

<b>Semester</b>	II
<b>Paper Number</b>	
<b>No.of credits</b>	5 + 1
<b>Paper Title</b>	<b>CC-7:CurriculumStudies</b>
<b>Theory/Composite</b>	Composite
<b>No. of periods assignedperweek</b>	5 Theoryand1Practicum
<b>Coursedescriptive/objective</b>	<ul style="list-style-type: none"> <li>• <i>Understandth meaning, conceptandtypesof curriculum</i></li> <li>• <i>Understandthefoundationsofcurriculum</i></li> <li>• <i>Knowtheroleofvariousstatutorybodiesincurriculum development</i></li> <li>• <i>Applyvariousprinciplesofcurriculumdevelopment</i></li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Knowtheissuesincurriculumconstructionand evaluation</i></li> <li>• <i>Getacquaintedwithcurricula designing,and models of curriculum</i></li> </ul>

Syllabus	<p><b>MODULE1(30 Marks)</b></p> <p><b>Unit-I:ConceptofCurriculum</b></p> <ul style="list-style-type: none"> <li>• Meaning,Characteristics andTypesofCurriculum</li> <li>• Nature&amp;Scope of Curriculum</li> <li>• Necessityofcurriculum</li> <li>• Principlesofcurriculumconstruction</li> <li>• Curriculumasaprocess</li> </ul> <p><b>Unit-II:Foundationandroleofstatutorybodiesincurriculum:</b></p> <ul style="list-style-type: none"> <li>• FoundationsofCurriculumPlanning-PhilosophicalBases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner’s needs and interests)</li> <li>• StagesintheProcessofCurriculum development</li> <li>• RoleofNationallevelStatutoryBodies-UGC,NCTEand University in Curriculum Development</li> </ul> <p><b>Unit-III:Curriculumchange</b></p> <ul style="list-style-type: none"> <li>• MeaningandtypesofCurriculum change</li> <li>• Factorsaffectingcurriculumchange</li> <li>• Approachestocurriculumchange</li> <li>• Roleofstudents,teachersandeducationaladministratorsin curriculum change and improvement</li> <li>• ScopeofcurriculumresearchandTypesofResearchin Curriculum Studies</li> <li>• CriticalEvaluationofSTEMCurriculum</li> </ul> <p><b>Unit-IV:CurriculaStudies</b></p> <ul style="list-style-type: none"> <li>• OrderedProceduresforTransaction</li> <li>• ModelsofCurriculumConstructionandCurriculum implementation</li> <li>• Contentanditsorganization-The spiralapproach</li> <li>• InstructionalSystem,InstructionalMedia,Instructional Techniques and Material in enhancing curriculum Transaction</li> </ul> <p><b>MODULE2(30 Marks)</b></p> <p><b>Unit-V:ModelsofCurriculumDesign-I</b></p> <ul style="list-style-type: none"> <li>• Traditionaland Contemporary Models</li> <li>• Academic/DisciplineBasedModel</li> <li>• CompetencyBasedModel</li> <li>• SocialFunctions/ActivitiesModel[socialreconstruction]</li> </ul>
----------	--

