

## EXAMINING THE FOUNDATIONS, PHILOSOPHICAL SCHOOLS, PRINCIPLES AND THE NATURE OF CURRICULUM

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**Abstract.** This research aims to examine the foundations, philosophical schools, principles and nature of the curriculum in order to reach the crucial role of curriculum in education. To understand the importance of planning, it should be tested at the major level. One of the major levels in every human society is undoubtedly education. Due to the complex and broad nature, education needs to implement effective and useful strategies to be able to lead its lofty goals. For this reason, planning has special effects especially in the field of education and lesson. This article is done by desk-research method. In this way, fiche taking tool was used and valuable resources are referred in fiche taking. In this paper, it is tried to use charts and tables for better explanation. At first, some definitions are presented in the results of this query in the field of curriculum with citations from reliable sources. Then a short history of planning in education was described. In the later part, the curriculum concept was examined. After reviewing this section, planning is described step by step and in the final section, curriculum principles are reviewed. **Key words:** concept of curriculum, planning history, curriculum steps, curriculum principles, philosophical foundations of curriculum.

**Introduction.** Neglecting philosophy of humans that are effective in determining the purposes and goals, content and methods of education, we cannot deeply discuss about curriculum. Only with regard to the philosophy of education in a society, clear and determining criteria for identifying fundamental policies and choosing basic and detailed purposes are obtained for that community. Philosophical viewpoint chosen by a community for its education system along with its beliefs depended on that philosophical viewpoint will be counted as a basic foundation for designing and implementation of training programs and courses and officials, designers and operators of curriculum, with the help of these indicators and criteria, can readily, with clear perspective and enough direction make a decision in all training and courses and lessons in order to determine policies and choosing goals. Major outcome of having a clear philosophical basis and believe in its principles for education system of a society is that it prevents a great amount of wasting precious time of life of generations in a society, especially its younger generation and the loss of spiritual and material resources of the society (Parvand, 1992, pp. 90-91).

Planning, as an important and necessary issue, is productive and effective in all organizations and institutions, especially it has a special and deterministic position in the education and the reason of this importance is due to the nature of education. It is not possible to progress without planning; without a doubt any entity or organization do not want depression or stop, but they want to move toward desirable status in order to be changed. On the other hand, any person or group has a set of features and limitations; facilities mean what any person or organization possess, limitations are also a boundary between "having" and "not having". Condition of development and growth anywhere is that we use facilities properly and completely and we need to avoid extremity by truly and actual understanding of limits. Desired goals will be clear based on the possibilities and limits; while any target is considered a desirable status that we try to move toward it. The more we know abilities and disabilities of ourselves, the more we choose reasonable and achievable goals. With "program-centric" approach, basically understanding the status quo and accurate geometry of realities is a necessity. Therefore, through the program, resources turn into facilities and facilities are used in an optimum way (Malekie, 2014, p. 18).

What is planning? Planning means mapping; mapping to achieve goal and to achieve firm wants, in today's world in education books, planning is called thinking before acting, making vision, direct intervention in the affairs for directing national forces to meet the goal and it is defined as designing strategies for using properly and the most appropriate way from resources available (or existence ones) to meet desirable goals. In books related to programming, including economic, social, or educational programming, different definitions are

found for the concept of planning. In summary it may be said that:

- Planning means mapping for achieving wants;
- Planning is a way to direct human activity toward clear purpose;
- Planning is a perspective process to reasonable direct collective activities;
- Planning means mapping for the future and forecasting a way to achieve it (Fiuzat, 2000, p. 15).

What is the curriculum? Term of curriculum according to etymologists rooted in the Latin word of "Cutrere" which means stadium or a field for running. Thus, it will be clear that specifying such a term to a special field or area of scientific areas belonging to the education sphere has metaphorical and allegory aspects. And paying attention to metaphor aspect between stadium and curriculum makes two characteristics attributed to the curriculum obvious: first, curriculum like stadium that has a clear and defined start and final requires start, final and completely clear and predefined path. Second feature deduced from the term curriculum – according to its word root - means that, as obstacles provided in the path and passing them is increasingly difficult, curricula are also progressively difficult. Another definition is presented from curriculum that belongs to progress-oriented educators. This group of experts consider curriculum as learning experiences of students and they consider others' decision making for students is generally rejected, or at least they regard it as secondary importance. In other words, in viewpoint of these educators, truth and learning opportunities are forecasted, or it could be drawn from joint decision of teacher and student (post-occurrence phenomena) (Mehr Mohammadie et al, 2011, p. 11-12)

This article is conducted by documentation, desk and research methodology. In this way, fiche taking tool and objective research in reference books is used. Valuable resources are referred in fiche taking and important information is recorded in fiches in a logical way. This kind of research methodology is credible and valuable because by relying on the past findings of others, we can present new, fresh, informative content.

