

PRINCIPLES OF CURRICULUM CONSTRUCTION

Curriculum is a tool in the hands of the teacher to give training to children in the art of living together in the community. It is, therefore, very essential that the curriculum should be based on sound principles.

The curriculum must be devised according to the following broad principles—

1. Philosophical principles.
2. Psychological principles.
3. Sociological principles.
4. Miscellaneous principles

1. Philosophical principles : In ancient education system, the aim of education was to attainment of conation (Karma), affection (bhakti) and cognition (Jhana) That means, there should be physical, mental, moral, aesthetic, creative, intellectual, spiritual development of the child which helped the all-round development of society.

The philosophy of idealism is a philosophy of ideas and ideals. According to idealism, the spiritual values are truth, beauty and goodness. These three values determine three types of activities, i.e., intellectual, aesthetic and moral. So, idealistic curriculum should include science, literature, language, mathematics, history, geography, drawing, painting, music, songs religion, ethics and meta physics.

Naturalism is a philosophy based on nature. So, naturalism gives more importance in studying nature study, geology, geography, zoology, crafts, arts, agriculture gardening etc. According to them, "Nature is the manuscripts of God." It advocates that education should be given according to the nature of the child and his own natural ability, inerests, aptitude and attitude.

Pragmatism as a philosophy of work, practice, action and utility gives importance on action or work than ideas or ideals. The pragmatism gives importance on inclusion of useful productive works, work-experience, utilitarian subjects. Accordingly, curriculum should be constructed by following the principles of flexibility, dynamism, utility and activity-centredness and integration.

2. **Psychological principles** : The curriculum should be constructed according to the child's nature, his natural endowments i.e., his ability, interests, aptitude, capacities etc. Rousseau, Froebel and Tagore were strong propogandists of this naturalistic and child-centric education. Principles of individual differences should be taken into account while designing the curriculum.

3. **Sociological principles** : The curriculum should be need based and it should cater to the sociological aspects of education. The curriculum should be try to fulfil various societal need are : Cultural development, development of economic efficiency and self-sufficiency, social and national integration, community service, international understanding ecological and technological needs etc.

The secondary education Commission (1952-53), Kothari commissions (1964-66) Curriculum for Ten year school (1975) of NCERT and National Policy on Education 1986 and 1992 has also recommended different care areas for devising a national curriculum.)