	<ul style="list-style-type: none"> <li>• Technical and Non-Technical Model of Curriculum</li> </ul> <p><b>Unit-VI: Model of Curriculum Design-2</b></p> <ul style="list-style-type: none"> <li>• Individual Needs &amp; Interests Model</li> <li>• Outcome Based Integrative Model</li> <li>• Intervention Model</li> <li>• CIPP Model (Context, Input, Process, Product Model)</li> </ul> <p><b>Unit-VII: Curriculum Evaluation-1</b></p> <ul style="list-style-type: none"> <li>• Concept, nature and need of Curriculum Evaluation</li> <li>• Criteria and approaches for Curriculum Evaluation</li> <li>• Types of Curriculum Evaluation</li> </ul> <p><b>Unit-VIII: Curriculum Evaluation-2</b></p> <ul style="list-style-type: none"> <li>• Model of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model</li> <li>• Factors influencing changes in Curriculum Evaluation</li> <li>• Recent trends in Curriculum studies and Curriculum Evaluation</li> </ul>
<b>Mode of Transaction</b>	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Report
<b>Practicum</b>	<p>Prepare a report on <b>anyone</b>:</p> <ul style="list-style-type: none"> <li>• A critical study of the undergraduate curriculum of any department under the Choice Base Credit System (CBCS)</li> <li>• A evaluative report on anyone STEM Educational Institution/Education Institute following the STEM curriculum</li> <li>• A critical evaluation of any school textbook of the higher secondary curriculum with regard to the core and peripheral components</li> <li>• A comparative study of the CBSE curriculum and the ICSE curriculum of the Higher Secondary Stage of Education</li> </ul>
<b>Readings</b>	<ul style="list-style-type: none"> <li>• Agarwal, J.C.I. (1990) Curriculum Reform in India. Delhi: Doaba.</li> <li>• Biswas, N.B. (1999). Curriculum Studies: A model for SAARC Countries. New Delhi: Indian Publishers Distributors.</li> <li>• Brent, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allen and Union.</li> <li>• Das, R.C. (1987). Curriculum and Evaluation. New Delhi: NCERT.</li> <li>• Dell, Ronald C. (1986). Curriculum Improvement: Decision Making &amp; Process. (6th ed.). London: Allyn &amp; Bacon Inc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Diamond, Robert M. (1989). Designing &amp; Improving Courses&amp;CurriculainHigherEducation:ASystematic Approach. California: Jossey Bass Inc. Publishers.</li> <li>• English, F. W. (2000). Deciding What to Teach and Test. CA:CorwinPress,SagePublications,andThousandOaks.</li> <li>• Erickson, H. L. (2000). Concept based Curriculum and Instruction.CA:CorwinPress,SagePublications,Thousand Oaks.</li> <li>• FlindersD.J.(1977).TheCurriculumstudies.NewDelhi: Atlantic Publisher.</li> <li>• Kelley,A.V.(1977).CurriculumTheoryandPractice. London: Harper and Row.</li> <li>• Kridel,Craig.(2010).EncyclopediaofCurriculumStudies. New Delhi: Sage.</li> <li>• Kurg,E.A.(1977).CurriculumTheoryandPractice. London: Harper and Row.</li> <li>• Mamidi Malla Reddey &amp; Ravishankar (eds.) 1984). CurriculumDevelopment&amp;EducationalTechnology.New Delhi: Sterling Publishers.</li> <li>• McNeill,JohnD.&amp;Wiles,John.(1990).TheEssentialsof Teaching: Decisions Plans and Methods. New York: Macmillan</li> <li>• NCERT.(1984).Curriculum&amp;Evaluation.NewDelhi: NCERT.</li> <li>• NCERT. (1988). National Curriculum for Elementary &amp; SecondaryEducation:AFrameWork.NewDelhi:NCERT.</li> <li>• NCERT.(2005).NationalCurriculumFramework2005. New Delhi: NCERT.</li> <li>• NCERT:SchoolCurriculumSomeProblemsandIssues, NCERT, New Delhi, 1980.</li> <li>• Nishet,Stanley(1977).PurposeintheCurriculum.London: University of London.</li> <li>• Oerr,J.F.(Ed.)(1968).ChangingtheCurriculum.London: University of London Press.</li> <li>• Ragan,W.B(*).ModernElementaryCurriculum. U.S.A:Holt Rinchar and Winston INC.</li> <li>• Romiszowaski.A.J.(1988).TheSelectionGuideandUse of Instructional Media. London: Kogan</li> <li>• Page.</li> <li>• Sais,R.S.(1976).CurriculumPrinciplesandFoundation. New York: Thomas Y. Crowdl Company.</li> <li>• Saylor J. Galen; William, Alexander; &amp; Arthur J. Lewis. (1980). Curriculum Planning for Better Teaching &amp; Learning.(4thed.).NewYork:HoltRanehart&amp;Winston.</li> <li>• Taba,H.(1962).CurriculumDevelopmentP:theoryand Practice. New York: Brace and World.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• Taylor,R.(*).BasicPrinciplesofCurriculum.Chicago: Chicago University Press.</li> <li>• TrumJ.Lyod.(1967).SecondarySchoolCurriculum Improvement. New York: Prentice-Hall.</li> <li>• Tyler,RalpW.(1962).CurriculumDevelopment:Theory and Practice. New York: Harcourt Brace,</li> <li>• JovanovichInc.</li> <li>• Tyler,RalpW.(1974).BasicPrinciplesofCurriculum&amp; Instruction. Chicago: The University of Chicago Press.</li> <li>• UNESCO(1981).Curricula&amp;LifelongEducation.Paris: UNESCO.</li> <li>• Wheeler,D.K.(1967).CurriculumProcess.London: University of London Press.</li> </ul>
Evaluation	<p>Practicum:20Marks  Continuous Internal Assessment: 20 marks  End-SemesterTheoryExamination:60marks</p>
PaperStructurefor End Semester	<p><b>FullMarks:60      Time:3Hours</b>  <b>CommonInstructions:</b></p> <ul style="list-style-type: none"> <li>• Answersshouldbebasedoncriticalreflection(knowledge, comprehension, application, analysis, synthesis and evaluation)</li> <li>• Candidatesarerequiredtogivetheiranswersintheirown words as far as practicable</li> </ul> <p style="text-align: center;"><b>GroupA(FromModule1)</b></p> <p><b>I.      CriticalEssay:Answeranytwoquestionsoutoffour questions (2 x 10 = 20)</b></p> <p><b>II.     CriticalShortNotes:Answeranytwoquestionsoutof four questions (2 x 5 =10)</b></p> <p style="text-align: center;"><b>GroupB(FromModule2)</b></p> <p><b>III.    CriticalEssay:Answeranytwoquestionsoutoffour questions (2 x 10 = 20)</b></p> <p><b>IV.    CriticalShortNotes:Answeranytwoquestionsoutof four questions (2 x 5 = 10)</b></p>