

**MAHAJUBILEE
TRAINING COLLEGE
MULLOORKARA - THRISSUR (DT) 680 583.**



Topic : CRITICAL EVALUATION OF PHYSICAL SCIENCE

TEXTBOOK FOR STANDARD VIII USING PRINCIPLES OF
CURRICULUM CONSTRUCTION

Name : ANNA VIJO

Optional Subject : PHYSICAL SCIENCE

Semester : FIRST SEMESTER

Reg. No. : MTA.U.T.P.N.OO.R

Certified that this is the bonafide record of.....ANNA VIJO.....

Reg.No.....MTA.U.T.P.N.OO.R.....for the year 20.20.....-20.22.....

Faculty Member

Date...15/03/2021
Asst. PROFESSOR IN PHYSICAL SCIENCE
MAHAJUBILEE TRAINING COLLEGE
MULLOORKARA - 680 583



Evaluation
Principal

Date...16/03/2021
Rev. Dr. Chacko Chiramel
PRINCIPAL
MAHAJUBILEE TRAINING COLLEGE
MULLOORKARA - THRISSUR

CONTENT

SL.NO	HEADINGS	PAGE NUMBER
1.	INTRODUCTION	2
2.	DEFINITIONS	3
3.	PRINCIPLES OF CURRICULUM CONSTRUCTION	4
4.	ANALYSIS OF CURRICULUM CONSTRUCTION	7
5.	CONCLUSION	11
6.	REFERENCES	12

INTRODUCTION

The term curriculum has been derived from the Latin word 'currere' which means a 'race course' or a runway on which one runs to reach a goal. Accordingly, a curriculum is the instructional and the educative programme by following which the pupils achieve their goals, ideas and aspirations of life. It is curriculum through which the general aims of a school education receive concrete expression. The traditional curriculum is child and life centred.

Curriculum is very important factor in education it changes according to the situation and circumstances of a country. Curriculum was regarded as synonymous with classified section made from accumulate knowledge into the separate subjects or disciplines to be taught to students. It is regarded as the sum total of the experiences the pupils receive through the manifold activities that go on in the school and in the numerous interaction between the teacher and the pupils.

DEFINITIONS

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

Cunningham: According to Cunningham, 'curriculum is a total tool in the hands of a artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)'.

Nouar: 'curriculum includes all those activities which are utilized by the school to attain the aims of education'.

Pashel: 'curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race'.

Gow and Gow: 'The curriculum includes all the basic experience in or outside school that are included in a programme which has been devised to help him develop mentally, emotionally, socially, spiritually and morally.'

PRINCIPLES OF CURRICULUM CONSTRUCTION

1. Child-centre Principle

The curriculum should be framed according to the actual needs, interests and capacities of the child. That means a curriculum must be child-centre as modern education is child centred. The child should be the key to all kinds of curriculum programmes. The child needs more experience than instruction. If we wish our pupils to reveal initiative, co-operation, and social responsibility we should develop these qualities in them by means of meaningful activities appropriate to their stage of psychological development.

2. Activity-centred Principle

The curriculum should centre round the activities of pupils. It should provide well selected activities according to the general interests and developmental stages of children. It should provide constructive, creative activities. The purposeful activities both in the class room and outside the classroom should be provided.

3. Principle of forward looking

Education is to enable the child to lead a successful social life. So the curriculum should not colour to the present need of the child alone. The need of his future life should also be considered. The curriculum should also include knowledge skills, experiences, influences

etc which will develop child ability and power to make effective adjustments in the later life.

4. The principle of Integration

By integration we do not really mean integration of students only. Pupils are to be provided with selected experiences through various subjects and activities but these must be well integrated. Various subjects and activities have to serve the same ultimate purpose. The achievement of the aims of education. The activities and subjects should not be put in after light compartments but these should be inter-related and well integrated so as to develop the whole child.

5. Conservative Principle

The curriculum should preserve and transmit the traditions and culture of human race. It should embrace such subjects topics or activities by which students should cultivate a sense of respect of their traditions and culture.

6. Creative Principle

There should be provision in the curriculum to develop the creative powers of the child so that he becomes a contributing member of society. Education should be so moulded as to enable one develop ones creativity.