

# Curriculum Development-A Foundation to Quality Education

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**Abstract:** The word curriculum derived from latin word 'Currere' which means race-course, so curriculum is a framework on which students have to go through. An effective and qualitative curriculum helps to attain the desired objectives and play important role in making of the nation. Curriculum development has four processes, i) Planning, ii) Designing, iii) Implementation and iv) Evaluation. An effective curriculum fulfills all the needs and aspirations of the society.

**Key words:** Curriculum, child psychology, implementation, evaluation

## Introduction

India is the union comprised of twenty nine states and seven union territories. Our constitution provides directives regarding the development of education throughout the country. Unless 1976 education was in state list, but now it's in concurrent list by constitutional amendment, the objective being to promote meaningful educational partnership between Centre and State governments. National policies on education have been evolved by several debate and discussion among various commissions, committees and at national seminars.

Historically Mahatma Gandhi propounded the idea of basic education in 1937, in 1961 NCERT formed as an autonomous body for formulation and implementation of policies and programs in the field of education. NCERT came out with first nationwide curriculum framework in 1975, in 1986 National Policy on Education emphasized for national curricular framework, having a common core along with flexible components, so the second curriculum framework was brought in 1988, third in 2000 and fourth curriculum framework in 2005 to strengthen the school education. Similarly UGC Act 1956 imposes a mandate on UGC to take all the steps for promotion and co-ordination of university education and for the determination and maintenance of standards of teaching, examinations and research activities.

The dictionary meaning of curriculum is 'Course of Study', in Hindi it means 'Pathyakaram', while the word Curriculum is derived from the Latin word 'Currere' which means race-course. During the ancient times, people taught their children knowledge and skills in order to survive by catching fish, hunting for food, farming etc, but with passage of time education become formal and development of curriculum evolved, to cater the needs of society.

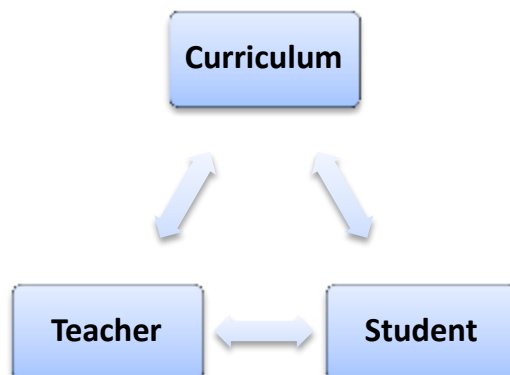
But if we look curriculum as being composed of actual experiences children have under the direction of a teacher; it does not remain synonymous with course of study. In this case course of study is merely a printed guide to assist the teacher. So in the modern we can it defined as planned, purposeful, progressive, and systematic process in order to create positive improvements in the educational system. Any new development happening around the world can be updated in the course.

## OBJECTIVE OF CURRICULUM DEVELOPMENT

The role of curriculum is sine qua non so we must study the main objectives of curriculum (Tated and Tiwari 2015), which are as following:

- To achieve the maximum potential of the learner.
- To inculcate the human experiences to evolve the culture and society.
- To develop moral character
- To evolve different aspects of personality such as honesty, kindness, compassion, cooperation, sensibility and discipline
- To develop rational, scientific approach, analytical thinking and decision making qualities
- Curriculum should aim at developing students creative potential.
- To develop vibrant and open mindedness in learner by philosophical thinking, which help to evolve the society in meaningful way
- To develop the research aptitude among learner
- To develop the democratic values among the learner
- To help in fulfilling the social and economic needs of the society
- The process of evaluation should be continuous and comprehensive
- Protection of the environment and conservation of natural resources should be major objectives of curriculum
- Besides national identity and unity, it is also imperative to develop international understanding

By knowing all these objectives we can say that education have three main factors i) Curriculum ii) Teacher iii) Students, all three play important role for overall development of learner. The interaction between teacher and student occur via curriculum.



