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Lesson No.

- 1.1 : Curriculum: curriculum and syllabus: concept, need and importance; Foundation of curriculum decentralization of curriculum development and national practices
- 1.2 : Process of Curriculum change
- 1.3 : Curriculum development
- 1.4 : Stakeholders in curriculum: Learner's, characteristics, teacher's experiences, Parental expectations.

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Curriculum: Curriculum: curriculum and syllabus: concept, need and importance; facets- hidden curriculum and bias in curriculum; decentralization of curriculum development and notional practices

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1.1.1 OBJECTIVES

- Understand the needs and importance of curriculum.
- Analyze different issues in curriculum.
- Apply Different approaches to curriculum construction.
- Construct curriculum for children with special needs.

1.1.2 INTRODUCTION

According to the traditional concept, Curriculum means the academic lessons or syllabus covered within the four walls of a class room. But this concept is

outdated and does not hold now days. According to modern educational thought, curriculum includes the totality of experiences that a child receives through numerous activities that go on in the classroom, library, laboratory, workshop, assembly hall, science club, playfield and in the manifold informal contacts between teachers and students.

Curriculum is the crux of the whole educational process, without curriculum we cannot conceive any educational Endeavour. In a literal sense: A Pathway towards a goal. It is actually what happens during a course .i.e. lecture, demonstration, field visits, and the work with the client And so on.

Curriculum is an important element of education. Aim of education is reflected in the curriculum. In the other words curriculum is determined by the aim of life and society.

1.1.3 MEANING AND DEFINITIONS

Etiological meaning:

The word curriculum has been derived from the Latin word ‘Currere’ which means a ‘run’. Thus curriculum means a run away, ‘a course which a person runs to reach a goal.’ In this sense the process of education may be compared with a race in which curriculum is that course which has to be run by a student for reaching his destination. If the teacher is the guide, the curriculum is the total structure of ideas and activities.

DEFINITION OF CURRICULUM

According to Cunningham: “Curriculum is a tool in the hands of the artist(the teacher) to mould his material(the pupil) according to his ideals(aim and objectives) in his studio(the school)”.

According to Kerr: “All the learning activities which are planned and guided by the school whether they are carried out in groups or individual;;y , inside and outside the school”.

According to Crow and Crow: Curriculum includes all the learner’s experiences, in or outside school that are included in a program which has been devised to help him to develop mentally, physically, emotionally, socially, spiritually and morally’.

1.1.4 CONCEPT

1.1.4.1 Concept of Curriculum

The concept if curriculum is dynamic as the changes that occur in society. In its narrow sense, curriculum is viewed merely as a listing of subject to be taught in school. In its broader sense, it refers to the total learning experiences of individuals not only in school but in society as well. (Purtia P. Bilbo.)

Three Facets of Curriculum

Goal and purposes of education



Curriculum includes Courses of studies, method of teaching extra and co curricular activities in – addition to the regular programs.

1.1.4.2 Characteristics of Curriculum

1. **Curriculum in a series of Experiences:** Curriculum does not mean just a collection of subjects or only the combination of a few topic, Rather it is a series of experiences presented by more experienced and matured persons for the immature and inexperienced persons. Matured and experienced are the teachers who present series of experiences to the students. The different experiences are, thus, learning experiences given through different situations created by the school authorities. Systematic experiences make the learners also systematic
2. **Curriculum is a means to achieve some End:** Curriculum is a mean to achieve some end and is not end in itself. Philosophy fixes up goals of education. Through curriculum efforts are made to achieve those ends. Philosophy of people may change with the change in lifestyle with the passage of time. So will the objectives of education undergo changes. The curriculum them will have to be in accordance with the objectives of education. In every case curriculum acts as a means to achieve the desired ends. I t is never an end in itself.
3. **Curriculum is the entire programme of Schools work:** Curriculum includes not only the different subjects to be taught to the children but also the other activities which go on in the school. Whatever affects the overall personality by the authorities, the different activities such as games, declamation contests, debates, poetic recitation, contest etc. come under the purview of curriculum. In short , we may say that whatever activity or activities go in the class rooms or outside the classroom, inside the school or outside the school which have their bearings in the personality of the child come under curriculum.
4. **Curriculum reflects educational trends:** A mere look at the curriculum of a school gives to us the total picture about the education system that prevails there. The objective behind the education system that stand highlighted through the series of experiences which are provided in detailed syllabus of each subject , standard of

teaching and learning , all this is reflected in the curriculum . So the curriculum of an institution shows the inner detailed picture of that institution.

5. **Curriculum depicts philosophy of life:** philosophy of life goes on changing with the passage of time. It is through philosophy of life that goals of education are fixed up. Education serves the purpose of improvement in life patterns, better standards of life and better philosophy. In fact, education is a tool with which better environment can be created. Education goes on in the school in the form of multiple type of activities.
6. **Curriculum is Dynamic:** A good curriculum is dynamic. It is always in the making. Teachers, administration and the children are always in the process of creating the curriculum. The needs and requirements of the children go on changing with the passage of time. That necessitates some changes in the curriculum. There is never a stage when curriculum is static. It has to be kept dynamic in order to keep pace with the life of the people.
7. **Curriculum as a process of living:** Every curriculum has two essential elements i.e. content and structure. Content is the sum total of learning experiences. The structure is the form or we may say arrangement of learning experiences. In curriculum, both the elements are of unique significance. Curriculum is a process of living. There is shift from the static outlook to their dynamic outlook. In life, there is growing interaction between the individual and his environment. But the individual and his environment go on changing with the passage of time. For the different stages of growth and development we need different type of curriculum.
8. **Guidance –an important part of curriculum:** the good curriculum does not help the child his solving the present problem only. It give him proper guidance as per needs and requirement. It provides him guidance in the selection of education courses. It also acquaints him with the vocational occupations. Thus he may get training in one which he may adopt later on as a career.
9. **Individualization as a feature of curriculum:** a good curriculum always caters to the needs of the individuals. At the same time, social needs are also not ignored. In U.S.A curriculum lays more emphasis on the needs of the individual than the social needs. Individualization is the chief characteristic of a curriculum .in the U.K., Curriculum take care of the individual as well as social needs.
10. **Society and the school Curriculum:** curriculum and the society are inter-related and inter dependent. No Curriculum is possible in the vacuum. In fact, it is determined by the purpose of the society. The purpose of society determines the purpose of the schools. The purpose of school decides the content of education. Suppose the society wants technical efficiency of the people, the educational provisions then will be mainly technical institutes. If the society wants divisions in society, it will provide disintegrated education system.

1.1.4.3 Need and Importance of Curriculum

Curriculum being the heart and soul of teaching learning process that goes on in the school is the most essential and integral part of education. It is the main track on which the trains of teaching learning process run. Naturally without it, the teaching learning programme cannot go on. The following points show clearly its need and importance:

Needs and requirements of the children and hence of the society are changing rapidly with the changing take place in the society. These changes may be due to globalization. Quality is the need of the hour in respect of the learner and the teacher. The curriculum has to be very flexible. Then only need and requirements of the teachers and students will be fulfilled satisfactorily.

1.1.4.3.1 Importance for the Student

The curriculum is needed not only for the school or for the teachers but also for the students. In fact, the students are the real population which is to be ultimately effected by the curriculum. Importance of curriculum for the students is as under:

- The students and the parents are very conscious to know the curriculum in advance. Many parents select the school for their wards on the bases of curriculum being followed in the school
- In the age of competitions, many students plan their own studies, programme either at their own or in collaboration with their parents. So they all want to go through the curriculum in advance.
- With the help [of curriculum , the students and the parents can keep themselves on the right track with the help of curriculum . they can plan before hand or after attending the classes. They can also revise the study programme in the light of the curriculum.

1.1.4.3.2 Importance for the teacher

- From the curriculum, the teacher knows well the goals fixed up and the programme of action. He/she knows well in advance what is to be done. Thus he is able to go on accordingly.
- The teacher is able to plan and proceed systematically.
- The teacher is able to come well prepared always. That habit will raise his image and make him a likeable teacher.
- The teacher is able to put the student on the track if he goes astray.
- The teacher's systematic working will make the parents and the administration fully satisfied

1.1.4.3.3 Summed up of Need and importance

In other words, we should know the content of curriculum which consists of subjects, activities and experiences in the properly graded form. Curriculum is in fact the 'warp and woof of the whole educational process. Its need and importance may be summed up as follows:

1. Achievement of educational aims;
2. Criteria of suitable teachers;
3. Selection of suitable methods;
4. Reflects trends in education;
5. Providing suitable knowledge;
6. Providing suitable activities and experiences;
7. Providing wholesome influences.

1. Achievement of Educational Aims

Merely defining the aims of education is futile. There should be well planned efforts to achieve the aims of education. We must think of knowledge, activities, experiences and other influences which help in the achievement of aims of education.

2. Criteria of Suitable Teachers

It is curriculum which can show what types of teachers are required in the schools. We should know what type of work they are required to do and this is according to the requirements of curriculum.

3. Selection of Suitable Methods

Curriculum enables the teacher to select suitable methods of teaching. 'How to teach' will be determined by 'what to teach'.

4. Reflects Trends in Education

Curriculum is a means to achieve the aims of education which are dynamic and go on changing with the changing social requirements. Naturally, the curriculum will reflect the trends in education. For example, modern education places following demands on the curriculum:

- (a) Providing Suitable Knowledge. Curriculum should include suitable knowledge which will help in the achievement of aims of education.
- (b) Providing Suitable Activities and Experiences. Curriculum includes well selected activities and experiences needed for the development of pupils according to social requirements.
- (c) Providing Wholesome Influences. Curriculum should provide wholesome school programme to develop the desirable behavior patterns in the pupils.

