

Course Code: FPCDD
CURRICULUM DESIGN AND DEVELOPMENT

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire the knowledge of the nature of the curriculum
2. understand the determinants of curriculum design
3. comprehend the various principles involved in curriculum design
4. understand phases of curriculum process
5. recognise models of curriculum development
6. analyse the approaches of curriculum organization
7. understand the models of curriculum implementation
8. understand the factors influencing effective teaching
9. recognise the various approaches and models of curriculum evaluation
10. comprehend the strategies and models of curriculum change.

UNIT- I: THE NATURE OF CURRICULUM

Definition of curriculum: Curriculum as a/an Plan, Experience, Objective, Product, Process, Subject Matter – Principles of Curriculum Construction.

UNIT- II: DETERMINANTS OF CURRICULUM

National Aspirations and Needs – Cultural and Social Change – Factors influencing Curriculum: Political, Social, Economic, Technological, Environmental Factors – Changes in Values – Value System – Foundations of Curriculum: Philosophical, Sociological and Psychological Foundations of curriculum.

UNIT- III: CURRICULUM DESIGN

Components of Curriculum design – Sources of curriculum design – Conceptual framework: Horizontal and Vertical organisation – Design dimensions considerations: Scope, Integration, Sequence - Articulation, Balance and Continuity.

UNIT - IV: PROCESS OF CURRICULUM DEVELOPMENT

Phases of Curriculum Development process: Need assessment, Formulation of aims, goals and objectives, Selection of content, Selection of learning experience, Organization of content and learning experience and Evaluation.

UNIT - V: MODELS OF CURRICULUM DEVELOPMENT

Technical-Scientific Models: Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model
- Non-technical Non-scientific Models: Kohl and Holt's Model, and Rogers Model.

UNIT-VI: APPROACHES OF CURRICULUM DESIGN

Subject- Centred Designs: Subject design, Discipline design, Broad- field design and Correlation design – Learner-centred designs: Child-centered design, Experience-centered design, Romantic design and Humanistic design – Problem-centered Designs: Life-Situation design, Core design and Social Reconstruction design.

UNIT - VII: CURRICULUM IMPLEMENTATION

Models of Curriculum Implementation: Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model, Linkage Model, Organizational Development (OD) Model and Rand Change Agent (RCA) Model – Factors influencing Curriculum Implementation.

UNIT - VIII: CURRICULUM TRANSACTION

Concept of teaching-learning – Teaching-Learning Process - Creating an effective environment – Effective Teaching – Factors influencing effective teaching- Instructional system – Need to enhance curricular transactions – Different types of enhancing curriculum transactions.

UNIT - IX: CURRICULUM EVALUATION

Concept, Definition, Need, Importance, Source Aspects and Methods of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic Evaluation – Models of Curriculum Evaluation: Tyler’s Objectives-centered Model – Stufflebeam’s CIPP Model and Robert Stake’s Congruence – Contingency Model.

UNIT X: CHANGE AND INNOVATION IN CURRICULUM

Definition, Need, Factors influencing the change in curriculum – Dimensions of curriculum change-CurriculumChangeandInnovations-ContextofCurriculumChangeandInnovations-Strategies andModels for Curriculum Change and Innovations – Planning and Executing Change – Restructuring thecurriculum.

SUGGESTED ACTIVITIES:

1. Conduct a seminar on determinants of curriculum.
2. Talk by teacher educators on process of curriculum development.
3. A debate on various models of curriculum implementation.
4. Discussion on various approaches of curriculum organization and submit a report on merits and demerits of the same.
5. Prepare a report on various models of curriculum evaluation.

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