



## **CURRICULUM DESIGN AND DEVELOPMENT FOR STUDENT CENTRIC LEARNING**

**Dr. C. Kannan**

Central University of Kerala, Kannur, Kerala

### **Abstract:**

*Education enables the individuals to enhance skills, efficiency and productivity in his/her profession. To attain the development goal of education, the education should be planned and implemented in tune with the desired objectives. Curriculum design acts as a means to achieve the goals of education. In the contemporary education constructive theories of education accommodate and assimilate the demands of the changing world.*

### **Introduction:**

Curriculum is a broad concept and it consists of the totality of experiences that the learners receive. The paradigm shift from the teacher autonomy towards the learner centeredness necessitates a student centric curriculum. This shift from the behaviouristic approach to constructivist mode lays emphasis on the experiences of the learner – how knowledge is individually and socially constructed by the learner through the interaction with the environment. Environment means, the various agencies like family, school, friends, society, the socio political and the cultural space with which the learner interacts. Since the paradigm shift, the role of the teacher as the disseminator of knowledge has shifted to that of a facilitator. Teacher plays the role of a cognitive guide providing opportunities for the learners to explore ideas for them self. This resulted in encouraging and accepting learner autonomy and initiative .Constructivism views learning as a process in which the learners construct meaning based on the prior experience and knowledge. Experience enables learners to build mental models or Schemas .This in turn provides meaning and organisation to subsequent experiences.

### **Curriculum Design and Development:**

In this context the curriculum designed with the idea of learner autonomy drastically deviates from the traditional. The curriculum designed for the development of learner centred learning should envisage the challenges and demands of the 21<sup>st</sup> century. Revamp the traditional mind set and realise that changes are needed to enhance the quality of learning process and learning input. Curriculum framing should not be an exercise in futility and it should observe the kaleidoscopic changes happening both at national and international levels.

Apart from fulfilling the theoretical postulations of curriculum construction there are some important factors to be observed. In the developmental process of education curriculum is the input that provides a direction to that process. As a plan for guiding the process of education it has certain components like objectives, content, strategies and evaluation. As such a curriculum construction has to ensure adequate infrastructural and instructional facilities both in quality and quantity.

Learner centred approach opens myriad avenues for learners to attain and create knowledge and information. This paper is an attempt to pronounce the various aspects, principles, norms and strategies of curriculum development for student centred learning. For strengthening the competency of the learner in the present global scenario, academicians insist Language across Curriculum and Critical Understating of ICT.

Based on epistemological and psychological principles the curriculum must be designed to correlate the academic classroom learning experiences with the changing world. It should have a macrocosmic dimension. Changing demands and challenges are

to be internalised in curriculum frame. Organisational effectiveness depends solely on well planned modules and strategies. Curriculum should endorse the concepts to encounter and tackle core issues and not the peripherals .Robert Sternberg of Tufts University recommends a curriculum especially for developing learner competency .He introduces the concept of ‘ the other 3R’s.’ –they represent Reasoning (Analytical, Critical thinking and Problem Solving) Resilience (includes life skills such as flexibility adaptability and self reliance) Responsibility (knowledge to be used for a common good Job should not be a jobbery).

There should be a change from information dissemination to the acquisition of concepts and principles promoting divergent thinking .Focus should be on Work Culture, intellectual development and professional competency that are related to the needs of the individual’s life and the work place. Curriculum framers have to consider the Initial and Terminal behaviour of the learners. Make sure that the learning process is a pleasant experience to the learner and an enjoyable challenge for the facilitator. Curriculum must be challenging. It should consider the psychological structure and educational experiences of the learners. Curriculum must be developed and analysed sequentially. Different schools of psychology and Philosophy have various considerations for curriculum development. The Gestalt School suggests that while planning curriculum a particular subject should not be treated as a mere collection of isolated facts. It should be integrated as a whole. Structural school of psychology advocates the function ability of the contents of the curriculum. They insists that only those things should be taught to the learners which they could apply in life. Behaviourist school contributed ideas and innovations like Programmed Learning, Individualised Self Instructional Programmes involving Teaching Machines and Computer Assisted Instructions. Naturalism argues that education should be suitable the age which is endorsed by almost all the educationists as a positive one. Idealism supports the curriculum of naturalism, especially the postulation that knowledge of natural environment is highly essential. But insists subjects like Art, Literature, Ethics, Philosophy, Religion and Music for developing spiritual development. Pragmatism emphasises the Utility and Need based curriculum. This school of philosophy insists to consider the experiences of the learners which are highly dynamic in nature.

