

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

**Title of the Course: P 11.5: Curriculum, Research, and Development**

**(Semester I & III)**

**Credits: 4**

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

**Contact Week 15**

**Introduction of the Course**

This course introduces curriculum design and development models and practices. The purpose of this course is to help the scholars build a theoretical foundation of curriculum development. This course will give an introduction to what curriculum is and, how curriculum is understood and what are the various models of curriculum. The course presents the History and development of the curriculum emphasizing the underlying perspectives that inform curricular choices and activities; principles and issues related to organization, development and evaluation. Beginning with the question *what is curriculum*, the students will explore how curriculum has been defined, who has defined it and why. We will also explore how teachers and schools in India have been "doing" curriculum. Finally, we will explore how scholars in education are conceptualizing curriculum in light of feminism, multiculturalism and inclusion. Throughout the course, there will be an emphasis on blending the theoretical and the practical aspects of curriculum study.

**Learning Outcomes**

After completion of the course, student will be able to:

1. Describe theories and models of curriculum
2. Analyze the social, economic, and political forces affecting the curriculum
3. Investigate theoretical perspectives of curriculum work and the implications for the form and content of curriculum deliberation, research and evaluation
4. Become familiar with background of curriculum knowledge, examine the perspectives, paradigms and possibilities of the curriculum field.
5. Examine current issues in curriculum studies
6. Become familiar with the importance of curriculum study and the role of teacher in it


**Number of Units: 4**

**Weeks 15 = 60 hours**

**Unit 1: Theoretical Foundations of Curriculum Studies**

**(4 weeks = 16 hours)**

- The concept of Curriculum :Overview of definitions/concepts including the difference between Curriculum Societies and Syllabus Societies
- Impact of structures of power and control on school curricula
- Curriculum and technical-behavioral perspectives and its implications
- Curriculum as process (the practical/deliberative traditions) and the associated issues
- Curriculum as Research

  
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## Unit 2: Curriculum Episodes

(5 weeks = 20 hours)

- Scientific Curriculum Making
- Intrinsically Worthwhile Knowledge Episode
- Innovative Pedagogic Experiment Episode
- Socio-cultural models of Learning
- Critical Pedagogy Episode
- Instrumentalism Episode and School Effectiveness Episode
- Technology and Curriculum

## Unit 3: Teacher as a Researcher and Curriculum Designer

(4 weeks = 16 hours)

- Role of Teacher in Progressive Education; Reflection in Action
- Culture and Pedagogy: Curricular Inquiry
- Teacher as Researcher and a Curriculum Practitioner
- Crisis in Curriculum: Teacher Shortage

## Unit 4: Evaluation of Curriculum: Issues and Theories

(2 weeks = 8 hours)

- Orientation to evaluation : Measurement vs Democratic
- Course improvement. identifying the needs of learners for the sake of planning instruction and administrative regulation: judging how good the school system is,
- Curriculum as a site of resistance

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

1. Identify curriculum perspectives in the literature and develop an annotated bibliography
2. Identify issues and methods in your own discipline by supporting with relevant literature review on a curriculum topic of your choice.
3. Comparative analysis of the school curricula of education systems in ex-colonies and *not-colonised* societies
4. A study of courses in curriculum design and development in different western and Asian systems of education and lessons drawn.

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

## Essential/ Recommended Readings

- Alexander, R. (2000). *Culture and Pedagogy: International Comparisons in Primary Education*. Blackwell Publishers.

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- Jackson, Philip W. (Editor). (1992). Handbook of Research on Curriculum. NY: Macmillan Publishing Co.
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- Contemporary issues in curriculum (5th Ed.). Pearson. Ch.3, p.21-32.
- Muller, J. (2009). Forms of knowledge and curriculum coherence. Journal of Education and Work, 22: 3, 205 - 226.
- NCERT. (2006). *Position Paper: National Focus Group on Curriculum, Syllabus and Textbooks*. NCERT.
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- William, F. Pinar. (2015) *Curriculum Studies in India: Intellectual Histories, Present Circumstances*. Palgrave Macmillan

### Additional Readings

- Eisner, E.W. ( 1993). Reshaping assessment in Education: Some criteria in search of practice. *Journal of Curriculum Studies* 25(3), 219-234.
- Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, 59, 297-324.
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- Greene, M. (1995). Chapter 13: Standards, common learnings, and diversity, *Releasing the imagination: Essays on education, the arts, and social change*(pp. 169-184): Jossey Bass.
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- Ornstein, A. C. (2011). *Critical issues in Teaching*. In Ornstein, Pajak, and Ornstein (Eds.) . *Contemporary issues in curriculum*( 5th Ed.), Pearson. Ch.8, p. 75-93.
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**Teaching Learning Process:**

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

**Assessment Method:**

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through an end-semester examination.

**Keywords:** Curriculum, Research, Teachers



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