



## CURRICULUM AND CURRICULUM DEVELOPMENT – A REVIEW

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### **Abstract**

Teachers, students, administrators, and members of the community benefit from a successful curriculum that offers a quantifiable plan and framework for providing high-quality education. Learning objectives, criteria and basic skills must be met before a student may advance in the programme. Educators have a critical role in the creation, implementation, evaluation, and revision of curriculums. An evidence-based curriculum serves as a guide for instructors and students on the route to academic achievement.

**Key words:** Curriculum, Academic, Teachers, Administrators, Personality, Education etc.

### **Introduction**

In order to progress, a student must master the information and abilities in the curriculum. Teachers guarantee that they've covered all the required criteria by thinking about the design of their curriculum. As a result, students are in a better position to begin experimenting with different instructional strategies and techniques that will help them succeed.

One of the first ideas about curriculum was to think of it as just an abstract framework or syllabus for a course of instruction. Latin is the primary language of the term "curriculum." 'Race course' is what it's called. Educational contexts use the term "race course" to describe the "work field" or "race track" of pupils. It's made up of the phrases "race" and "course." Students' experiences and actions are referred to as "race" by using the words "course" and "race." The curriculum guides a teacher's instructional activities.

The new curriculum idea is quite broad-based. "Pupils are exposed to a wide range of activities at school, from the classroom and library to the lab and play-ground, as well as the various interactions between instructors and students". Neither dogmatic nor strict in its design and organisation. Conforming to an established pattern is neither uniform nor standardised. With a wide range of options to meet the requirements of students of all ages, it's an excellent option for pupils. For this reason, it helps pupils become more aware of their surroundings, allowing them to better blend into the community. As a result, the group's relationships become more intertwined. It has also been made known by the secondary education commission what the ideal curriculum should look like: That's why it's so important to understand that "curriculum" doesn't only refer to the academic experience a kid has in school. In this way, the school's whole existence is a curriculum that can challenge pupils at every turn and help them develop a well-rounded character."

There are many various kinds of curriculums, and each one serves a specific purpose for a certain group of students. There's information on what they should know and how they should know it. It

encompasses all interactions between and among numerous individuals; its quality and functionality may be affected by a variety of factors, including the physical environment.

### **Definition Of Curriculum**

There term 'curriculum' has been defined by different scholars and educationists. Some of the definitions are here as under-

#### **ACCORDING TO “B. RUDYAND AND H. HENRY”**

*“Curriculum in its broadest sense, includes the complete school environment, involving all the courses, activities, reading have been provided here to understand the nature and characteristics of curriculum.”*

#### **“CUNNINGHOUS HAS DEFINED CURRICULUM OPERATIVALLY”**

*“It (curriculum) is a tool in the hands of the artist (teacher) to mould his material (pupil) according to his ideal (objective) in his studio (school).”*

#### **“THE SECONDARY EDUCATION COMMISSION”**

*“Curriculum does not mean the academic subject taught in the school but it includes total experience that a child receives at a school.”*

### **CURRICULUM DEVELOPMENT**

- Curriculum development may be characterised as a systematic approach to improving courses in a school, college, or university. We must keep up with the times and incorporate fresh findings into our educational programmes. To help students learn more effectively, new teaching methods and tactics (such as active learning or blended learning) are being developed. Thus, an institution must have a strategy in place to recognise these changes and then apply them in the curriculum of college courses.
- The way we think about and conceptualise education has evolved dramatically in the last several decades. "curriculum" nowadays refers to the disciplines that make up a course of study in schools, colleges and universities. The Latin origins of the term curriculum may be traced back. "Racing chariot" was its original meaning, deriving from the Latin word "*currere*", meaning "to run." Course planning and course development are both examples of curriculum development.
- If you take a math course at one institution, it may cover the same content as another, but the educator may present it in a different manner. Core curriculum development principles, however, haven't changed.

### **Elements of Curriculum Development**

According to Tyler, *"it is vital as a component of a complete theory of organisation to indicate precisely what are the pieces that will function satisfactorily as organising factors."*

There are five major aspects of curriculum creation. Curriculum development, according to Herrick and Tyler, consists of the following components and components:

- 1) Analysis based on the context in which you find yourself
- 2) Definition of goals
- 3) The selection of content, breadth, and sequencing of topics Activities, methods, and ideas for teaching
- 4) Evaluation
- 5) Environmental issues should be at the forefront of the curriculum.
- 6) This is true for children from rural regions, metropolitan areas, hilly areas, etc., as well as other surroundings.

