

**SARDAR PATEL UNIVERSITY**  
**Programme: Master of Education**  
**Semester: I**  
**Syllabus with effect from: June 2013**

<b>Paper Code:</b> PE01EMED12	<b>Total Credits: 4</b>
<b>Title Of Paper:</b> Curriculum Development	

Unit	Description in detail	Weightage (%)
<b>1</b>	<b>Curriculum Development – Concept and Components:</b> Curriculum development: concept and need Components of curriculum development: objectives, selection of content and learning experiences Organization of content and learning experiences, and evaluation of curriculum Curriculum development as a continuous and cyclic process	<b>25 %</b>
<b>2</b>	<b>Curriculum Theories and Models of Curriculum Development:</b> Study of important curriculum theories and their significance to curriculum planning Curriculum models: The AIM model, Taba’s Inverted model, Tyler’s Ends-Means model, Oliva model, Saylor-Alexander Model, Macdonald’s model, Zais Eclectic model, Cornett’s personal practical theories model	<b>25 %</b>
<b>3</b>	<b>Process of Curriculum Development:</b> Aims, goals and objectives in curriculum planning: need and importance Factors that influence the aims and objectives; specification of objectives or establishing standards –level wise and subject wise Selection of content and Learning experiences: Principles and criteria involved in selection of content and learning experiences- cognitive validity, critical perspectives, applicability, utility, objectivity, scope for inclusiveness, breadth of coverage and depth of understanding Organization of content and learning experiences: Principles- continuity, sequence and integration; Horizontal and vertical relationship; integrating threads( concept, principle, generalization, attitude, value and skills)with illustrations across the subjects and the within the subject areas; infusion of environment related knowledge and concerns in all subjects and levels	<b>25 %</b>
<b>4</b>	<b>Issues in Curriculum Development:</b> Centralized v/s decentralized curriculum Common curriculum- issues involved Curriculum for disadvantaged groups (tribal children, disabled etc.) concerns and issues Problem related to curriculum load	<b>25 %</b>

**Basic Text & Reference Books:**

- Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, II: Peacock Publishers
- Bruner. J.S. (1966) Towards a theory of Instruction. Cambridge. Harvard University Press.
- Henson, Kenneth.T( 1978): Curriculum development for Education reform. Harper Collins College publishers.
- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.



- Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
- Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
- Saylor, J.G & Alexander, W.M.(1966). Curriculum planning for modern schools, New York: Holt, Rinehart & Winston.
- Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.
- Wheeler: curriculum process
- Zias, R S. (1976). Curriculum principles and foundations. New York: Harper & Row.

