMILY LIFE EDUCATION

The earlier two sections serve as a conceptual bases
for the development of a curriculum of Family Life Education in
the present study. The present study in its attempt at developing
a curriculum of Family Life Education, takes into cognizance, the
conceptual framework of Family Life Education, provided by section
one and the methodological framework of developing the curriculum
by section-two. The present study is entitled as follows:

"Development of a Curriculum of Family Life Education
for Higher Secondary students and a Study of its
Effectiveness".

The curriculum of Family Life Education was developed for XII
Standard Science students. The study being essentially a research
and development effort, the curriculum of Family Life Education
has been developed phase-wise, where the objectives of the curri-
culum were formulated based on the developmental tasks and on
the focussed needs and interests of students; the content was
selected based on the objectives of the curriculum; learning ex-
periences in respect of the various instructional objectives
for each unit of the course were identified, sequenced, and inte-
grated and evaluation procedures were developed formatively,
as criterion tests in respect of each unit and summatively through
comprehensive test. The present study was not only concerned
with teaching Family Life Education, but also in improving stu-
dents' attitudes towards certain set criteria. Hence the learn-
ing experiences provided, took into cognizance of developing
both cognition and affect attributes in the area of Family Life
Education.

It is also to be noted that the study being essentially
developmental in effort, where the research is concerned with the
development of curriculum incorporating the development of ins-
tructional materials even along with the selection of objectives
and content, follows the line of a- experimental studies(Guba,
1965). The Human variables are more difficult to control and
usually in a school with many pupils, where there is such a com-
bination of variables, ones cannot expect to have precise engi-
neering in developing a curriculum. Here the investigation is
carried out in the actual context without disturbing the setting
for experimental purposes, in order to examine the inter-relation
-ships existing among wide range of variables in action conditions.

A few studies that may be mentioned in this regard are those
by Ravindranath(1982), Vardhini(1983), Memon(1984).

Besides the investigation being a-experimental study,
it is also inclusive of certain aspects of basic research where
understanding the interplay of certain variables and establishing
relationships occur. Three such instances in the present study
are:

i) The relationship between Socio-economic status and Family
Adjustment of students:

Generally, it felt that the indicators such as
socio-economic status, parental educational level,
and occupation determine the Home environment in which
the individuals adjust or mal-adjust. This in turn,
is thought to affect certain non-cognitive charac-
teristics like self-esteem and self-concept(refer to
1.2.3) in this chapter. Based on this above assump-
tion, the relationship between the socio-economic
status and the Family Adjustment is studied.

ii) The relationship between Family Adjustment and Self Attitude
of students:

As mentioned earlier in the sub-section 1.2.3. of
this chapter, during infancy, the Home environment
through parent-child and other interactions is
recognised as having pervasive influence on the
development of the child's affective behaviour.
Parents, siblings, peers and other persons and
situations with which the child come into frequent
contact form the major source of the origin and
development of attitude towards self and towards
the immediate physical and social environment. Based
on this assumption, that the Family Adjustment of
Adolescents could be one of the major factors in
forming their self-attitude, the relationship between
both these variables is studied.

iii) <u>The relationship between achievement in the Curriculum of Family Life Education and the development of attitudes towards the chosen elements</u>:

When a person has a relatively stable tendency to respond to a given object with either positive or negative affect, such a tendency is accompanied by a cognitive structure made up of beliefs about the potentialities of that object for attaining or blocking the realization of valued states(Rosenberg, 1953). Krathwohl, Bloom and Masia(1964) put forward a logical rationale that there is a relationship between the cognitive and the affective behaviours. It is considered that the affective and the cognitive development are not only parallel, but influence each other. Based on this, it was assumed that the curriculum of Family Life Education might have an effect on the attitude of students towards the chosen elements under the study. Hence the relationship between the achievement and the attitude of students becomes another area of investigation in the present study.

The specific objectives of this investigation are presented hereunder.

1.5 OBJECTIVES OF THE STUDY:

1. To develop a curriculum of Family Life Education phase-wise for XII Standard Science students;

2. To validate the curriculum of Family Life Education in terms of students' achievement, attitude and reactions.

3. To budy the relationship between the socio-economic status and the Family Adjustment of students.

4. To study the relationship between the Family Adjustment and the Self-attitude of students.

5. To study the relationship between the Achievement
    and the Attitude of students in the curriculum óf
    Family Life Education.

6. To study the cost and the time involved in develop-
    ing and implementing the curriculum of Family Life
    Education.

In the next chapter, researches in those areas which are consi-
dered to be relevant to the present investigation are reviewed.