

# **Curriculum Development in Geomatics Education: New Challenges of Digital Information Technology**

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## **SUMMARY**

In recent times, Digital Revolution has made a great impact on every aspect of the Surveying profession including its human capacity development. New challenges arising from this revolution are discussed. Five stages of curriculum development and restructuring are identified. The stages are shown to be cyclic and interactive in nature and they portray curriculum-restructuring process as dynamic and continuous. The tripartite curriculum concept of “Spread”, “Breadth” and “Depth” were used to obtain five modules for designing a frame work for undergraduate curriculum and four modules for postgraduate curriculum in Geomatics education. The result of user requirements survey is suggested as a vital input to curriculum restructuring so as to maintain a balance between technological innovations and the employer expectation of the product of the restructured curriculum. Some of the components of the New Geoinformation Technology and Geomatics Mapping Systems, which can be incorporated into a restructured curriculum, are indicated. Since curriculum development and restructuring is a dynamic and continuous process in a systems approach, three sources of “Feed Back”, from current students and graduates or products of the curriculum and employers of such graduates are regarded as crucial in obtaining a systematic, rational, and acceptable restructured curriculum in Geomatics education. With the advent of the Internet, educational institutions are faced with the problem of developing an interactive curriculum on their websites with obvious advantages. The challenges of commercialization of Geomatics education are also addressed.

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