



School of Education

Central University of Himachal Pradesh

(Established under Central Universities Act 2009)

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HIMACHAL PRADESH

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Course Code: TTR 478 (Level 4)

Course Name: Curriculum Development

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:

On completion of this course the students will be able to:

- Understand the meaning, nature and determinants of curriculum
- Explain and compare various types of curriculum
- Comprehend various approaches and models of curriculum development
- Conceptualize the meaning and various methods/media for curriculum Transaction.
- Describe various guiding principles for selection and organization of learning experiences.
- Define process of curriculum evaluation
- Describe issues in curriculum evaluation

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
 - Attendance/Participation: 5 marks
 - Seminar: 10 marks
 - Assignments: 10 marks

Course Contents:

Unit I. Concept, Bases and Determinants of curriculum

Meaning and nature of curriculum; Perspectives on Curriculum; Traditionalists; Conceptual-Empiricists; Reconceptualists, and Constructivists; Facets of curriculum: Core curriculum, Hidden curriculum, Spiral curriculum, Activity based curriculum, Interdisciplinary curriculum, Integrated curriculum; Standard Based Curriculum and Issue Based Curriculum. Determinants of curriculum: Relevance, flexibility, quality, contextuality and plurality.

Unit II: Curriculum Development Models and Policy Perspectives:

Principles of Curriculum planning and development: Issues of Curriculum Planning and development; Models of Curriculum Development: Hilda Taba 1962 model, Willes and Bondi-1989 model, Need assessment model and Futuristic model, 3D model; Recommendations of NCF 2005; NCFTE 2009 and NSQF for different sectors of education

Unit III: Implementation of Curriculum in School.

Creating context for curriculum development and Implementation in schools: Available infrastructure; Curriculum sites; curricular resources (text book, teacher's hand book, library, laboratory, school playground, neighborhood etc.); Teacher's Role in Curriculum construction, and Transaction (cooperative leaning approach and collaborative learning approach), Role of external agencies in providing curriculum and pedagogical support to teachers within schools-local, regional, national.

Unit IV: Selection and Organization of learning experiences

Principles and criteria for developing and providing varied learning experiences; Integration of learning experiences related to work experience, sensitivity to gender parity, peace oriented values, environmental sensitivity, health and hygiene, needs of children with disabilities and India's heritage of arts and crafts

Unit V: Curriculum Evaluation

Meaning, importance, principles and approaches of curriculum evaluation, Tools and Techniques of Curriculum Evaluation; Issues in Curriculum evaluation

Essential Readings

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.

- Bob Moon and Patricia Murphy (Ed) (1999). *Curriculum in Context*. Paul Chapman Publishing, London.
- Dewey, J. (1966). *The Child and the Curriculum*. The University of Chicago Press.
- Wiles, J.W. & Joseph, B. (2006). *Curriculum development: A guide to practice*. Pearson's Publication.
- NCERT (1984). *Curriculum and Evaluation*, NCERT, New Delhi.
- NCTE (2009). *National Curriculum Framework for Teacher Education*.
- Taba Hilda (1962). *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc.