



Principles of Curriculum Development

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Defining the principles of any topic involves articulating the fundamental guidelines, beliefs, or fundamental concepts that underpin that particular subject matter.


Principles of Curriculum Development

Curriculum construction refers to the **process of designing and developing educational programs, courses, and learning experiences** for students. The principles of curriculum construction include:


1. The forward looking principle
2. The creative principle
3. Principle of totality form
4. Principle of activity
5. Principle of life
6. Principle of connecting with life
7. Principle of child-centred curriculum
8. Principle of motivation
9. Principle of utility
10. Principle of utilisation of leisure time
11. Principle of preservation and transmission of culture
12. Principle of flexibility
13. Principle of correlation
14. Principle of vividness and flexibility
15. Principle of interest


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- **The Forward Looking Principle.** It is the curriculum which is constructed in view of **future requirements of society, nation and future life of students.** A student is prepared and trained for future changing society. The curriculum construction and development is essential for this point of view of social change.
 - **The Creative Principle.** The curriculum which is appropriate for present as well as future needs well definitely select constructive content in the curriculum. In curriculum construction **such contents should be included which may develop creative and constructive abilities.**


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- **Principle of Totality Form.** In the curriculum human experiences in total are to be included. The curriculums should include all theoretical subjects as well as the experiences which the child got from the school through different activities.
 - **Principle of Activity.** Principle of activity should be kept in mind at the time of construction of curriculum. In order to utilize this, tendency of children, such course of study should be there.
 - **Principle of Life.** A school is the small model of community and in the focal point of the modern life. In such a situation, it is important that the curriculum is inspired by the circumstances in the community and the curriculum, school and community are mutually related.
 - **Principle of Connecting with Life.** The curriculum should provide that general knowledge that the students need in their daily life.
 - **Principle of Child-centred Curriculum.** The psychological foundation of curriculum has shifted curriculum from teacher-centred to child-centred. The child growth and development stages, interests, abilities, mental set, age needs are to be considered in curriculum construction.

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- **Principle of Motivation.** The curriculum should be able to motivate students. If it does not motivate students towards learning then desirable aims cannot be fulfilled.
 - **Principle of Utility.** The curriculum should be such that students can be given useful instruction for life, so that they can apply it in their practical life.
 - **Principle of Utilisation of Leisure Time.** The curriculum should include not only the activities for learning, it should also include recreational activities for making use of leisure time during vacations.
 - **Principle of Preservation and Transmission of Culture.** We all are living on a society and each society has its unique traditions, customs and values. If these factors disappear then the society would come to an end, therefore it is essential to preserve and transmit these. Therefore while constructing the curriculum, it should be kept in view that the curriculum should give adequate space to our culture and civilization.

- **Principle of Flexibility.** The curriculum should construct psychologically keeping in mind the individual differences with reference to interest, aptitude, intelligence, creativity and need of students.
- **Principle of Correlation.** The principle establishes relation of the subject with other subjects which encourages students not to take other subjects as burden and they will learn other subjects also.
- **Principles of Vividness and Flexibility.** Curriculum should be built on the principle of diversity and excellence because the interests and needs of the students are different. So in the curriculum subject should be created so that diversity and flexibility in the selection is maintained and other new facts and events can also be included in it from time to time.
- **The Secondary Education Commission wrote,** "There should be sufficient variety and flexibility in the curriculum to accommodate individual differences and to adopt to individual needs and interests."
- **Principle of Interest.** The principle of interest is given special importance in the construction of curriculum because children want to read and absorb those things, facts and events, which seem interesting to them.

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- **Aims of education and objectivity:** In framing the curriculum one should take into consideration the aims and objectives of education.
 - **Principle of child centeredness:** Curriculum should be according to age, grade, abilities, capacities, interests, mental development and previous experience.
 - **Principle of comprehensive of curriculum:** Content in a comprehensive curriculum focuses on all domains of learning: social-emotional, physical and cognitive.
 - **Principle of practical work: Learning by doing.** Curriculum should provide maximum opportunity to the child for practical work.