Thus we see that curriculum is an important instrument or means to achieve the ends of education.

1.1.4.4 Difference between Curriculum and syllabus

1.1.4.4.1 Curriculum and Syllabus

Both a curriculum and syllabus are typically important factors at any school. A **curriculum** is typically a guideline set out for educators that prescribes what they need to teach their students. It tends to outline the subjects that need to be taught, as well as methods for ensuring that each student has indeed learned the necessary materials. On the other hand, a **syllabus** is a more descriptive list of the concepts that will be taught in a particular class.

Curriculum is often misinterpreted as the syllabus, but the two are different. Main differences between curriculum and syllabus are discussed below. Here emphasis is given only on intellectual development of the child.

Syllabus	Curriculum
1. It includes only contents and subjects of the course of stud	It includes all the activities involved in the teaching –learning process.
2. Here emphasis is given only on intellectual development of the child.	Here emphasis is given only on all round development of the child.
3. Scope of syllabus is narrow	Scope of curriculum is wider
4. It promotes cramming and rote - memorization	It does not promote cramming and rote-memorization
5. Syllabus does not bring about change in the behavior of the child.	Curriculum helps in bringing about different behavioral changes in the student.
6. It does not talk about teaching –learning methodology.	It suggests different teaching methods for educating the child.
7. It is a bookish and theoretical –learning methodology.	It is practical in nature
8. It is subject – centered.	It is experience – centered
9. It is collection of just topics and contents of different subjects.	It is collection of all learning experience.
10. It is framed keeping in mind only cognitive domain of educational objectives	It is framed keeping in mind cognitive, affective and psychomotor domains of educational objectives.

1.1.4.5 Types of Curriculum :

There are many types of curriculum, some of the types or patterns are being followed in educational institutions are discussed below :

Subject Centered Curriculum :

Subject matter is the most used and accepted curriculum design, it is also the oldest curriculum design. We see the earliest example in the medieval era in the Middle Ages the monastery and Cathedrals and the organizations of the seven liberal arts in the schools of ancient Greece and Rome. These subjects were broad. In the modern period this type of curriculum includes algebra, trigonometry, geography, botany, zoology, physics and chemistry. In this manner subjects added one after the other so much so that in 1930 there were over 300 different subjects. After centuries the curriculum design of the seven liberal arts are still the nucleus of the subject curriculum. In a subject base curriculum every subject is separate unit. In this kind of curriculum four or five subject are placed in curriculum and each subject has a separate teacher. Every teacher try to teach his own subject, no one intervene in the subject of other teacher.

Teacher has the control over pupil experiences, learning activities and conduct. The teacher follows the decision of others in the planning and evaluation process. The teacher and headmaster formulate the rules for the classrooms management. They demand a very stern discipline and they want a quite classroom atmosphere and teacher thinks it is the best situation for teaching learning process.

Community Centered Curriculum

The Community Centered Curriculum is meant to reach out beyond the classroom and into the community where the world can be changed by students and teachers. The curriculum is based on societal issues, and the goal of the curriculum is to explore and solve those issues. This is very much an activist model, where students are encouraged to be leading activists in their community where life problems, community affairs, and real-world problems exist. The foundation of the community centered curriculum is built on real-world problems exist. The foundation of the community centered curriculum is built on real-world problems, and the content is various social issues. In the community centered curriculum, students are agents of change seeking to make a difference in their community. In the community centered curriculum, students are constantly interacting with one another, and team building, collaborative effort, and cooperative learning are all a large part of the school experience. Group projects dominate the curriculum, which requires frequent collaboration and fosters the social skills that are necessary for participation in a group. The principles of democracy, participation and citizenship are stressed.

Learner-centered Curriculum

The supporters of learner-centered Curriculum give importance to individual development and they want to organize the curriculum according to the needs and interest of learners, there are fundamental differences in this approach and the subject-centered design. This movement from the traditional curriculum towards a programme that stresses the interests and needs of students, this approach was used by Rousseau in the education of Emile, then Dewey in his Laboratory School in 1896-1904. It is believed that all of these twentieth-century efforts reflect the influence of Dewey. It is a fundamental principle of education that the beginning of each instruction shall be connected with the previous experience of learners. The purpose is that the experience and the capacities that have been developed in early lessons, it should provide a starting point for further learning. The current importance given to student-centered programmes may not always acknowledge the Dewey's philosophy and influence on the movement to incorporate more student-serving learning opportunities into the curriculum.

The aim of using the learner-centered curriculum on the part of curriculum planners to interpret the needs and interests design as one based on common needs and interests of learners rather than on those of the particular population to be served. Reflected in curriculum plans, this interpretation could and sometimes did, become the rationale for teaching. Research on learner centered curriculum in recent years made it possible for curriculum planners to develop a better learner-centered curriculum. The curriculum design on the needs and interests of student has these characteristic and features.

1. The curriculum plan is based on knowledge of learner's needs and interests in general and diagnosis the specific needs and interests of the population served by the plan.
2. The curriculum plan is flexible; to accept new modification to conform to the needs and interests of particular learner's in fact, in some curriculum designs the learner may develop his or her own curriculum plan with the guidance of a teacher.
3. The learner is consulted and tutored individually at difficult points in the curriculum and instructional process. Learner centered approach is an example of the applications of needs and interests (activities) approach. Subject obstacles were lowered or removed as teachers combined subjects to study social problems identified by students. Students in the experimental schools were more successful in college. This practice has ever lasting effect on secondary education.

1.1.4.6 Need and Importance of Curriculum :

The teacher is required to achieve the various aims of education. To achieve the aims of education a teacher has to employ suitable instructional methods and procedures through educational process. It is possible only when the teacher knows what efforts he supposed to make and in what sequence it will work. In simpler words, teacher should know the content of curriculum which consists of various teaching subjects, activities, practices and experiences in the properly measureable and evaluative form. There are three main factors of educational process namely the aims of education, the curriculum, and the instructional methods. Curriculum is in fact the 'warp and woof of the whole educational process. Its need and importance may be summed up as follows :

1. Importance in achieving Educational Aims :

Merely defining the aims of education is not sufficient for educational process. There is necessity to execute well planned efforts to achieve the specified aims of education. Including knowledge, activities experiences and other practices are the factors which can help in the achievement of aims of education.

2. Criteria of Suitable Teachers :

It is curriculum which can show what types of teachers are required in the schools. We should know what type of work they are required to do and this is according to the requirements of curriculum.

3. Selection of Suitable Methods :

Curriculum enables the teacher to select suitable methods of teaching. 'How to teach' will be determined by 'what to teach'.

4. Reflects Trends in Education :

Curriculum is a means to achieve the aims of education which are dynamic and go on changing with the changing social requirements. Naturally, the curriculum will reflect the trends in education. For example, modern education places following demands on the curriculum.

5. Providing Suitable Knowledge :

Curriculum should include suitable knowledge which will help in the achievement of aims of education.

6. Providing Suitable Activities and Experiences :

Curriculum includes well selected activities and experiences needed for the development of pupils according to social requirements.

7. Providing Wholesome Influences :

Curriculum should provide wholesome school programme to develop the desirable behavior patterns in the pupils.

8. National Integration and Development :

Curriculum is important for generating national integrating and national development through inculcating different subjects and different topic related to different areas which cater the need of students with diverse background.

9. Social Development :

Curriculum helps the teacher to cater social needs of pupils. It also helps to modernize the society. If the curriculum is framed according to the time and need of the society it can truly help the society. Curriculum should not be rigid but should be flexible so that could be modified accordingly.

10. Personal Needs :

Curriculum is always known to be very effective for the fulfillment of personal needs as well as all round development of an individual. Curriculum aims at development of a student as a whole including intellectual, social and vocational aspect.

In this way curriculum plays a vital role in achieving decided instructional objectives and goals. Thus we see that curriculum is an important means to achieve the ends of education.

1.1.4.7 Foundation and Functions of Curriculum :

In its all forms and shape a curriculum developed for a particular class, grade level or stage of educational ladder is targeted to achieve the certain needed educational objectives for bringing desired changes in the behaviour of the concerned students. In this way, in real sense, the foundation of curriculum development are hidden in the purpose served by the curriculum.

I. Philosophical Foundation of Curriculum :

Philosophy by nature always remains in the pursuit of seeking the truth or wisdom regarding the nature of man, the reality of things, the goal of life and host of such other things and events related to our life. Philosophy as a theory of education is general has a sufficient foundation to influence the total functioning of the process of education including curriculum planning and development. Major philosophical ideas like: Idealism, Naturalism, Pragmatism and Existentialism etc. in giving the direction and shape to the task of curriculum development at one or the other times.

I. Idealism : Plato, the famous Greek Philosopher is known as propagator of this stream. It accept the reality of mind, spirit and God and considers material world as mortal. It would also be talking about the development of the power of mind and spirit, particularly helping the student in the task of their self-realization best described as the making actual or real, the highest potentiality of the self. The composition of the subjects in a idealistic curriculum may take the following shape :

- (i) **Helpful in Physical and Mental Development for the realization of Truth :** Language Literature, History, Geography, Maths, Physical education.
- (ii) **Helpful in Moral Development for the realization of Goodness :** Religion, Ethics, Philosophy.
- (iii) **Helpful in Aesthetic Development for the realization Beauty :** Various arts, crafts, poetry, music and Culture or aesthetic pleasing activities.

