Institute of Education and Research
Faculty of Education
University of the Punjab, Lahore

Program	Bachelor of Education (B.Ed.)

Course Title: Curriculum Development	Course Type: Major Course of Education

Course Code: MCEd-301	Credit Hours: 3	Duration: 16 Weeks

Introduction	Curriculum is designed to provide desirable learning experiences in the education system. Curriculum development is a process in which choices of learning experiences are made and activated through coordinated activities. The process starts from selection of aims, goals and Learning Outcomes, which guide the structure and provide direction. To teaching learning process the next stages are selection of Content and its organization, selection of instructional strategies and evaluation methods are stated to Contents all the activities needed for students' development. Prospective teachers require knowledge and skills about the curriculum development: theory and practice to become an effective & efficient practitioner curriculum is considered of the core course of discipline of education. Thus, it is imperative to tech this course to prospective teachers.
Learning Objectives	After studying the course students will be able to: 1. Understand the concept of curriculum 2. Explain the foundations of the curriculum 3. Discuss the needs and principles of curriculum 4. Understand the factors affecting curriculum development 5. Explain the elements/components of curriculum development 6. Explain different types of curricula 7. Identify the problems and issues of curriculum development in Pakistan 8. Understand the theory of curriculum development 9. Understand the process of curriculum development 10. Understand the practices of curriculum development in Pakistan.
Course Content	1. **Introduction to Curriculum** 1.1. Concept of curriculum 1.2. Difference between curriculum, syllabus, and textbook 1.3. Need for curriculum development 1.4. Principals of curriculum development 1.5. Elements of curriculum: Learning Outcomes, Content, Teaching methods and evaluation 1.6. Factors influencing curriculum development. 2. **Foundations of Curriculum** 2.1. Philosophical/Ideological Foundations 2.2. Historical Foundations 2.3. Psychological Foundations 2.4. Socio-economic and Cultural Foundations 2.5. Political Foundations 3. **Curriculum Development Process** 3.1. Situation analysis

	3.1.1. Need Assessment
	3.1.2. Phases of need assessment
	3.1.3. Conducting situation analysis

      3.1.1. Need Assessment
      3.1.2. Phases of need assessment
      3.1.3. Conducting situation analysis
  3.2. Selection of aims, goals and Learning Outcomes
      3.2.1. Taxonomy of educational Learning Outcomes
      3.2.2. National Learning Outcomes of education in the current education policy
  3.3. Selection of Content
      3.3.1. Organization of Content
      3.3.2. Selection and organization of learning experiences
      3.3.3. Selection of Instructional Strategies
  3.4. Evaluation of evaluation
      3.4.1. Types of evaluation
      3.4.2. Tools of evaluation
      3.4.3. Reporting
      3.4.4. Evaluating curriculum and multiple textbooks

4. **Curriculum Design**
  4.1. Concept of curriculum design
  4.2. Criteria of selecting curriculum design
  4.3. Types of curriculum
      4.3.1. Centred Designs
      4.3.2. Learner Subject centred Designs
      4.3.3. Problem or topic centred Designs
      4.3.4. Integrated curriculum

5. **Models of Curriculum Development**
  5.1. Tyler Model
  5.2. Hilda Model
  5.3. Lewis Model
  5.4. Oliva Model
  5.5. Wheeler Model
  5.6. Dynamic Model
  5.7. Skel Beck Model

6. **Process and Problems of Curriculum Development in Pakistan**
  6.1. Curriculum development at elementary and secondary level
  6.2. Curriculum development at higher education level
  6.3. Curriculum revision and role of HEC
  6.4. Curriculum development for Adult Literacy
  6.5. Role of teacher in curriculum development
  6.6. Problems and issues of curriculum development in Pakistan

7. **The key features of a democratic and educational national curriculum**
  7.1. A curriculum for equality of life
  7.2. The role of the professional in sustainable democracy
  7.3. Fundamental principles

8. **Teaching Learning Strategies**
  8.1. Lectures
  8.2. Brainstorming session
  8.3. Small group discussion
  8.4. Study tour to curriculum development institutions.

Textbook(s)	Boyle, B., Charles, Marie. (2016). *Curriculum development: A guide for educators.* SAGE Publishers.
Suggested Reading	Children Resource International. (2004). *Child-centred curriculum (unit 3ʳᵈ).* Islamabad. David, M. (1997). *Teaching skills in further and adult education (Rev. ed.).* London: City and Guilds. Farooq, R. A. (1993). *Education System in Pakistan.* Islamabad: Asia Society for Promotion of Innovation and Reforms in Education, Islamabad. Kelly, A.V. (1999). *The curriculum, theory and practice.* London: Paul Chapman. MS-Neil, J.D. (1990). *Curriculum: A comprehensive introduction (4ᵗʰ ed).* Los Angeles: HarperCollins. Murry, P. (1993). *Curriculum development and design (2ⁿᵈ ed.).* Allen and Unwin. Saxena, S. N. R., &Oberoi, S.C. (1994). *Technology of teaching.* Royal Book Depot. Sharma, R. C. (2002). *Modern methods of curriculum organization.* Book Enclave. Wiles, J., & Bondi, J. (1993). *Curriculum development.* McMillan Publication Company.
Teaching/Learning Strategies	Lecture Discussion Cooperative Learning Class activities Applied Projects
Evaluation Criteria	Assignment/Project/Presentation 25% Mid Term 35% Final Term 40%