**Education planning history.** Planning that means mapping for the future is a process that may have been always associated with the pristine assemblies of human beings. For example, numerous cases of planning are seen within the context of education since the past and during history. Obvious examples of such planning are found in the past by the way of training nobles and warriors in Middle Ages and before it, it may be found in the writings of past thinkers like Plato in the book of Republic and teachings of thinkers and religious educators and communities during the history for establishing the ideal human societies. But planning in its scientific meaning consists on determining and selecting calculated and reasonable goals, measuring adverse impacts of strategies, division of resources to achieve the goals and coordinating curriculum with planning in political, social and economic community, it is a new concept and it rooted in 20<sup>th</sup> century. 20<sup>th</sup> century is called programming century and a century of development and growth; because in this century, the movement is started in the world extent to provide welfare and comfort and promoting general public life. Based on international studies of UNESCO, the first systematic curriculum in association with economic program was begun in 1923 as focused – requirement in the Soviet Union. For this reason, Stroumlin has acknowledged that the rapid progress of Soviet since the First World War (1914-1918), when two-thirds of its population were illiterate, so far that it has a superior position in terms of quality and type of education is indebted to training accurate planning.

West countries more or less after economic crisis of early 2010s turn toward economic planning in terms of Guidance -persuasion. Planning such as Tardieu (1929) in France, Newdeal (1933) in America and Vahln (1941) in Switzerland had only an economic aspect and they were single, empirical and without follow-up. Third world countries are more or less resorted to economic development post-World War II and they made various programming. Shortage of human resources as one of the fundamental bottlenecks of the economic - social growth was the most important challenge for policy makers and planners in this time, in line which education planning was begun. Based on the above, it may be said that the source of education programming is originated in economic - social planning and it needs to provide necessary human resource for economic activities, also it needs to provide equal opportunities of education for all. Iran was also, after World War II, pioneer in Third World in planning. The first seven-year development program of Iran was implemented around 1949. In this program, a part was dedicated to social development including the development of education and culture. UNESCO is among main international organizations that play an important role to promote and to release training planning in the Third World that conducted effective activities such as forming symposiums, conferences and establishing training centers, and training educational planners (Homayounfar, 2014, p. 132).

**The concept of curriculum.** The term curriculum that was mentioned in the introduction has two dimensions that include: curriculum design and lesson planning. In curriculum design, it is desirable to specify components of curriculum, but in lesson planning, it is desirable to specify how these elements fit together. There is no consensus among specialists in this field about the elements of a curriculum. However, some experts believe that curriculum elements include four elements that are: objectives, content, learning activities of students and evaluation procedures. Others have added other elements to the above list which are: resources and learning tools, time, space, grouping of students and teaching strategies. In the lesson planning, how the curriculum elements are fit together are taking into consideration, but there is not a consensus among experts that what steps should be taken to put together the elements of the curriculum. One of the authors believes that lesson planning process includes five steps that are: condition analysis, selection and organization of content, selection and organization of learning experiences and finally evaluation. Another author classifies these steps as: First step includes preparing curriculum outline that is selecting curriculum goals, curriculum content selection and decision making about teaching - learning strategies. The second step involves the preparation and edit of materials and lesson equipment, and finally the third step includes the implementation of the curriculum (Mohsenpour, 2013, pp.15-16).

Simply put, lesson planning involves determining the content of the courses. Sometimes lesson planning, in its narrowest concept, possibly is related to determine special lesson content; for example, fourth grade math curriculum. But scope of lesson planning is broader than determining the content of a lesson in a class, for

example, it may include determining the content of a subject in a training course like math planning during primary and secondary school. That may include determining the content of lessons of one educational course, like technical and professional lessons planning. Or they may include determining the content of all courses; like curricula of primary, secondary school, etc. Lesson planning, in fact, is a part of educational planning (Fiouzat; 2000, 44-45). Lesson planning is a process that leads to the curriculum. In other words, we need to make a set of decisions for the preparation of curricula, these decisions, which will begin by the needs assessment and achieving confidence relative point by evaluation, is called lesson planning. It is obvious that whatever decisions adopted in lesson planning process are more scientific and more rational, curriculum will have a more scientific and wiser nature. Also, it can be said lesson planning is called to design opportunities, activities and learning experiences (Maleki, 2014, p. 24). In the past, the curriculum included the materials and content of textbooks taught by the teacher in explanatory and lecture form and they were kept in mind by the student, and the purpose of lesson planning was to provide lesson content outline and developing them. In such a way that a set of necessary outlines for learning by students were adjusted in a booklet called the Education Program and they were announced for the implementation of schools and teachers, and the contents of the textbooks were also based on the contents of education. But today, the concept of lesson planning is wider than preparing and developing lesson content outlines, and it is to predict all activities that students led by teacher at the school (and sometimes beyond) have to do to achieve the given goals. In other words, lesson planning is to anticipate and provide learning opportunities for a given population in order to achieve the ideals and goals of education that is usually done at school. To this credit, curriculum consists of four elements:

1. The general, detailed and objective goals;
2. Plans;
3. Implementation (training);
4. Evaluation (Homayounfar, 2013, pp. 290-291).

#### **Stages of lesson planning**

**1. Needs assessment.** Awareness of individual and community needs is necessary to develop curriculum but it is not sufficient. Any person in flow of learning and training is related to disciplines. Each discipline includes a set of concepts, principles, decisions and procedures that are ranged simple to complex levels; each age group can be linked in any scientific discipline with a conceptual part of this conceptual system. Thus, understanding the structure of science and learner relation with this structure are tools of need determination. Investigating and understanding the nature of three categories of individual, community and discipline give a set of awareness related to the truth for lesson planners that according to their review, analysis and classification, curriculum needs can be recognized. So we can say: Needs assessment is the process of studying and understanding the nature of individual, society and discipline to recognize the necessities of training (Maleki, 2014, p. 40).

**2. Learning Objectives.** A curriculum is implemented with the purpose of changing the behavior of learner. These changes are the same as program objectives. After the needs assessment, curriculum goals are determined. All activities and plans of the lesson planning process are done in the light of the goals. Usually in the curriculum, the goals are not impressive, but providing them are time-consuming and somewhat complicated; in fact, needs show shortcomings and gaps and they are determined to meet them. It can be said if selecting goals was not done by necessary scientific and learning accuracy, training needs are not provided (ibid., P. 24).

**3. Selecting content.** What scientists were stated in the history of human life in certain disciplines, such as physics, chemistry, mathematics and others form the content of the curriculum. In fact, the content suggests that what should be taught to whom, the individual is students and the thing is content. In other words, content as all materials, facts, laws, theories, principles, terminology and concepts is related to the lesson that is presented in order to achieve the goal of that lesson and student behavior change (Shoarie Negad, 1999, p. 27). Selecting content is concerned with curriculum. Content is a material for curriculum and it is what should be learnt, and content includes facts, concepts, principles, theories, and decisions. Also, content is related to cognitive processes that learners use while thinking about the content or studying content. Content as a process refers to the ways in which learners use in application of their knowledge and skills and in transferring their knowledge to others (Maleki, 1997, pp. 88-89).

**4. Organizing content.** Needs analysis and expressing training goals determine the knowledge that learners need. Based on the above, lesson planners collect, edit and develop curriculum content. But presenting this material, without an appropriate structure and organization, is impossible. Organizing, adjusting, and arranging content for teaching are considered basic steps of lesson planning. Realization of effective learning is useful and achieving educational goals are considered the fundamental reasons of organizing content, instructional materials, educational technology, teacher and ways of implementation and providing each one for the success of content play some role. The status of each media should be determined in organization. The efficiency and legitimacy of the curriculum will largely depend on how it is organized. Organizing curriculum content causes to organize all effective factors in the implementation of the curriculum as well. So organizing curriculum is something more than content and learning experiences. But as it is mentioned, organizing content is largely leading to organizing other factors as well (Ebrahimi, 1998, pp. 106-107).

**5. Methods of teaching.** After teacher became familiar with different methods of teaching, in practice, he/she should select appropriate teaching method by situation diagnosis. Experienced teachers paid attention to at least four

