

# CURRICULUM AND INSTRUCTIONAL PLANNING IN HIGHER EDUCATION

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## ABSTRACT

*Curriculum and instructional planning in higher education is an important area. Higher education enables an individual to take up a field in which he is interested informing his career. There are number of areas that need to be taken into consideration when individuals render their contribution in curriculum and instructional planning in higher education. The important areas are, needs and requirements of the students, backgrounds and categories of the students, learning and careergoals, teaching-learning processes, and development of plans, strategies, norms, standards and principles that may facilitate learning amongst the teachers and the students. The main areas that have been taken into account are, elements to promote curriculum and instructional planning in higher education, features of curriculum and instructional planning in higher education, assessment of curriculum and instructional planning in higher education, suggestions for resources used to establish standards for student performance, and role of teacher in higher education.*

**Keywords:** Curriculum, Instruction, Higher Education, Teachers, Students, Assessment, Planning

## INTRODUCTION

The skills and human resources have become the support of economic prosperity during the 21<sup>st</sup> century and this aspect has been comprehensively recognized. In the present world, knowledge intensive economies and societies, and individual and societal progress is driven by the advancements made in technology. Prosperity requires the nations to retain their competitive edge by evolving and supporting a skilled workforce, maintaining a globally competitive research base and improving the distribution of knowledge for the benefit of the society. In this framework, higher education represents a crucial aspect in innovation and development of human capital and plays an imperative part in the success and sustainability of the knowledge economy (Tremblay, Lalancette, & Roseveare, 2012). There have been number of transformations in the system of higher education not only in India, but in other countries of the world as well. It has undergone reflective transformations and reforms on a global scale.

The transformations that have taken place in higher education have been regarding curriculum and instructional planning and apart from this, the other areas are, addressing the needs and requirements of the students in a better way, enabling the higher levels of attainment of education, improving social mobility, better serving the needs and requirements of the youth and labour market, increasing political legitimization and having more operative higher education systems. Obtaining higher education and participation is the growing

heterogeneity of the individuals in terms of their socio-economic background, academic skills, abilities, preparation, career expectations, inspiration and commitment (Tremblay, Lalancette, & Roseveare, 2012). Higher education enables the individuals to seek social mobility and they are able to find means for sustenance. In order to sustain their living and overcome challenges and constraints in an appropriate manner, it is vital to formulate effective curriculum and instructional methods. These enable the adult individuals to upgrade their skills and abilities.

## **ELEMENTS TO PROMOTE CURRICULUM AND INSTRUCTIONAL PLANNING IN HIGHER EDUCATION**

The key elements to promote curriculum and instructional planning in higher education have been stated as follows: (Henard, & Roseveare, 2012).

The ultimate goals of curriculum and instructional planning is to lead to improvements in the quality of teaching practices and the learning experiences of the students. These in turn would enable to find out the outcomes of teaching and learning. The institutions, where the curriculum and instructional planning is implemented in an effective manner, there the individuals would be able to accomplish their desired goals and objectives. On the other hand, there are institutions, where curriculum and instructional methods are not up to the required standard and need to be improved. The major goals and objectives of the institution, would lead to the formulation of policies and practices, which would facilitate the planning of curriculum and instructional systems.

There is an interconnection between teaching and learning. When curriculum and instructional planning is implemented in an appropriate manner, but students are not able to understand the concepts, then it signifies that there are certain areas, which may need improvement. Reformatations and changes need to be made from time to time in order to facilitate the teaching-learning processes. The teaching and the learning processes within the educational institutions are not the same, they undergo changes from time to time. The teacher, who is making use of verbal instructional methods from the books, may make use of technology. The may make use of the internet to acquire knowledge and provide detailed explanations of the concepts to the students.

