



**C. U. SHAH UNIVERSITY**  
**Wadhwan City**

**Department of Education (M.Ed.)**

**Semester: - II**

**Code: - MEDO2CUS1**

**Name: Curriculum Studies**

**Teaching & Evaluation Scheme: -**

Subject Code	Name of the Subject	Teaching Scheme (Hours)				Credits	Evaluation Scheme							
		Th	Tu	Pr	Total		Theory				Practical (Marks)			Total
							Sessional Exam		University Exam		Internal		University	
							Marks	Hrs	Marks	Hrs	Pr/Viva	TW	Pr	
MEDO2CUS1	<b>Curriculum Studies</b>	4	0	0	4	4	30	--	70	3	---	----	-----	<b>100</b>

**Objectives:**

**After completion of this course the students will be able to:**

1. Define curriculum
2. Identify the components of curriculum
3. Describe and analyze various approaches to curriculum development
4. Explain and compare various types of curriculum
5. State the meaning of curriculum development
6. Discuss various issues in curriculum development
7. Understand the process of curriculum development
8. State major issues to be addressed through curriculum
9. Describe various modes of curriculum development
10. Explain various considerations for curriculum development
11. Describe various guiding principles for selection and organization of learning experiences.
12. Understand curriculum evaluation and its various approaches.

## Curriculum Studies

Unit No.	Name of the Unit	Weight age
1.	<b>Curriculum and Syllabus</b>	25%
	1.1 Curriculum and Syllabus- Meaning ,Concept, Impotence and difference between Curriculum and Syllabus 1.2 Foundation of Curriculum in Indian context (Philosophical, Sociological, Psychological, and Technological) 1.3 Curriculum reforms in India( National Curriculum Framework NPE—2009,2015) 1.4 Institution for Curriculum Development, Relationship between dimension of Curriculum and objectives of education	
2.	<b>Types of Curriculum Development</b>	25%
	2.1 Subject centered 2.2. Core curriculum 2.3. Learner centered 2.4. Community centered	
3.	<b>Models of Curriculum Development</b>	25%
	2.1. Tylers-1949 model 2.2. Hilda Taba 1962 model 2.3. Nicholls and Nicholls-1972 model , Willes and Bondi-1989 model 2.4. Need assessment model, Futuristic model. Vocational/Training model	
4	<b>Steps of Curriculum development and Evaluation of Curriculum</b>	25%
	4.1 Steps of Curriculum development 4.2 Curriculum Evaluation - Meaning ,Concept, Need 4.3 Criteria for Curriculum Evaluation 4.4 Barrier in Curriculum development	

**Reference :**

1. Arora, G.L. (1984): Reflections on Curriculum NCERT.
2. Dewey, John (1966). The Child and the Curriculum The University of Chicago Press.
3. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research Routledge. U.K.
4. NCERT (2005). National Curriculum Framework-2005 NCERT, Sri Aurobindo Marg, New Delhi.
5. NCERT (2000). National Curriculum Framework for School Education NCERT, New Delhi.
6. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques New Delhi. Book Enclave.
7. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory) New York. Teacher College Press.
- 8.. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews Doaba World Education
9. Reddy, B. (2007): Principles of curriculum planning and development
10. Taba Hilda (1962) Curriculum Development: Theory and Practice New York, Harcourt Brace,Jovanovich Inc.
- 11.Bhatia, S.C., (1991). Curriculum development in population education. University of Delhi: Population Education Resource Centre.