

Curriculum Development: Its Vivid Models & Dimensions

Abstract

The role of higher education in the development of nation, especially India is directly related to growth and prosperity. It is the key factor of equilibrium into the formative units of society. Without higher education a nation cannot develop but this role of development depends on the Curriculum structure of universities which effect modernisation, development science and technology, administration etc.

Keyword: Curriculum, learning process, methodologies, contents etc.

Introduction

Curriculum is embracing all these planned and unplanned learning activities, which occur in an educational setting. Curriculum is the umbrella under which all these aspects fit. ("What, when, where and how" can all be considered as thus are all aspects of Curriculum).

In this new curriculum include all the teaching programmes, whether they are created by the institution or mandated by an external body. It includes all the teaching learning processes, from the training and preparation of staff, through the varying methodologies, which teachers choose to deliver programmes and assess them, to the ways that teachers choose to speak to and relate with their students.

It also includes the learning environment, the kinds of classrooms, closed and open, the kinds of seating arrangements, the kinds of resources that are available to teachers and students.

It most importantly includes the vision, the set of educational goals and purposes which directed the choice of Curriculum content in the First Place, recruited and trained particular types of teachers and designed particular types of programmes to be delivered in particular types of classrooms in particular ways.

Models of Curriculum design:- Subject matter/discipline based model

Every subject and discipline of studies has its own inherent distinct designs, which make it easy for a Curriculum planner to design the scheme of studies. For instance, the sciences are characterized by knowledge, which proceeds from observable facts, generalizations, Principles that are tested by experimentation, resulting in formulation of theories. The Arts are characterized by the study of social phenomena from which generalizations of behaviour are derived and theories are formulated to explain the existence of various cultures. Once the identification of the design has been made based on the subject chosen, it is also possible to widen the scope of a course by creating an interdisciplinary approach. For instance a course in management science would include subjects from both sciences and arts like organizational behaviour and operations research. restructuring of courses in higher education in India has to be made to evolve an amalgamation of knowledge skills and value essential for economic, social and cultural needs of the individual and the nation.

Specific competency model:-

This is a Curriculum designed to cater to specific competencies. It attempts to clearly identify the competencies to be acquired. Learning activity, its sequence and performance indicators of learners revolves around the competencies to be acquired. In this model, the design has behavioral and performance objectives or competencies. The learning activities are planned to achieve each objective and the learner's performance is evaluated before moving on to the next objective. In this model the expectation is that the learner himself, demonstrate by experiments, application and activity, his/her competency as an engineer, doctor, lawyer or agronomist.

The specific competency model is best suited to achieve mastery over knowledge and skills that require application. The competency model is best suited to help individuals learn behaviours.

This model is used in vocational training/professional course of all kinds.

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Social function activities model:-

This model is based on the premise that higher education takes place in a social milieu and so is responsible to the community in which it functions. Curriculum based on social needs has three basic principles in its organizational structure.

- Should develop around real life situations that have been persisting in society.
- Must take into account needs of community and not just of the individual.
- Must promote social action or social reconstruction and improvement through direct involvement of students and instructions for improvement of society.
- Such a Curriculum would translate into activities that are socially relevant (in the context of local, regional and developmental needs) such as:-
 - Social/community service,
 - Structuring educational experiences in bringing about social change, reconstruction and transformation.

Dimensions of Curriculum development focuses such issues like effect of modernization, development of science and technology, social relevance of the curriculum and identify crisis of adolescents.

Modernization is made by increasing application of science and technology, better and higher education, specialized services and better standards of living. One of the major problems of modernization is the change in values. How has this affected the education at tertiary level? Can values change? When and by whom should values be taught?

