



# Curriculum planning and Implementation

**K.K. Chauhan**

(Assistant Professor)

Department of Education,

C.S.J.M. University, Kanpur

Email: [aprof.kkc@gmail.com](mailto:aprof.kkc@gmail.com)



## **Self-Declaration**


The material provided by me is my original work and/or obtained from online, open access sources, and if any content is copied, appropriate acknowledgment has been made. The content is exclusively meant for academic purposes and for enhancing teaching and learning. The information provided in this e-content is authentic and best as per knowledge.

**K.K Chauhan**



## CURRICULUM PLANNING: A DEFINITION


- Curriculum planning is the process of designing and developing a structured set of learning experiences, activities, and resources that are aligned with specific educational goals and objectives.
- It involves determining what knowledge, skills, and attitudes students should acquire, and how to organize and deliver these learning experiences to achieve the desired outcomes.
- Curriculum planning is an essential component of any educational program, as it helps to ensure that teaching and learning activities are purposeful, coherent, and effective.

- 
- It requires careful consideration of factors such as student needs, educational standards, available resources, and assessment strategies.
  - The process of curriculum planning can involve multiple stakeholders, including teachers, administrators, subject matter experts, and community members, who work collaboratively to create a comprehensive and engaging learning experience for students.

## Curriculum Planning: Levels

There are **seven situations** that are involved in the planning of learning experiences. They represent curriculum planning activities at:

- ✓ the national level
- ✓ the state level
- ✓ the institution-system-wide level
- ✓ the building level
- ✓ the teacher team level
- ✓ the individual teacher level



**National level:** Curriculum planning at the national level involves scholars of some particular discipline from various institutions across the country. They discuss and decide to develop and disseminate a programme to meet the demands.

The stages involved in the planning process are:


- ✓ identifying important subject matter, facts, principles, concepts, etc.
- ✓ deciding on a sequence in which the subjects matter may be taught—from specific to general or from easy to difficult, etc.
- ✓ recommending activities through which students might best learn the subject matter, including experiments, discussions etc.
- ✓ listing supplementary materials for further studies in the particular subject area,
- ✓ suggesting tests that learners might take to check their progress.



**State level:** In this scene, a group of educators (teachers, principles, curriculum coordinators, etc) form a committee under the State Education Department.

The issues pertaining to this level of curriculum planning are:

- ✓ Should the local authorities have the prerogative of setting up their own programmes based on local needs and preferences?
- ✓ Are statewide programmes and standards necessary to ensure the quality of education for learners across a state?
- ✓ Are State level personnel more qualified to develop curriculum plans than local teachers are?




**Building level:** This scene deals with a group of parents, teachers, administrators, counsellors and students from a particular institution. That is to say, they must be planned in terms of purposes, activities, evaluation devices and so on.

Hence the issues are:

- ✓ Should students be included on a building-level curriculum council? If so, in what capacity, and how would student representatives be selected?
- ✓ To what extent should the aspects of hidden curriculum be considered to be sources of learning for students?






**Teacher-team level:** This scene deals with a group of teachers representing different subject areas who come together to develop a unit. This type of activity is known as inter-disciplinary curriculum planning.

The oft-repeated questions at this level of curriculum planning are:

- ✓ What might be the benefits of cooperative interdisciplinary planning?
- ✓ How might aspects of various subjects be correlated with one another?



**Individual teacher level:** In this case, a teacher tries to take a decision about learning objectives—the teacher will have to take decisions about important facts, principles, concepts and learner outcomes that should be emphasized.

The teacher must also plan different kinds of activities and resources and ways to measure how well learners have accomplished various objectives.

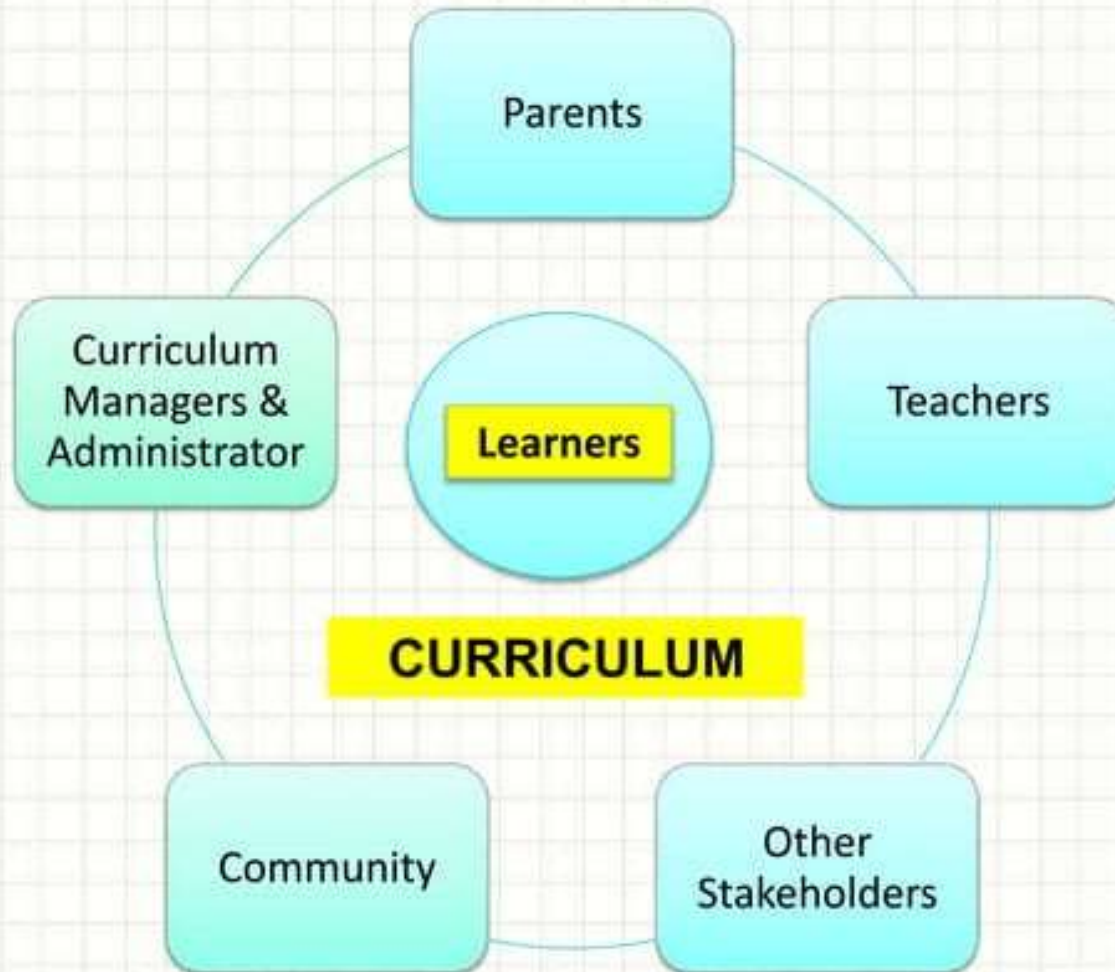
The teacher must then develop a set of plans for use on a daily or weekly basis, teachers are often limited to daily lesson planning.