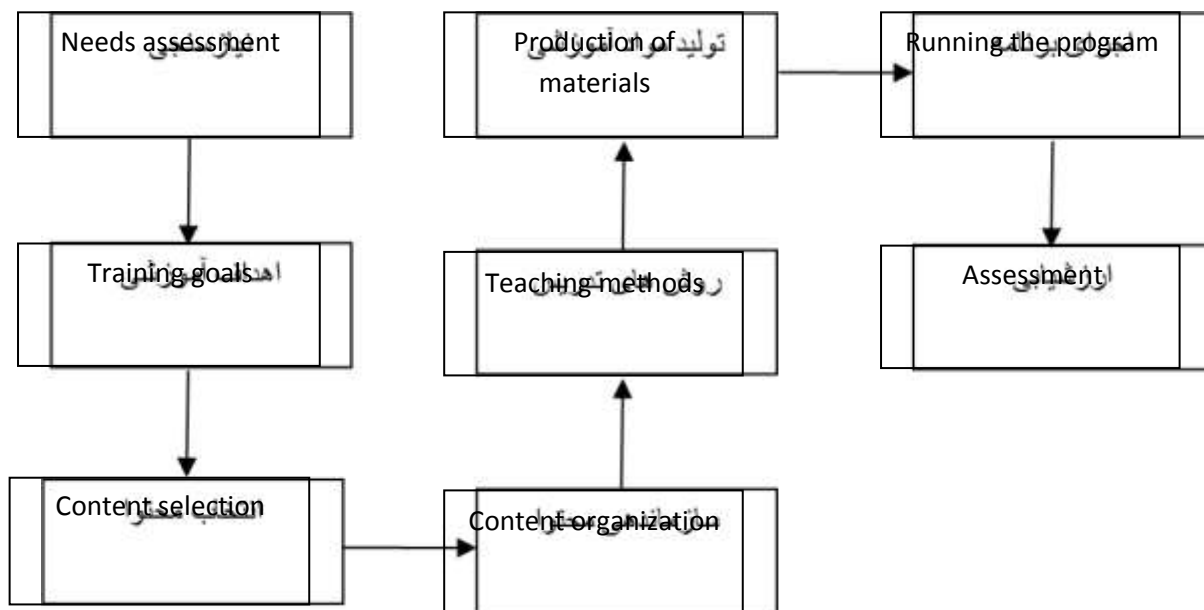
criteria of learning goals, learning styles, the content of training, and facilities available in the choice of teaching method, and they do not choose a training method without analyzing the situation at all. History of education and training shows that teaching method is doomed to constant failure due to limited approach to the issues around them. Thus, change in teaching methods and replacing them frequently with more modern methods, all show the point that, at first, teaching method is strongly inherent in the education. It means a group of students with different characteristics surrender and submit to a unit method of teaching and their individual differences are ignored (Taliban et al., 2010, p. 95-96).

**6. Production of materials.** One of the end products of each curriculum design is to manufacture various kinds of training materials. Whenever a teacher is personally responsible for curriculum development, he/she can easily use from a variety of materials available. But if the curriculum is prepared by a central organization for throngs of students, a variety of educational materials are prepared and presented as "kit or package" so that they are easily ready for distribution. One of the simplest types of educational materials produced by the lesson planning group is teacher's guide. This guide contains recommendations and instructions that a teacher has to use in a classroom since the teacher should be aware of final goals of the program in order to use them correctly, teacher guide is a very essential tool. Usually training package includes individual materials like: textbook, exercise and auxiliary materials. Frequently materials used by group like CD, slide and other auxiliary materials are included in training package. Finally, curriculum elements may have other elements that are placed in learning resources of regional centers and they will be taken as a deposit for using in classroom (Homayounfar, 2014, p 252).

**7. Implementing program.** Curriculum success and achieving its objectives is in the field of better implementation of the program. Maybe curriculum has very positive features, but it may be aborted because of lack of appropriate teaching methods. It can be said: two plans should be prepared in the process of preparing the curriculum. One is curriculum design and the other is curriculum implementation design. As a structural engineer, he/she designs the builds the plan at first, and then he/she implements it. Program planners also, at first, set the basic elements of curriculum and then they plan to design the curriculum. As an illustration, curriculum can be likened to a blueprint map of a building and training could be likened to build it. In this case, the teacher is an artist whose skills are measured through matching between maps and building it. Another metaphor liken curriculum to a design of a coach that present to his players before a big race. Here, learning is play in that race (Maleki, 1997, pp. 57-58).

**8. Evaluation.** There are various definitions of curriculum evaluation. Evaluation can be described as the process of describing, obtaining, and providing useful information for judging about alternative decisions. Then, based on results obtained after evaluation, curriculum evaluation objective is to develop and supply optimal curriculum for learners. Kelly (2005) considers three functions to evaluate the curriculum which include: describing, making insightful and accountability; he considers good evaluation as a result of taking three aspects into account. Evaluation goal is not only expressing program results in terms of useless and simple terms, but also it should help to correct program and decision-making about it by showing a constant feedback of what is related to the program (Keramatie, 2013, p. 309).