## **EXPLORING THE DEVELOPMENT OF THE CURRICULUM**

More than a dozen syllabi and guidelines were used to specify the curriculum until it was completely rewritten in the 1990s. "Topics and parts of subjects, such as handwriting, were covered in these. The texts ranged in age from 1961 to 1986, were produced in a variety of languages, and covered a wide range of grade levels."

An overarching framework for a reformed curriculum was developed after a massive public consultation on school curricula (the Curriculum Review) in the mid-1980s. A draught statement released in "1988 as National Curriculum Statement: A Discussion Document for Primary and Secondary Schools (Draft) was never completed due to the reform of educational administration in 1989 and a change of government in 1990 ultimately side-lining the effort."

From 1993 forward the New Zealand Curriculum Framework (NCF) was used as the framework for curriculum development (Ministry of Education, 1993).

It has been almost 25 years since the New Zealand school curriculum was completely rewritten in English and Mori.

Since 1992, "New National Curriculum Statements have gradually replaced the previous set of guidelines." Years 1–10 will see obligatory adoption of these guidelines after they were first made available for public input.

New policy declarations were put on hold in 1996 after considerable concern about the speed and scope of change in the educational sector led to the decision. "A transition period of at least two years between the publishing of a final statement and its obligatory implementation was announced in July 1997".

## **TYPES OF CURRICULUM DEVELOPMENT**

## 1. SUBJECT CENTERED CURRICULUM

- The oldest and most widely utilised curriculum design is based on subject content.
- The oldest examples date back to the Middle Ages, when monasteries and cathedrals, as well as the seven liberal arts societies, were established in ancient Greek and Roman educational institutions.
- Also known as content-centered curriculum or curriculum geared at teachers.
- Psychological in nature, such a curriculum neglects to take into account a student's individual needs, interests, and abilities.
- It does not assist kids acquire a democratic perspective.
- Teachers and curriculum designers alike will appreciate how simple it is to create this sort of programme.
- It's quite easy to amend and modify this document.
- Various social and educational factors come into play.
- It makes it simple to assess pupils' abilities.
- Teachers, parents, and students all favour this style.
- The same is true for youngsters in other surroundings, such as cities, mountains, and so on.

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## 2. LEARNER CENTERD CURRICULUM

- Curriculum oriented on children is another name for this style, which is more psychological in nature and taught by naturalists.
- The programme is tailored to the child's personality.
- It takes the child's wants, needs, and abilities into account.
- It takes into account the various phases of a child's development.
- Montessori and kindergarten education employ the same sort of curriculum.

## 3. INTEGRATED CUCCICULUM

- “The term "integrated curriculum" refers to a teaching approach that crosses academic boundaries and places an emphasis on overarching ideas.
- The goal of integration is to help students make links between their academic work and the rest of their lives, so that they may participate in activities that matter to them personally.
- Students in integrated classrooms not only interact and make more real-world connections, but they are also more actively engaged as a result of this.
- Teachers are expected to come up with interesting, thought-provoking, and engaging assignments as part of an integrated curriculum.
- Without the limitations sometimes imposed by topic borders, an integrated curriculum enables students to pursue learning in a holistic manner.
- The interconnectedness of all curricular areas is emphasised in early childhood programmes to assist children gain essential learning abilities.
- Reading, writing, listening, speaking, literature, theatre and social studies are all included in the elementary grades' curriculum. Also included are health and physical education, music and visual arts.”

## 4. CORRELATED CURRICULUM

- It is possible to teach diverse school topics in a way that connects them to one another.
- There is a purpose to every single school topic.
- It is presumptuous to presume that a group has prior knowledge.
- The corresponding curriculum should be used to teach all topics.
- This sort of curriculum is tough to construct.

## 5. SPECIAL CURRICULUM

- “A special education curriculum is primarily geared for students with exceptional needs.
- To offer basic educational services to students with disabilities or low English-speaking abilities, a course of study or a portion of a course of study
- An educational setting in which students who have difficulty communicating in English are excluded from taking part in all or part of the curriculum.



- Any student who cannot afford to participate in a course or a portion of a course due of financial constraints.
- For example, a path of study that does not allow a student to complete elementary or secondary education in the same time frame as other students enrolled in the applicant's schools.”

## Conclusion

When it comes to online education, curriculum development, design, and implementation may be challenging. With today's increasingly varied student population and the rising importance of instructional technology in higher education, teachers have their job cut out for them. By adhering to basic curriculum creation rules and frameworks, educators may ensure long-term success for both themselves and their students.

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