Naturalism : Naturalism as a philosophy is associated with ideas and view points propagated by the famous thinkers and philosophers like Comte, Bacon, Lamaric, Rousseau, Herbert Spancer, Huxley

Accordingly a curriculum influenced and guided by the philosophy of naturalism may be seen to given place to the subject and activities that are helpful in understanding, promotion and application of material things and phenomena. It may insist on the inclusion of the study of natural and applied science and scientific activities as the core subjects or activities. The other subjects like social, sciences, sociology, psychology, economics, arts, physical health and hygiene may be then just included for better living and adjustment in the sorrowing world as well as for catering the needs and interest of the students.

III. Pragmatism : Charles Sandes Pierce and William James are know as the founders of the philosophy of Pragmatism. In tune with its emphasis on the continous change and reconstruction of knowledge, non-existence of fixed values, purpose, ideals and necessities of life, pragmatism declares that education as such has no aim.

Pragmatism curriculum, ideally is based on the child's experiences and interest and prepare him or her for life's affairs and for the future. Water tight compartments between one subject and another must be broken down for it is the human activities that are important not school subjects and the matter they provide to be learnt. Instead of working at separate subjects, the pupil is encouraged to drawn freely upon all knowledge that is relevant to the activity in which he happens to be engaged.

IV. Existentialism : The Vanish Philosopher Soren Kier Kegard is known as the real founder of the philosophy of existentialism. Existentialistic curriculum does not believe in prescribed curriculum. It prefers to free learners to choose what to study. It would consist of experiences and subject that lend themselves to philosophical dialogue and acts of

choice make. Curriculum provide more importance to humanistic studies rather than science subjects since these help man to keep more closely to himself. It does not hesitate to include the subjects of moral and religions education, humanistic values and subjects which teach cooperative living and dignity of labour.

Psychological Foundation of Curriculum

Psychology as a science of behaviour, emphasizes to bring desirable changes in all the domains and aspect of child's behaviour cognitive, affective and psychomotor. Curriculum is developed in its comprehensive way giving place to all the needed subjects formal or informal in class and out of class activities and experiences. Child is more important than subject matter.

Curriculum meant for a particular age, grade or level should be in tune with the physical and mental health, emotional growth and social maturity of the children expected from them in general. The notion that proper reinforcement is essential for appropriate learning and occurs when the error rate in understanding and responding to the presented subject matter or performing the activities is minimize, has led to organize the learning experience in such a sequenced way as to expose the student from simple to complex and concrete to abstract in their learning ways.

Sociological Foundation

Every society, community or nation has an essential social obligation to arrange for the education of its children. Sociological consideration thus can influence or guide the task of curriculum development in two distinct ways :

- (i) To carry out changes in behaviour of the students as per needs and demands of the society.
- (ii) To make education as an agent or instrument of social changes and progress.

Curriculum related to any grade or stage of school education are essential as well as described in their own ways and thus must be given the consideration while developing curriculum to help the students for developing a positive attitude towards the ways of living and behaving of their community and gaining useful experiences for imbibing them in their behaviour. Curriculum should provide opportunities preparing themselves for the cultural and social changes needed for their community and nation as a whole. Curriculum should help them in acquiring necessary attitude, knowledge and skills for facing the challenges in the area of improving the economy erradiction of the problem related to illiteracy, superstitions, fundamentalism, linguistic intolerance, regionalism corruption and lack of ethical and moral values, vocation inefficiency, unemployment, over population, political bankruptcy, threat of theorism and international conflicts.

1.1.4.8 DECENTRALIZATION OF CURRICULUM DEVELOPMENT

In its literal sense the term “decentralization” implies “moving away from the centre”. But, this does not necessarily imply less central government control; it may only mean spreading central control across sub-national levels, thereby, in fact, strengthening the reach-out, the power of the central authorities. Another view is that decentralization necessarily implies the weakening of central government and concomitant strengthening of local, sub-national government levels. This links the term decentralization to the notion of participation and sharing of responsibility through active involvement of the civil society; for instance citizen participation at community level, and decision autonomy in the framework of school-based management.

There are some issues related to curriculum development, among of them are about the decentralized curriculum. This issue is often out of the hands of individuals involved in course development but has impact on all aspects of curriculum development. In *Decentralization in Education: National Policies and Practices* (UNESCO, 2005: 6), it is explained that in the principle, centralization and decentralization apply to all essential education sector functions including planning and plan implementation monitoring, budget and financial management, personnel management, academic management, and provision of infrastructure including procurement.

1. Planning and Plan Implementation and Monitoring

In all countries, central government retains the function of national policy setting and in most countries for national planning, including long-term and medium-term planning. Annual action plans sometimes referred to as annual planning and linked to annual budgeting which is undertaken at sub-national level. In some countries, strategic planning functions are also the responsibility of regional or provincial entities. For education levels considered strategic, such as secondary education in many countries, school mapping remains a centralized function while responsibilities have been devolved to lower tiers of government for primary education. As decentralization proceeds, increasingly information come from certain monitoring and evaluation systems grow in education sectors all over the world sometimes reversing some of the potential benefits of decentralization through increased bureaucratization and control.

2. Budget and Financial Management

Budget preparation and allocation, expenditure management and monitoring are often a shared responsibility between central and decentralized levels of government. There are countries where the Ministry of Education is not involved in the budget allocation process. In many countries by fare the largest share (80 percent and more) of the total public recurrent budget for

education is executed through the budgets of local level governments. This suggests that by its very nature, education financing is already much more decentralized than other areas of government activity. At the same time, granting resource allocation and budget execution autonomy to local level governments makes achieving of national education targets difficult thereby limiting the leverage of the Ministry of Education to implement national sector policy. In many countries the annual incremental increases in the education budgets have been shifted to local level authorities and private contributors, directly or through the tax system. This is the case in particular for secondary and higher education promoted by government policy in many countries.

3. Personnel Management

In many countries the decision power on key personnel management functions, in particular the distribution of posts, remains the central government's most decisive instrument to orient national plan implementation and influence local planning decisions.

4. Academic Management

In most countries, government retains central control over the contents of learning and standards through the curriculum. Decentralization of academic management functions is limited to extra-curricular activities with local contents, flexibility with timetables to implement a prescribed core curriculum, authorization to select reading materials. In countries with a tradition of decentralization in academic matters (especially in America) there are trends towards re-centralization in curriculum matters, associated with a concern about academic standards and levels of qualification under conditions of economic competitive pressures. Learning performance assessment policies, including national examination systems and standardized entry requirements into higher levels of education, act as strong centralizing elements even in systems with a high level of school autonomy.

5. Provision of Infrastructure -

In many countries functions associated with infrastructure planning, financing, maintenance have been largely decentralized to lower levels of government and local communities. They concern primarily capital expenditure. The organizational context, including the concrete ways in which certain key functions are being implemented and monitored (for example through a system of vertical relations and horizontal relations, the structure and operations of the Ministry of Education) shape the processes of education policy formulation, planning, including financial planning, and resource allocation and the way resources are used.

1.1.5 IMPLICATIONS

1. New scope for teachers and institutions

- Innovative teaching
 - School Philosophy
2. Better inter subject connection means need for strong communication across departments
 - The coherent learning environment
 3. New courses , new ways of thinking assessing and supporting
 - Diploma = entirely new courses structure
 4. Personalized learning
 - IAG/ Pastoral role
 5. Choice means flexibility which in turn demands
 - Coherent strategy
 6. Planning
 7. Resources
 8. Training (Professional Development)
 9. Measurement strategies, processes and tools

1.1.6. SUMMARY

This introductory chapter provides a general overview of the curriculum field and a set of concepts for analyzing that field. The chapter defines the concept of curriculum and standards, examines the several types of curricula, describes the contrasting nature of curriculum components, and analyzes the hidden curriculum to provide some fundamental concepts essential for understanding the comprehensive field of curriculum. FOUNDATIONS OF CURRICULUM includes the topics of what curriculum is and why it is important; the types and components of curricula and how they have changed over the years; what mastery, organic, and enrichment curricula are and the roles they play in the development of curriculum; and why knowledge of the “hidden curriculum” is important to curriculum leaders. Thus there are definite motive or purpose need to be served in laying down the desired educational objectives. However, quite certain that philosophy as a theory of education in general has a sufficient power or bases to influence the total functioning of the process of education including curriculum planning and development. Curriculum is influenced, guided and directed by the philosophical view held by the society or nation at one or the other times.

1.1.7 Key Concepts

1. Objective of Curriculum
2. Introduction to Curriculum
3. Meaning and Definition of curriculum
4. Concept
 - Concept of Curriculum

- Characteristics of Curriculum
 - Need and Importance of Curriculum
 - Difference Between Curriculum and Syllabus
5. Decentralization of Curriculum Development And Notional Practice
Dr. Kuljit kaur

1.1.8 Suggested Readings and web sources

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1.1.9 Suggested Books and Web Sources :

1. Dr. S.K. Mangal : Curriculum and School Management
2. Dr. D.S. Srivastava : Curriculum and Instruction
3. Murray Print : Curriculum Development and Design

1.1.10 SUGGESTED QUESTIONS

1. What is curriculum?
2. Definitions of Curriculum.
3. Define Curriculum. What are the characteristics of Curriculum?
4. What are the need and importance of the curriculum?
5. Differentiate between curriculum and Syllabus.
6. What is the decentralization of curriculum development?

