

Q. No. Unit-IV (16):-

Write the methods of curriculum construction.

Ans. to the Q. No. Unit-IV (16):-

Title:- 'The methods of curriculum construction'.

Introduction:-

In the Paper-09 i.e., 'Foundations of Curriculum Development', I got the assignment topic, 'The methods of curriculum construction'. Before going to discuss about this topic, first of all I want to explain the meaning of curriculum construction.

Meaning of Curriculum Construction:-

Curriculum is the heart of the Education. The term 'curriculum' has been derived from a Latin word 'Curren' which means 'a race course'.

or 'a run way' on which one runs to reach a goal.

Curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society and for getting true satisfaction out of it.

Now, I am going to discuss about the various methods of curriculum construction in detail.

Main Discussion :-

The methods of Curriculum Construction :-

The process of curriculum construction is a multi-step ongoing and cyclical process. Through the different models of curriculum construction differ in terms of the steps and their sequence in the development of a curriculum.

Taba had proposed some steps for curriculum construction which are mentioned below :-

(i) Planning :-

Planning is the first step to construct a curriculum. Before construct a curriculum, we have to planned how can we make the fruitful curriculum for the students. It is the process

through which the arrangement of curriculum plans or learning opportunities are created.

(ii) Diagnosis of need :-

Diagnosis of curriculum is the second step of curriculum construction. Educators should diagnose or try to understand students' backgrounds, cultures, motivational patterns, how they learn socially and what cultural capital they bring from home to the classroom. Educators should be taught to formulate hypothesis, assemble data, interpret and teacher should be involved in all parts of this process.

(iii) Formulation of Objectives :-

After the needs of the students have been diagnosed, the curriculum developer specifies objectives to be accomplished.

lished. The function of objectives is two fold: on the one hand, school-wide outcomes and on the otherhand, more specific objectives that describe behaviours to be obtained in certain unit, subject area, course or programme.

(iv) Selection of subjects :-

The objectives identified suggest the subject matter or content of the curriculum. The objectives be considered in selecting content but also the 'validity and significance' of the content chosen needs to be determined. The subject matter or topics to be studied stem directly from the objectives.

(v) Implementing :-

After selection of subjects, the curriculum should be implement. Implementing the curriculum means putting the new curriculum into practice. It is

important to note that the new curriculum to be fully implemented and integrated into day-to-day practice requires proper time and support.

(vi) Organization of Content :-

After selecting content, it must be organized in some type of sequence, taking into consideration, the maturity of learners, their levels of academic achievement, and their interests.

(vii) Selection of learning experience :-

Curriculum developer must choose methodologies or strategies by which the learners become involved within the content. At this point, the teacher selects instructional methods that will involve the students with the content. Pupils internalize the content through the learning activities selected by the curriculum developer.

(viii) Organization of learning experiences:-

Like the organization and sequencing of content must be sequenced and organized, the learning activities must also be organized. Generally, the organization and sequencing of the learning activities is determined by the content.

(ix) Evaluation :-

The curriculum developer must determine the level or extent of accomplishment of the objectives. Evaluation procedures need to be selected or designed in order to assess achievement of students and to determine whether the objectives of the curriculum have been met.

(x) Replan the Curriculum :-

After the evaluation, if the curriculum is not suitable for the students, then the curriculum should be replanned and also evaluated with proper subject-matter.

Conclusion :-

In this assignment, I had discussed about the various methods of curriculum constructions. Curriculum is the heart of education.

Thus, we can said that curriculum is a tool in the hands of the teachers to give training to children in the art of living together in the community. It is a tool which considerably helps to inculcate those standards of moral action which are essential for successful living in society and for getting true satisfaction out of it.

Reference :-

(i) Saikia, Dr. Mukul (2016). An introduction to curriculum Development. Panbazar, Guwahati: Mani Manik Prakash.

(ii) Mahanta, Dr. N.N and Borah, H.N. (2019). Foundations of Curriculum development. Panbazar, Guwahati: Mani Manik Prakash.

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