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## A STUDY ON RELATIONSHIP BETWEEN CURRICULUM, TEACHING AND LEARNING

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### ABSTRACT

Curriculum, teaching, and learning are all inextricably linked. Understanding each of these ideas and their interrelationships has emerged as an increasing necessity in today's educational system for the achievement of educational objectives. Understanding these linkages will clearly assist stakeholders understand their roles and responsibilities, as well as the need of working together to address the educational requirements of future generations. Curriculum is a guide for the process of teaching and learning that answers problems such as what to teach, when to teach, who to educate, how to teach, and why to teach. These responses are eventually implemented/practiced throughout the teaching process, and as a consequence, learning occurs. Learning is assessed in accordance with the purposes and objectives (Why to teach) that are established when developing the curriculum. If these goals are not accomplished, the curriculum, as well as the teaching and learning process, are re-examined, reviewed, and adjusted as needed. As a result, we can see that there is a cyclical link between these notions or processes. Curriculum may be thought of as a blueprint that we develop for fulfilment.

### Keywords:

Curriculum, Teaching, Learning, Stakeholders, Cyclical, Objectives, Blueprint.

### INTRODUCTION

We genuinely have different experiences in this world depending on our perspectives. Education has also been seen differently by many individuals with various points of view. Some people prefer to see it as a weapon to combat financial crises, while others may see it as a way of life or even the very essence of existence. The same situation applies to the ideas of curriculum, teaching, and learning. When considered in a broader context, curriculum encompasses all of the experiences we have, both within and outside of educational

institutions. This is far more than what is taught in educational settings. Teaching as a concept with narrower perspective is understood to be the knowledge passed on to less knowledgeable others by more knowledgeable others for their educational achievement. In broader sense, it is a life lesson taught to us not just by more knowledgeable others but by every little experiences that we have in life. Similarly, learning is taken as how correctly the provided instructions by more knowledgeable others are poured out during assessment period by less knowledgeable others, which is evaluated in the form of scores and grades whereas it is actually change in one's behavior as a result of one's experiences in broader way. All this narrower understanding of these concepts is purely because of the narrower understanding of the very important or root terminology called "Education". So it is very important to understand the broader concept of education followed by other related concepts.

The relationship between the terms Curriculum, Teaching, and Learning has been discussed in the given study, which primarily focuses on the broader concept of these terms and assumes that they are so closely related or interdependent that even the slightest flaw in one of them will affect the other two in some way. However, understanding its bigger principles is very critically important before we can discuss the link between these key concepts.

**CURRICULUM:** When we say curriculum, in narrower sense, it is understood to be somewhat like syllabus or exactly syllabus. In actual, curriculum is a much broader term and does not only include syllabus but every activity that one gets involved in or every experience one have within or outside educational institution that brings positive change in humans. Syllabus is just a part of curriculum and for sure contributes in realizing educational goals. In educational institutions we do not only get exposed to syllabus but many activities and experiences which are sometimes planned and sometimes unplanned that shapes our personality. We learn lot from the gestures, body language and discipline of our elders, teachers. We even learn out of various tasks and responsibilities given to us which are mostly not framed in syllabus. All these aspects are included in this broad concept of curriculum.

**TEACHING:** Even teaching in narrower sense is understood to be the information or knowledge being given by teachers or more knowledgeable others to students or less knowledgeable others in the form of lecture, suggestion, activities etc. If we carefully examine the broader concept of teaching it is lot more than information or knowledge been given to less knowledgeable others by more knowledgeable others. It is not only that teacher can only impart us knowledge or provide us information. Information and knowledge can be acquired from various sources and mediums especially in this generation of scientific and technological advancement. Teaching is a process which involves various individuals we come across may be as teachers, parents, elders and many others who help us in acquiring necessary knowledge, information and values that shapes our personality as a whole. On the other hand, the most important aspect that teaches us in life is our experiences which shapes us physically, mentally, socially, aesthetically and morally leading to what we are today and what we will be tomorrow.

**LEARNING:** Learning is so far in a narrower sense understood to be pouring out what we have learnt through the process of teaching. It can either simply be writing down what has been taught during the exams or scoring good marks or answering what is been questioned by others. In real sense learning is a broad concept and involves change in behavior as a soul outcome. The change in behavior is expected to be positive leading to positively influential personality which can be the result of broader concept of curriculum and teaching.