Curriculum and instructional planning is an area that requires hard work, resourcefulness and conscientiousness. In the case of curriculum, primary focus is put upon the areas that would enhance knowledge and skills of the students. In the case of instruction, focus is put upon usage of effective instructional methods by the teachers. Their operative implementation requires a considerable period of time. The individuals, who are involved need to make efforts, conduct research and work to their best abilities and skills to achieve their desired objectives. There are number of areas that need to be taken into consideration, when formulating curriculum and instructional planning. These include, educational levels, needs of the students, concepts that need to focus upon to enhance knowledge of the students and areas that would lead to development of skills and abilities amongst the students.

Concepts of curriculum and the varied instructional methods differ across contexts and frameworks. They are put into practice on the basis of the subjects that the individuals are pursuing. For instance, in science subjects, it is essential to make use of writing methods to understand the concepts, formulas, diagrams, experiments etc. On the other hand, in arts, use of verbal methods, reading and memorising is considered helpful. On the part of the teachers too, the difference in the instructional methods is observed on the basis of the subject areas. They need to provide written explanations to the students in mathematics, statistics and science subjects. On the other hand, they provide verbal explanations to the students in case of arts subjects.

In doctoral programs, while pursuing dissertation, the individuals need to work with assistance available from the supervisor not to a whole but to some extent. The supervisor advises the researcher regarding how to prepare the chapter plans, collect data and information and how to put it in an organized form. It is the job of the researcher to collect information, compile it, organize the data in an appropriate manner and get it checked from the supervisor. Therefore, in doctoral programs, the job of the researcher is more important than the job of the supervisor. Though a research project is a combined effort of both the researcher and the supervisor. The curriculum and the instructional planning is primarily focused upon how the research dissertation needs to be organized and how to put into operation the methods in an appropriate manner.

Learning experiences can be gained from many types of learning environments in many forms and it is not just limited to one area. In higher educational institutions, when learning is limited to just the classrooms, students find it monotonous and tend to lose interest. Therefore, to facilitate learning, it should also take place outside the classroom settings in the field. Learning also takes place online and from distance. For instance, if an individual is working on a project on the lives of individuals residing in slum areas, then besides gaining textual knowledge, it is important for him to do field visits, visit the slum areas, interact with the individuals, and collect data to gain adequate information concerning their lives. Going out into the field to acquire information enables the individuals to gain practical experience.

In higher education, the managerial function of planning is considered imperative. Few quantitative standards can be prescribed and measured. Each institution is primarily responsible for the quality of its teaching and to make the teaching methods productive. Planning is stated to be a process that bridges the gap from where one is in the present and where one wants to be in future. The planning of curriculum and instruction in higher education includes number of areas, such as, subjects, content, exercises, teaching methods, verbal and written communication, formulation of lesson plans, usage of technology and so forth. There are number of educationists and researchers involved in curriculum and instructional planning in higher education. There are organization of meetings, where individuals exchange ideas, suggestions and viewpoints. In this way, collaborative effort leads to effective implementation of planning.

The size of the educational institution is not considered relevant with respect to curriculum and instructional planning. The primary objectives are, teaching and learning framework is set and understood by the community, there is a consistent provision of resources, and time, leadership is stated to be the stimulus for bringing about changes and transformations and is clearly identified at all levels and formulation of rules and policies are essential in leading to progress within the teaching and learning processes. When individuals are engaged in curriculum and instructional planning, it is important, they should follow the rules and policies. The implementation of rules would render an effective contribution in the curriculum and instructional planning.

## **FEATURES OF CURRICULUM AND INSTRUCTIONAL PLANNING IN HIGHER EDUCATION**

The main features of curriculum and instructional planning is centred upon the following areas: (Hollowell, Middaugh, & Sibolski, 2010).

Effective planning includes sustained analysis and assessment of progress towards the goals and objectives. Communication is stated to be an integral component in the planning process, it involves exchange of viewpoints and perspectives amongst the individuals. There may be differences between the ideas and suggestions of the individuals, but it is important they should listen and then give suggestion in a pacifying manner in case of disagreements. In meetings and in the communication processes, there may be occurrence of disputations, but it is important that they should be resolved in a peaceful way. In education, communicating with each other in a respectful manner is crucial for the implementation of tasks and functions.