**CURRICULUM CHANGE: CONCEPT, OBJECTIVES, FACTORS, BARRIERS
AND ROLE OF DIFFERENT AGENCIES**

Structure

- 1.2.1 Objectives
- 1.2.2 Introduction
- 1.2.3 Concept of Curriculum Change
- 1.2.4 Aims and Objectives of Curriculum Change
- 1.2.5 Types of Curriculum Change
- 1.2.6 Factors Effecting Curriculum Change
- 1.2.7 Role of Different Agencies in Curriculum Change
- 1.2.8 Barriers to Curriculum Change
- 1.2.9 Conclusion
- 1.2.10 Suggested Questions

1.2.1 Objectives

After reading this lesson students will be able to:

1. Know about the concept of curriculum change.
2. Understand the aims and objectives associated with curriculum change.
3. Explain various factors and agencies influencing curriculum change.
4. Enlist various barriers to curriculum change.

1.2.2 Introduction

Change is the law of nature. Change takes place continuously with the explosion of knowledge and technological advancement. Change is generally unconscious, unplanned and ever going process which basically involves the remodelling and re revolutionizing the familiar facets into new and advanced relationships. Change may seem uncomfortable in most of the settings but it is

an important and inevitable part of human life. In order to avoid stagnation in education system change is quite important no matter whether it is changing the way of instruction, way of developing skills or simple alteration in teaching content. Education is a dynamic process which leads to a great range of changes in student's behaviour. At the same time education and its constituent elements also in the state of being change. As curriculum is an important element of educational process. Hence curriculum is always subjected to change process unconsciously or consciously in teaching learning context. This chapter will put light on concept of change in curriculum, various factors and agencies associated with curriculum change at various levels.

1.2.3 Concept of Curriculum Change:

A curriculum is designed to provide knowledge, skills and meaningful experiences to learners which are essentially required to lead a successful life. In other words curriculum is comprised of various subjects, subject matter, learning activities and experiences required for acquiring necessary skills related to life and work including personal development which is all round and well being.

At present time, there is growing need of reconsidering and redesigning of curriculum to cope up with modernizing and expanding horizon of learning as well as teaching. Moreover, curriculum is a multidimensional concept revolving around inputs and outputs in education in relation to social, personal and political needs and aspiration as well.

Curriculum change is processes which requires time, energy, resources and finally lead to improvements in educational process. Change in itself is a kind of learning. In reconceptualising a curriculum many reforms are based on how curriculum has been organised. A curriculum that is inappropriate, confusing or burdensome needs the shift from product model to process model. A range of sophisticated strategies are required to alter how the teacher will teach and how the students will learn. Curriculum change is of greater importance for educational improvement. Some points putting light on need of curriculum are as following:

1. Curriculum change acts as stimulator for change in one-self.
2. Curriculum change is necessary for decision making by stalk holders at next level.

3. Curriculum change is helpful in development of new functional educational philosophy.
4. Curriculum change leads to improvement in teaching learning environment.
5. Curriculum change is necessary to keeping students and teachers up to date with new knowledge and information.
6. It leads to an improved way of instructions.

1.2.4 Aims and Objectives of Curriculum Change

Objectives are defined as statements that are specified as the end-points and desired outcomes of the curriculum. Objectives may be associated with a unit, a lesson plan or a learning activity. They specify and describe curriculum outcomes in more specific terms than goals or aims. Objectives are also the directions about what educators want the students to be able to do. Some of the aims and objectives of curriculum change are given below:

1. Curriculum change aims at the practice of educational policies and systems designed by various agencies and government at state or central level
2. Objective of Curriculum change is the maintenance of standards regarding instructional process as described by various programmes and maintenance of professional/industry accreditation standards, where required.
3. Curriculum change intended to design curriculum that supports the development of deep learning and meaningful application of knowledge and skills in a range of relevant contexts from ever changing daily life.
4. Curriculum change is must to reflect good practice in relation to both pedagogy and compliance.
5. Curriculum change aims at fulfilling the needs of students according to their interest and ever changing social expectations and provide them such education what they need to achieve to succeed in life.
6. To fulfil high expectation of staff and students who strive for excellence
7. To provide a safe and purposeful environment Learning and teaching
8. Encouraging the students to have enquiring minds and seek opportunities to become global citizens and support students' paths to success.
9. Curriculum change aims at providing creative and flexible approaches to learning and teaching based on modern setup.

10.To offering an enough innovative curriculum developed with the aspirations and interests of the student at the centre following student centred approach.

11.Including new innovations and new technologies to motivate and inspire students and equip them with current skills.

1.2.5 Types of Curriculum Change

According to Jhon Mcneil, the different forms or ways of change that can be used to alter the curriculum are as following:

1. Alternation :

Alternation is the process of causing to alternate or alternating the occurrences. Curriculum alternation involves introduction of certain material, content items or methods of teaching to existing curriculum. Alternation is some sort of adaptation in the programmes that leads to improvement in overall process through alternation.

2. Restructuring :

Restructuring involves the bringing about a drastic internal change that leads to amendments in the relationship between different components or elements of an organised system. These changes results through modifications in systems. For example using concepts like team teaching, project methods in spite of traditional teaching will come under restructuring.

3. Substitution :

In this type of curriculum change one elements or component is substituted by the other. That involves substitution of one whole paper or one unit replaced with one another. This kind of change is most easy to implement.

4. Perturbation:

Perturbation means a significant deviation from regular or routine state by an outer influence. These changes are perceived as most disturbing to individuals involved most disturbing to individuals involved in particular system. Some changes when introduced disturb the programme for a while but later on they get adjusted for a while but later on they get adjusted or adopted and proved to be beneficial.

5. Value oriented change:

Value oriented change basically involves a shift from one philosophy or a basic ideology in direction a auricular orientations. Adjustment to value

oriented change is usually resisted by people. The teachers are required to develop a positive attitude towards every type of change. The teachers can not adjust their values towards such kind of changes may not be retained for long.

1.2.6 Factors Effecting Curriculum Change:

Various factors influencing curriculum change are as given below:

1. Knowledge explosion:

Knowledge explosion is the term used to indicate a rapid increase in amount of information and data available for human. This knowledge explosion demand frequent changes in curriculum to meet the needs of learners encountering with changing world.

2. Contradiction in philosophy (theory) and practice:

When there is refutation between theory and practice of curriculum, the refutation leads to curriculum changes. Various curriculum changes are planned and introduction to eliminate this contradiction.

3. Curriculum evaluation :

Curriculum evaluation is key factor towards curriculum change. After curriculum evaluation, certain recommendations resulting out of evaluation procedures invite the curriculum change.

4. Educational research:

Educational research is essential factor operating behind the curriculum change. Education research carried out in field of curriculum lead us to useful recommendations in curriculum change which results an effective and practical curriculum.

5. Role of teachers:

Teacher is the main handler of curriculum. A teacher has to use and execute a pre-designed curriculum in an efficacious way. Teachers play an important role in curriculum change. Teacher knows the strengths and weaknesses of a curriculum and can suggest very well for improvement.

6. Administration:

Role of administration is to serve the process of curriculum change. Administration has to provide and facilitate the track of curriculum change. Head masters, principals and other authorities influence the curriculum change through their efforts towards it.

7. Availability of resources and facilities:

Curriculum change is deeply influenced by available facilities and resources in particular institution. Availing new and advanced facilities like technology based machines and developing appropriate infrastructure demands change in curriculum.

8. Student needs and abilities:

Modern education system is student centred which lay emphasis on needs and abilities of learners. Hence curriculum change is required if there is change in need and abilities of learners or a curriculum is not satisfying these psychological construct.

9. Employer's view point:

Curriculum reframing is also required if employment needs are changing employer's view point is of great importance in designing and reframing a curriculum. Curriculum is changed in such a way that it can make students fit for job.

10. Financial resources:

Financial resources greatly influence the change in curriculum. Curriculum implementation demands appropriate infrastructure and resources, hence influenced by availability of funds.

11. Globalization:

Globalization plays an important role here because it leads to interlinking and participation of education communities from each corner of the world. These interchanges of educational ideas demand curriculum change. Many concepts can be adapted from other nations and cultures.

12. Social factors:

Social factors like social needs, demands and changing trends look for change in curriculum. Various contemporary issues and social advancement foster the curriculum change for social welfare. As society and education are interrelated concepts.

13. Political factors:

Various state policies influence the policies related to education. Various schemes designed at government level initiate development of new schemes and programmes which lead to curriculum change.

1.2.7 Role of Different Agencies in Curriculum Change

As curriculum change is initiated by many factors. Similarly many agencies also play significant role in curriculum change directly or indirectly few of them are discussed below:

1. Community :

There are many key questions about relationship of curriculum and community needs. Community participation in educational process, community aspiration and community membership in institutional committees influence the curriculum change. Apart from this, parent teacher association and economic status of community people plays a vital role in curriculum change. Student's background decides their needs and aspirations parent's aspirations and expectations also direct curriculum designers toward changing curriculum. A good interaction of community members with school or college personnel somehow results change in curriculum.

2. National and International accreditation bodies:

Another source of positive influence on curriculum change are the various programme structures prepared by various agencies at national and international bodies, such bodies scrutinise programmes and give curriculum specification and serve as a changing force and guide curriculum change. National curriculum framework 2005 is an example of programme launched by NCERT in collaboration with CBSE.

3. Government :

Ruling government and various political ideologies have deep influence on curriculum change. Government launches education policies and educational programmes for the betterment of educational process. Through these policies and programmes state and central government influence the existing curriculum as an agency of change. Directorate of various departments of education such as quality assurance, adult education, technical education, primary, secondary and university education fosters change programme regarding curriculum.

4. Universities and research institutes:

Various universities and research institutes are centres for research on education and its constituent factors. Curriculum is one of the thrust area, in which research is conducted intensively and various suggestions and interventions coming out of those researches are implemented for curriculum change.

