



Designing an effective and inclusive curriculum: scope, objectives and methodologies

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Abstract: *The field of education and curriculum has increasingly expanded outside of the classroom, into places like museums. The heart of education is the curriculum. This is a blueprint or plan for everything that will go place inside the school or university. The purpose of this study is to explain various aims and approaches that were considered throughout the construction of the curriculum framework. The factors that influence curriculum design are discussed in this article. The various objectives of curriculum design are proper use of time and energy, acquisition of knowledge, determining content structure, development of personality, preparation of text book, conducting examination, organizing teaching and learning situations, decision about instructional method, and development of personality in relation to these factors.*

Key Words: *Curriculum, designed, learning, planning, teaching.*

1. INTRODUCTION:

Curriculum is derived from the Latin term *curere*, which means "racing course" in English (Castle 2007). The definitions of curriculum have been divided into three categories: limited, intermediate, and broad definitions (Tamakloe, 1992). These definitions of curriculum in various categories are not part of the main goals of this article, but a cursory look at some of them would be worthwhile in terms of discussions on the purpose of education, the role of education, and the focus of the curriculum from the essentialist philosopher's perspective. Curriculum is the heart of the education. This is a plan or a blueprint of everything that is supposed to happen inside the school or university. Since that is a huge concept. This is a lot of different views about it which will be discussed. According to Barakett and Cleghorn (2000), curriculum is defined as the courses or subjects that are to be taught at each grade level, as well as the amount of time that is to be given to each, as stated by the Ministry of Education. McNeil (1985) defined the curriculum as a course of study to be given to students in an educational institution in a similar restrictive meaning and argue that the purpose, content, technique, organization, and evaluation of the curriculum must all be considered. Eisner (1994) defined curriculum as a set of events intended to have educational implications for one or more pupils in the middle of the definition. Kerr (1968) defined curriculum as all learning that is organized and led by the school, whether it is done in groups or individually inside and outside the school. Finally, Matthews (1989) defined curriculum as "what happens in schools and other training institutions." It is crucial to note that experts from diverse educational viewpoints have criticized the aforementioned definitions. On the basis of above arguments, it is safe to say that the term "curriculum" does not have a precise definition among educators. The purpose of this article is to explore how the essentialist philosopher views the goals of education and the role of education.

Curriculum, as an idea, has its roots in the Latin term meaning race-course, according to John Franklin Bobbitt(1918), who explained the curriculum as the course of acts and experiences through which students become the adults they need be to thrive later in life in his 1918 textbook. Furthermore, the curriculum incorporates the complete breadth of formative deeds and experiences that occur in and out of school, including unplanned and undirected experiences as well as experiences that are intentionally directed for the purposeful formation of adult members of society. The curriculum is a social engineering arena, according to Bobbitt. His curriculum formulation has been shaped by his cultural assumptions and social conceptions.

(i) Scientific experts are best qualified to and justified in designing curricula based on their expert knowledge of what qualities are desirable in adult members of society, and which experiences would generate said qualities; and (ii) curriculum defined as the deeds-experiences the student should have to become the adult he or she should become.



Contemporary curriculum approaches reject these aspects of Bobbitt's postulates, but keep curriculum as the series of experiences that shape people into people. Curricula for personal formation are researched at both the individual and group levels, i.e. cultures and societies (e.g. professional formation, academic discipline via historical experience). The formation of a group is mutually dependent on the formation of its individual members. Although it first appeared in Bobbitt's definition, John Dewey's work also includes curriculum as a series of formative experience (who disagreed with Bobbitt on important matters). Despite the fact that Bobbitt and Dewey's utopian understanding of "curriculum" differs from current, limited uses of the term, curricula authors and scholars often share it as a shared, substantive understanding of curriculum. Pinar (1995) and Elizabeth Vallance (2004) discussed that development does not imply simply removing something from one's memory. Dewey (1902) said that it is the progression of experience and into experience that is most desired. The standards of language, rhetoric, logic, and mathematics for basic education are emphasised in curriculum, according to Robert M. Hutchins, president of the University of Chicago. Essentialist Arthur Bestor, on the other hand, feels that the school's aim should be intellectual instruction. As a result, the essential intellectual disciplines of grammar, literature, and writing should be emphasised in the curriculum. Math, science, history, and a foreign language should all be included. Curricula can thus be considered a field of study. It is made up of its foundations (philosophical, historical, psychological, and social foundations), domains of knowledge, as well as its research theories and principles. As a field of study, curricula should be intellectual and theoretical. It is concerned with wide, historical, philosophical, and intellectual social issues. Under a starting definition offered by John Kerr and taken up by Vic Kelly in his standard work on the curriculum, it is "all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school." There are four ways of approaching curriculum theory and practice:

