

## **B.Ed ELECTIVE COURSE VII**

### **CURRICULUM DEVELOPMENT**

#### **OBJECTIVES:**

At the end of the course the student teacher will be able to

- understand the concept and definitions of curriculum
- understand the advantages and constraints of each type of curriculum
- understand and apply the process of Curriculum Development
- select and apply appropriate strategies for Curriculum Transaction
- evaluate Curricula
- identify philosophical, sociological and psychological issues that need to be considered in framing a curriculum
- interrelate the key elements in curriculum planning
- state the criteria for selection, organization and integration of content

#### **UNIT I Concepts and Definitions**

Concepts of curriculum – Classification of Curriculum Concepts, Definitions – Curriculum & Syllabus – Relationships and differences; Need for Curriculum Development- Curriculum Determinants: National aspirations & needs, Culture, Social Change, Value System.

#### **UNIT II Foundations of Curriculum**

Philosophical foundations and curriculum – philosophy and curriculum: Major philosophies and curriculum — sociological foundations of curriculum – society, education and schooling , social change and curriculum, planning for curriculum change – psychological foundations of curriculum - Modern Indian Educators and their contribution to curriculum

### **UNIT III Types of Curriculum**

Curriculum Organisation-Educational Objectives & Curriculum Organisation, Subject matter & Curriculum Organisation, ABC'S curriculum organization: Learning & Curriculum Organisation- Types of Curricula – Subject Centered, Co-related, Fused, Core, Student-Centered-Their relative values and weaknesses.

### **UNIT IV Basic tasks for Curriculum Development**

Establishing the philosophy – Assessing needs – formulating goals and objectives – selecting the content-organizing content – selection of curriculum experience – evaluation of the curriculum

### **UNIT V Curriculum Designing**

Strategies used in creating curriculum designs – the importance of pre-planning – steps to be taken in designing – choosing a type of design – the subject design, societal activities and problems design, specific competencies design, the individual needs and interests design, the process skill design

### **UNIT VI Process of Curriculum Change and Development**

Meanings of change and development – distinguishing between change and development – how change occurs- practical applications of change process in improving the curriculum- Media and agencies for achieving change.

### **UNIT VII Approaches to Curriculum development**

Major categories of curriculum approach – subject – central approach, Broad fields approach , social problem approach, learner center approach – Issues related to curriculum approaches – Models of curriculum development – Technical/scientific models, Non-technical/Non-scientific model – role of teachers in curriculum development.

### **UNIT IX Curriculum Transaction**

Strategies for Curriculum Transaction – Organisation of Instruction. Models of Teaching: Team Teaching – Individualising the Curriculum-Distance learning Modes – Resources for Curriculum Transaction-Computer and the Internet.

### **UNIT X Evaluation of Curriculum**

The Curriculum cycle-Evaluation as comparing objectives and outcomes –Focus of Curricular Evaluation: Subject content, organization and mode of transaction-outcome of Curriculum Evaluation: Change / refinement of content, Organisation and modes of transaction.

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