Institutions need to organize curriculum and instructional planning in an appropriate manner, so that they are able to generate the desired outcome. The institutions need to understand the extent to which those plans may be successful, if they are to remain vibrant, dynamic and worthwhile. The significance of planning and assessment to institutional vitality is understood by putting emphasis upon the criteria of regional accreditation. The approaches and the strategies for planning and assessment are not identical among the regional accrediting organizations, but it is important to take a note of similarities.

Assessment of student learning is an important area, which is mainly done through organization of assignments and tests. When students perform well, then the teachers feel that their curriculum and instructional planning is appropriate and for the time being, they do not have to bring about any changes and transformations. On the other hand, when the students do not perform up to the standard, then the teachers feel they need to bring about improvements and transformations in the innovative methods. In the present existence, there has been usage of technology, technology is made use of to bring about changes in the instructional methods and enhance the performance of the students.

The institution undertakes planning and evaluation that are appropriate to its needs and requirements. The implementation of planning requires individuals to prepare reports and write down all the information that is provided. These methods aim to make improvements in the ways that are required to achieve one's mission and purposes. In the planning process, there are certain areas that are given priority over others, hence, focus should be put upon those areas first that are given priority over others. For instance, instructors form this viewpoint that students will be able to learn better when making use of technology, therefore, bringing in various types of technologies such as, computers, laptops, tablets, and projectors within the classroom settings should be given preference.

The various types of resources such as, human, financial, technical and physical that are necessary to achieve the goals and objectives of the organization need to be recognized. The individuals should possess adequate knowledge regarding how to make use of these resources, they should possess the necessary skills and abilities. The lack of awareness would enable the individuals to even misuse the resources. The institutions, which have limited financial resources, need to utilize them only in essential areas and when they do not have the budget, they have to postpone the attainment of other important areas. When the educational institutions possess limited resources, then it is necessary that they should make effective use of them with proper planning.

The institution's allocation of resources and its processes of evaluation and planning validate its capability to fulfil its mission and achieve the quality of its education, and respond to future challenges and opportunities. When individuals get involved into the planning process, they are able to obtain knowledge of how to deal with challenges and opportunities that exist in future. The function of planning in turn enables the individuals to implement the functions of directing, leading, co-ordinating and controlling in an adequate manner. The managerial functions of directing, leading, co-ordinating and controlling are considered important in the accomplishment of goals and objectives.

The institution achieves its aims and objectives through the central purposes of teaching and learning, provision of scholarships to students and initiation of extra-curricular activities. The main purpose of curriculum and instructional planning is to support student learning. There have been cases when students do not depict interest in studies, they do not take their work seriously, therefore, instructors have to ensure while implementing curriculum and instructional planning that they are able to arouse interest and enthusiasm within the students. For instance, if the teacher is providing verbal explanation of the concepts in a rapid manner and the explanation is not very clear, then students may not show interest. On the other hand, when teachers are giving interesting examples, showing pictures through technology and dictating appropriate notes, then students would be curious and take pleasure in learning.

The institution contains sustained and evidence based participatory discussions and how it would achieve the purpose in a proper manner. The heads of the departments, professors and the staff members of the institutions are the ones, who are involved in

discussions concerned with curriculum and instructional planning. These activities would inform both institutional planning and methodical evaluations of educational effectiveness. This results in institutional enquiry and research and data collection procedures are utilized to establish priorities at different levels of the institution. Within the course of time, it is vital to revise the institutional purposes, structures and the approaches to teaching, learning and other scholarly work.