Evaluation is to defend implemented curriculum as well as the reasons for its implementation. At the same time, evaluation should be done according to the rules and principles. It should show cases of diversion in program and the need to eliminate or merge parts of the curriculum. Thus, evaluation is to review amount of work progress and it should be made constantly in order to illustrate how to progress in every step (Talebie, al., 2000, p. 146). Evaluation is a process to review that how much the business of learning, as it is set up and organized, really achieve to good and desired results, and hence, the evaluation process involves identifying weaknesses and strengths of plan. This not only reviews the validity and honesty of basic theories, that learning programs are set based on them, but also they evaluate the efficiency of factors, like teachers and other conditions, which are effective in doing educational programs. In this way, one of the results of evaluation is that by them it is possible to identify what dimensions and aspects of curricula are effective and from what dimensions they need to be corrected, changed, and/or completed (Taylor, 2011).



1- Diagram of lesson planning steps

**The principles of lesson planning.** The principles of lesson planning were not clear from the very beginning and they are gradually obtained. These principles as we know them today can be divided into three groups, so that:

- Primary principles
- General principles
- Complement principles

**A) Primary principles of education planning**

As it is said in the description of educational planning history, training planning during decade 1950-1960 had not a solid scientific basis in Third World countries. Deficiencies and flaws that were became apparent in these plans, forced planners to scientific reviews and study; it led to find three primary principles in education planning. Three primary principles of education planning, that Rasekh described them in education book of today world as follows:

First principle: quantified development coordination with education qualitative improvement and growth;

Second principle: correlation of different levels and types of education;

Third principle: compliance of education programs with needs of national development (Homayounfar, 2014, p. 158).

**B) General principles of education planning**

One of issues that were dealt with from the beginning in International and Regional Planning Conferences is that whether a program that is implemented in a country is implementable exactly in other country? Educational planning has no special formula and it is different from one place to another place and from one case to another case. But the principles of educational planning and curriculum of each country must be complied with philosophy and political, social, economic, and development and other circumstances of that country, however some principles are general and they should be complied. UNESCO while do not prescribe any special formula and way, believes that technique of training planning is not monopoly on a special regime, and it notes that each country while considering the circumstances and possibilities of its own, should follow general principles of planning and in this respect it describes five principles as public characteristics of curriculum and it recommends as follows:

- The program must be comprehensive;
- Education planning should be in terms of national development planning and it should be coordinated with economic and social programs;
- Education planning should be long-term and sustained;
- Promoting further education, education planning should simultaneously pay attention to both quantitative and qualitative dimensions;
- Education planning should be strengthened with interested and skilled management, information service, and accurate and necessary statistics (Fiouzat, 2000, pp. 97-98).

**- The principle of integrity**

According to theory system, sub-systems embedded in general system are always related to each other and any change in one sub-system in an organization will highly affect other sub-systems. Based on which, planners should pay attention to these kinds of changes elsewhere in the organization when trying to make changes and corrections about one of the components within the organization; hence communication within the organization require that planners have a clear picture of the influence of different components in an organization in their mind and they need to be able to

predict possible and unintended effects of their decisions in different parts of the organization and to prevent the undesirable and unintended effects of their decisions (Mohsenpour, 2013, p. 111).

**- The principle of solidarity**

Education in conjunction with national ideals is both target and tool. It is a target because it has a value and is necessary for cultural enrichment and human values excellence. It is a tool because it is necessary to achieve other social goals like economic goals and other than them. Therefore, education planning should be done regarding cultural, social, and economic growth needs and generally in national development planning framework (Fyouzat, 2010, p 98-99).

**- The principle of sustainability**

Educational planning should be sustainable and long term. Education is an activity that will take time and it will not return soon. Of course, the duration of formal education by taking college education is about twenty years. Education product from our entering into first-grade class until time of university graduation is almost twenty years, so coordinates and skills that professionals needs in next twenty years should be already predicted and they should be educated based on these coordinates. On the other hand, perhaps great changes take place in social, economic, science and technology issues during twenty years. Therefore, education planning does not end to prepare a program and it should have the necessary flexibility, and it should be renewed and reconsidered constantly in parallel to the advancement of knowledge and technology and changing social needs and circumstances. As education planning takes twenty years it is a long-term planning it should be evaluated continuously and sync with time advancement, therefore, it must be flexible and persistent (Homayounfar, 2014, p. 60).

**- The principle of attention to qualitative aspects**

Education planning should pay attention to quantity development in parallel with education quality improvement. Quantitative development and qualitative reform are two dimensions of education correction and growth. If one of these two became large and open, but the other one stay little, system form will be unfit and its balance will also disturb. In other word; if you provide incentives that education expand as it is existed and include more students, that is, the number of students, teachers and class and school are increased, but the nature and quality of education is the same, it shows that we extend the existing system weaknesses and imperfections, and it includes more students (Fiuzat, 2010, p. 100).

**- The principle of attention to information management and service**

Without accurate and complete information and statistics, properly planning cannot be done and ideal results as a result of the implementation cannot be waited. Assuming the program is prepared well, if the education system is not appropriate and system and organizations of management are not interested, skilled, and user, of course, the proper and desired implementation of program cannot be hoped (Homayounfar, 2014, p. 160).

**C) Supplementary principles of education planning**

Five general principles mentioned above are necessary but not sufficient. Since 1965 which UNESCO declared mentioned principles till now (1977) takes more than eleven years. In the meantime, experts of planning found other principles that are called Supplementary principles.

**- The principle of realism**

Among principles and measures that should be taken into consideration in education and teaching planning is the principle of attention to realities, based on this principle, planners should have exact information about social, cultural, political, economic, etc. realities of society and they should start their activity based on information that is obtained; in other words, planners must study and understand the environment in which planning is done preceding preparation and implementation of programs in order to understand their platform move and do not take away facts. Without doubt the more planners are aware about the facts, and the more they have accurate understanding of the effectiveness of programs from the facts, and the more they consider realistic in planning, the more they can hope to their programs success (Mohsenpour, 2013, p. 113).

**- The principle of partnership and cooperation**

The principle of partnership and cooperation is related to the implementation and planning and deserve special attention. Education planning requires effective collaboration and ideas exchange. The most important issue in planning that needs effective cooperation and exchange is the issue of determining national needs, expectations and public demands, priorities and objectives and guidelines (Homayounfar, 2014, p. 164).

**- The principle of continuity and evaluation**

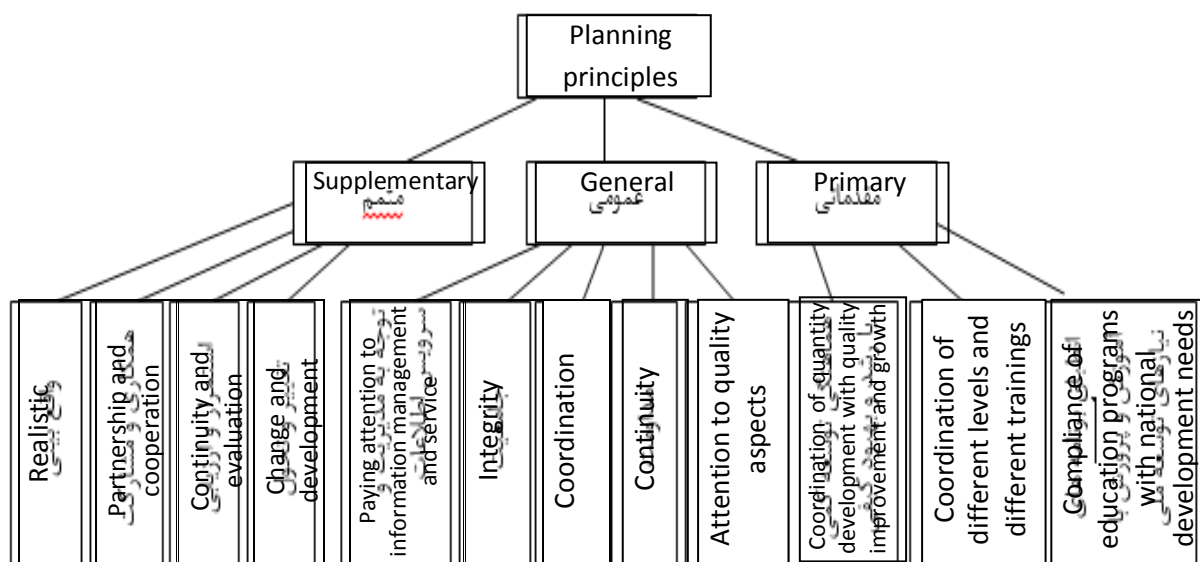
In discussion of evaluation steps, these steps were proposed and determined by precedence and recency and evaluation in terms of hierarchy is placed in the last stage of the process. But precedence and recency of mentioned stages and placing evaluation in the last stage should not imply that by evaluating, planning is finished and planning chain activities will lead to evaluation. It must be admitted that planning is a continuous and endless process that will continue by doing research and application of research findings. Also by evaluating from the earliest stages of planning or in other words by evaluating process not only evaluating the products and doing revisions during planning and make decisions based on information and new data, instead of assuming planning as a sectional process, it could be acceptable that it is continuous (Mohsenpour, 2013 A. S, p. 113-114).

