

## **Bachelor of Education (B.Ed.)**

**Title of the Course: Perspective Course PC 15: Curriculum: Planning, Development and Evaluation**

**(Semester: IV)**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week 15**

### **Introduction of the Course**

This course introduces B.Ed. students to the theoretical and practical aspects of curriculum planning, development, and evaluation in the Indian context. They will explore the underpinnings related to the theoretical and practical fundamental ideas related to curriculum at school level. Students will become familiar with the models of curriculum development, engage in the process, and learn techniques for effective curriculum evaluation. The course emphasizes the importance of aligning curriculum with national and state policies, addressing diverse learners' needs, and utilizing contemporary technological tools.

We'll begin by establishing a robust foundation, examining seminal curriculum theories from scholars like Tyler and Doll, understanding their implications for teaching and learning. We'll then delve into the dynamic landscape of curriculum policy, analyzing the context and significance of national education policies and the text of 1986 and 2020 policies. It will also give an opportunity to the students engage with the ways of curriculum framework development, content selection and organization, approaches for assessment and implementation models. The students will learn to translate identified needs into tangible learning experiences that cater to diverse learner profiles.

It will try to nurture the ability to envision, design, and implement curricula that ignite curiosity, cultivate critical thinking, incorporate diverse needs of students and foster a love for lifelong learning among the learners.

### **Learning Outcomes**

After completion of the course student will be able to:

1. Comprehend the role of curriculum in education.
2. Understand different models of curriculum development and relate them with the Indian context/s.

  
Head/Dean  
विभागाध्यक्ष एवं संकाय प्रमुख  
विद्या विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

3. Identify diversity among the learners with respect to its relevance in their curriculum.
4. Describe the process of content selection, creation and its implementation.
5. Assess curriculum effectiveness with respect to learning diversity and inclusive education.
6. Develop perspectives on the role and contribution of educational technology in the process of curriculum development.

**Number of Units (4)**

**Weeks 15 = 60 hours**

**Unit 1: Foundations of Curriculum**

**(4 weeks = 16 hours)**

- Introduction to curriculum: Conceptual understanding involving its three dimensions: context, pedagogy and evaluation
- Factors influencing Curriculum: Political, Socio-cultural, Economic, Technological, Environmental Factors
- Evolution of curriculum thinking : Historical perspectives and contemporary trends.
- Curriculum approaches in education policies India: NPE 1986, National NEP2020, NCFs, and any SCF for a comparative analysis
- Curriculum development models: Tyler's model (Objectives model), Bobbitt's model, spiral curriculum, and others.

**Unit 2: Curriculum Development Process**

**(4 weeks = 16 hours)**

- Components of Curriculum design
- The school's curriculum and subject curricula
- Needs assessment: Identifying learner needs, community needs, and societal demands.
- Organization of content and learning experience and Evaluation: Criteria for selecting content, sequencing, presentation and integration.
- Curriculum design models: Subject centered, learner-centered, and competency-based approaches.
- Alignment with goals and approaches advocated in the policy documents, learning outcomes: SMART goals, Taxonomies of writing outcomes, and writing effective objectives.



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

- Resource mobilization and management: textual material, other teaching-learning material and technological resources.

**Unit 3: Curriculum Implementation and Evaluation (4 weeks = 16 hours)**

- Factors influencing curriculum: Teacher preparedness, 's resources in the system, and the larger socio-economic ethos
- Strategies for effective curriculum implementation: Teacher professional development, resource availability, teacher well-being, and the availability of technology for implementation
- Curriculum evaluation: Purposes, methods, and instruments for formative and summative assessment.
- Data analysis and interpretation: Drawing conclusions and informing future decisions.
- Role of stakeholders in curriculum evaluation: School head, administration, teachers, students, parents, and community members.

**Unit 4: Contemporary Issues in Curriculum (3 weeks = 12 hours)**

- Inclusive education: learners with disability, gender, caste, tribes, marginalized groups: addressing diverse learners' needs as an epistemological concern in curriculum.
- Technology-enhanced curriculum: Leveraging digital tools for effective learning. e-learning & curriculum
- Education for Sustainable development and global citizenship: Integrating environmental awareness into the curriculum.
- Future of curriculum: Emerging trends and challenges in the 21st century.

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Analyse curriculum of a regular school in India and another country (such as Japan, Sweden or any other) and make a comparative report.
2. Analyse the curriculum of a free progressive school in India and compare it with that of regular schools
3. Observe a school/ Interview a head of the school and teachers to document the curriculum model
4. Make a presentation on challenges faced by schools in your locality related to curriculum implementation.



Head/Dean

विभागाध्यक्ष एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

### Essential/ Recommended Readings:

- Apple, M. W. (2004). The state and the politics of the curriculum: Lessons from colonial India. *Educational Theory*, 54(4), 355-378
- Bruner, J. S. (1960). *The process of education*. Harvard University Press.
- Dewey, J. (1966): *The Child & the Curriculum -The School & Society*, Phoenix, USA.
- Kumar, Krishna. (2004) *What is Worth Teaching?* Orient Longman: New Delhi
- National Council of Educational Research and Training (2007). *National Focus Group Paper, Curriculum, Syllabus and Textbooks*. NCERT
- National Council of Educational Research and Training. (n.d.). *Guidelines for Evaluating School-Based Curricular Programmes*. NCERT.
- Ministry of Education. (n.d.). *NPE 1986*
  
- Ministry of Education (2020). *National Education Policy 2020*. Government of India. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
  
- Ministry of Education (2023). *NCEF- school Education*[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf)
  
- NCERT (2005) *National Curriculum Framework (2005) (India)*: <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
  
- Stenhouse, Lawrence. (1975) *An Introduction to Curriculum Research and Development*. Heinmann Education: Oxford
  
- Tyler, R.W.(1941). *Basic principles of curriculum and instruction* .Chicago: University of Chicogo Press.