The curriculum and instructional planning in higher education is not just related to enhancement of academic concepts, but individuals should be able to acquire knowledge and information to render an efficient contribution within the employment setting. For instance, in the course of conflict resolution techniques, individuals are able to acquire knowledge of how to devise measures to bring about resolutions to the occurrence of conflicts and disputes. It is important for the individuals to understand the measures in such a manner that they should be able to adequately implement them within their employment. Therefore, individuals should be prepared to render an effective contribution within their employment settings.

Preparation of lesson plans is an important area in the case of curriculum and instructional planning. It is vital for the individuals to make sure, at the end of each lesson, there are exercises, which the students go through. Practice exercises enables the individuals to make sure they have understood the chapter in an appropriate manner and are able to judge themselves. Instructors usually encourage the individuals to make notes on their own, after providing explanation of the chapter plan. In higher educational institutions, in some cases, it is not possible for the students to work on the exercises, the main reason is, there is involvement of fieldwork. There are number of students, who migrate from rural areas to urban areas to get enrolled in higher educational institutions, therefore, they are not familiar with the place and experience problems and difficulties in doing field visits. Therefore, the institution or class, where students belong to different cities, instructional planning should be done, taking into consideration, their needs and requirements.

## **ASSESSMENT OF CURRICULUM AND INSTRUCTIONAL PLANNING IN HIGHER EDUCATION**

When creating assessment of curriculum and instructional planning, the areas that need to be taken into consideration have been stated as follows: (Instructional Planning & Delivery, 2011).

Identification of Learning Goals and Standards –Excellent teaching begins, when individuals are able to identify the goals in an appropriate manner. They need to possess adequate knowledge of their course standards. The identification of learning goals and standards enables the individuals to develop the quality tools to measure the understanding of the students. The students should be able to compare democracy and communism. The students are engaged in verbal question and answer sessions, tests, exams and so forth. The main purpose of these aspects is to find out, where the students stand within the class. The students should be communicated about the areas and what the instructors expect of them.

The primary job duty of the instructors is centred upon communicating to the students the appropriate instructional methods that would enable them to achieve their goals and objectives. At the beginning of every instructional planning, it is vital to identify the standards that would be helpful in achieving the required student outcome.

Evidence needed from the Students to demonstrate the mastery of Standards and Goals –Teachers work hard and put in their efforts to impart academic knowledge to the students. In higher educational institutions, the teachers are diligent and resourceful and carry out their job duties with zest and enthusiasm. When they work hard in their jobs, it is essential for them to demonstrate how much the students have learned and understood. The main evidence that is obtained from the students to demonstrate the mastery of standards and academic goals is in the form of class assignments and tests. Formulation of methods and procedures that enable the instructors to understand how much the students have understood is regarded essential. The teachers need to take into consideration the ability levels of the students. For instance, if a student is given an assignment, which is not manageable for him to carry out, then he will encounter problems in the fulfilment of the desired objectives.

Methods used for Assessment –There are number of methods that are used to assess the performance of the students. The common methods used are, verbal question and answer sessions within the classroom, class assignments, home-work assignments, tests and exams. These methods are made use of to assess the performance of the students at all levels of education and not just higher education. When planning an assessment technique, it is important to understand the two main categories or types of assessment questions. These are, objective and non-objective. At the most basic level, objective assessment questions are items that are normally not open to interpretation, e.g. multiple choice, while non-objective assessment questions are more open-ended and make provision of larger room for interpretation, e.g. essays. By cautiously considering what each type of assessment question or task demands from the students, the instructors will be matching the assessment techniques with the goals and objectives of the students. There are specific reasons to make use of various types of assessment questions, based on what is expected from the students.