- Curriculum as a body of knowledge to be transmitted.
- Curriculum as an attempt to help students achieve a goal.
- Curriculum as a process.
- Curriculum as praxis.

The field of education and curriculum has recently moved outside the classroom and into other locations, such as museums. Curriculum is a much bigger topic in these situations, encompassing numerous teachers, inanimate items like audio tour equipment, and even the students themselves. Curriculum in a free choice learning environment can include both explicit stated and hidden curriculum, both of which contribute to the learner's experience and lessons from the experience, just as it does in a traditional learning environment. The learner's state of mind, as well as the location and cultural influences, compound these factors (Falk, 2000). The term curriculum has been used for perhaps less than one hundred years. Every generation has been faced with problems of curriculum: (1) What content shall be included? (2) What will be envisioned as the function of the curriculum? (3) How will it be organized? (4) Where or when will it be introduced or stressed? (5) By what means will it be implemented? (6) What materials, sources of materials, and experiences will be acceptable? (7) What forces will be allowed to dominate? (Cook & Doll 1973) Curriculum is also affected by historical precedents, which are more influential in some communities than others; by prevailing philosophical beliefs, the nature of the greatly expanding disciplines, the impact of social, political, and economic influences; by research in human growth and learning; and by the individual learner himself (Cook & Doll 1973). It is also affected by catastrophic events like COVID-19, that circumstances need the re-designing of curriculum (Poonam Batra 2021).

1.1. OBJECTIVES AND SCOPE OF THE PRESENT STUDY:

The purpose of this study is to explain various aims and approaches that were considered throughout the construction of the curriculum framework. The factors that influence curriculum design are discussed in this article. We believe that a competent teacher should have a well-designed curriculum, maintain an open mind, fulfill the requirements of each kid, and recognize that all pupils are different and hence learn in different ways. As a result, teachers' contributions in curriculum creation are critical (Kate & Jennifer, 2018). Not only does the teacher engage in the development of new teaching-learning procedures, but he or she is also the primary consumer of educational innovations. Technology use, students' cultural backgrounds and socioeconomic level, social influences, classroom management and student teacher interaction are all elements that influence curriculum design (Demski 2021).

1.2. OBJECTIVES OF THE CURRICULUM:

The fundamental determinants/objectives of curriculum are basic needs social aspects, cultural factors, individual talents, ideals (intellectual, moral, aesthetic, religious) and traditional. At the institutional level the objectives are discussed as follow:



- i) **Proper use of Time and Energy:** The curriculum should be designed to be both time and energy efficient. It outlines what a teacher must teach and what students must learn for both teachers and students.
- ii) **Acquisition of Knowledge:** The curriculum is the vehicle through which knowledge is acquired. Human knowledge is actually one, although it is split into subjects for the sake of order and convenience. As a result, the curriculum is tailored to the various courses.
- iii) **Determining Structure of Content:** Every subject's material has a broad structure that is taught from the beginning to the end. As a result, the primary goal of curriculum development is to determine the content structure for a certain stage of instruction. As a result, curriculum for various courses is established at all levels, from elementary to university.
- iv) **Development of Personality:** The curriculum is also vital in the development of the student's personality. The curriculum is created to aid in the development of positive attributes in kids. It aids in the development of students' physical, social, and moral traits.
- v) **Preparation of Text Book:** The curriculum serves as a guideline and foundation for creating a text book for students and subject teachers to use. The exam books are updated when the curriculum is altered or codified. A good work covers a wide range of subject curriculum content.
- vi) **Conducting Examination:** Because our educational system is examination-based, pupils are pressured to get high exam scores. As a result, examination papers are developed according to the subject's curriculum, and students prepare content for the examination as well. As a result, curriculum is the foundation for teaching, learning, and testing. Curriculum development should prioritize learning over examinations.
- vii) **Organizing Teaching and Learning Situation:** The teaching and learning environment is organized around the curriculum, and teaching work is assigned using the curriculum.
- viii) **Decision about Instructional Method:** The educational approach is chosen and implemented in accordance with the curriculum. From memory to reflective level, the same topic is taught. It could be learner-centered or teacher-centered.
- ix) **Development of Knowledge, Skill and Attitude:** Curriculum establishes the foundation for the development of knowledge, skills, attitudes, and creative ability. It also aids in the development of leadership skills.