## **RELATIONSHIP BETWEEN CURRICULUM TEACHING AND LEARNING**

- 1. Curriculum is the central guide for teaching and learning-** Curriculum is like a blueprint which guides engineer to build what they intend to build. Without blueprint it will not be possible for them to get satisfactory result or outcome. In a similar fashion, curriculum is like a blue print in the hands of educational stakeholders which guides in fulfilling the aims and objectives of education. It is like a cooked meal prepared by cooks/chefs considering taste, health and nutrition of target group which ultimately leads to complete satisfaction and complete realization of aims and objectives. The cooked meal in this regard is our curriculum, cooks/ chefs are our curriculum framers who prepare curriculum considering the need and demands of learners and society. Now the question is what do they consider while preparing the curriculum? Do they only consider the needs and the demands of the society and learners? The answer to this question involves various aspects like utility, child centeredness, flexibility and variety, correlation and integration are considered while constructing the curriculum. Along with this aspects, facts like development of values, feeling of community service and total development of learners are also kept into consideration while framing the curriculum.
- 2. Curriculum is what is to be taught, teaching is the medium to deliver curriculum and learning is what knowledge and skill has been acquired resulting in change in behavior.** It means curriculum possess various aspects to be fed or taught, which through the process of teaching is delivered following various methods, techniques and strategies and as a result the changes that we get to see and feel in learners' behavior is said to be learning. So curriculum, teaching and learning are very closely related.
- 3. Curriculum is the planned instruction and exposures to be given to learners which aims to provide knowledge, skills and bring mostly positive change in behavior of the learners.** Now plan is not enough, it needs to be executed for which teaching is important. So teaching is the process of execution of the plans made during curriculum framing. In this process what has been planned is delivered following various methods and techniques, and as a result learning takes place in the form of change in behavior of the learners. So curriculum is a plan, teaching is the execution of plan and learning is the outcome of plan and its execution which collaboratively fulfills the aim of education as a whole.

4. Curriculum provide opportunities for learners to realize their potential and when correct platform, exposure and guidance is provided through the process of teaching, learning take place resulting in the enhancement of learner knowledge, ability and personality.
5. Learning is the product of curriculum and teaching process.
6. Defect in one automatically influence the other two. E.g. If the curriculum is non effective in term of developing psychomotor domain, the process of teaching also lacks behind in delivering required knowledge, skill and exposure to advance the same. As a result, it lacks in developing the psychomotor domain of the learners which hinders in fulfilling the overall aim of education of which psychomotor development one among its important aim.
7. If curriculum is well framed but there is defect or efficiency in the process of teaching or providing exposure to the learners as planned, then also learning get affected.
8. Failure in achieving/ developing desired behavior in learners will lead to modification/ revision of curriculum and teaching process. So, learning provides feedback for further improvisation of curriculum and teaching process and thus help in realizing educational aim and objective in better way.
9. When curriculum is developed, not just content material and learning experiences to be provided to the learner are discussed and kept into consideration, but how to provide such experiences, knowledge and skill through the process of teaching is also discussed along with what learning outcomes to expect and evaluate for the attainment of desired educational goal. It is because of this reason curriculum is said to be the guide to the process of teaching and learning.
10. Curriculum is also developed not just focusing on the need of individual but also on the needs and demands of the society. As these needs change, content, methods and techniques in the process of teaching also changes which result in desired learning thus, catering to the changing needs and demands of individual and society.

## CONCLUSION

Realising the real and comprehensive meaning of curriculum, teaching, and learning, as well as the larger notion of education, which goes well beyond our conventional conceptions of the same categories, is imperative for all educational stakeholders. Learning, teaching, and the curriculum are all interconnected. If curriculum is thought of as an educational plan, then teaching is how that plan is carried out, and learning is what comes of that plan. Successful curriculum may result in successful teaching methods and student learning. Additionally, throughout the teaching and learning process, curricular deficiencies are identified and feedback is provided for their improvement in order to more effectively and completely realize the purpose of education.

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