A major ingredient in the curriculum should be Skill Development. Skill is the proficiency in the performance of a given task .It also implies the resourcefulness in handling situations of all nature. Skill consists of a harmonious synthesis of all the domains of learning (Cognitive, Psychomotor and Affective-Knowing, Doing and Feeling).Curriculum must define the mission and vision and should analyse the various possible approaches, methods and techniques to implement it .While making the final draft make sure that it satisfies both the low achievers and the highly resourceful aspirants .To improve the quality of human resource the National Policy on Skill Development has identified some major skills for the 21<sup>st</sup> century. Curriculum framers have to consider these observations as major points of reference. John Franklin Bobbit, an American specialist in Curriculum Construction insists on teaching subjects that correspond to social needs the skills to meet the individual needs and the needs of the changing new industrial cum technical society. The following are the major concepts and basic features to be discussed in detail in connection with learner centred curriculum.

- ✓ Skill development as a major component
- ✓ Harmonious synthesis of all the domains of learning

- ✓ Identification of the major skills needed for the 21<sup>st</sup> century. Critical understanding of ICT---It is an umbrella term that includes any communication device or application, encompassing radio, television, cellular phone, computer and network hardware and software, satellite systems and so on ,as well as the various services and applications associated with them, such as videoconferencing and distance learning. Other related items in ICT are 1. Digital Labor: work performed by Robotic Automation technology 2. Executive Leadership which involves IT service management, design, delivery, management and continuous improvement of IT services that meet business.
- ✓ CMI: Computer Managed Instruction-Designates a system which uses the computer to help the teacher administer and guide the instructional process .The major features of CMI are Diagnosis and Testing, Analysis, Record Keeping and Prescription.
- ✓ CAI: Computer Assisted Instruction .It is an interactive instructional technique where by a computer is used to present the instructional materials and monitor the learning that takesplace.CAI uses a combination of text, graphics, sound and video in enhancing the learning process.
- ✓ E-Learning: It was first called Internet Based Training, then Web Based Training. It is Electronic learning .Learning via electronic media, typically on the internet.
- ✓ Language skills, Skill for effective communication and presentation-both verbal and nonverbal, Problem solving, Creative thinking and innovation, Failure and Crisis management ,Leadership cum team management, Synthesising knowledge, People and Relationship management, Problem solving, User requirement consciousness, Analytical skill, Skill for acquiring knowledge and integrating from diverse disciplines, Skill for ambassadorial negotiations, Skill for processing information, Entrepreneurship , skill for handling conflicting demands etc.)
- ✓ Define vision and mission.
- ✓ Modern world as a technological wonder lab-How to Utilise CMI, CAI, E-Learning etc. to store and disseminate knowledge (World is becoming a technological wonder lab. A time may come when human existence will depend more on technology. Technology if properly used will help the learners to explore potential areas of knowledge .Living in an age of knowledge explosion ,we require a curriculum focussing in storing and disseminating knowledge .From the psychological point of view exposure and familiarising technology enables a multisensory experience. Ensure cardinal human values .Cultivation of social and moral values is another basic feature of curriculum. Creating environmental consciousness, providing awareness regarding human rights, and cultivation of an aesthetic sensibility must be given prior importance.
- ✓ The paradox of abundant theoreticians and minimal practitioners (We have abundant theoreticians but least bothered about practicing and implementation).

### **Conclusion:**

Curriculum must help the learners to become confident individuals, successful learners, responsible citizens, effective contributors to society and maximum operators of thinking skills. It must fulfil the role of an agent or means of empowerment to the learner. Importance to be given on the attainment of the personal goals of the learner as well as the social goals. Curriculum should not be a static one .It should be updated regularly to empower the learners to meet the ever increasing demands and challenges of the world.

**References:**

1. Bobbit, F. The Curriculum. Boston: Houghton Mifflin, 1918.
2. Blenkin, G.M.et al .Change and the Curriculum, London: Paul Chapman,1922.
3. Cornbleth,C. Curriculum in Context, Basingstoke: Falmer Press.
4. Erikson,H. Concept Based Curriculum and Instructions Teaching Beyond the Facts, California: Corwin Press, 2002.
5. Glattorn, A. Developing a Quality Curriculum, Alexandria, VA: Association for Supervision and Curriculum Development, 1994.
6. Marsh,C. Key Concepts for Understanding Curriculum, Oxon: Routledge, 2009.
7. Newman, E. & Ingram, the Youth Work Curriculum, London: Further Education Unit (FEU), 1989.
8. Print, M. Curriculum Development and Design, Sydney: Allen & Unwin, 1993.
9. Slatterly, P. Curriculum Development and the Postmodern Era, London: Routledge, 2006.
10. Sternhouse,L. An Introduction to Curriculum Research and Development, London: Heineman, 1975.
11. Taba, H. Curriculum Development: Theory and Practice, Newyork: Harcourt Brace and World, 1962.
12. Tylen, R.W. Basic Principles of Curriculum and Instruction, Chicago: University of Chicago Press, 1949.