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Role Of Teacher As Curriculum Development

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Abstract

In this article presents role of teacher as Curriculum Development. The most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom.

Key Words: Curriculum, Curriculum Development, Process of Curriculum Development the

Introduction

The term curriculum derives from the Latin word 'Currere' which means a kind of route which the learner travels. All the activities going on the School or outside of the school is called curriculum. It is basic to the intellectual, physical, moral and emotional development of the child. According to the Cunningham Curriculum is a tool in the hands of the Artist (Teacher), to mould his/her materials (Students) according to his/her ideals (Objectives) in his /her studio (College/School). Carl (1995:40) defines curriculum development as "... an umbrella and continuous process in which structure and systematic planning methods figure strongly from design to evaluation. "For the purposes of this study, this definition is accepted as it includes all aspects from design, dissemination, and implementation to evaluation.

According to Taylor (1966) curriculum means all the learning which is planned or guided by the school, whether it is carried in groups or individually, inside or outside the school. The term 'Curriculum Development' was used first by Sayl and Alexander in their work 'planning curriculum for schools (1973). According to them curriculum development refers to the creation of relevant experiences and materials to be used by teachers to bring about desired behavioural changes in students; They are the Product of Curriculum development. It involves the techniques and methods for developing, designing, implementing, evaluating and improving the curriculum. Briefly stated curriculum development involves curriculum construction and updating it periodically. The Teacher have to play many roles in Curriculum Development They are: Teacher should assess the needs of the learner and Society, Teachers should have clarity about the goals and aims of the Curriculum, Teachers Should be aware of the quality and Practicality of the learning materials being used. Teachers should have modify the curriculum suited to local conditions, the School climate and learner characteristics.

The Importance of Teachers Involvement in Curriculum Development

Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. If another party has already developed the curriculum, the teachers have to make an effort to know and understand it. So, teachers should be involved in curriculum development. For example, teacher's opinions and ideas should be incorporated into the curriculum for development. On the other hand, the curriculum development team has to consider the teacher as part of the environment that affects curriculum (Carl, 2009). Hence, teacher involvement is important for successful and meaningful curriculum development. Teachers being the implementers are part of the last stage of the curriculum development process.

Principles of Curriculum Development

Teacher should have considered following principles in Curriculum Development they are

1.Principles of Child-Centeredness

Curriculum is mainly for the students, So the age, interest, capability, aspiration, need and psychology of the learner should be taken in to an account.

2.Principle of Community-Centeredness

The social needs and the local needs of the learner should be taken in to account while we construct the Curriculum. It should be reflect the values of democracy, ethics and main concerns of the Country.

3.Principles of Balance/Integration(Child Community)

It is also called principle of Integration. The curriculum should integrate:

- 1.Cognitive, affective and psychomotor objectives and abilities.
- 2.Knowledge and Experience
- 3.Objective and Content
- 4.Child's activity and needs with the society needs and activity

It should be related to the social environment of the students Here the equal/balance importance should be given to the need of the child and need of the Community.

3.Principle of Need

Curriculum helps in Fulfilling the various need of the learner. Each learner has his need which are generally related to physical, emotional and social development. A well planned curriculum provides all such opportunities through many fold activities which satisfies the need of the learner. It should not be merely the academic but it should include all other equally important activities too.

4.Principle of Utility

One of the purposes of education is to prepare the child for living and learning. This is the most important consideration, so that the child can live a fruitful and self-fulfilling life. Curriculum should provide rich experiences, both academic and social to the Students. The content, activities and experience of the curriculum at a particular stage/grade are useful to the learner for the further/higher studies.

5.Principle of Creativity

It should place the pupil in the place of the discoverer and provision should be made the creative type of activities.

6.Principle of Preservation/Conservation

It should help in the preservation/conservation and transmitting the knowledge, traditions, standards of conduct on which the culture and civilization depend.

7.Principle of Variety

In a classroom there are different types of the students on the basis of intelligence, ability, aptitude and attitude.

8.principle of Elasticity/Flexibility

Flexibility is an important part in curriculum development. It should given enough time and sufficient chance to the students to search their own examples and experience from the surroundings.

9.Principle of Contemporary Knowledge

Curriculum should give the modern or current knowledge and theories to the students. That will give the knowledge of utilization of local resources to the students.

11Principle of activity based: The curriculum should be in terms of activities and experiences.

12.Principle of Individual Differences: Curriculum should be adopted to the individual differences. It should not be rigid.

Process of Curriculum Development

Curriculum development is the process of creating planned syllabus, teaching, training, and exhibition modes. It is a term used to refer to the process of instituting and putting in place precise guidelines of instruction for the curriculum. It describes ways in which teaching and different training organizations plan and guide learning which can be in groups or as an individual. Curriculum development is a local, regional, or state/ provincial level process that student teachers often have difficulty comprehending (Hansen, Fliesser, Froelich, & McClain, 1992). In their eyes, it is something undertaken by authorities (e.g., regional advisory committee members) with years of experience in the teacher education system. The expectation of the teacher candidates, often enough, is that they will learn how to teach and thereby become effective at transmitting the knowledge, skills, and attitudes associated with a particular subject or program.

Education practitioners with years in the profession know differently. Successful practice in the classroom is inextricably linked to curriculum development-the everyday decisions about both what to teach and how to teach.

Curriculum development is dynamic process it changes according to the need of the society and the stakeholders of the education system. The curriculum development process includes several stages such as planning, preparing, designing, developing, implementing, evaluating, revising, and improving.

Traditionally curriculum development has been seen as planning for a sustained process of teaching and learning in a formal institutional setting. Curriculum development is systematic and dynamic process sensitive to time and place in which preparation, development, implementation and evaluation steps are involved.

Characteristics of curriculum Development

Effective curriculum development includes the principle of co-operation, collaboration and shared responsibility. The teacher should be Following are the five major characteristics of the process of Curriculum development they are

(i) **Interpersonal co-operation**

A single person or an institution alone is not involved in curriculum Construction. On the other hand it involves the co-operation of all sections of the society like teachers,students,parents,employers,experts.Schools and institutions of higher learning.

(ii) **Essentially a Social Process**

The society is ever-changing and the functions of the school in the society also change with time. As the society changes due to Scientific growth and technological advancement,the school curriculum is also to be changed so as to respond to the demands of the society.

(iii) **Collaborative in Character**

Consultation and Co-operation of the experts are essential in the process of curriculum development apart from the involvement of teachers,school and other agencies.

(iv) **Curriculum planning is not a one time affair; however best the curriculum may be it cannot serve for all the time to come. According to the demands of the society, the needs of which goes on changing due to scientific and technological changes, curriculum should be also be periodically modified to respond to such changes. That is to say Curriculum development is a dynamic and continuous process. The **Challenges Teachers Face in the Curriculum Development****

The teachers' involvement in the curriculum development process is essential in meeting the needs of society. The process of curriculum development requires teachers to act and reflect on society's needs in each stage of the development process. Nevertheless, sometimes this process which teachers are requested to follow is unclearProfessional development of teachers is as an

important factor contributing to the success of curriculum development and implementation (Handler 2010),

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