(Interaction among different factors)

By knowing this we can describe the important features of a good curriculum should be:

- i. It is based on needs and aspiration of people
- ii. It prepared learner in the time of globalization and technology
- iii. It must provide theoretical and practical excellence
- iv. Promotion of continuity of experience
- v. Provision for educational goals

### Types of Curriculum

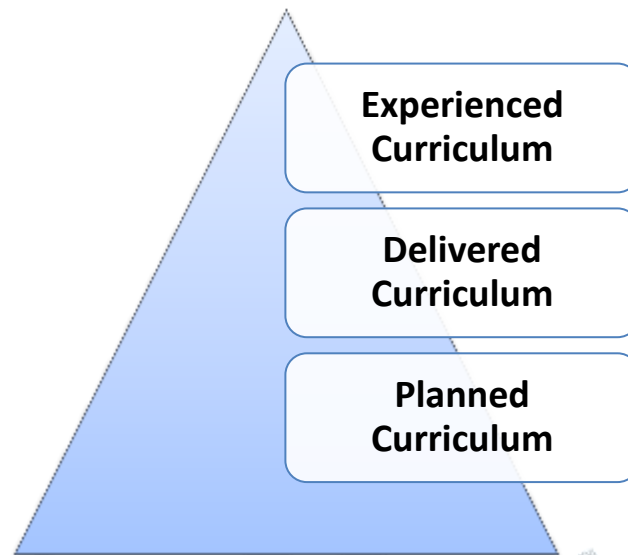
By knowing all the objectives and main feature of curriculum, we can categorize the curriculum in different ways:

- i. **Subject centered curriculum:** main focus is on subject matter.
- ii. **Life oriented curriculum:** prepare the learner for future so that he can solve all the difficulties of future life.
- iii. **Experience based curriculum:** for the complete development of personality, experience via any activity.
- iv. **Work oriented curriculum:** Kothari commission gave utmost importance to it. Main focus remains on practical based study.
- v. **Activity oriented curriculum:** All the activities included in it such as Physical, mental and spiritual.
- vi. **Core curriculum:** main focus given to fulfill the social needs and responsibilities, it is community oriented.

In the present scenario the development of effective curriculum is affected by several factors (Ghosh and Zachariah 1987) such as

- 1) **Political:** present government rules, funding for infrastructure development at institution level. Curriculum from its development to implementation depends upon local, state and national political standard.
- 2) **Social:** society has its own expectations about the aims and objectives that should be considered when designing the curriculum. It also has perception of what the product of the school system should look like. It is mandatory for curriculum designers to address the societal considerations e.g. inclusion of sex education in the school curriculum.
- 3) **Economy:** Nation financing education expects an economic return from educated students by contributing to country's economy with global competition abilities in technical fields.
- 4) **Technological:** it is the requirement of the 21<sup>st</sup> century. Computer skills and knowledge become the part of daily life, so we cannot ignore the role of technology in an effective curriculum. Sometime technology inclusion can address the open learning opportunities for socially diversified group.
- 5) **Environment:** Issues regarding the environmental awareness, action towards reversing the pollution, recycling and healthy environmental practices included in the curriculum.
- 6) **Child Psychology:** Curriculum must have courses on developmental psychology, which helps to examine the changes in personality, behavior and cognitive ability.

By acknowledging all the aspirations and constraints an effective curriculum can be designed for holistic development of learner. So, the race course or curriculum is well prepared only then one can effectively run on it (October 1955). While developing the curriculum, all the HEI should consider; i) Graduates competences to be developed, ii) Pedagogical strategies, iii) Institutional leadership, iv) Environmental variables, So that quality of the curriculum will not compromised. Quality of curriculum is of utmost importance in any National Policy on Education because it is the founding stone in the development of any nation. Curriculum design is a process of critical questioning to frame learning and teaching. The main purpose is to translate the broad statements of intent into a framework. The intention is to align the three states of curriculum i.e. planned curriculum, delivered curriculum and experienced curriculum