2. METHODOLOGY OF CURRICULUM DEVELOPMENT:

The various methodologies in the curriculum development process are planning, designing, implementing, evaluating, revising and improving.

- i) **Curriculum planning:** Curriculum planning entails determining the need and goals, as well as identifying and analyzing the current condition. The four C's of curriculum development are crucial. These are: Cooperative: A programme created by a group of people is less likely to have errors than one created by a single person. Continuous: Because the creation of a programme is not a one-time event, provisions should be established for ongoing revision. Comprehensive: All programme elements must be defined with the utmost clarity. Concrete: General and abstract considerations are insufficient as a foundation for developing the core structure of a meaningful programme.
- ii) **Curriculum Design:** Each curriculum is created by teachers with a specific educational goal in mind. The main purpose of curriculum design is to promote student learning, although there are other reasons to use it. Designing a middle school curriculum with both elementary and high school curricula in mind, for example, ensures that learning goals are aligned and complement one another from one stage to the next. If a middle school curriculum is created without taking into account existing knowledge from elementary school or future study in high school, pupils may face serious difficulties. There are three basic types of curriculum design: Subject-centered design, Learner-centered design, Problem-centered design. Subject-centered curriculum design revolves around a particular subject matter or discipline. For example, a subject-centered curriculum may focus on math or biology. This type of curriculum design tends to focus on the subject rather than the individual. The subject-centered curriculum design describes what needs to be studied and how it should be studied. Core curriculum is an example of a subject-centered design that can be standardized across schools, states, and the country as a whole. The main disadvantage of subject-centered curriculum design is that it does not prioritise students. This type of curriculum design, in particular, is created without taking into account the students' individual learning styles. This can lead to issues with student motivation and engagement, as well as pupils falling behind in class. Learner-centered curriculum design, on the other hand, considers each individual's needs, interests, and aspirations. In other words, it recognizes that pupils are not all alike and adjusts to their requirements. The goal of learner-centered curriculum design is to give students influence over their education. A learner-centered curriculum differentiates instruction by allowing students to choose their own assignments, learning experiences, and activities. This can assist pupils stay motivated and interested in the topic they're learning. The disadvantage of this method of curriculum creation is that it is time-consuming. The burden on the instructor to



develop differentiated teaching and/or discover materials that are appropriate for each student's learning requirements is increased when differentiated instruction is implemented. Teachers may be unable to design such a plan due to a lack of time, expertise, or abilities. Learner-centered curriculum design also necessitates that teachers strike a difficult balance between students' wants and interests and their needs and expected outcomes. Students are taught how to look at an issue and come up with a solution in a problem-centered curriculum. As a result, students are exposed to real-world challenges, which aids in the development of transferable skills. Problem-centered curriculum design makes the subject more relevant to students and allows them to be creative and innovative while learning. The disadvantage of this type of curriculum design is that it does not always consider learning styles.

iii) Curriculum Implementation: Curriculum implementation is crucial and represents a critical step in the life cycle. The application of the curriculum is crucial. Institutions serve as excellent test beds for developing, implementing, and evaluating competency-based curriculum changes. They can make a significant contribution to curriculum creation and the Learning Resources Development Center. In a classroom or school context, this word refers to the act of carrying out the ideas and proposals given by curriculum specialists and topic experts. Teachers are the primary curriculum implementers, although students, parents, and school officials can all have a role in the process, either directly or indirectly. Simply put, implementation should result in the expected changes and improvements. The key advantages of implementation include teacher competency development, a foundation for developing learning materials, physical resources, communication, academic decision-making, learning integration, progress monitoring, and formative assessment.

