

M.Phil.
(EDUCATION)
SYLLABUS

PAPER - II (Elective 3) - CURRICULUM
DEVELOPMENT

Objectives:

After the completion of this course student will be able to

1. develop a broad perspective of the theory of curriculum development and foundations of curriculum construction.
2. develop the conceptual bases relating to curriculum planning and organization.
3. develop futuristic orientation towards the needs of the society with regard to types of curricula and research in curriculum.
4. develop an understanding of different models of evaluation.
5. understand contemporary developments in curriculum development.
6. define curriculum and identify curriculum rationale.
7. comprehend curriculum theories.
8. analyze and apply curriculum process.
9. implement evaluation model/ strategies for curriculum evaluation.
10. identify and formulate curriculum for specific purposes.
11. develop technology-based curriculum for education.
12. instill confidence in designing curriculum.

UNIT I

Curriculum as a field of study – meaning and definitions of curriculum – Curriculum rationales from differing philosophical perspectives

UNIT II

The Domain of Curriculum Studies – Curriculum Theories – Conceptual Models, legitimization theories, process theories and structural theories.

Curriculum study Areas – Factors affecting Curriculum-Knowledge and Curriculum. Cognitive Psychology and Curriculum, Curriculum Policies, Types of curriculum.

Curriculum Components – Aims and Objectives, Forms of Subject matter, Modes of Transaction, Evaluation of curriculum.

UNIT III

Curriculum Approaches and Methods – Curriculum Planning, Methods of organizing knowledge – Subject matter approach, Integrated approach, Module approach, Methods of organizing Instruction and learning activities. Flexible scheduling, individualizing instruction, independent study, experimental learning, Modern approaches to Curriculum planning and developing.

UNIT IV

Curriculum Process – Curriculum Development – resources - participants' curriculum decisions and perspectives. Curriculum Reform – rationale and process. Curriculum change – nature and process. Dimensions of curriculum change-Substantive, Instructional and organizational dimensions – Curriculum Implementation.

UNIT V

Curriculum Evaluation- Programme evaluation. Formative and Summative

Evaluation Approaches to Curriculum Evaluation – use of Evaluation Models/
Strategies of Curriculum Evaluation.

UNIT VI

Curriculum for Special Purposes - Special Education, Distance Education,
Women's Education, Non – formal Education, Inclusive Education.

UNIT VII

Educational Technology and Curriculum. Curriculum Research – need, scope,
types and contributions.

References

1. Apple, M. (1979). *Ideology and Curriculum*. Boston: Routledge & KeganPaul.
2. Hirst, P.H. (1974). *Knowledge and the Curriculum: A Collection of Philosophical Papers*. London: Routledge & KeganPaul.
3. Lewy Aneh. (1991). *The International Encyclopedia of Curriculum*. Oxford. New York: Pergamon Press.
4. Oliver Albert, I. (1977). *A Guide to Problems, Principles and Process*. London: Harper&Row Publishers.
5. Ornstein Allan, C and Hunkin Francis, P. (1978). *Curriculum Foundations, Principles and Issues*.
6. Saylor Galen, J., Lewis Arthur J. and Alexander Wiliam, M. (1981). *Curriculum Planning for Better Teaching and Learning*. Library of Congress Cataloging in Publication Data.
7. Seth Satish, C. (1989). *Future Scan and Anticipatory Management*. New Delhi: Centre for Anticipatory Management (CAM) Recorder ran Private Limited., D- 27, NDSE, Part-I.
8. Taba, Hilda. (1962). *Curriculum Development - Theory and Practice*. Harcourt Brace and World Inc.,
9. Wiles and Bondi: (1993). *Curriculum Development – Guide to Practice*. New York, Toronto: Macmillan Publishing Company.

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