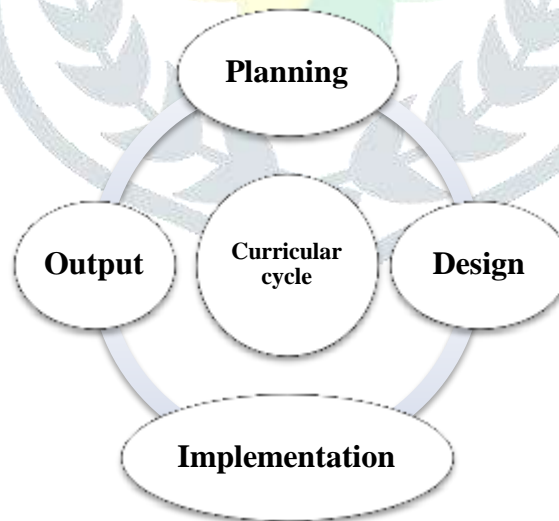


(The three stages of the curriculum)

### Curriculum Development Processes:

The process of curriculum development in India lies between the two extremes of centralization and decentralization. From time to time, the national government formulates the National Policy on Education which includes broad guidelines regarding content and process of education at different stages. Different agencies are involved in framing the curriculum such as NCERT, SCERT, State Education Boards, UGC, Universities and Autonomous Institutions (Raza 1991). Mainly four processes are there in the curriculum development i) Planning, ii) Formation of curriculum development Team, iii) Implementation, iv) Evaluation or Assessment of Outcome (Hussain *et al* 2011).

- **Planning:** It is the beginning of process by knowing the needs of the society (a Questionnaire can be used to know the society's needs) and then inculcating and addressing their aspirations during designing the curriculum.
- **Curriculum Development Team:** The curriculum development team is formed in different agencies as mentioned above and mainly called Board of Studies. It is convened by a designated nodal officer, has at least five experts from the subject concerned and stakeholders. Stakeholders may be from corporate and alumni, but their role should be of a suggestive nature. By comparative study of curriculum of different universities, then assessing the feasibility and its applicability to address the regional aspiration. Knowing the minimum level of learning, designing the content, having theoretical and practical aspects of the subject. Then specify the teaching and learning method for the content chosen (face to face lecturing, demonstration, numeracy, visiting work places, fields and industries). Number of teaching days, laboratory hours, tutorials and library time must be mentioned in it.



- **Implementation:**
  - Effective teaching methodology (teachers training in SCERT, HRDC)
  - Interactive teaching strategies (smart board, multi-media facility, interaction particularly ice breaking session etc)
  - proper infrastructure at institution level
  - proper teacher – taught ratio

These factors play an important role in effective implementation of the curriculum, so that all the objectives of it will be achieved.

- **Evaluation and Assessment:** Evaluation is the integral part of classroom teaching and learning processes. Evaluation should be conducted periodically, which provides the feedback on student achievements. Choose appropriate assessment methods to assess the learning outcomes such as written test, assignments, presentation, demonstration, debates and project work).

**Suggestions for development of effective curriculum:**

1. It should not be agenda based i.e. there shouldn't be any political interference and free from any political lineage.
2. It should be applicable for holistic development of learner i.e. satisfying the psychological needs of students, provide scientific insight in other than science subjects also, and have some practicality in the society.
3. It must satisfy the three needs of society/learner i.e. Knowledge, skills and ethical value
4. It must be addressing the regional and national aspiration.
5. It must be helpful in developing the national character in students

**Conclusion:**

Curriculum development is the very complex work in any academic set up. An effective curriculum provides holistic approach in the development of learner. During the developmental process needs and aspirations of the society addressed properly, its implementation at grass root level also depends upon the tools and techniques described in the curriculum then last step is proper and honest evaluation processes to measure the outcomes. Evaluation of the process of curriculum development plays a vital role in channelizing and keeping the direction of young generation on the desired way. As desired objectives such as compassion, sensibility, rational, scientific approach, analytical thinking, decision making qualities etc. should come out through this curriculum, which can help to evolve the society and make its contribution in the making of nation.

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