



Curriculum Design and Development

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Abstract

A curriculum development team is recommended in order to bring both subject matter and educational methods expertise to the project. Revisions and rewrites, based on feedback from these groups, must be completed before editing begins. Professional editing will assure proper language usage, readability, appropriate flow, and consistency. Professional design and layout of the curriculum, often with the editor and designer working together will assure both accuracy and a professional look. Once designed, the product is printed and/or posted online. When posting online, it is important to include accessibility features during the design phase. Once the curriculum is made generally available it should be evaluated from time to time to assure that it is of value to the users and remains current.

Keywords: Communication, learning to learn, flexibility and adaptability

Introduction

Curriculum design refers to the ways in which we position the curriculum components. Regardless of the supporting curriculum model, all curriculum designs endeavour to address four curriculum components why do we initiate instruction or aims What should we teach to realize our set aims and objectives How can we interconnect target learning experiences What have we realized and what actions should we take accordingly in relation to the instructional program, learners, and teachers Although most, if not all, curriculum designs include these four components, they significantly differ in how they address these elements, because of the curriculum philosophy and model on which a design is based. For example, subject-matter-based designs, which overplaying the logical organization of content, and the learner-centered ones, which focus on the learners and their needs, entail different treatments of the four curriculum components. The following sections very briefly highlight the process of curriculum design. This will involve general overviews of major related sources, curriculum conceptualization and curriculum design stages, in addition to modern issues of classroom-level teacher curriculum design and class/room-level teacher professional development. Curriculum development is as planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricula are affected. There is a need to update them to address the society's needs.

1. Communication

Educational communication is an umbrella term that encompasses all speaking, listening, and relational constructs and concepts that relate to learning. In the past, researchers have been interested in characteristics of teachers that enhance or hinder learning; student characteristics that increase or inhibit learning; teaching strategies that augment learning; how best to give criticism

of student writing and speeches; how best to evaluate student work; how public speaking is best taught; and what should be taught in speech communication and media curricula More recent work has expanded to the effects of media on children, child development processes, and the use of pedagogical methods and newer technologies to facilitate classroom or distance education. This essay includes discussion of some of the major and fairly consistent lines of research and findings that have emerged over the years. The speech communication discipline began as a group of teachers interested in how best to instruct students in the basics of public speaking. Interest in how to teach new and different facets of the field emerged on a regular basis in the academic journals as interest grew in public speaking, rhetoric, persuasion, and debate, and later in the group, interpersonal, nonverbal, intercultural.

2. Personality Development

Personality Development quintessentially means enhancing and grooming one's outer and inner self to bring about a positive change in your life. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking abilities, widening one's scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace.

- Read a few articles in the newspaper loudly. This will help in communicating fluently.
- Smile. And smile some more. It adds to your face value and to your personality as well.
- You may have heard this a million times "Think Positive". It works.
- Follow table manners and dining etiquettes.
- Take good care of your health, dress well, be neat and organized
- Do not live a monotonous life. Be creative and do

something new all the time.

- Spend some time alone concentrating on you and yourself alone.
- Practice meditation and yoga. It will help you develop inner peace and harmony that will reflect outside.
- Prepare a chart that mentions your strengths and weaknesses. Now concentrate on the latter and find ways to improve upon the same.

3. Environment

Environmental education is a process that allows individuals to explore environmental issues, engage in problem-solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

- Attitudes of concern for the environment and motivation to improve or maintain environmental quality
- Awareness and sensitivity to the environment and environmental challenges
- Skills to identify and help resolve environmental challenges
- Knowledge and understanding of the environment and environmental challenges
- Participation in activities that lead to the resolution of environmental challenges.

4. Preparation for the world of work

Two paradigm shifts affecting institutions of higher learning are taking place. One involves the world of work, the other the world of learning. Employers these days prefer to hire graduates who have the skills to excel in the 21st century. Professional knowledge and competence alone are not enough. There is also a demand for soft skills such as the ability to communicate effectively and work seamlessly across global, multicultural teams. The ability to keep on learning is also highly prized.