Prompts and Questions used in Assessment –The instructors as well as the students are aware of what types of assessments methods to make use of to achieve the learning goals. For instance, an instructor has taught how to conduct an analysis of the data to the students, pursuing their masters programs; then it is important, he should conduct an assessment of their performance by giving them an assignment, so that their performance is practically viewed and this is also regarded as an effective teaching method. On the other hand, if the instructors make provision of information to the students and do not organize any practice sessions to assess their performance, then it is not considered as an effective teaching-learning process. The prompts and questions used in assessment are primarily related to the techniques and methods. In higher education, the students are adults, and adults are more serious in learning as compared to young students. Therefore, they have the main objective to achieve their learning goal, hence, when they are not satisfied with the assessment

techniques, they themselves give ideas and suggestions to the instructors. Such as, students encourage teachers to give them a test at the end of every chapter plan.

**Assessing Online** –The online environment makes provision of opportunities for summative assessments, i.e. discussion boards, wikis, concept maps, and so forth. The same methods can also be used for assessment of learning opportunities, ungraded or low-graded assessments for feedback purposes. Some of the online assessments include, written assignments, essays, interactive drag and drop, labelling, sequencing, online quizzes and questioning, collaborative project work, research work, online exams, online classes, simulations, case studies, participation in online discussions, publication of articles, papers, projects, thesis, doctoral dissertations and other work done by students and instructors, presentations, experiential studies, such as role plays, reviews, and debates (Niell, 2015). In the case of online assessment, there are various requirements that need to be taken into consideration, the needs and requirements of the students, the learning goals, and the instructors need to be fair in assessing the performance of the students and not discriminate against anybody on any grounds. When the performance is up to the mark, then it is satisfying to both the teachers and the students. On the other hand, if the performance requires improvement and is not up to the required standard, then teachers should provide assistance to the students to improve their performance and understanding.

**Characteristics of the High Quality Response** –The characteristics of the high quality response are making use of good writing skills, which includes, using proper vocabulary, sentence structure, words, correct spelling, meaningful sentences and phrases, grammar and punctuation. On the other hand, in case of numerical problems, individuals are able to enhance their skills and abilities by getting engaged in continuous practice sessions. In some cases, it is a possibility that instructors may not be aware of the answers to the questions asked by the students, therefore, it is important that they should thoroughly prepare themselves and impart accurate information. The instructors should always encourage the students to collaborate with each other, as it is helpful in enhancing their knowledge (Niell, 2015). One of the imperative areas in educational institutions is, instructors get engaged into meetings and discussions with each other. In these meetings, they discuss with each other the teaching and the learning processes. For instance, one of the students is intelligent and scores the highest grades in every test, this point may be discussed by his instructor with the other instructors and they would learn from him the teaching strategies that he makes use of to impart training and instructions to the students.

## **SUGGESTIONS FOR RESOURCES USED TO ESTABLISH STANDARDS FOR STUDENT PERFORMANCE**

The in-depth suggestions about making use of some of the resources to establish proper standards for student performance have been stated as follows: (Instructional Planning & Delivery, 2011).

For different subjects there are different instructors. In higher education, one instructor normally specialises in one main subject area, though he has many interest areas.



The instructor who is teaching a subsidiary, will not possess the knowledge to teach the main courses. While the teachers will be expected to spend most of the time looking at the performance of the students and assessment results. Observing the performance of the students along with the colleagues is a growing practice in order to make the teaching-learning processes more efficient. Group consideration of the performance of students enables the instructors to scrutinize the expectations from the students and tap into the professional experience and distinctive perspective of other teachers about what might impose barriers within the course of accomplishing their true potential.

Compare and contrast the work of the students with standard work of students of a similar age. For instance, if a student is working on a project, 'enhancement of literacy skills amongst the children belonging to minority groups'. Then they normally review the articles or the research papers, previously worked upon by the students. In this way, comparison is done between the individuals of various levels and assess how the performance has improved. The improvement in the performance of the students primarily comes from making use of modern and innovative techniques. New teachers and veterans find it useful to look at their students' work alongside examples of student work that have met high standards. The simplest and most cost-effective means of obtaining exemplary work is from veteran teachers within the school, district, or region. Veteran teachers will have developed curiosity for strong work and will have writing samples available to show to the students.

