Curriculum framework

Curriculum framework is an organized plan or set of standards or [learning outcomes](#) that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.[1]

A curriculum framework is part of an [outcome-based education](#) or [standards based education reform](#) design. The framework is the second step, defining clear, high standards which will be achieved by all students. The curriculum is then aligned to the standards, and students are assessed against the standards. As compared with [traditional education](#) which is concerned only about delivering content, a [standards based education reform](#) system promises that all will succeed if all are held to high expectations. When the standards are reached, there will be no [achievement gap](#) where some groups are allowed to score lower than others, or the disabled are offered different opportunities than others. All will meet world class standards and be qualified for good colleges and trained for good jobs which pay good wages. In a [traditional education](#) system, the curriculum was defined by those who created textbooks rather than government bodies which assembled groups of stakeholders to create standards based on consensus of what students should know and be able to do.

In some states, curriculum frameworks have been adopted based on traditional academic standards rather than outcome-based constructivist standards, but many frameworks were originally or still based on student-centered learning and constructivism such as [reform mathematics](#), [whole language](#) and [Inquiry-based Science](#) which have been controversial in some states and communities. [High school graduation examinations](#) tie awarding of diplomas to demonstration of meeting the standards set out in the frameworks.

Syllabus

Syllabus (/ˈsɪləbəs/; plural *syllabuses*[1] or *syllabi*[2]) or **specification** is a document that communicates information about a specific course and defines expectations and responsibilities. It is descriptive (unlike the prescriptive or specific [curriculum](#)). A syllabus may be set out by an [exam](#) board or prepared by the tutor who supervises or controls the course .

Etymology[edit]

According to the [Oxford English Dictionary](#), the word *syllabus* derives from [modern Latin](#) *syllabus* "list", in turn from a misreading of the Greek σίλλυβος *sillybos* "parchment label, table of contents", which first occurred in a 15th-century print of [Cicero](#)'s letters to Atticus.[1][3] Earlier Latin dictionaries such as [Lewis and Short](#) contain the word *syllabus*,[4] relating it to the non-existent Greek word σύλλαβος, which appears to be a mistaken reading of *syllaba* "syllable"; the newer [Oxford Latin Dictionary](#) does not contain this word.[5][*self-published source?*] The apparent change from *sitty-* to *sylla-* is explained as a [hypercorrection](#) by analogy to συλλαμβάνω (*syllambano* "bring together, gather").[5]

Key Differences Between Syllabus and Curriculum

The basic differences between syllabus and curriculum are explained in the point given below:

1. The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course.

2. Syllabus varies from teacher to teacher while the curriculum is same for all teachers.

3. The term syllabus is a Greek origin, whereas the term curriculum is a Latin origin.

4. The curriculum has a wider scope than the syllabus.

5. The syllabus is provided to the students by the teachers so that they can take an interest in the subject. On the other hand, normally the curriculum is not made available to the students unless specifically asked for.

6. Syllabus is descriptive in nature, but the curriculum is prescriptive.

7. Syllabus is set for a particular subject. Unlike curriculum, which covers a particular course of study or a program.

8. Syllabus is prepared by teachers. Conversely, a curriculum is decided by the government or the school or college administration.

9. The duration of a syllabus is for a year only, but curriculum lasts till the completion of the course.

Relationship between Curriculum and syllabus

A curriculum and a syllabus are analogous, but refer to different levels of the educational process. A curriculum applies to a program or degree. A syllabus applies to a course. Both have objectives. Both have instructional components. Both have evaluation components. A syllabus is more specific:

1. Its objectives are clearly defined knowledge, behaviors, and/or skills that the learner must attain to successfully complete the course.
2. The instruction is the educational components designed to help the learner meet the objectives.
3. The evaluation is composed of examination tools and procedures that have at least a one-to-one correspondence to the objectives (i.e., there must be at least one evaluation item designed to evaluate each course objective).

A curriculum is more broadly defined:

1. Its objectives are often stated as goals,
2. It's instruction is a list of courses and/or course groups that must be completed in order to satisfy the curriculum's /objectives/goals.
3. The evaluation is the successful completion of each of the courses and/or course groups.

ROLE OF REPRESENTATION AND NON REPRESENTATION OF VARIOUS SOCIAL GROUPS IN CURRICULUM FRAMING

The concept of representation as it is used in cultural analyses is closely linked to the investigations of Michael Foucault particularly to his formulations of the concept of discourse.

The notion of representation made by cultural analyses, it's discourse are located in strategic field of power.

NEED TO CONSIDER VARIOUS SOCIAL GROUPS IN CURRICULUM CONSTRUCTION

The following guidelines may help:
1. To sensitize the entire country to the problems & issues faced by certain groups.
2. To foster bonding & ensure a sense of fraternity.
3. To fight insular forces which threaten the unity of India.
4. To find viable solutions to social problems.
5. To reduce animosity & mistrust among groups by building trust, co-operation & credibility.
6. To build healthy social climate by ensuring an unbiased secular approach.
7. To avoid influence of "culture of "power"& power distribution "for profit.