5. Religion & Ethics

Religions are shared collections of transcendental beliefs that have been passed on from believers to converts, that are held by adherents to be actively meaningful and serious and either based on formally documented doctrine or established cultural practices. In both forms, there are religious professionals who embody formal aspects of the religion and who act in positions of leadership and governance, and there are certain rituals reserved for them to carry out. The beliefs generate practical implications for how life should be lived. Religions often include: spiritual explanations of our place in the world in an attempt to answer questions about "why we are here"; worship of deities and/or supernatural entities conceptions of "holy" and "sacred" activities ideas and objects; set rituals, calendar events based on the changing seasons, distinctive dress codes, codes of morality and action that are given a mandate from a supernaturally great being, from a supernatural force or from the will of the Universe itself; and, a caste of privileged and exalted professionals who have particular claims to be in touch with transcendental forces.

6. Play & Use of Leisure

Unlike leisure, the play has a more singular definition.

The play is imaginative, intrinsically motivated, non serious, freely chosen, and actively engaging. While most people see play as the domain of children, adults also play, although often their play is more entwined with rules and regulations, which calls into question how playful their play really is. On the other hand, children's play is typified by spontaneity, joyfulness, and inhibition and is done not as a means to an end but for its inherent pleasure.

By this definition leisure is time free from obligations, work paid and unpaid, and tasks required for existing eating sleeping, Leisure time is residual time. Some people argue it is the constructive use of free time. While many may view free time as all nonworking hours, only a small amount of time spent away from work is actually free from other obligations that are necessary for existence, such as sleeping and eating.

7. Learning to learn

'Learning to learn' is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This competency includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new awareness and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

8. Curriculum Planning Activities

Identification of activities Time planning Budgeting Identification of resource persons Formalities Permissions, Approvals, Appointments, Notifications Scheduling Monitoring Strategies Process evaluation tools, NIE level curriculum meetings, Faulty level curriculum meetings.

9. Initiative and Self-Direction

Opportunities should be there to manage goals and time-set goals with tangible and intangible success criteria. Time management, manage workload efficiently Work independently. Basic mastery of skills to explore and expand one's own learning and opportunities to gain expertise, Demonstrate initiative to advance skill levels toward a professional level.

10. Flexibility and Adaptability

Enough flexibility in the curriculum to allow for individual differences and adaptation to individual needs and interests. Adjusting and adapting strategies to accommodate new circumstances. The ability to adopt—such as shifting to a whole new way of looking at the problem at hand to find out creative solutions and true innovations

11. Social and Cross-Cultural Interaction

Diversity is the one thing we all have in common, situations for the opportunities where Students should be able to: Interact effectively with others; know when it's appropriate to listen and when to speak ,Work effectively in diverse teams to respect cultural differences and work

effectively with people from a range of social and cultural

backgrounds, Respond open-mindedly to different ideas and values, Leverage social and cultural differences to create new ideas and increase innovation and quality of work.

12. The Principle of Technological Skill

The integration of technology throughout the curriculum is important to meet the needs of all learners of the 21st century. Traditional lessons can be enhanced with technology. Development of technological skills that focus on visualization and realization of ideas and information, with a focus on drawing, digital design. The evaluation system should have a variety of assessment strategies by the application of technology.

13. Principle of Constructivism

Learning resources must take into account multiple areas of knowledge. Execution of constructivist approaches by reflecting that students have to think metacognitively.

14. Leadership and Responsibility

Opportunities to take responsibility and exercise leadership— skills leadership programs should focus on developing these skills, from local, national, and international perspectives.

Conclusion

The twentieth-century Secondary School Curricular developments in India seemed merely a mechanical and static function for they neglected the knowledge bases of our glorious past, rich cultural heritage, basic value systems, the social concerns of the present and the future needs of the society. It was alienated from the important philosophical ideals that were to form the base of curriculum development, setting the goals and objectives and determining the instructional strategies. Despite the recommendations of the various education commissions and committees and the suggestions stressed by the educational policy statements from time to time, we could make little progress in designing

an effective curriculum for the secondary schools of India. Hence, the necessity of a competent curriculum assumes great significance for schools of India, especially in the context of its entering the twenty first century of challenges and competitions. Further, education is now getting globalized Further, the researcher would feel amply rewarded if his humble attempt in this direction could stimulate more and more studies related to other aspects of curriculum designing so that there would emerge a curriculum quite dynamic and suited to the present and the future.

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