Curriculum

The curriculum is the part of education process. The subject computer form part of curriculum of school education which enables the students to acquire understanding of all the latest technical advantages in the field of computer and the and of these in any sphere of life.

The three important elements of education are the teacher, curriculum and students. The teacher reaches the students using curriculum and vice versa.

Teacher ⟷ Curriculum ⟷ Students

Curriculum play an important role for all round development of students becaus it works as the medium for the interaction between the teacher and the students

MEANING OF CURRICULUM

Etymologically the word curriculum derived from the Latin word ‘curiere’ which means to run' or to race. It means a runway or a course which one runs to reach a goal.

Thus curriculum is the sum total of contents and activities which the school employs for the purpose of training the students encompasses all the meaningful and desirable activities and experiences in and outside the school, provided these are planned, organized 6 and used for educational purposes. It covers all the areas of individual and group lifeIt is active and living which includes almost all the school experiences The content of curriculum is not some topics but the real experience of the students.

In modern times there is a change in the conceptualisation of curriculum. In the past inclusion of subject matter was given name of curriculum. But now the experience of the child and his nature are given more stress and this has led to the change in the concept of curriculum. It is defined as the comprehensive experiences of the child. It is after form the based on philosophical and psychological aspects.

PRINCIPLES OF CURRICULUM CONSTRUCTION

No hard and fast principle can be laid down for the construction of curriculum but there are few suggestions which should be followed while developing the curriculums which These are as follows:

1.Principle of child centredness- Child is the focus of all educational programmes. Proper weight age should be given to students who are going to study it. Child is not meant for curriculum. The needs, abilities, interests and other developmental characteristics of the child should be kept in view. The curriculum should meet the requirements of the child.

2. Principle of Utility- The principle explains all that what is necessary and useful for the should be included in the curriculum. The curriculum should be such which provides such type of knowledge, which will prepare him for the way as to make him capable of facing the various challenges ex problems of the future.

3. Principle of Flexibility- Society is not static. The computer world is also changing day by day. Society determines the goals of education according to its needs. Curriculum should be flexible and in accordance with the changing needs of society. It cannot remain static. So curriculum should satisfy the needs of students at a period of time.

4. Integration of Theory and Practical- Theoretical knowledge without its practice application is a useless burden, whereas practical knowledge without The support of essential theory is dangerous. Therefore it is essential to have a proper integration of theory and practical. Computer curriculum in this sense require the topics, contents, experiences and activities in such a way that we may ha enough opportunity to integrate theory with practical.

5. Usefulness in Higher Education- The child may have to acquire higher education in computer. The education at initial stage must aim to prepare the child for the education at higher level. A topic which is not relevant at stage may help the child in higher education. Thus the computer curriculum must cater to the needs of the higher classes.

6. Children by nature- are creative and this point show be kept in mind at the time of framing the curriculum. Raymond has right remarked, "In a curriculum that is suited to the needs of today and of future, the must be a definite basis towards definitely creative subjects."Computer in itse demands a lot of creativity at operator as well as developer level. So this Principle is very important for computer curriculum

Curriculum design

Curriculum design is a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course. In other words, it is a way for teachers to plan instruction. When teachers design curriculum, they identify what will be done, who will do it, and what schedule to follow.

Purpose of Curriculum Design

Teachers design each curriculum with a specific educational purpose in mind. The ultimate goal is to improve student learning, but there are other reasons to employ curriculum design as well. For example, designing a curriculum for middle school students with both elementary and high school curricula in mind helps to make sure that learning goals are aligned and complement each other from one stage to the next. If a middle school curriculum is designed without taking prior knowledge from elementary school or future learning in high school into account it can create real problems for the students.

Types of Curriculum Design

There are three basic types of curriculum design:

- ***Subject-centered design***
- ***Learner-centered design***
- ***Problem-centered design***

1. Subject-Centered Curriculum Design

Subject-centered curriculum design revolves around a particular subject matter or discipline. For example, a subject-centered curriculum may focus on math or biology. This type of curriculum design tends to focus on the subject rather than the individual. It is the most common type of curriculum used in K-12 public schools in states and local districts in the United States.

Subject-centered curriculum design describes what needs to be studied and how it should be studied. Core curriculum is an example of a subject-centered design that can be standardized across schools, states, and the country as a whole. In standardized core curricula, teachers are provided a pre-determined list of things that they need to teach their students, along with specific examples of how these things should be taught. You can also find subject-centered designs in large college classes in which teachers focus on a particular subject or discipline.

2. **Learner-Centered Curriculum Design**

In contrast, learner-centered curriculum design takes each individual's needs, interests, and goals into consideration. In other words, it acknowledges that students are not uniform and adjust to those student needs. Learner-centered curriculum design is meant to empower learners and allow them to shape their education through choices.

Instructional plans in a learner-centered curriculum are differentiated, giving students the opportunity to choose assignments, learning experiences or activities. This can motivate students and help them stay engaged in the material that they are learning.

3. **Problem-Centered Curriculum Design**

Like learner-centered curriculum design, problem-centered curriculum design is also a form of student-centered design. Problem-centered curricula focus on teaching students how to look at a problem and come up with a solution to the problem. Students are thus exposed to real-life issues, which helps them develop skills that are transferable to the real world. Problem-centered curriculum design increases the relevance of the curriculum and allows students to be creative and innovate as they are learning. The drawback to this form of curriculum design is that it does not always take learning styles into consideration.