iv) Curriculum Evaluation: The purpose of evaluation is to determine the extent to which the curriculum's objectives are met through implementation. The relationship between objectives and evaluation recommends that as soon as a curriculum's objectives are specified, the methods for evaluating their achievement should be decided. The information and learning experiences are intended to help you attain your goals, as well as to help you evaluate your progress. Any educational program's efficacy is determined by its ability to achieve its goals and objectives. Appropriate evaluation processes can reveal the extent to which the objectives have been met. Any meaningful activity's evaluation should have certain qualities. Consistency with the curriculum's objectives, sufficient diagnostic value, comprehensiveness, validity, and continuity are all crucial characteristics. The goal of evaluation is to gather empirical information concerning the nature, direction, and magnitude of behavioural changes that result from educational efforts. This evidence can then be utilized to make changes to any part of the curriculum. There are two types of evaluation: qualitative and quantitative. It can be both formative and summative (with the goal of enhancing the growth process) (at the end of the total programme or each phase thereof to judge the effectiveness of the instructional design). Educational evaluation functions as both a guide and an assessment tool. It must use a variety of strategies and tools to gather all types of evidence needed at various phases of curriculum development and implementation. The approaches and tools to be utilized should be chosen based on the nature of the objectives or learning outcomes, as well as the types of performance to be evaluated or evidence to be gathered. Evidence for determining the success or failure of an educational programme can be gathered by systematic feedback from curriculum creators and users. There are two forms of evaluation: I student evaluation, which is used to assess changes in a student's behaviour. Oral, written, or practical tests can be used to track these changes in behaviour. Student evaluation necessitates significant experience. Observation schedules are established in this evaluation approach to validate student performance. These can be used for a variety of similar jobs or in the same region. To make judgments in the form of rating points 5,4,3,2,1 or similar A,B,C,D,E, qualitative criteria can be provided. A brief descriptive statement might explain the marks or grades granted for overall performance. ii) Curriculum evaluation: A component of curriculum evaluation is student performance. This does not imply, however, that educational evaluation should be limited to student learning, development, or achievement. In reality, evaluation entails assessing several components of the curriculum as it is created, developed, and implemented.

v) Curriculum revision: Curriculum reform and review aims to improve student learning, engagement, experience, and outcomes. Curriculum review and enhancement can be a beneficial developmental process for individuals as well as programme teams. If properly planned and performed, it has the ability to improve staff communication and collaboration, resulting in a stronger programme team spirit and identity. Curriculum revision is ingrained in the ethos of many schools and departments. The scope of the curriculum framework review may be limited, focusing on more explicit integration through constructive alignment. Other programs may take advantage of this chance to start on a more comprehensive curriculum modification initiative. Many benefits of curriculum revision include articulating a program's strengths, identifying specific actions to address gaps within an academic programme, increasing discussion between instructors and others involved in the programme, improving teaching and learning practices, providing an opportunity for critical reflection on the program's curriculum, providing evidence to guide decision-making within the programme, and understanding the relationship between courses within a programme.



Teachers and institutions both benefit from curriculum modification. For improved application of new curriculum into practice, a good grasp of revision and a clear notion of curriculum are required.

3. CONCLUSION:

We conclude that curriculum is created by taking into account a variety of criteria such as social features, cultural differences, individual skills, ideals (intellectual, moral, artistic, religious), and tradition. The various objectives of curriculum design are proper use of time and energy, acquisition of knowledge, determining content structure, development of personality, preparation of text books, conducting examinations, organizing teaching and learning situations, decision about instructional method, and development of knowledge, skill, and attitude in relation to these factors. Aside from the many curriculum design objectives, the approaches considered for its development are also quite essential. Planning, developing, implementing, reviewing, amending, and enhancing are some of the approaches utilized in the curriculum development process.

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