5. Educational institutes:

Educational institutes like schools, colleges and training institutes etc. important change agencies when it comes to curriculum. Teachers and

educational leaders like head masters, principals and head of the departments are more close to practice of curriculum. Teachers and educational leaders know the change requirement of a curriculum as they are real executers of various activities at school and college level. Hence such educational institutes and teachers along with educational leaders are supposed to be effective agent to curriculum change.

6. Social clubs:

Social club is a group of people who meet for general interest, occupation or activities. People involved in social clubs may show interest in curriculum improvement and act as an agent to curriculum change.

7. Professional groups:

Professional group means a professional organisation or professional society organised among individuals associated to same profession and are engaged in the professional interest or public interest. Such kind of professionals from educational background such as teachers or researchers may get involved in curriculum change. In this way professional groups act as agents to curriculum change.

Above listed various agencies play a vital role in curriculum change. As discussed previously school, teachers and educational leaders can contribute a lot with regard to curriculum change. They are actual handlers of curriculum. Apart from this, governmental agencies like NCERT and CIBE, various programmes and social groups are effective contributors toward change in curriculum at different educational levels.

1.2.8 Barriers to Curriculum Change:

Changing established practices related to curriculum is never very easy process, particularly when the change is associated with reframing an entire system or approach. Some obstacles happen in the way of restructuring process as well as in implementation part of curriculum change. Wherever innovation takes place, the questions arises like how it spread this new idea, and what gets in the way of practice of such changes are main concerns. Some of the barriers to curriculum change are as following:

1. Lack of professional development:

For effective curriculum change staff must have necessary skills or should be trained properly according to needs of new curriculum design. This all needs money, time and efforts at individual level as well as administrative

level. If staff is asked to implement new curriculum without training and required information, they are less likely to welcome the change.

2. Status quo comfort:

Administrators and teachers resist the change because they feel comfortable with the existing curriculum in same the way things are. If an educational institute is performing well, the parents and social members will also not support the change. So there is net to build a changing mindset among stalk holders.

3. Lack of resources:

Lack of infrastructure, books, equipment and the most important lack of man power also effect the curriculum change implementation. For instance, if a curriculum is subjected to technological change but there is scarcity of computers, lack of computer laboratory and other essential equipment and technology skilled staff then it is almost impossible to implement the curriculum change. Hence above mentioned resources are essential for effective curriculum change.

4. Unrealistic expectations:

Unrealistic expectations by the authorities may result in failure of change process. If one expects immediate change and instant success, this will create the situation of overwhelming and will have difficulty in implementing the curriculum change in actual means.

5. Non supporting attitude:

Researchers believe that negative attitude towards curriculum change is most frustrating and a kind of paralysing barrier which is very difficult to overcome. Teachers may feel that students are incapable to accept change and on the other hand principle may have prejudice that teachers will not be able to cope up with change. Moreover, students and parents may feel that their needs have been ignored here.

6. Lack of time and control:

Lack of time and control badly affect the curriculum improvement processes. Time is needed to accept and adapt the particular change in any aspect of curriculum. Most of the time is devoted to development of new strategies and paper work whereas time should be spent to aware the stalk holders and to train the staff to ease the process of curriculum change.

7. Mindsets :

Another paralysing barrier to curriculum change is lack of interest by stalk holders. Major part of manpower dealing with curriculum shows

lack of interest and unwillingness to change the curriculum. They are not sensitive towards importance and benefits of curriculum change. Teachers are somehow in the race of finishing so called syllabus in prescribed time limits and on the other hand administrators are overburdened under other duties. In these way important components of educational process gets ignored unconsciously.

8. Focus on product rather than process;

When experts' works on curriculum change they often focus on completing the curriculum map that is the product of whole concept. But it should be viewed as a process rather than a product. A continuous improvement should be viewed more than finishing the legal documents. Space for further improvement should be kept and it must be teacher friendly and flexible.

9. Tacit and embedded philosophies :

After curriculum change a controversy develops between practice of revised strategies and deep embedded traditional philosophies. Various tacit assumptions create barriers to engross the new ideas in curriculum while documentation.

10. Lack of funds:

Funding is again a significant problem in every curriculum reframing and its implementation in developing nations. Because curriculum change and its implementation demand funds for new infrastructure, technology aspect, development programmes and awareness issues but the truth is that major amount of fund is spent on framing and less amount on implementation of improvised curriculum.

11. Lack of awareness:

Teachers, students and members of society are not that much aware about the significance of the change. They resist it consciously or unconsciously. They are not aware about the benefits of improved curriculum for them. There is need to design some awareness programmes where required.

Changing practices are never easy, particularly when the change involves an entire system. Most attempts to systemic educational change result difficulty or failure at some levels. However, educational practices must evolve as society evolves, around the educational set up. But administrators may encounter many obstacles or barriers as discussed

above when mandating curriculum change. There is need to consider these barriers while designing a curriculum change.

1.2.9 Conclusion:

Curriculum change is as important as curriculum construction. To meet the adjustment needs in ever growing world, curriculum change is an integral part of educational improvement efforts. To assist teacher's planning to be up to date and more nurturing for pupils curriculum change should be kept in considerations. Moreover, various funding possibilities, infrastructure, human resources, needs of students and society should kept in mind while revising the curriculum. Curriculum must be dynamic as changes occur dynamically in social setup. If educators aspire to prepare young pupils mind for the innovative economy and society, they need an innovation mindset. Moreover, to drive lifelong learning and the success of students later on, one must foster an environment where students learn at their own pace in an encouraging environment which cultivates a deep conceptual understanding of subject matter. When students develop a deep understanding of concepts, they can apply and transfer that learning to new situations and experience success at every stage of life. Creating the learning opportunities that develop mental agility in young people begins with environment that encourage educators to be innovators rather than compliance monitors. With more innovators and open minded educators, the barriers would not last for long.

1.2.10 Suggested Questions

1. Define curriculum change. What are objectives of curriculum change?
2. Why curriculum change is necessary? Explain various factors effecting curriculum change.
3. Give a detailed account of role of different agencies in curriculum change.
4. What are barriers to curriculum change?

**CURRICULUM DEVELOPMENT : CONCEPTS, STAGES,
PRINCIPLES AND APPROACHES**

Structure :

- 1.3.0 Objectives
- 1.3.1 Introduction
- 1.3.2 Meaning & Concept of Curriculum Development
- 1.3.3 Stages of Curriculum Development
- 1.3.4 Principles of Curriculum Development
- 1.3.5 Approaches to Curriculum Development
- 1.3.6 Implications
- 1.3.7 Summary
- 1.3.8 Suggested Questions
- 1.3.9 Suggested Books and Web Sources

1.3.0 Objectives :

After reading this chapter, students will be able to

1. understand the concept of curriculum development.
2. understand various stages of curriculum development.
3. explain principles of curriculum development.
4. know about various approaches to curriculum development.

1.3.1 Introduction :

Curriculum as a means or tool for achieving the purpose, and goal for carrying out the task of teaching or instruction. The success in the realization of the set objective through a formal or informal process of education depends much on the efforts made for the development of an appropriate curriculum.

1.3.2 Meaning and Concept of Curriculum Development :

Curriculum development in its word meaning stands for the development of curriculum. The term development is being used deliberately to convey that it is bigger concept than construction, collection or assimilation of the context material or learning experiences pertaining to a subject or group of subjects to be provided to the learners.

Feyereis, Fiorino and Nowak (1970 : 209) : Curriculum development is basically a plan for structuring the environment to coordinate in an orderly manner the elements of time, space, materials, equipments and personnel.

Ornstein and Humkins (1988-12) : The term Curriculum Development conveys or how curriculum evolves or is planned, implemented and evaluated, as well as what various people, processes, and procedures are involved in constructing the curriculum.

The curriculum is meant for serving the ends in attainment of desired educational objectives. For this purpose, a curriculum developer needs to lay down some specification such as the type of learning experiences provided to the learners, description of the instructional methods and materials and evaluation devices etc. A properly developed curriculum takes care of the needed men and material resources and its appropriate use for the attainment of the desired educational objectives at one or the other grades or stages of school education.

Curriculum Development is a process involving the activities like conceptualizing the curriculum, selecting and organizing the content material or learning experiences, suggesting the methods and ways of providing these experiences and evaluating the learning outcome with particular end in view in terms the attainment of the desired educational objectives.

1.3.3 Stages in Curriculum Development :

Curriculum Development is a quite systematic and organized involving a series of sequential stages for its adequate structuring and development scholars and thinkers on this issue have tried to present various models incorporating specific steps for carrying out the task of curriculum development.

