Role of Curriculum Design and its Development

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Abstract - Curriculum Design knowingly integrate two areas curriculum design and Research. The aim of this work is to demonstrate the utility and forms of research design. It relates the pace involved in the process of curriculum design and provides freedom for usage. In a disciple based knowledge and skills are presented as its specific area in their own assimilation. Curriculum design surrounds numerous other factors that acquire for the occurrence of educational theory, raising a multidisciplinary research approach to explore the network as human performance problem based in today's specialized estate. Curriculum must be in a shape that can be communicated with the teaching institution. It's the outcome of human activities. The subsequent work is to evaluate implement and plan. A proper principle for a successful curriculum amalged with the attitudes of key goals. The value of great order thinking provides a medium for their assimilation into curriculum.

Keywords- Curriculum, Design Development, Teaching.

I. INTRODUCTION

Curriculum Design is the formation or management of the curriculum. The development introduce the planning, implementation and evaluation process. Curriculum design realtes how the factors have been organized in order to ease a learning.

The curriculum design operates in curriculum form that involves the following-

• Purpose of benefits.

• A set of rules controlling the use of the curriculum.

• An evaluation plan.

• An instructional model exhibit behavioural objectives.

II. LITERATURE REVIEW

Jan Parker(2017) argues for a "transformational curriculum" suggesting that the Barnett model be expanded and concentrate on the interaction of the three domains .parker says that students should design their own interacting aspects of knowledge ,action and self.

Barnett Parry (2016): purpose a model of curriculum that involves three domains :Knowledge is comprised of discipline-specific subject matter includes the necessary skills and self-component with the competencies of the discipline.

Wiggins : says their design is backward because it starts with the end. The stages in the backward design process are : identify desired results, Determine evidence and plan learning instruction.

III. CURRICULUM DESIGN

Curriculum is an essential area of the learning that makes a part of seculas education. It includes theories of active learning, student-centered learning, self-directed learning. It is an attribute-based programme which depends on the organization through which the curriculum is being designed. It is the path through which the position of curriculum is designed.

• Self-Development :

Self-Development means getting g ready and enhancing mind to bring about a positive change in your life. Each discrete has a well-designed person that can be developed and refined.

• Transmission:

It is all about speaking, listening and relational concepts related to the learning. It enhances, hinder and inhibit learning. It involves discussion of the prime lines of the research and findings.

• Surroundings:

It's a process that allows individual to examine environmental affairs. It also takes steps to enhance the environment. It helps to resolve an environmental challenge and lead participation to the resolution of environment.

• Curriculum Designing Projects :

It is the process of identification, time planning, scheduling, notification and monitoring. It also initiates towards advancement of skills in a professional level.

IV. CURRICULUM DEVELOPMENT

It is the process of elaborating the curriculum and designing the course of work which consist of analysis, design,

execution and evaluation. Curriculum development means a structure to make improvements to the course after evaluating performance and feedback.

Curriculum development connects the demand and needs of the culture, society and the expectation of the population. It considers the significance of teacher's involvement in the development of curriculum. In the development of curriculum the teacher has to consider an attempt to know and to recognize it. It requires many roles and responsibilities. The teacher needs to frame the curriculum and their duties to meet the students need. It is an important factor in the success of the curriculum development for the assessment and indication for the development of students needs in the classroom.

There are various forms of Developments in Curriculum design:

• **Subject-Centered Curriculum**- It aims to identify knowledge and skills with a subject area.

• **Problem-Centered Curriculum** -It aims to provide students how to review at a problem and formulate a solution. It motivates innovation, creativity in the classroom.

• **Learner-Centered Curriculum -** It aims to mobilize learner to shape their education**.**

V. CONCLUSION

Curriculum development is a composite process that needs commitment of the organization. It helps to construct: Identifying Resources, Collect materials, Develop plans, Methods and process. It is the inclusiveness of experiment that the child acquires through the multiple activities. The evaluation of the present curriculum reveals that it is subject oriented and experiment floats with the aims and objectives of the teaching. The present curriculum should be restructuring in the light of the theory. Hence the pre-requisite of the curriculum prepare great significance. Education is now getting globalised. The researcher would feel redirect of his humble attempt in this direction could stimulate more and more studies related to other features of curriculum designing so that they would appear quite dynamic to the present and future.

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