### Additional Readings

- Apple, M. W. (2017). *Knowledge as power: Education and the struggle for social justice* (5th ed.). Routledge.
- Armstrong, D.G. (1989), *Developing and Documenting the Curriculum*, Boston: Allyn & Bacon, Inc. Bruner, J.S. (1960), *The Process of Education*, Harvard University Press.

  
Head/Dean

विभागाध्यक्षा एवं संकाय अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

- Carter V. Good (1973), Dictionary of Education, New York: McGraw-Hill.
- Casewell, Hollies L. (1966), "Emergence of the Curriculum as a Field of Professional Work and Study". In Helen P. Robinson, (ed.), Precedents and Promises in the Curriculum Field, New York: Teachers College Press.
- Dewal, O.S. (2004), 'National Curriculum', in J.S. Rajput (ed.), Encyclopaedia of Education, New Delhi: NCERT.
- Dewey, J. (1938). Experience and education. The Macmillan Company.
- Doll, Ronald C. (1996), Curriculum Improvements: Decision Making and Process, 6th ed., Boston: Allyn & Bacon.
- Eisner, E. W. (1998). Curriculum and the art of teaching. Teachers College Press.
- Eisner, E. W. (2002). The educational imagination: On the design and evaluation of school programs. Macmillan
- Eisner, E. W., & Peshkin, A. (2009). Living the arts in education: Making the leap from the studio to the school. Harvard Education Review, 79(3), 606-632. (Advocates for integrating the arts into the curriculum)
- Fenwick, W. (2020). Curriculum: In and against the state. Routledge. (Historical and philosophical analysis of curriculum in relation to social power)
- Glatthorn, A. A., Ray, D. F., & Siraj, I. (2012). Curriculum development and design for educators. Pearson.
- Goodlad, J. I. (1994). School curriculum: A brief introduction. Scott, Foresman and Company
- Grant, C. (2010). Curriculum as a field of inquiry: The case for a new paradigm. Curriculum Inquiry, 40(1), 1-29. (Calls for a new understanding of curriculum as a dynamic and contested field)
- Gruening, G. (2014). Curriculum: Theory and development (6th ed.). Pearson. (Comprehensive overview of curriculum theories and development approaches)
- Gruening, G., & Johnston, A. (2020). Exploring the boundaries of curriculum theory: Toward a framework for transdisciplinary curriculum studies. Curriculum Inquiry, 50(3), 246-267. (Proposes a transdisciplinary approach to curriculum theory)
- journals
- Kumar, Krishna. (2021) Smaller Citizens Orient Longman: New Delhi
- Licane, J.A. (et. al.) (1986), Curriculum Planning and Development, London: Allyn and Bacon, Inc.
- Luke, A. (2000). Critical theories of learning: Shifting terrains in cultural pedagogy. Peter Lang. (Focuses on cultural and critical perspectives on curriculum)
- National Council of Educational Research and Training. (n.d.). National Curriculum Framework 2005. NCERT.
- OECD(2019). Global Citizenship Education: Preparing Learners for Diverse Societies, Lives and Economies: [https://www.oecd.org/pisa/PISA\\_in\\_Focus\\_100.pdf](https://www.oecd.org/pisa/PISA_in_Focus_100.pdf)
- Popham, W. J. (2008). The new evaluation agenda: Assessment for the 21st century. Pearson.

Head/Dean

विभागाध्यक्ष एवं संसद अध्यक्ष  
शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

- Schwab, J. I. (1964). *The structure of the disciplines: What schools might learn from the disciplines of inquiry*. Rand McNally.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Stenhouse, L. (1975). *Curriculum research and development: The second curriculum inquiry*. Heinemann.
- Taba, H. (1962). *Curriculum development-theory and practice*. New York: Harcourt Brace, Jovanoich.
- Tanner, D. and Tanner, L.(1975) *Curriculum development theory and practice*. New York: Macmillan Publishing Co. Inc
- UNESCO(2017).*Education for Sustainable Development Goals: Learning Objectives*. <https://www.unesco.org/en/articles/education-sustainable-development-goals-learning-objectives>
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). ASCD.

### Teaching Learning Process

This course will embrace an interactive and exploratory learning journey, fostering your transformation into curriculum architects. Expect lively discussions sparked by real-world case studies, collaborative group activities where you'll design inclusive learning experiences, and independent exploration through guided research tasks. Technology will be used, with online tools and resources enriching your explorations. Prepare to think critically, question creatively, and leave each session brimming with new perspectives and practical skills to shape impactful curricula that ignite young minds.

### Assessment Method

Your internal assessment (30 marks) reflects your active participation, collaborative spirit, and technological adeptness. Be ready to critically analyze your learning journey through mid-semester reflections and showcase your curriculum solutions.

The end-term exam (70 marks) puts your knowledge to the test. Expect a comprehensive blend of objective and subjective questions assessing theoretical understanding, analytical skills, and practical application. You'll tackle a real-world case study, designing a curriculum intervention that demonstrates theoretical alignment, effective strategies, and sound assessment techniques.

**Key words:** Curriculum, Evaluation, Disability, Learner's Needs, Citizenship.



Head/Dean  
 विभागाध्यक्ष एप संचालय अध्यक्ष  
 शिक्षा विभाग/Deptt. of Education  
 दिल्ली विश्वविद्यालय, दिल्ली-110007  
 University of Delhi, Delhi-110007