I. Saylor and Alexander Model : Saylor and Alexander have presented a four stage planning model :

- (i) Goals and objectives
- (ii) Curriculum design
- (iii) Curriculum implementation
- (iv) Curriculum evaluation

II. Unruh and Unruh Model : Unruh and Unruh (1984) have presented a five step model :

- (i) Goals and objectives
- (ii) Need Assessment
- (iii) Content
- (iv) Implementation
- (v) Evaluation

III. Hilda Taba Model : Hilda Taba (1962) have presented a seven-stage model:

- (i) Diagnosis of needs
- (ii) Formulation of objectives
- (iii) Selection of content
- (iv) Organization of content
- (v) Selection of learning activities
- (vi) Organisation of learning activities
- (vii) Evaluation and Means of Evaluation

IV. Ralph Tylor Model : Tylor Ralph (1949) has presented a best known technological scientific model :

- (i) Defining the purpose
- (ii) Educational experiences related to the purpose
- (iii) Organisation of these experiences
- (iv) Evaluation of the purposes

Activities carried out through the mentioned five stages :

1. **Formulation of Objectives** : By setting educational objectives for the learner of a particular grade, level and environment, we just try to become definite about the purpose served through the development of a curriculum. As far as possible here attempt should be made to set the objectives in such a way as to facilitate the task of bringing desirable changes in all the domains of the students behaviour – cognitive, affective and psychomotor.
2. **Selection of Content or Learning Experiences** : In the light of what is set in terms of the goals and objectives of education for the student of a particular grade or level the planning work for the selection of the contents and topics is carried on. For a proper selection in this regard a number of principles of curriculum construction like principle of child centredness, principle of community centredness, principle of correlation, principle of individual differences, principle of interest, utility of satisfaction of needs, principle of forward looking, principle of the availability of time and resources etc may be usefully employed by the curriculum developers.
3. **Organisation of the Contents of Learning Experiences** : After making a proper selection of the contents and topics, efforts are made for their appropriate organization i.e. providing a sequence, order and arrangement for the selection contents, topics or learning experiences. The organizational task may be carried out by adopting two type of curriculum organization approaches : Horizontal and vertical organization. The horizontal organization is characterized with side by side arrangement of curriculum elements vertical organization is concerned with the longitudinal placement of curriculum element (the

selected topics or learning experiences for including in a particular curriculum).

4. **Providing Guidelines for the implementation of Curriculum :** What is planned and set here needs to be carried out by the teachers and learners for the realisation of the set objectives. The curriculum developers need to suggest suitable methods, techniques, strategies and teaching-learning activities for the proper teaching-learning of the selected and organised contents, topics or learning experiences.
5. **Suggesting techniques and methods for evaluation :** What is taught or learnt by the students need to be properly evaluated in order to be estimated the degree or extent to which stipulated instructional objective have been realized what type of questions, essay type, short answer objective type etc. will be there in the question paper and how much weightage for each of there will be given in terms of marks assigned? All such type of consideration are given proper attention in the development of a curriculum.

Actually the task and process of developing a curriculum can be compared with the task of constructing a rail road. Once the general route is planned, the rail road builder then gets into the particular of engaging in surveying and eventually laying the track. Developing a curriculum is then essentially like planning the route that a person must travel from infancy to the goals, of his growth, his culture, and his special abilities.

1.3.4 Principles of Curriculum Development :

- (i) **Child Centered :** It should be woven around the interest, abilities, attitudes, psychological needs and develop mutual needs of the students and this should be child centered. All the activities which are organized in the school must go to activate the child.
- (ii) **Community Centered :** It should grow out of the community life. It should be based on the needs and problems of the members of the community and should be deeply rooted into it. So far as possible while constructing the curriculum, community should be involved in the activities of the school. The present curriculum of our schools and institutions do not see eye to eye with the

developments of the community. It thus becomes difficult for the students to digest the subject matter.

(iii) Activity Centered : It should provide opportunities for play activities, constructive and creative activities and project activities and in this way to emphasis learning by doing. This type of learning is easily grasped by the students.

(iv) Variety : The curriculum should have variety to allow for differences and adaptation of individual needs and interests. Actually our curriculum is rather unitary. It needs to be modified in the light of this principle.

(v) Flexibility : Flexible curriculum can be filled to the needs of the children. They should have option to adopt it to the local conditions. Fundamentally, the curriculum of the rural areas should be correlated to agriculture and allied occupations. The curriculum of urban areas should revolve around industries and professionalism. The school should also be make it flexible and adjust to it, so to tailored that it can allow flexibility for the students to adopt.

(vi) Integration : Traditional compartmentalization of the subject matter should be discouraged and the principle that knowledge is a unitary whole, be adhered to completely.

(vii) Totality of Experience : According to Secondary Education Commission the curriculum does not include only the academic subjects traditionally taught in the school but it includes the totality of experiences that a pupil receives through the manifold activities that go in the school, in the classroom, library, laboratories, workshops, play grounds and numerous informal contacts between teacher and the pupil.

(viii) Utilitarian : According to Nunn, principle of utility is the most important principle underlying the formation of a curriculum. Therefore, vocational, technical and industrial courses should be included in the curriculum and vocationalisation of education should be adopted effectively.

(ix) Preservation of Culture : Cultural heritage has been created, cultivated and perceived by generation and it differs from nation to nation, society to society and in some cases with areas too. The curriculum is to be so framed that it preserve it and hand it over to the next generation after making addition to it in good shape. It is not so with our education system or our cultural heritage i.e. honesty spirituality and sociability but our present society is known for corruption, favouritism and nepotism. Our curriculum should aim at preserving

the old traditions so that the status of the nation is enhanced in the eyes of the international community.

(x) Creative Training : Raymont has correctly remarked "In a curriculum that is suited to the needs of today and of the future, there must be a definite bias towards definitely creative subjects.

(xi) Democratic Values : Our schools are to play a constructive role in the development of democratic values, so that it becomes a way of life. It has been very well said that democracy is not the form of government but model of living of the people.

1.3.5 Approaches to Curriculum Development : There are main approaches given as following of Curriculum Development.

(i) Interdisciplinary Approach :

Interdisciplinary approach has become an important and challenging approaches in the modern curriculum. Through an interdisciplinary approach, students can make connections between disciplines and see the correlations, which improves overall learning. As a result, students receive a more relevant, timely, less fragmented and enriching learning experience. With true learning, there should be no distinct boundaries between areas of study. As much as a student is learning a subject, they are also learning how to learn. The interdisciplinary approach synthesizes more than one discipline and creates teams of teachers and students that enrich the overall educational experience. Interdisciplinary courses tend to appear fragmented and incoherent to students as the term progresses because they shift from one disciplinary perspective to another. Teachers have a special obligation in interdisciplinary courses to keep the logic of the course organization in front of the students.

(a) Interdisciplinary Approach : Advantages and Disadvantages

The interdisciplinary approach is a key concept to the advancement of school curriculum at all levels. It has many advantages such as expanding student understanding and achievement between all disciplines or enhancing communication skills and it also has disadvantages such as integration, conclusion and time-consuming curriculum preparation.

(b) Importance of Interdisciplinary Approach :

The interdisciplinary approach has been used in many ways and at all levels of education. From early childhood to graduate school, interdisciplinary

studies are becoming more and more popular. Youngblood states that interdisciplinary are beneficial because "They may within the one discipline cover physical and social sciences as well as humanities as they focus on considering interrelations between realms of knowledge". Interdisciplinary techniques are not only important for a student to learn any one single discipline or solve problem in a synthesized manner but it also enriches a students lifelong learning habits, academic skills, and personal growth. The interdisciplinary approach is a team-taught enhancement of student performance, an integration of methodology and pedagogy and a much needed lifelong learning skill. Youngblood explains that the foundation of interdisciplinary techniques will lead to a future of discovery and innovation.

(ii) Enrichment Approach :

Enrichment means providing breadth to the curriculum at the same level of challenge to the student. Enrichment approach is for gifted and talented students. Gifted students can be catered to by providing enrichment opportunities and through accelerative practices. They are more interested in high-end learning. It provides enriched learning experiences and higher learning standards for gifted. It focuses on enrichment through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed around students interests, learning styles and preferred modes of expression. Environmental conditions are also important for gifted students to maximise learning. Teachers of the gifted devote less time to instruction and more time to questioning. They tend to ask many divergent questions and use questions to stimulate discussions and to understand thought processes. All students should have access to enrichment at the appropriate intellectual level. However, appropriate enrichment for gifted students would not be suitable for all students. This is because the activities would not match the learning needs of every student. When creating programs for gifted students it is important to discover their current level of knowledge, skills and understanding. This means determining their level of achievement of learning outcomes. Some students may not have achieved a substantial number of outcomes at their stage level but may benefit from exposure to a more demanding curriculum. This means that outcomes need to be differentiated to cater for the need of a more abstract curriculum, a faster pace of learning and the ability to make connections across disciplines. Teachers of the gifted also control the classroom differently, using humour, non-verbal cues and unobtrusive ways of refocusing students attention

on tasks. There seems to be more equality among gifted students and teachers than among the general school population.

Townsend (1996) defines it as "learning activities providing depth and breadth to regular teaching according to the child's abilities and needs". Enrichment activities are normally in addition to and different from the regular classroom activities.

Enrichment might be said to involve

- staying with a theme, subject or skill and developing it in depth.
- learning to new areas
- providing pupils with experiences outside the regular curriculum.

Enrichment has been defined in a number of ways. One such is that of **Thare** (1997), who described it as

- A higher quality of work than the norm for the age group
- Work covered in more depth
- A broadening of the learning experience
- Promoting a higher level of thinking
- The inclusion of additional subject areas and/or activities
- The use of supplementary materials beyond the normal range of resources.

(a) Enrichment as Important Focus in the Education of Gifted and Talented Students

Gifted children need as much motivation and recognition as other students and sometimes more. Following are some key points :

1. Enrichment activities can be of great benefit to a more able students experience of school.
2. Able students are highly motivated by challenging activities that are different from those activities they do in class.
3. Able students welcome the opportunity to discuss and debate.
4. Brainteasers and puzzles seem to be particularly enjoyed by more able students.

5. Enrichment activities are enjoyable and should form part of a programme for more able students.

(b) Kinds of Enrichment

The common ground will be that the activities should include :

- challenge
- enjoyment
- exposure to new knowledge and ideas
- thinking in different or unusual ways
- risk-taking.

Among the many kinds of opportunities to consider are :

- separate sessions
- support within class
- self-directed projects
- homework enrichment
- access to enrichment materials
- opportunities to work with talented adults or older peers
- work experience
- targeted visit

Enrichment main advantage is that it may curb problems associated with intellectual frustration and boredom.