**- The principle of change and development**

If it is assumed that education, based on status quo, advances, grows and develops, no longer planning is needed. Planning is done to change status quo and take it in new path and remove its quantitative shortcomings and qualitative deficiencies. What are shortcomings and deficiencies in the educating? Raising this question is not because

of blaming. The purpose of expressing shortcomings and deficiencies is to remove them by awareness and required insightful and to try correcting and revising them (Homayounfar, 2014, p 165)

Rapid changes in social, scientific and technological, aspects of human life today in the post- industrial countries and also industrializing countries have considerably changed. Therefore, to realize education goals, or at least trying to facilitate their realization require to create dynamic in policy making and continuous revision in education policies in order to sync educational system with cultural, social, scientific and economic different developments; because as the needs and expectations of society is constantly undergoing change, educational policy making should be based on the rules and principles, and it should embraces the change (Fiouzat, 2013, pp. 114-115).



2. Diagram of lesson planning principles

**Philosophical foundations of lesson planning.** Many great philosophers, thinkers and educators in the world while they think about the nature of life and purpose of appearance of objects and occurrence of various events in objective and subjective realm; they think and study the basic aim of education in their community in particular and in all societies in general and they paid attention to problems and issues, as well as the purposes and methods of education in their community and other communities and for this reason for many years education benefits deep opinions and lofty views of these philosophers and thinkers and still it has benefited. With a view to the history of education in different communities, this fact is well evident that the philosophy and the main purpose of education of children and adolescents in a given society in a give time period has considerable difference with other communities in the same time (Parvand, 1992, p. 89).

Unlike opinion of a number of lesson planners that consider educational philosophy as a filter, philosophy is placed at the top of curriculum pyramid. Philosophy of education is a basic selection criteria and it is deterministic in all decision-makings of curriculum. Hopkins approved the need to apply the philosophy in the curriculum and he believes that any activity that is not based on philosophy in the curriculum is a pile of straw that should be removed from training experiences (Ernestein and Honkins, 1994, p. 68; quoted by Talebi et al., 2000, pp. 24-25).

Without considering philosophy of humans that are effective in determining purposes and goals, content and methods of education, lesson planning cannot be deeply discussed. Education philosophy consists of guidance principles that determine the concepts, personal values and they are appropriate for the purpose and means of education. Philosophy of education play a coordinating and uniting role in establishing educational priorities and choosing things that you should learn. Most questions of education are rooted in the philosophy and any philosophy also has a consequence for education. Most educational issues are closely linked with philosophical questions. They are questions about the nature of reality, nature of human, nature of society and good life. Philosophy of education is a theory guidance and educational practice for dealing with these questions (Homayounfar, 2013, p. 314).

Philosophy of education discusses about the value of teaching, learning prioritized and valuable issues. According to Thomas Hopkins “philosophy of education involves in any important decision making that was about curriculum in the past and in the future”. Goudad noted that the philosophy of education is a starting point in curriculum design and it is the base of subsequent decisions. Sotuo also named the philosophy of education as an essential element in determining the precise objectives of education (Shariatmadari, 1999, p. 16).

Philosophy is crucial in all decision-makings for curriculum. There is scarcely a moment that teacher in school acts without philosophical basis, answering to questions such as

- What is good life?
- What is good society?

- What is desired knowledge?

Will determine how planner and teacher act. Thus, all steps of thought and action in a curriculum are value-based. During the last fifty years, four philosophical perspectives had the greatest impact in the curriculum and teacher work:

1. Naturism;
2. Sustainability;
3. Progressivism;
4. Reconstruction orientation (Hess, 1983, p. 9; quoted by Maleki, 2014, pp. 88-89).

The relationship between philosophical views with basic aspects of curriculum is shown in the following diagram:

Educational Philosophy	Philosophical foundation	The purpose of education	Axis and issues of curriculum	Curriculum orientation
Sustainability	Realism	Training wisdom	- Classical topics - literary analysis	Great ideas
Naturism	Idealism realism	Developing intellectual growth	- three basic skills and basic courses (English, science and history)	Cultural literacy
Progressivism	Pragmatism	Social life development Democratic	Activities interdisciplinary materials and plans	Geometry radical correction
Reconstruction-oriented	Pragmatism	Developing and reconstructing the society	Emphasis on social sciences and social research method	International education

3. Chart of educational philosophy and curriculum

**Conclusion.** Planning is effective in all organizations and institutions as an important and necessary issue; especially, it has a special and deterministic status in education and the reason of this importance referred to nature of education. With "program-centric" approach, it is necessary to understand status quo and exact geometry of realities. Thus, through program, resources turn into facilities and facilities are used in an optimum way. If we want to briefly define planning, it can be said: planning means mapping for the future and predicting a path in order to achieve it.