In higher education, there are students belonging to different categories and backgrounds. For instance, there are seats reserved for scheduled castes, scheduled tribes and other backward classes. There are differences between the individuals on the basis of caste, ethnicity, religious background, education, occupation and socio-economic background. It is important for the instructors to make sure that all students are treated equally and there are not any kinds of discriminations between them. It needs to be ensured that students are provided with equal education and opportunities. There should not be any difference between the training received by students belonging to minority groups and that received by those belonging to wealthier families. The comparison of performance of students belonging to various groups is considered imperative. In this way, the teachers are able to judge the ability levels of the students.

Grading systems are considered important in assessing the performance of the students. The teachers need to possess adequate skills and adopt an appropriate grading system. The main purpose of this system is to evaluate the work of the students. There are some instructors, who are lenient in grading, whereas some instructors grade hard. Hard grading is usually disappointing to the students and impose unfavourable effects. Grading systems will permit instructors to describe and articulate what are the precise degrees of mastery on different prompts or tasks. They set the bar for success on the assessment techniques and direct the instructors in categorizing and understanding student responses. In doing so, they help in drawing a consistent picture of student performance on the learning goals covered in the assessment. There are many different grading tools that teachers normally make use of, when evaluating student performance.

For most of the assessment types, it will be crucial to undergo the process of creating anchor papers, these are the writing and organizing of different student responses to open-ended prompts. After designing these prompts, instructors often create an anchor paper for each level of student mastery on their grading scale to help distinguish the potentials of various responses. These papers will help in clarifying the vision of student mastery across the range of aptitude levels. Anchor papers enable instructors to visualize the potential gaps between how the students respond versus what kind of response is expected from them, so that instructors can prepare them to render an effective contribution. Thus, these tools will assist the instruction in addition to making provision of a strong, fair, hard, and consistent grading system for precisely evaluating the performance of the students.

Another operative way to improve a standard method for assigning grades is developing sliding scales, or rubrics. There are two types of rubrics that one can develop, one for own use, when planning and evaluating functional responses to questions, and one for the students, when outlining the expectations of a performance task. Both types go beyond typical checklists by stating clear outcomes for a precise performance and describing diverse levels of quality for that performance. Both are formed before the beginning of the lesson plan to help students meet grade-level expectations. The first kind of rubric is an internal document that helps the instructor to expect how students may interpret and relate to a particular test question. The rubric below, shows a grading system that makes provision of a just, impartial and a balanced framework for reliably evaluating the responses to open-ended mathematical prompts. Point that needs to be noticed is, how this rubric breaks down the elements of a student's response and classifies them under different competences.

The proper designing of the curriculum is considered as one of the imperative areas to establish standards for student performance. It is a fundamental resource and acquires utilization of other resources. Curriculum within higher education is influenced by the social, physical, economic and the cultural environment. These environmental conditions also contribute an imperative part in bringing about changes and transformations in the curriculum processes. The changes and transformations in the curriculum takes place between contexts and over the period of time. The main areas that need to be taken into consideration when designing curriculum are, student characteristics, student goals, external influences, program goals, learning goals, teaching-learning processes, infrastructure and other facilities. These aspects are considered imperative in the formulation of operative curriculum and instructional procedures (Niell, 2015).

## **ROLE OF TEACHER IN HIGHER EDUCATION**

The role of teacher in higher education is important, as they are the ones who not only perform the role of the teacher, but they also guide, counsel, lead and direct the individuals towards the right path. There are three main areas that teachers need to focus upon in higher education firstly, students need to focus upon vocational education, so that they are able to find employment opportunities easily and are able to make use of their education. Second area which they focus upon is, they are engaged in the development of all-rounders, it means,

individuals while pursuing higher education or after completion should be able to deal with all types of situations and setbacks. Third area is leading to an intellectual development of the student. Teachers are required to possess the skills and abilities which are required to put into practice in order to lead to effective growth and development of the students. In higher education, there are students, who are grown up and mature, they need teachers with liberationist and executive approaches. These are the individuals, who primarily focus upon their goals and are aware of strategies required to achieve the goals (Pushkar, 2015).

