

PRINCIPLES OF CURRICULUM CONSTRUCTION

(CC -9, UNIT -3)

Meaning and Concept of Curriculum:

Etymologically, the term curriculum is derived from the Latin word “currere” which means “run”. Thus curriculum means a course which one runs to reach a goal or destination. In this sense, education is considered as a race, with its aim as the goal, and curriculum as the course, leading to that goal. It is sometimes called a course of study.

It describes the ground which pupil and teacher cover to reach the goal or objective of education. So the term ‘curriculum’ refers to a group of subjects or courses of study arranged in a particular sequence, for instructional purposes in schools.

The term curriculum has been defined by different writers in different ways:

1. Cunningham – “Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)”.
2. Morroe – “Curriculum includes all those activities which are utilized by the school to attain the aims of education.
3. Froebel – “Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race.”
4. Crow and Crow – The curriculum includes all the learners’ experience in or outside school that are included in a programme which has been devised to help him developmentally, emotionally, socially, spiritually and morally”.
5. T.P. Nunn-“The curriculum should be viewed as various forms of activities that are grand expressions of human spirit and that are of the greatest and most permanent significance to the wide world”

The Secondary education commission (1952-53) says:

Curriculum does not mean only the academic subjects traditionally taught in the school, but includes the totality of experiences that pupil receives through the manifold activities that go on in the classroom, library, laboratory, workshop, play ground and in the numerous informal contacts between teachers and pupils.

It is more than text books, subject matter and the courses of study. Curriculum, in fact, is a means with which children adjust themselves to their environment. The acknowledgement of the fact that experience is the best teacher, has given a new approach to curriculum.

Principle of Curriculum Construction:

The content of curriculum is determined on the basis of some academic principles which are stated below:

(1) Aims of education and objectivity:

In framing the curriculum one should take into consideration the aims and objectives of education.

(2) Child-centric principle:

The curriculum should be framed according to the actual needs, interests and capacities of the child. That means a curriculum must be child-centric.

(3) Principles of civic and social needs:

Man as a social being lives in the society. The child develops in the society. Modern education aims at both developments of the individuality of the child as well as the development of the society.

(4) Principle of conservation:

Man has conserved experiences very carefully for better adaptability. Education is regarded as a means of deserving the cultural heritage of humanity. The school serves two-fold functions in this regard- preservation of the past experiences and transmission of experiences.

(5) Principles of creativeness:

Education not only conserves that past experiences of humanity but also helps an individual to develop his innate potentialities.

(6) Principle of forward-looking:

Education must prepare the child of shouldering future responsibilities. So in framing the curriculum we must take into consideration the future needs of the child as well as the needs of the society.

(7) Principle of preparation for living:

The children should know the various activities of the environment around them and how these activities are enabling people to meet their basic needs of food, shelter, clothing, recreation, health and education.

(8) Principle of integration and correlation:

Subjects should be arranged logically and psychologically in accordance with the child's developing interests.

(9) Principle of learning ability:

Every item should be learnt. An item should not only be learnable, it should also have utility.

(10) Principle of individual difference:

The curriculum should be framed in such a way that every individual can have opportunity for self-expression and development. The curriculum should be based on the psychology of individual difference, which can meet the complexities of modern democratic society.

(11) Principle of social relevancy and utility:

Subjects should not be determined on the basis of their disciplinary value but on the basis of their intrinsic value, social relevancy and utility.

(12) Principle for utilization of leisure:

Variety of subjects such as games and sports, fine arts, subjects of aesthetic value are to be introduced in the school programme to utilize leisure.

(13) Principle of variety and flexibility:

The curriculum should include such activities and experiences, which may facilitate his normal development. The curriculum for girls should naturally be different from that of boys; boys and girls have different needs and attitudes.

(14) Principle of time:

Relative significance and importance of each subject in the curriculum has to be judged and determined in the light of the time available in the timetable, which is regarded as the mirror of the school programme.

Modern trends in curriculum construction:

1) Digital Diversity

It emphasis on ICT technology. Example, Khan academy.org also provides good videos, lectures and many more which makes learning meaningful, easy and effective. Curricki merlot, K2-12 Hippocamus all these provides educational resources which students can use, edit reconstruct and so on.

2) Need based Curriculums

Need based curriculum is the foremost need of the present education system. Many universities are developing need based short term programs for this purpose.

E.g. Mumbai University has introduced courses like – certificate course in Power Point, certificate course in tally, certificate course in marketing, YCMOU- introduced –English communication skills program for Mumbai Dabawala.

3) Modular Curriculum with credit base system

Modular curriculum gives real freedom of learning .especially in the open learning system his approach has been adopted at first but now majority of traditional universities also accepting his system; this is a real emerging trend in the modern curriculum.

4) Online coerces

Need based and choice based curriculums are available online also. E.g. course era .com has introduced many useful need based courses for free of cost. Government also takes initiative for this e.g. Right to Information certificate course has been introduced by Government of India to the Indian people. This course is free and online.

5) 21st century skills

All the curriculums of various courses should focus on 21st century skills. Skills like collaboration, critical thinking, effective communication, multitasking stress management, empathy are must for all the personals.

6) International Understanding

Globalization has made converted the world in to global village. We should consider world as a one family and for this international understanding must be inculcate through curriculum.

7) Constructivism

Constructivist approach believes that learner should be given freedom to construct his/her knowledge. Spoon feeding must be avoided. If a learner is fully active in construction of knowledge then learning process will be highly effective. In all the curriculums constructivist strategies must be given important place.

Reference:

1. Chakma Devasis (2019). Meaning and Principles of Curriculum Construction. Retrieved March,12 2019 from <https://myeducation2019.wordpress.com/2019/03/12/meaning-and-principles-of-curriculum-construction/>.
2. Iyer Nikita. curriculum construction in India. Retrieved March, 23 2020 from <http://www.yourarticlelibrary.com/education/curriculum-construction-in-india-education/84842>