(iii) Differentiation Approach :

Differentiation approach is also known as differentiated learning or simply differentiation. A differentiated curriculum is a program of activities that offers a variety of entry points for students who differ in abilities, knowledge and skills. In a differentiated curriculum teachers offer different approaches to what students learn (content), how students learn (process) and how students demonstrate what they have learned (product).

It is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of : acquiring content; processing, constructing, or making

sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, personal interests and more and teachers need to be aware of these varieties as they are planning their curriculum. By considering varied learning needs, teachers can develop personalized instruction so that all children in the classroom can learn effectively. Differentiated classrooms have also been described as ones that are responsive to student variety in readiness levels, interests and learning profiles. It is a classroom where all students are included and can be successful. Differentiated instruction is the process of ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests and preferred mode of learning. Teachers can differentiate through four ways : (1) through content, (2) process, (3) product, and (4) learning environment based on the individual learner. Differentiation stems from beliefs about differences among learners, how they learn, learning preferences and individual interests. Therefore, differentiation is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or her maximum growth as a learner order to understand how our students learn and what they know, pre-assessment and ongoing assessment are essential. This provides feedback for both the teacher and the student with the ultimate goal of improving student learning. This provides feedback for both the teacher and the student with the ultimate goal of improving student learning. Differentiation is individually student centered, with a focus on utilizing appropriate instructional and assessment tools that are fair, flexible, challenging and engage students in the curriculum in meaningful ways.

(a) Pre-assessment :

The goal of pre-assessment is to determine a students knowledge, understanding and skill prior to the unit of study. The creation of a differentiated curriculum requires some pre-planning. It is important to find out what the students already know and their level of skill attainment. There are different ways that students prior knowledge can be determined, for example, brainstorming or producing a concept map or a series of questions on a test. These types of pre-tests can provide valuable information about individual differences in ability within the class. The curriculum can then be compacted to

delete outcomes that have already been achieved if some students demonstrate mastery of them. These assessments are referred to as assessments for learning that include diagnostic or pre-assessments to be used by the teacher to help guide their instruction and benefit each learner. They are informal and provide qualitative feedback to teachers and students to address strengths and needs during the unit. Pre-assessments should be conducted several weeks before the unit of study and should not be graded. Pre-assessment can be conducted in two ways : (1) by identifying learning preferences and interests (2) by identifying knowledge of student understandings (i.e. checklists, quizzes, class discussion, portfolios, entry/exit cards, anticipation guides, journals, self-reflections). Both of these types of pre-assessment are used to design student tasks, particularly when a student might require support, enrichment, or have different learning styles, intelligences, or interests. Teachers can also determine, locate and compile appropriate resources and decide timelines/priorities for upcoming units.

The goals of differentiated instruction are to develop engaging tasks that challenge and enhance learning for each student. Pre-assessments can gather information about each student's strengths, comforts, or areas of weakness. This leads to appropriate differentiation that accommodates each students learning needs and preferences. Assessments should be used as a tool to create clear and meaningful instruction that guide each student towards challenging but not frustrating activities.

(b) Ongoing Assessment :

Ongoing assessments allow the teacher to know their students and their needs in order to select effective teaching and learning strategies and interventions to maximize student achievement. Teachers use ongoing assessments to gather information about a students knowledge and capabilities, to direct future planning, to monitor student progress and to evaluate student achievement. It is the process of gathering information from a variety of sources such as assignments, teacher observations, class discussions and tests and quizzes. Teachers must assess regularly in order to inform their instructional strategies, learn about each student's readiness, interests, and learning preferences and to improve student learning. This information can be gathered through diagnostic (pre-assessments), formative and summative assessments, as well as individual Education Plans, Ontario Student Records, student interest surveys, and multiple intelligence or learning style inventories. Assessment for learning not only includes diagnostic or pre-assessment measures, but also

formative assessment. Formative assessments are used during a unit to provide understanding about what the student is learning, and continually guide instructional decisions. Assessment as learning takes place when students self-assess their work and reflect on their growth as learners.

(c) Content :

The content of lessons may be differentiated based on what students already know. The most basic content of a lesson should cover the standards of learning set by the district or state. Some students in a class may be completely unfamiliar with the concepts in a lesson, some students may have partial mastery of the content or display mistake ideas about the content and some students may show mastery of the content before the lesson begins.

(d) Process :

The process of how the material in a lesson is learned may be differentiated for students based on their learning styles, taking into account what standards of performance are required for the age level. This stage of differentiation allows students to learn based either on what method is easiest for them to gain knowledge, or what may challenge them most; some students may prefer to listen (or require practice in listening), or acquire knowledge by manipulating objects associated with the content. Information may be presented in multiple ways by the teacher, and may be based on any available methods or materials. The product is essentially what the student produces at the end of the lesson to demonstrate the mastery of the content, tests, evaluations, projects, reports or other activities. Based on students skill levels and educational standards, teachers may assign students to complete activities that demonstrate mastery of an educational concept (writing a report), or in a method the student prefers (composing an original song about the content, or building a 3-dimensional object that explains mastery of concepts in the lesson or unit). The product is an integral component of the differentiated model, as the preparation of the assessments will primarily determine both the 'what' and 'how' instruction will be delivered.

(e) Learning Environment :

The learning environment includes the physical layout of the classroom, the way that the teacher uses the space, environmental elements and sensitivities including lighting, as well as the overall atmosphere of the classroom. The teachers goal is to create a environment that is positive,

structured and supportive for each student. The physical environment should be a place that is flexible with varied types of furniture and arrangements, and areas for quiet individual work as well as areas for group work and collaboration. This supports a variety of ways to engage in flexible and dynamic learning. Teachers should be sensitive and alert to ways in which the classroom environment supports students ability to interact with others individually, in small groups, and as a whole class. They should employ classroom management techniques that support a safe and supportive learning environment.

As the interdisciplinary approach continues to synthesize the characteristics and methods of multiple disciplines while developing lifelong learning skills. Interdisciplinary curricula is time consuming and takes collaborative team work to create, which can seem like a hard and exhausting disadvantages, but in the end, the interdisciplinary approach inhibits many favored skills that are sought by future colleges and employers. Students and their teachers will advance in critical thinking, communication, creativity, pedagogy and essential academia with the use interdisciplinary techniques. In a classroom where the teaching theory is based on differentiated instruction, students should feel welcomed and safe. The teacher teaches for success and fairness is evident. The teacher and students collaborate for mutual growth and success. In a differentiated classroom, there is a strong rationale for differentiating instruction based on assessment results, student readiness, interest and learning profiles. All instructions are clearly stated in a way that students easily understand. Students are aware of the classroom rules and know routines and procedures. There is a procedures for all activities completed in the classroom. These procedures should promote minimal noise, minimize unnecessary movement, encourage on task behaviour, have a plan for those who finish early, and promote independent work and responsibility. Gifted students can be catered to by providing enrichment opportunities and through accelerative practices. They are more interested in high-end learning. It provides enriched learning experiences and higher learning standards for gifted students.

3.6 Implications for Curriculum Development :

The task of curriculum development not end with the construction of curriculum in respect to the decision taken for the inclusion of the subject or group of subjects, topics and content material included and the ways and wears suggested for their teaching and learning, it still travel further for performing a essential task concerning the implication of constructed curriculum.

Implications of Curriculum Development :

1. Major change for local authorities
 - (i) New structures and process
 - (ii) Training
 - (iii) Demanding Timetable
 - (iv) Strong potential for improving service delivery and relationships with other agencies
2. Balancing provision and feasibility
3. Employer Engagement
4. Apprenticeships - public sector must play its part.
5. New Scope for teachers and institutions
 - (i) Innovative teaching
 - (ii) School ethos (What is our vision)
6. Better inter-subject connection means need for strong communication across department.
 - (i) The coherent learning environment.
7. New courses, new ways of thinking, assessing and supporting
 - (i) Diploma - entirely new course structure personalised learning
8. Choice means flexibility which in turn demands
 - (i) Coherent strategy
 - (ii) Planning
 - (iii) Resources
 - (iv) Training (Professional Development)
 - (v) Measurement strategies, processes and tools
 - (vi) Performance management and assessment.

1.3.7 Summary :

The effectiveness of the total curriculum or the total course lies with in the curriculum when applied to curriculum evaluating focus on discovering

whether the curriculum as designed, developed and implemented is producing or can produce the desired results.

1.3.8 Suggested Questions :

- Q.1 Discuss the concept of curriculum development in detail.
- Q.2 What are the various steps involved in the development of curriculum. Discuss these steps in detail.
- Q.3 Write a detailed note on Curriculum development approaches

1.3.9 Suggested Books and Web Source :

1. Dr. S.K. Mangal : Curriculum and School Management
2. Dr. A.G. Kalaiyaran : Curriculum Development

Web Source :

www.google.com

STAKEHOLDERS IN CURRICULUM**Structure**

- 1.4.1 Objectives**
- 1.4.2 Introduction**
- 1.4.3 Meaning of stakeholders**
- 1.4.4 Stakeholders in Education**
- 1.4.5 Learners characteristics as stakeholders**
- 1.4.6 Teachers experience as stakeholder**
- 1.4.7 Factors affecting implementation of new curriculum**
- 1.4.8 Parents' experience as a stakeholder**
- 1.4.9 Suggested Questions**
- 1.4.10 Suggested Readings**

1.4.1 Objectives

After going through this lesson you will be able to

1. Define the term Stakeholders in curriculum.
2. Write the different types of Stakeholders in curriculum.
3. Explain the learner's characteristics as Stakeholders in curriculum.
4. Explain the role of teachers as stakeholder in curriculum.
5. Explain the Parents expectation as stakeholder in curriculum .

