

Course Code	Course Name	Credits
26ED601	CURRICULUM: THEORY, DESIGN AND EVALUATION	04

Course Objectives

The course aims to,

- ✓ Understand major curriculum theories and foundations
- ✓ Analyze different curriculum designs and models
- ✓ Apply curriculum knowledge to real classroom contexts
- ✓ Evaluate curriculum effectiveness in educational settings
- ✓ Cultivate skills in curriculum planning and development

Learning Outcomes

After the completion of the course, the Learner will be able to,

- ❖ Understand curriculum concepts
- ❖ Analyze curriculum theories, compare theories and models.
- ❖ Use modern approaches in curriculum design
- ❖ Evaluate curriculum Effectiveness apply tools techniques and modesl for curriculum evaluation and improvement.

Unit 1 - Foundations of Curriculum (12 hours)

Meaning and concept of curriculum - Nature and scope of curriculum - Bases of curriculum: Philosophical (Idealism, Pragmatism, etc.) - Sociological (culture, society, change) - Psychological (learning theories) - Hidden curriculum and null curriculum.

Unit 2 – Curriculum Theories and Approaches (12 hours)

Traditional vs modern curriculum theories - Subject-centered, learner-centered, and problem-centered approaches - Competency-based curriculum - Constructivist approach to curriculum - Critical and postmodern perspectives.

Unit 3 - Curriculum Design and Models (12 hours)

Principles of curriculum design - Types of design: Subject-centered design, Activity-centered design, Core curriculum design - Models of curriculum development: Tyler's Model (Objectives Model), Taba's Model, Wheeler's Model, Steps in curriculum planning and development

Unit 4 – Curriculum Development Process (12 hours)

Need assessment and situational analysis - Formulation of objectives and learning outcomes - Selection and organization of content - Selection of learning experiences - Role of stakeholders (teachers, students, policymakers)

Unit 5 - Curriculum Implementation (12 hours)

Meaning and importance of implementation - Role of teachers in curriculum transaction - Instructional strategies and methods - Challenges in curriculum implementation - Curriculum adaptation and flexibility

Reference Books:

- Tyler, R. W. – Basic Principles of Curriculum and Instruction
- Taba, H. – Curriculum Development: Theory and Practice
- Ornstein & Hunkins – Curriculum: Foundations, Principles, and Issues
- NCERT – National Curriculum Framework (NCF)

Alignment with NEP 2020

1. NEP 2020 brings a paradigm shift in curriculum from: Content-heavy → Competency-based ,Rote learning- Conceptual understanding, Teacher-centered Learner-centered
2. This directly reflects modern curriculum theories and practices and Promotes broad-based curriculum design.
3. It reflects multi dimensional evaluation and supports personalized curriculum pathways.
4. It transforms curriculum into a dynamic, inclusive, and outcome-oriented framework, suitable for 21st-century education.

COs and Bloom's Taxonomy Level (BTL) Mapping for 26ED601

Course Outcomes	On successful completion of the course, the students will be able to	BTL
CO1	Understand major curriculum theories and foundations	K1 & K 2
CO2	Analyze different curriculum designs and models	K 4
CO3	Apply curriculum knowledge to real classroom contexts.	K 3
CO4	Evaluate curriculum effectiveness in educational settings	K 5
CO5	Cultivate skills in curriculum planning and development	K 6

Bloom's Taxonomy Level (BTL):- K1 and K2 – remembering and understanding, K3 - Applying, K4 – Analyse, K5 - Evaluate and K6- Create

Relationship Matrix

Course Outcomes	Programme Outcomes (POs)								Programme Specific Outcomes (PSOs)							Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
CO1	3	3	2	2	1	2	2	3	3	2	1	2	3	2	2	2.2
CO2	2	3	3	2	3	2	3	2	2	2	2	1	3	2	3	2.3
CO3	2	3	2	2	3	2	3	2	2	3	2	3	3	1	3	2.4
CO4	3	2	2	2	2	2	3	2	3	2	1	1	3	1	2	2.0
CO5	2	3	3	2	2	2	2	3	2	2	3	3	2	2	2	2.3
Total																2.2

Mean Score: 3- High, 2- Medium/Moderate, 1-Low