Development of science and technology:-

Today scientific and technological growth has influenced almost every sphere of human activity giving rise to radical changes in economic and social structures. There is increased productivity and a change in the outlook of people. According to the Indian Education commission (1964–66). The basic approach and philosophy underlying the reconstruction of education adapted by us in this report rest on our deep conviction that the progress, welfare and security of the nation depend critically on a rapid planned and sustained growth in the quality and extent of education and research in science and technology". Consequently, in the last decade or two progress has been made to an appreciable extent in engineering, agriculture and medical education. Higher scientific and technological institutions have explained that they have produced highly competent manpower required for the development of the country.

Curriculum at the tertiary level:-

At the university level the opinion of educational planners and the academic community is that the existing Curricula is out model, unwieldy, inflexible and does not meet the demands of contemporary society the syllabi place maximum premium on bookish knowledge rather than help the students to reason and develop individual thinking and creative potentials. It does not take into account

the range of abilities, experiences, motivations and cultural backgrounds of students.

Curriculum framers at the undergraduate and post graduate levels have after been blamed for the lack of commitment and vision as the contents of the courses recommended at various levels are far from the social realities of the country and its requirement for development. Keeping this criticism in mind we will now look into the process of curriculum framing. Universities design the curriculum of affiliated colleges. A small group (the board) develops the syllabi and a large group (the academic council) approve it. Even though a majority of the teachers may not be on the board or on the council, they are invited to give their suggestions when the developed syllabi is circulated or through special workshops held to study the proposed syllabi. Such opportunities should be made use of.

Autonomous colleges:-

On an experimental basis autonomy has been granted to a few colleges so that they could try out the much needed revision in the curriculum at the tertiary level. Some of these colleges have made a beginning in revolutionizing the curriculum instead of simply tinkering with the existing curriculum. Nevertheless, the students still have only limited choices of course. Electives and optionals have no meaning when there are only one or two to choose from. The superior and the above average students must be able to find challenging courses at least in autonomous colleges. Tamil Nadu has the privilege and pride of having 80 percent of the autonomous colleges of the country.

Social relevance of curriculum:-

Considering the social relevance of the curriculum, the general system of education has been criticized, demanding vocationalization at all levels. This leads to philosophical questions on the general system of education and vocational education. Should the curriculum be general with an added component of vocational or professional education? Alternatively, should professional education be the main subject with a little emphasis on general education? What is the place of technical education and technical institutes in this context? Is there a place for community colleges in the Indian set-up?

Learning at Higher level:-

Indian students who are at the tertiary level are still adolescents in spite of the fact they have passed through adolescent period physically, cognitively and psychosocially. The identity crisis of adolescents has great significance for the learning process. The developing student has to take most crucial steps in dealing with the question who am I? He (or she) must be able to come up with an integrated picture of himself embracing his sexual identity, his goals, his fear, his need for independence and the ethical demands he imposes on himself. It is not able to perceive himself as an integrated self, he has rather a picture of a diffused self that lacks an independent and coherent structure.

In this search for an identity, the adolescent has to deal with many specific issues. As he is capable of doing so, he tries to find some kind of

security by identifying with local or classical heroes or by slavish conformity to the caprices of his group or by blind allegiance to some cause. Does the curriculum, the teaching methods and the evaluation system help the adolescent student to resolve this identity crisis? What is the part played by tutorials and guidance and counseling programmes in this respect? To what extent can we permit our students in sharing the responsibility of running the educational institutions?

So these are aspects or dimensions of the development of curriculum.

There are some other dimensions of the development of curriculum such as development of specific objectives and course outline, this include specification of weightages, specification of time, nature of activities, specification of credits. The teacher must balance the demand of time, nature of activities and the evaluation requirements in a meaningful way. The teacher decides the combination of methodology/ Process and the assessment method to achieve the objectives.

An important aspect of curriculum development is student of evaluation. This includes continuous comprehensive evaluation. Reading and reference material feedback, developmental tryout of curricular material and institutionalisation of the curriculum renewal process are the other significant aspect/dimensions of the development of curriculum.

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1. **Books:** Murthy, N. Narayan (2006), Corporate Ethics, Tata Mc Braw Hill Publishing Co. Ltd. New Delhi
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