1.4.2 Introduction

Students, let's take a moment to brainstorm that who are the stakeholders may be in curriculum development. Members of School board, administrator, and teachers immediately come to our mind. Each of them want their work to have a positive impact on children, and their jobs are directly affected by the success of the school system. Parents desire a successful education system for their children, while the students themselves have an interest in receiving a good education. In addition to this it's also easy to imagine the influence the education system has on government officials, like city councilors and state representatives, as voters may base their decisions on the way such officials support the school system.

Further, the community as a whole is a stakeholders in its education system. This is because local schools educate future employees, business owners, and community leaders. A solid education program builds a stronger community by better preparing its students to be successful community members.

Since all members of a community are stakeholders in its education system, it will be very interesting to know that how each individual stakeholder is important. Every different stakeholder plays a different, significant role in support of the education system. In this chapter let us discuss few of them.

1.4.3 MEANING OF STAKEHOLDERS

A stakeholder is a person (or group) that has an interest in the activities of an institution or organization.

Stakeholders can affect or be affected by organization's actions, objectives and policies. Some examples of key stakeholders are creditors, directors, employees, government (and its agencies), owners (shareholders), suppliers, unions, and the community from which the business draws its resources.

According to a layman- a person or business that has invested money in something (such as a company) is a stakeholder.

1.4.4 Stakeholders in Education

There are many stakeholders in education each of whom needs to play his role effectively in order to help all our children learn better and reach their fullest potential.

There are many stakeholders in education which have different roles to play. Different stakeholder in education are:

- Child himself
- Parents and family
- Teachers
- Principal
- Community
- Business and Industry
- Alumni Association
- School Advisory/Management Committee

1.4.5 LEARNERS CHARACTERISTICS as STAKEHOLDERS

Learner are the primary stakeholders in the curriculum. Therefore, their universal as well as individual characteristics should be considered for the development of curriculum. These characteristics are as follows:

- i) Age
- ii) Gender
- iii) Physical development
- iv) mental development
- v) maturation
- vi) interest
- vii) Aspiration

The success of curriculum can only be measured by the extent of learning that the learners have acquired. Therefore everything in curriculum: should revolve around his/her interest, need, abilities, capacities and experiences.

The courses of study must be organized around the changing nature and development needs within the cultural context of the learner.

A curriculum is said to be effective only when it enables all students/learners to relate their different school experiences to their lives.

The learner is the centre of curriculum. Learners are the very reason a curriculum is developed and they are the ones who are directly influenced by it.

According to Monique, "learners or students are the very reason why schools exist. It is the school's responsibility to future development the learner's knowledge, skills, talent and attitudes to face the different situations in life.

The old view that students are mere recipients of curriculum is now changing. Learners have more dynamic participation from planning, designing, implementing and evaluating.

The role of students

The young people of India have become increasingly aware of what life has to offer. At the post-school level in the cities, the expectations of these young people are more varied as well as being more focused than previous generations.

- Most feel that the schooling they have received has failed to prepare them for the world of work. With the support of their families, they are willing to invest in courses that provide them with learning and skills that will enable them to strive for upward mobility.
- Value education and want to learn, desiring to get the most out of the experience schools offer
- Stand firmly by what is right, having understood what is right and wrong from parents and teachers
- Respect authority and have a sound sense of civic responsibility
- Work well independently and with others, with purpose, passion and pride in their work
- Demonstrate spirit of caring and sharing towards others

1.4.6 TEACHERS EXPERIENCE AS STAKEHOLDER

Teachers play a central part in the implementation of any curriculum innovation. Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum improvement effort. Regardless of which philosophical belief the education system is based on, there is no denying that teachers influence students' learning. Better

teachers foster better learning. Teachers are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom.

Role of teachers as stakeholder in curriculum

1. *Teacher as curriculum developers and implementers:*

Teacher addresses the goals, needs, interests of the learners by creating experiences from where the students can learn. He can design, enrich and modify the curriculum to suit the learner's characteristics because teachers are the architects of school curriculum. Some of the factors that should be considered in the implementation of any curriculum: Age, Gender, Physical, Development, Mental Development, Emotional, Development, Cultural, Background, Interest, Aspirations, Personal Goals

2. *Regular contribution by teachers*

Teachers continuously contribute to the development of school curriculums by developing periodic course teaching plans and giving consideration to the special needs of the students (Dillon, 2009). Therefore, having a good curriculum without the input of teachers cannot help in achieving the learning objectives and goals.

3. *Technology and teachers*

The role of the teachers involves defining different course components that are considered relevant, in line with the latest technological development in the education sector. Although modern technology is quickly finding its root into the education system, teachers still remain at the center of the student's learning progress. In other words technology must be integrated into the curriculum but it cannot provide a perfect substitute for the roles played by teachers in curriculum development and the general learning process. In addition to developing the curriculum, teachers help in executing the latest technological development.

4. *Planning*

Teacher writes a curriculum through a lesson plan: a unit plan or a yearly plan.

5. *Need of Professional development*

The key to getting teachers committed to an innovation is to enhance their knowledge of the programme. This means teachers need to be trained and workshops have to be organised for professional development. Unfortunately, in any curriculum implementation process not all teachers will have the benefit of such exposure. Hence, professional development of teachers is an important factor contributing to the success of curriculum implementation.

6. *Workshops and other activities*

There are just too many teachers and insufficient funds to go around. The most common approach is to have one-day workshops given by experts with the lecture method being the dominant pedagogical strategy.

1.4.7 Factors affecting implementation of new curriculum

Adequacy of resources

Adequacy of equipment, facilities and general resources required for implementing a new curriculum

Time

Time available for preparing and delivering the requirements of the new curriculum. e.g. teachers need enough time to develop their own understanding of the subject they are required to teach.

School ethos

Overall school beliefs towards the new curriculum and status of the curriculum as viewed by staff, administrators and community is a major factor influencing the implementation of new curriculum e.g. school administration recognizes the importance of the subject in the overall school curriculum.

Professional support

Support for teachers from both within the school and outside. e.g. opportunities to receive ongoing curriculum professional support

Professional adequacy

Teachers' own ability and competence to teach the curriculum. i.e. confidence in teaching

1.4.8 PARENTS' EXPERIENCE AS A STAKEHOLDER

The community is the reflection of the school's influence and the school is a reflection of the community support. Parents may not directly be involved in curriculum implementation, but they are formidable partners for the success of any curriculum development endeavor. The family is the primary social institution where a child learns in his formative years. If the child is taught positive values then his outlook in life will be positive. Parents are the best teachers as the child looks up on them for role model. If parents are religious the child will learn to believe in God. If the parents are cheats the child will learn to be the same. Both the parents have equal role to play. Let the child realize that parents care for him. A token of love & appreciation helps. However there are other influencing factors e.g.: peer group, family members, relatives, school teachers & the social environment that plays an important role in the development of the child, The parents role is to weed out the negative aspects and instill the positive ones. Let the child learn to realize the truth himself instead of forcing on him your views and thoughts demanding obedience.

Parents can play an important role in curriculum development. Parents are aware of the challenges of their children so participating in the development of the curriculum will ensure that their child's need How do parents help shape the curriculum in schools?

1. *Better achievement*

The schools composed of parents who are positively involved in school activities have better achievement than schools with uninvolved parents.

2. The home is extended school environment. They follow up lessons, they make available materials for learning and they give assessment permission for the participation of their children.

4. Financial assistance

The parents on the other hand support and influence the implementation of the curriculum through financial resources, that is, payment of school fees.

5. Monitoring and evaluating

In addition, the parents may help in monitoring and evaluating the implementation of the curriculum by keeping a close check at the lessons learnt in school and monitoring the child's home assignments (homework).

6. Bridging the gap

Moreover, the parent may stand in the gap between the child and school administration by providing the student with resources that may be required in the curriculum but are not available in school.

7. Help teachers to monitor the behavior of students

Furthermore, the parents may help teachers to monitor the behavior and social development of the child, especially for children with special education needs. The parents can get reliable information on curriculum development by enquiring from their children or by enquiring from the teachers or school administrators.

8. Parent association

In most schools, parent associations are organized. This is considered as the best practice in most performing schools. The parents are usually organized into parent association. All parents are required to register with the relevant parents' association where they are required to democratically elect their leaders. The parents, through this association, give their views regarding the curriculum development to the district curriculum development team. The relevant professional body such as the district association of professional counselors and psychologists, through their advisory boards, also provides their recommendations and suggestions in the curriculum development process.

1.4.9 Suggested Questions

1. Define the term Stakeholders in curriculum.
2. Write the different types of Stakeholders in curriculum.
3. Explain the learner's characteristics as Stakeholders in curriculum.
4. Explain the role of teachers as stakeholder in curriculum.
5. Explain the Parents expectation as stakeholder in curriculum.
6. What is meant by 'stakeholders' in Education? mention some important stakeholders in curriculum development and implementation
7. In what way the teacher can prove themselves important stakeholders in curriculum? How they can play their role in curriculum construction.

1.4.10 Suggested readings and web sources

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2. <https://files.eric.ed.gov/fulltext/ED514196.pdf>
3. [https://www.researchgate.net/post/What is the role of students as stakeholders in curriculum designing and Problem based learning PBL](https://www.researchgate.net/post/What_is_the_role_of_students_as_stakeholders_in_curriculum_designing_and_Problem_based_learning_PBL)