

Course: M.A. Education

Semester	II
Paper Number	MAEDCR23
Paper Title	Curriculum Studies
No. of Credits	6
No. of periods assigned per week	Theory: Six
Course description / objective and outcome	Students will be able to: <ol style="list-style-type: none">1. Explain and understand the concepts, types, aims, objectives and importance of curriculum studies, curriculum development and different agencies.2. Illustrate educational and instructional objectives.3. Examine Curriculum planning & designs and related concepts.4. Describe and apply the components, approaches and process of curriculum development.5. Illustrate and analyse curriculum preparation, implementation and transaction.6. Explain the concepts of curriculum evaluation.7. Analyse the policy perspectives, recent trends and issues in curriculum.
Syllabus	Module 1: (40 marks) Unit-I: Introduction to Curriculum Studies <ul style="list-style-type: none">○ Concept, Types of Curricula○ Aims, Goals, Objectives, Importance○ Strategies & process of curriculum development○ Benchmarking & Role of UGC, NCTE & University in curriculum development Bases of Curriculum Development <ul style="list-style-type: none">○ Bases of curriculum development: Philosophical, Historical, Psychological, Sociological○ Guidelines for formulation of educational & instructional objectives. Unit-II: Curriculum Planning & Designs <ul style="list-style-type: none">○ Characteristics & Importance of Curriculum Planning○ Concept, components & sources of curriculum design

- Dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation & Balance
- Principles of Curriculum construction
- Models of Curriculum Design: Traditional & Contemporary Models; Academic/ Discipline based model, Competency Based Model, Social functions/ Activities Model, Individual Needs & Interests Model, Outcome based integrative model, Intervention model, CIPP Model.

Curriculum Development

- Meaning & Concept
- Components of curriculum development
- Approaches of Curriculum Development: Technical-Scientific & Non Technical-Non scientific
- Process of Curriculum Construction

Module 2: (40 marks)

Unit III:

Curriculum Implementation and Transaction

- Concept, principles and criteria of effective curriculum implementation.
- Factors affecting curriculum implementation.
- Curriculum implementation models: modernist and post-modernist
- Curriculum support materials and its preparation
- Concept and factors, and approaches of curriculum change

Curriculum Evaluation

- Concept, and Characteristics, scope and importance of curriculum evaluation.
- Approaches to Curriculum Evaluation
- Participants in Curriculum Evaluation
- Models of curriculum evaluation: Congruence-contingency
- Curriculum Evaluation Model: Tyler's Model, Stakes's Model, Scriven's Model, Kirkpatrick's Model

Unit IV:

Policy Perspectives of Curriculum

- Levels of policy planning
- Personnel involved in formulating curriculum policy.
- National Curriculum Frameworks (latest)

	<p style="text-align: center;">Recent Trends and Issues in Curriculum</p> <ul style="list-style-type: none"> ○ Factors affecting Curriculum Change ○ Approaches to curriculum change ○ Role of student-teacher-educational administrator in curriculum change ○ Scope & Types of curriculum research
<p>Texts / References</p>	<ol style="list-style-type: none"> 1. Beane, J.A., Conrad, E.P. Jr. & Samuel, J.A. (1986). Curriculum planning and development. Boston: Allyn& Bacon. 2. Bhalla, N. (2007). Curriculum Development. Author Press. Delhi. India. 3. Brady, L. (1995). Curriculum development. New Delhi: Prentice Hall. 4. Doll, R.C. (1996). Curriculum development: Decision-making and process. Boston: Allyn& Bacon. 5. Doll, W.E. (1993). A postmodern perspective on curriculum. New York, Teachers College Press. 6. Oliva, P.F., Taylor, R. T. & Gordon, W. R. (2019). Developing the curriculum (9th ed). New York: Pearson 7. Ornstein, A.C. &Hunkins, E (2018). Curriculum, Foundations, Principles and Issues (Thed). Pearson. 8. Pratt, D. (1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc. 9. Saylor, J.G., Alexander, W.M. & Lewis, A.J. (1981). Curriculum planning for better teaching and learning. New York: Holt Rienhart& Winston. 10. Slattery, P. (1995). Curriculum Development in the postmodern era. New York, Garland. 11. Arora, G. L. (1984). Reflections on Curriculum, NCERT, New Delhi. 12. Stufflebeam, D. L. & Zhang, G. (2017). The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability. London: The Guilford Press 13. Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanoich. 14. Glatthorn, A. A., Boschee, F., &Whiteheed, B. M. (2009) Curriculum Leadership: Strategies for Development and Implementation, Sage Publications, New Delhi. 15. Julian. C. S. & Kenneth. D. H. (1978). Education and Evaluation. Prentice Hall of India. New Delhi. <input type="text"/>
<p>Evaluation</p>	<p>CIA- 20 marks End Sem Exam- 80 marks</p>