

Master of Education

Semester- II

Course Code	PE02CMED53	Title of the Course	CURRICULUM STUDIES
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	<p>To enable the student-teacher to...</p> <ol style="list-style-type: none"> 1. Conceptualize the meaning and different perspectives of curriculum 2. Understand the epistemological, sociological and psychological bases of curriculum development. 3. Understand the different types of curriculum with respect to their main orientation and approaches 4. Compare and analyse the NCF over the years with respect to their foundational considerations, concerns, priorities goals.
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Course Content		
	Description	Weightage* (%)
1.	<p>PERSPECTIVES ON CURRICULUM</p> <ul style="list-style-type: none"> • Meaning of curriculum • Four perspectives on curriculum <ul style="list-style-type: none"> ○ Traditionalists ○ Conceptual Empiricists. ○ Reconceptualists ○ Social constructivists. • Concept of core curriculum, Hidden curriculum. Spiral curriculum, integrated curriculum and their relevance. • Curriculum frameworks need and importance. Ramification of curriculum framework into curriculum. syllabus and textbooks 	25%
2.	<p>BASIS OF CURRICULUM DEVELOPMENT</p> <ul style="list-style-type: none"> • Epistemological bases: forms of knowledge, structure of a discipline: characteristics of different Disciplines and levels of understanding; Logical grammar of school subjects. • Sociological bases: societal needs and aspirations culture and values, social changes, knowledge explosion, national concerns and goals, globalisation, localization and privatization, political ideology and technological influences. • Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity. • Nature of learner and learning process: developmental characteristics of a learner, Developmental tasks; learning 	25%

	theories: Behaviouristic, constructivist and social learning and their relevance to curriculum development.	
3.	TYPES OF CURRICULUM <ul style="list-style-type: none"> • Subject centre • Learner centred • Community centred • Social reconstructoinist curriculum: characteristics, purpose, role of a teacher. 	25%
4.	CURRICULUM CONCERNS: GLOBAL AND NATIONAL <ul style="list-style-type: none"> • The salient features of National Curriculum Framework (2005). • Analysis of these documents with respect to various aspects of foundations. Concerns and the changes made with important considerations. • Curricular concerns under globalization. • Need of internalization of curriculum at secondary level. 	25%
...	PRACTICUM <ul style="list-style-type: none"> • Assignments and workshop on curriculum development and evaluation • Detailed study of National curriculum framework of school Education, India (1975 onwards) followed by seminar presentation. • Preparation and presentation of papers on Comparative study and analysis of curricular frameworks of other countries concerns and goals towards school education) • Preparation and presentation of paper on Curriculum framework of different states. 	

Teaching-Learning Methodology	Group discussion , Seminar, Work shop, Demonstration, Observation Group Teaching , Library study , Experimental method
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none"> • Internal Written / Practical Examination (As per CBCS R.6.8.3) • Internal Continuous Assessment in the form of Practical, Viva-voce, 	30%

	Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	
2.	University Examination	70%
Course Outcomes: Having completed this course, the learner will be able to		
1	Describe the form, principles and characteristics of the curriculum and syllabus.	
2	Curriculum development using types and approaches of curriculum development	
3	Curriculum development of curriculum based on different models of curriculum development.	
4	Demonstrate skills in using communication technology (ICT) in curriculum Development.	
5	Evaluate the curriculum in relation to problems related to curriculum development	

Suggested References:

Bob moon and Patricia Murphy (Ed) 1999 Curriculum in context Paul Chapman Publishing. London

Butchvarov, P 1970 The concept of knowledge, Evanston Illions. North western university press

Chomsky. Knowledge of language. Prager, New York

Datta, D.M.1972 six ways of knowing Calcutta university Press, Calcutta

Dewey John. The child and the curriculum, University of Chicago press Chocago

Joseph Schwab 1979, the practical a language for curriculum school review

Keddie, N 1971. Classroom knowledge, in M.F.D young

Kelley A B. 1997, the curriculum theory and practice Harper and Row, U.S