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- **Principle of flexibility:** Curriculum should be flexible **due to the individual differences and changes in society**. Curriculum is ever changing product.
 - **Principle of joint venture:** Curriculum construction is the joint efforts of educational psychologist, Curriculum specialists, evaluation specialists and teachers.
 - **Principle of utility:** According to this principle **only those subjects, topics should be included** in the curriculum which are **found any utility** to the students.
 - **Principle of interest:** Interest is the **mother of both attention and motivation**. So attention should be **paid for the inclusion of such topics, contents and learning experiences** in curriculum.
 - **Principles of civic and social needs:** Man as a social being lives in the society. Modern education **aims at both developments of the individuality** of the child as well as the **development of the society**.


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

Modern trends in Curriculum Construction:

There are several modern trends in curriculum construction that reflect current educational needs and contexts. Some of these trends include:


- **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; this is a real emerging trend in the modern curriculum.
- **Digital and technology-enhanced learning:** This approach incorporates digital technologies and online resources to support teaching and learning, and to prepare learners for the demands of a digital age.

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- **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.
 - **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.
 - **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.

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- **Multicultural and diverse learning:** This approach recognizes and values the diversity of learners' backgrounds, cultures, and experiences, and promotes a more inclusive and equitable learning environment.
 - **Global and international perspectives:** This approach encourages learners to develop a global perspective and to understand the interconnectedness of different societies and cultures, preparing them for a more interconnected and interdependent world.
 - **Environmental and sustainability education:** This approach focuses on the development of knowledge and skills related to environmental issues and sustainability, preparing learners to address the challenges of a changing planet.

Demerits of the Existing/Prevailing Curriculum

- According to Secondary Education Commission (1952-53) or Mudaliar Commission several demerits are seen in the curriculum:
- 1. Narrow Outlook.** The prevalent curriculum **only prepares the students for higher education** because its basis is higher philosophy. It is not according to the social needs.
 - 2. Not Based on Principles of Individual Differences.** It is **not based on Psychological principle** i.e., it does not meet the need of different individuals because the attitudes, interests, aptitudes, interests intellectual levels, rate of learning are **different in all students** of the class. But there is no place in the present curriculum.
 - 3. Bookish and Theoretical.** The present curriculum **is content-centred**. It is based on **theoretical principles**. The teachers generally impart education on the basis of a textbook. It does **not pay any attention to the interest on needs** of the students.

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- 1. Not Related to Life.** The present curriculum has isolated school life from real and community life, because schools have failed to modify themselves as per the changes occurring in the society. First, it has failed to prepare the students for life. Second, it does not make them feel the world outside the school in which they are about to enter.
 - 2. Examination Ridden.** The whole education system is influenced by the examination system. The ability of the teacher is evaluated on the basis of the result that his students get. Curriculum is neither student-centred, nor teacher-centred, it is only examination-centred.
 - 3. Lack of Pre-determined Aims of Present Curriculum.** The present curriculum lacks any aims, leave alone the civics curriculum. Present education seems to have no goals.
 - 4. Lengthy Curriculum.** The present curriculum provides a lot of subject matter which is presented before the students. No effort is made to ascertain if students are capable of assimilating such a large amount of information.

Suggestions to Overcome the Defects of the Present Curriculum

- i. Curriculum should be more flexible.
- ii. It should be able to coordinate among the needs of the country and the nature of subject.
- iii. Curriculum should provide that general knowledge that the students need in their daily life.
- iv. It should be in relation to other subjects, so that wholesome education can be imparted.
- v. It should be constructed according to the mental development and level of the students.
- vi. It should be according to the interest of the students.
- vii. Curriculum should include inspiring material so that the students are motivated.
- viii. It should include some interesting activities and recreational hobbies.
- ix. Curriculum should be activity-centred because the knowledge of plan facts and principles is a meaningless burden on the students.
- x. The curriculum should be constructed according to the social ideals, needs and circumstances.

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Thank you...