Twentieth century is called century of planning and development and growth; because in this century, movement in the world extent has begun for providing welfare and comfort and improving living standards of the general public. Based on international studies of UNESCO, the first systematic training along with economic planning was started in 1923 as focused- requirement in the USSR.

The term curriculum that was mentioned in the introduction has two dimensions that include: curriculum design and lesson planning. In curriculum design, identifying elements and components of curriculum is taking into consideration, but in lesson planning, how these elements fit together is considered.

Lesson planning is prediction and preparing learning opportunities for a given population in order to achieve ideals and goals of education that is usually done at school.

At the moment that a definition of planning and lesson planning concept is presented and a short history of planning in the world is referred, it is necessary to introduce lesson planning steps. Lesson planning steps are: needs assessment, goals of education, content selection, content organization, methods of teaching, production of materials, running the program, valuation.

More familiarity with lesson planning nature needs to know principles governing lesson planning; therefore, lesson planning principles are referred in terms of below cases. Principles of lesson planning in the form of today can be divided into three groups: 1- primary principles; 2- general principles; 3- supplementary principles.

Primary principles of lesson planning are: coordinating quantity development with quality improvement and growth of teaching; correlation of different levels and various kinds of education; compliance of education programs with national development needs.

General principles of lesson planning are: the principle of universality, the principle of solidarity, the principle of sustainability, the principle of attention to quality aspects, the principle of attention to information service and management.

Supplementary principles in lesson planning are: the principle of realism, the principle of partnership and cooperation, the principle of continuity and evaluation, the principle of change and development.

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## **IDENTIFICATION AND ASSESSMENT OF INDICATORS AFFECTING ENERGY LOSS IN THE ELECTRIC DISTRIBUTION NETWORKS CASE STUDY: ASSALUYEH, BUSHEHR AND DEYLAM**

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**Abstract.** Due to its widespread applications, electrical energy has always been of great importance so that a power outage even for a moment may cause many irreparable problems. Power outage or shortage may occur for different reasons including the loss of energy in the electric distribution network. Loss of energy will impose enormous costs to the government. In this regard, the aim of this study is to identify the factors causing the loss of energy in the electricity distribution networks. By further understanding of these factors, their impact on the distribution networks can be largely reduced. The lack of knowledge on the regions with high loss of energy and the importance of each indicator in a particular area will result in more energy loss by diverting the decisions of managers and decision-makers from the main goal. Twelve experts from the electricity industry participated in this study. The comments by the experts were collected using a questionnaire. Using the theoretical background and the Likert scale, the parameters affecting the energy loss in the distribution networks were identification. These indicators include energy theft, measurement errors, load, network aging, loose connections, improper placement of equipment, voltage, resistance of the conductor, losses from equipment, the location and size of capacitors, geographical conditions, size and dimensions of the conductor, current leakage and network configuration. Using the Cardinal weights, the indicators were weighted and ranked in Assaluyeh, Bushehr and Deylam in Bushehr province. The most important factors affecting energy loss in Assaluyeh, Bushehr and Deylam include energy theft, the location and size of the capacitors and network configuration, respectively.

**Keywords:** loss of energy, Cardinal weights, electricity distribution network.

**Introduction.** In the today's world, the need for various forms of energy is felt more than ever. People use different energy sources to advance their goals. Renewable and nonrenewable energies are the most important categories of energy. Electrical energy is one of the cleanest energies. Thus, the use of this energy is quite common in the present century. Like other forms of energy, part of electrical energy is lost while transferring from power plants to consumers [1]. Electrical energy is produced in power plants and passes through the transmission grid to the distribution network to reach the end consumer. During the production process to consumption, a significant part of the electrical energy is lost. According to the hydrocarbon balance sheet released by the Iranian government, energy loss in the distribution network is more than 16 percent [2] while the standard rate of energy loss in the standard networks is only 5% [3]. Actually, about 75 percent of energy loss is related to the distribution network [4]. The lack of follow-up and poor information management in this area can impose significant costs on the huge power distribution network. Hence it is important to identify factors affecting energy loss in the distribution networks to provide the management with a way to monitor and control energy losses by identifying the influential factors. Management should also be aware of the ranking of the factors affecting energy loss in each city. In the case of lack of funds and time, the management should just pay attention to the most important indicator in each city to fix it. Consequently, the main objective of this study is to reduce energy loss and associated costs by identifying the factors affecting energy loss and their impact in different regions.