

**Sociological Principles of Curriculum Construction**  
Brown, Moore, and Cole point out the following principles of constructing school curriculum from the viewpoint of educational sociology:

1. Curriculum should be based on the real concerns and problems of society.
2. Curriculum should be based on the basic cultural values of the society of pupils.
3. Curriculum should reflect the basic cultural values of the society it serves.
4. Curriculum should be an agent in the transmission of the highest values of the culture.
5. Curriculum should provide educational programmes and activities that give them wholesome participating roles in society. This participation is *conductive* to the development of responsible citizenship. *not to come*
6. The curriculum must be functional in its relation to adult living and concurrently be adopted to the level of development or the child. *not to come*
7. The school programme should treat with dignity all worthwhile vocations and services in community life. *useful*
8. The curriculum should develop healthy attitudes regarding human relations.
9. The curriculum should prepare the child for the world society.
10. Curriculum should prepare socially efficient individuals.
11. The curriculum should be flexible and changeable for the effective realisation of socially determined objectives.
12. The curriculum should lead to the development of genuine 'We Feeling' .... "a feeling that the student belongs and has a spirit of social interaction.

### PSYCHOLOGICAL BASES OF CURRICULUM

**Human growth and development.** In addition to the philosophical and sociological factors, knowledge of the nature of the learner and of the learning process and the conditions facilitating optimum learning also constitutes an important factor in curriculum development. Knowledge about the growth and development of the child has a great bearing as what to teach at a given level. Learning outcomes have to be determined with reference to the characteristic thought forms at the various age-levels. With a view to orienting curriculum to child's needs and capacities, we must consider the functioning of intelligence and development of capacities. The processes of human development and nature of learning have special significance for curriculum development.