



## CURRICULUM DEVELOPMENT: PROCESS, STRATEGIES AND PROSPECTS

Dr. Sandeep Kumar, Lecturer, Department of School Education, Govt. of Haryana

### Abstract :

*The curriculum is a coherent unit of planned activities that are undertaken by a learner during his entire learning career under the coaching of school to university. The curriculum indicates what objectives must be achieved by the student and what tasks must be fulfilled in order to achieve these. A curriculum always primarily relates to an entire study program and consists of course subjects and possibly groups of course subjects. Traditionally content has always been considered the most important and relevant component of the curriculum. Process of curriculum development is essential for successful achieving educational goals. Outcome-based education and a performance-based approach help to process of curriculum development in a way that offers a powerful and appealing way of reforming and managing education system of a country. This paper is an attempt to answer the following questions of curriculum development: What sort of outcomes should be covered in a curriculum? How should they be assessed and how should outcome-based education be implemented?*

**Keywords:** Curriculum, Educational Goals, Performance-Based Approach, Process of Curriculum Development, Study Program.

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### INTRODUCTION

The term curriculum is a Latin word meaning “the course of a chariot race” (Schubert, 1986). Traditionally curriculum included two elements: content and examination (Harden and Stamper, 1999). According to Burton & McDonald (2001) it is difficult to provide a simple dictionary definition for this term because of its complex nature. Simply it can be considered as the list of topics taught in the school or in an institution. In wider view it encompasses all the experiences that the student undergoes through while being part of that institution.

Strength of the curriculum is beyond the written documents produced by the faculty. Harden et al. (1997) said that a curriculum should be viewed not simply as an aggregate of separate subjects, but rather as a program of study where the whole is greater than the sum of the parts. According to Garcia-Barbero (1995) curriculum is the result of bringing together a number of elements - content, strategies and methods – to ensure quality in education and excellence in performance, but should have a right mix of elements to ensure efficiency and to facilitate learning. Harden (2001) has elaborated on this concept “a curriculum is a sophisticated blend of educational strategies, course content, learning outcomes, educational experiences, assessment, the educational environment and the individual students’ learning style, personal timetable and the program of work”.

Process of curriculum development is essential for successful achieving educational goals. It asks for systematic approach which should respect several aspects: the needs of the society, the students and teaching staff. This process should be maximal efficient and effective; it should be built upon previous work. Process itself should be done in a specific algorithm starting from the definition of final goals of the educational process, through the selection of the certain tools for achieving this goals, and integration of different elements inside one curriculum. Curriculum should present mosaics of different courses, learning and teaching strategies, and integrate it into one picture which is specific for a certain institution. It has to respect all existing material and human resources of the institution.

Involvement of the key subjects in process of curriculum development should be from the first stage of process, and that first stage is creation of a mission statement of the institution. The student is the central figure in the process of education and modern education institutions use “student centered approach” as their main philosophy in process of curriculum shaping. Students should be involved in process of design and curriculum development. Representatives of students and their organizations should be