

SEMESTER-V

Course: Curriculum Development

Credit Hours: 3

INTRODUCTION

In the system of education, Curriculum is designed to provide desirable learning experiences. Curriculum is a total plan for an educational setting. Curriculum development is a process in which choices of learning experiences are made and activated through co-ordinated activities. The process starts from selection of Aims, Goals and Objectives, which guide the structure and provide direction. The next stages are selection of Content and its organization, selection of instructional strategies and evaluation.

OBJECTIVES

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

1. understand the concept of curriculum;
2. explain the foundations of the curriculum;
3. elaborate the needs and principles of curriculum;
4. discuss the factors affecting curriculum development;
5. understand the process of curriculum development;
6. write curriculum objectives in behavioral term;
7. examine the elements/components of curriculum development;
8. differentiate between different types of curricula;
9. Identify the problems and issues of curriculum development in Pakistan.
10. explain the concept of teaching, teaching learning strategies, and relationship among different elements;
11. examine the role of teacher in detail;
12. use various teaching learning strategies for effective classroom learning;
13. develop appropriate lesson plans according to the nature of the subject matter;
use various teaching aids for effective teaching learning activities

COURSE CONTENT

Unit 01 Introduction to Curriculum

- 1.1 Concept of curriculum
- 1.2 Difference between curriculum, syllabus and text book
- 1.3 Need for curriculum development,
- 1.4 Principals of curriculum development
- 1.5 Elements of curriculum: Objectives, Content, Teaching methods and evaluation.
- 1.6 Factors influencing curriculum development.
- Unit 02 Foundations of Curriculum
 - 2.1 Philosophical/Ideological foundations
 - 2.2 Historical Foundations
 - 2.3 Psychological Foundations
 - 2.4 Socio-economic & Cultural Foundations
 - 2.5 Political Foundations
- Unit 03 Curriculum Development Process
 - 3.1 Situation analysis
 - 1. Need Assessment
 - 2. Phases of need assessment
 - 3. Conducting situation analysis
 - 3.2 Selection of aims, goals and objectives
 - 1. Taxonomy of educational objectives
 - 2. Objectives of education in the current education policy
 - 3.3 Selection of Content
 - 1. Organization of Content
 - 2. Selection and organization of learning experiences
 - 3. Selection of Instructional Strategies
 - 3.4 Evaluation
 - 1. Types of evaluation
 - 2. Tools of evaluation
 - 3. Reporting
 - 4. Evaluating curriculum and multiple textbooks
- Unit 04 Curriculum Design

- 4.1 Concept of curriculum design
- 4.2 Criteria of selecting curriculum design
- 4.3 Types/ pattern of curriculum
 - 1. Subject Centered Designs
 - 2. Learner centered Designs
 - 3. Problem or topic centered Designs
 - 4. Integrated curriculum
- Unit 05 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
- Unit 06 Process and Problems of Curriculum Development in Pakistan
 - 6.1 Curriculum development at elementary and secondary level
 - 6.2 Curriculum revision and role of Curriculum Wing
 - 6.3 Curriculum development at higher education level
 - 6.4 Curriculum revision and role of HEC
 - 6.5 Curriculum development of Adult Literacy
 - 6.6 Role of teacher in curriculum development
 - 6.7 Problems and issues of curriculum development in Pakistan
- Unit 07 Patterns of curriculum.
 - 7.1 Conservative liberal art
 - 7.2 Educational technology
 - 7.3 Humanistic
 - 7.4 Vocational
 - 7.5 Social re-construction
 - 7.6 De-schooling

Unit 08 Instructional Process

- 8.1 Concept of teaching, techniques and strategies with reference to their differences
- 8.2 Process of teaching
- 8.3 Main features/characteristics of teaching
- 8.4 Instructional design

Unit 09 Approaches to Teaching / Methods and Techniques

- 9.1 Teacher –led Approaches
 - 1. Lecture Method
 - 2. Demonstration Method
 - 3. Lecture-cum- demonstration
- 9.2 Child centered approaches
 - 1. Group work / Discussion
 - 2. Problem solving strategy/Inquiry
 - 3. Use of ICT / Computer Assisted Instructions
- 9.3 Questioning and feedback skill

Unit 10 Planning and Managing Teaching

- 9.1 Approaches to lesson planning
- 9.2 Types of effective lesson planning
- 9.3 Daily, Weekly and Yearly Plans
- 9.4 Time management

Unit 11 Teaching Aids and Instructional Technology

- 10.1 Concept of instructional technology and its importance
- 10.2 Selection and use of appropriate teaching aids
- 10.3 Projected & non Projected Aids

Evaluation Criteria

| Examination | Type | Marks |
|----------------------|----------------|-------|
| Internal Examination | Sessional Work | 15% |
| | Mid-Semester | 25% |
| External Examination | Final Semester | 60% |

SUGGESTED BOOKS

1. Children Resource International (2004), *Child-centered Curriculum (unit 3rd)*, Islamabad.
2. David Minton (1997) *Teaching Skills in Further and Adult Education*, (revised ed.) London, City and Guilds.
3. Farooq, R.A, (1993), *Education System in Pakistan*, Islamabad; Asia Society for Promotion of Innovation and Reforms in Education, Islamabad.
4. Kelly,A.V., (1999), *The Curriculum and Theory and Practice*, London, Paul Chapman.
5. MS Neil J.D (1990), *Curriculum: A Comprehensive Introduction*,4th ed. Los Angeles: Harper Collins.
6. Murry Print(1993), *Curriculum Development and Design* 2nd ed., St. Leonards, Allen and Unwin
7. Saxena Swarup,N.R and Oberoi, S.C (1994) *Technology of Teaching*, *Merrut, Royal Book Depot*
8. Sharma R.C. (2002), *Modern Methods of Curriculum Organization*. *New Delhi*
9. Wiles J.& Bomdi J. (1993). *Curriculum Development*. New York McMillan Publication Company.