An effective teacher should possess adequate knowledge of the subject. In some cases, subjects are hard to understand, especially when a student is working on a research project, in such cases, the teachers should bring the content to the level of student understanding. Presentation of the subject matter should be clear, logical, systematic and understandable to the students. In higher education, presentation of the subject matter is an integral part of curriculum and instructional planning. Teachers are the primary individuals that need to focus upon how to present the content to the students, so that they are able to make operative use of it. The personality traits of the teachers should be friendly, approachable, sympathetic, dedicated and motivated. There are certain negative traits of teachers, they are applicable in higher education, but to a limited extent. For instance, teachers do not feel happy with the students, if they are repeating questions, they want them to ask questions just once, while they are delivering lectures. Teachers often do not possess any negative feelings about themselves, they feel they are efficient in their job duties and when the students do not render an adequate performance, they themselves are responsible (Pushkar, 2015).

In higher education, teachers work hard and prepare their lectures, but their main objective is to make the students self-sufficient. For instance, the teacher has delivered a lecture regarding a particular concept, and have given brief notes to the students. In order to acquire better understanding of the concepts, it is the job of the students to search upon the internet, read books and articles relating to the concept and improve their knowledge. The primary job duties of the teachers include, motivating the students, lack of motivation may not stimulate them to learn. Communication is essential between the student and the teacher, and it can be in a verbal or written form. When effective communication takes place between the teachers and the students, then they will be able to enhance their understanding of the academic concepts as well as the norms of the institution. Evaluation of the students is the primary job of the teachers, when students have completed a lesson plan, exams are conducted, which is the criteria of assessing their performance. Evaluation systems help in identifying the flaws and inconsistencies in student learning as well as in the instructional methods adopted by the teachers (Pushkar, 2015).

In higher education, the teaching-learning processes comprises of four main areas, discussion, interaction, adaptation and reflection (Pushkar, 2015). Discussion involves having a dialogue within the classroom regarding the concepts and strategies. The teacher and the students get engaged into conversations in an organized manner with the main purpose of

delivering knowledge and information. Interaction is another area, which mainly involves asking questions and giving answers. Upon completion of discussion, the teachers normally ask the students, whether they have any doubts or questions, in such cases, teachers and students get involved into interactions. Besides asking doubts, there are number of areas that involve informal discussions between teachers and students. Adaptation is concerned with revising and adjusting within the educational environment. The teachers and the students need to cope with the environmental conditions of the classroom setting or the educational institutions. In some cases, the equipment and the furniture is not up to the required standard, but teachers need to find some alternative ways of making provision of knowledge and information to the students. The teachers need to be aware of the methods, which would be beneficial to the students and should make use of those methods. On the other hand, students too pay adequate attention in class and be considerate and respectful towards the teachers.

## **CONCLUSION**

In higher education, curriculum and instructional planning is a difficult area, which requires the implementation of managerial functions of planning, organizing, co-ordinating and controlling to a major extent. The main areas that individuals need to be aware of, when they are carrying out this function are, program's educational philosophy, curriculum models, program aims and outcomes, program organization and structure, program teaching learning and assessment strategies, and module design. The individuals, who are working in higher education have different understanding of the term, curriculum. It is referred to the structure and content of the subject, the structure and content of the program of study, the experience of the students regarding learning and the dynamic and the interactive process of teaching and learning.

The curriculum and the instructional planning proves to be effective, when the individuals render an efficient performance. For instance, if the teachers are making use of verbal instructional methods, in this case, if the students are not able to perform well, then the instructors may change their teaching methods. They may make use of technology or use writing methods in order to facilitate student learning. The assessment of student performance is one of the important ways of determining, whether they are able to acquire adequate understanding of the concepts.

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