

Unit V

PRINCIPLES OF CURRICULUM CONSTRUCTION

The curriculum is not a mere scheme of studies or a list of subjects to be taught. It is an entire range of activities and experiences that help in successful living of the individual in society. It is, therefore, essential that it should be constructed on sound principles keeping in view the needs of the society and students. Following are the basic principles of curriculum construction:

1. **Principle of child-centredness:** Curriculum should be based on interests, needs, abilities, age, grade and life of the child. In this curriculum child is regarded as the centre of all activities.
2. **Principle of flexibility:** Curriculum should be flexible and adjustable to the needs of students. Maximum freedom is provided to the child for free expression.
3. **Principle of activity-centredness:** Child is active by nature. The content must ensure the activity of body and mind. It should provide opportunities for physical, literary, social, creative, cultural and aesthetic activities.
4. **Principle of utility:** Curriculum should have utility value for the students. Vocational and technical education should be included in the curriculum. Due emphasis should be given to work experience.
5. **Principle of correlation:** Different subjects of the curriculum should be correlated. They should be taught in an integrated manner. Traditional separation of subjects should be avoided.
6. **Principle of community-centredness:** Curriculum should be based on the needs and problems of the community. Hence problems of life should form part of the curriculum.
7. **Principle of individual differences:** Individuals differ in taste, temperament, skill, aptitude, innate ability and in sex. Therefore, the content should be adapted to individual differences.

8. **Principle of totality of experiences:** Curriculum should be based on totality of experiences that a pupil receives through manifold activities that go on in the school- in the classroom, library, laboratory, workshop, and playground and in the numerous informal contacts between teachers and pupils.
9. **Principle of conservation:** Education is regarded as a means of preserving the cultural heritage of humanity. The school serves two-fold functions in this regard- preservation of the past experiences and transmission of experiences.
10. **Principle of globalisation:** Globalisation refers to the integration of markets in the global economy. It is leading to the increased interconnectedness of national economies. Curriculum should reflect world ethos.
11. **Principle of forward looking:** Education enables the child to lead a successful social life. So the curriculum should cater to the present as well as the future needs of the child. The curriculum should also include knowledge, skills, experiences etc. which will develop in the child abilities and power to make effective adjustments in the later life.
12. **Principle of balanced development:** The curriculum must maintain a balance between subjects and activities, between direct and indirect experiences, between academic and vocational education, between compulsory and optional subjects, between formal and informal education, between individual and social aims of education etc.
13. **Principle of maturity:** Curriculum should be adapted to the age and grade of pupils and to their stage of mental and physical development in the early childhood. Subject and activities which present the elements of wonder and romance should be included in later stage.
14. **Principle of utilisation:** The curriculum should prepare the child for the proper utilisation of leisure time. Activities like music, sports, fine arts etc. should be included in the curriculum for providing training for leisure. So, curriculum should be designed in such a manner that the students may effectively utilise their leisure time.

15. **Principle of dignity of labour:** Provisions should be made in the curriculum for socially useful productive work. Students should be encouraged to learn through some productive work by making use of hands.
16. **Principle of creativity:** Curriculum should not be purely intellectual or theoretical in nature. Sufficient opportunities should be provided to the students for the development of creative abilities in the students.