



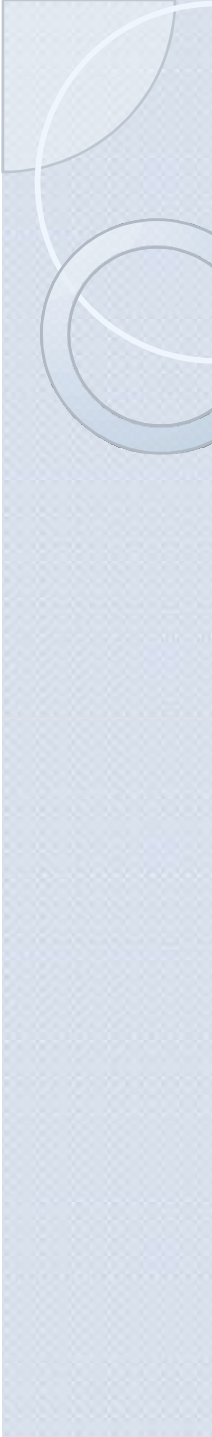
Process and Steps of Curriculum Development

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Assessment of Educational Needs

- First we assess the needs of the target group for which curriculum is to be developed. These needs are termed as Felt Needs.
- The needs are assessed through secondary sources such as commission reports, policy documents etc. These needs are known as Observed Needs.
- After assessing Felt Needs and Observed Needs Real Needs are decided.

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- The assessment of needs help in the following ways :
 - (i) It helps in outlining of a subject including topics to be covered, their order of presentation, and the appropriate grade level for each topic.
 - (ii) It helps to address the gap that exists between the present status of the student and the intended one.



Formulation of Educational Objectives

- ❑ On the basis of Real Needs educational objectives are decided.
- ❑ These objectives are intended outcomes .
- ❑ Following points should be taken in to count while formulating objectives :
 - The objectives should be related to the broad goals of education from which they are derived.
 - The statements of the objectives should be worded properly, so that students can easily understand the intended outcomes.
 - The objectives require periodic revision. It should have the flexibility to accommodate changes in the society.
 - Any statement of the objectives of the school should be a statement of changes to take place in students.



Criteria of Content Selection

- ❑ Content refers to facts, concepts, principles theories, and generalizations.
- ❑ It is the “What” that is to be taught.
- ❑ Some of the criteria for content selection are as follows:
 - appropriateness to students needs and interests.
 - logical relationship of the subject matter content to main ideas and basic concepts.
 - contents that contribute to the development of the society.
 - The content selected should be valid to the extent that it flows from and supports the goals and objectives of the curriculum. The content should be usable in day-to-day life.
 - Feasibility as a criterion of content selection compels curriculum planners to analyse and examine the content in the light of the time and resources available to the student, costs involved, contemporary socio-political climate, etc.



Organising the Content

- ❑ Once the content is identified it needs to be appropriately organised.
- ❑ Curriculum Organization is a systematic arrangement of objectives, learning experiences and materials in a unified and consolidated manner.
- ❑ Some of the organizing principles identified are:
 - starting from the simple and proceeding to the complex.
 - chronological approach.
 - The content of curriculum should provide for continuity in learning and prevent loss through forgetting.
 - Curriculum planners should attempt to integrate the curriculum by simultaneously establishing relationships between various subjects taught to the target learners.



Selecting Learning Experiences

- ❑ Learning experiences refers to the teaching-learning process, the methods followed and the activities planned to facilitate the teaching-learning process.
- ❑ Following points are important while selecting learning experience :
 - learning experiences should function the way we wish them to in the light of the overall aims and the specific objectives of the curriculum.
 - Students should be able to apply the knowledge in their practical life.
 - The learning experiences should enable students to develop thinking skills and rational powers.
 - Learning experience should address the need and interest of the students.



Evaluating of Curriculum

- ❑ Purpose of evaluation of curriculum is to measure the extent up to which the objectives of the curriculum are achieved through implementation of curriculum.
- ❑ The extent to which the objectives are achieved can be assessed through appropriate evaluation procedures.
- ❑ Appropriate evaluation process should have following properties :
 - Consistency with the objectives of the curriculum
 - Comprehensiveness
 - Validity
 - Continuity

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- ❑ Student performance is a part of curriculum evaluation.
- ❑ Evaluation of Curriculum comprises assessment of different aspects of the curriculum as planned, developed and implemented.
- ❑ Curriculum evaluation refers to the evaluation of different components of curriculum:
 - Objectives
 - Content
 - Methods
 - Evaluation procedures
- ❑ The purpose of curriculum evaluation is to collect and use feedback for improving the curriculum.