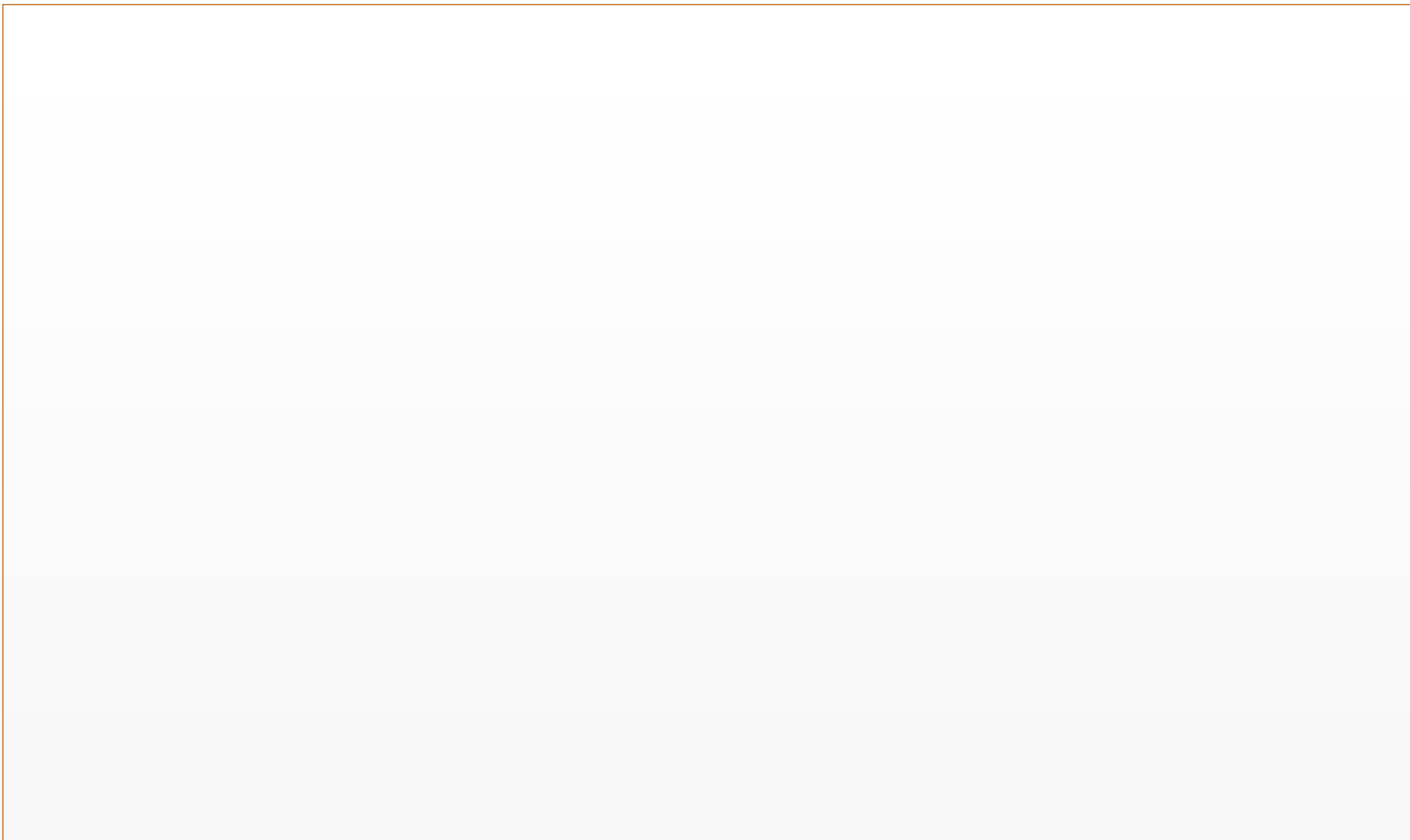
A decorative vertical bar on the left side of the slide. It features a dark brown vertical strip on the far left, followed by a light beige strip with faint, overlapping circular patterns. To the right of these is a dark brown strip with thin, curved, light-colored lines that sweep upwards and to the right.

# Curriculum Implementation

- Curriculum implementation refers to the process of putting a curriculum into action, which includes the delivery of educational content and instruction in the classroom.
- This process involves a range of activities such as selecting appropriate instructional materials, planning and designing lessons, delivering instruction, and assessing student learning.

## Stakeholders in Curriculum Implementation





## References

- ✓ Aggarwal J.C. (1990) Curriculum reform in India World overviews
- ✓ Arora G. L. (1984) Reflections on Curriculum and Imagination process,
- ✓ Bhatt B.D. and Sharma S.R. (1992) Principles of Curriculum Construction
- ✓ Doll. R.C. (1986) Curriculum Improvement, Allyn and Bacon, Boston
- ✓ NCERT (2000) National Curriculum framework for school education
- ✓ NCERT (2005) National Curriculum framework, NCERT, New Delhi.
- ✓ Reddy, B.(2007)Principles of curriculum planning and development
- ✓ Rajput, J.S. (2002). Dimensions of Curriculum Change. New Delhi: NCERT; PP. 284
- ✓ Sharma, R. A. (1994). 'शिक्षा तकनीकी' : आर लाल, बुक डिपो, मेरठ ।
- ✓ Sharma, R. A. (2000). 'पाठ्यक्रम शिक्षण कला' : आर लाल, बुक डिपो, मेरठ ।
- ✓ Sharma, R. A. (1994). 'पाठ्यक्रम विकास' : आर लाल, बुक डिपो, मेरठ ।



**Thank you...**