

GENERAL ELECTIVE COURSE – 3 (GE 3): CURRICULUM STUDIES**Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Curriculum Studies GE 3	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To orient students towards the idea of curriculum as a theoretical concept and its relationship with the diverse context.
2. To enable students to understand and analyse the disciplinary divisions and school subjects
3. To encourage students to draw links and connections between the conception of knowledge and the approach towards teaching.
4. To familiarise students with curricular documents and develop the ability to analyse them for their curricular assumptions.

Learning outcomes

After completion of the course student will be able to:

1. develop a theoretical perspective on curriculum and knowledge.
2. draw interconnections between the various school subjects in the light of interdisciplinary perspective.
3. analyse curricular documents for their assumptions.
4. examine curricular assumptions behind various school activities.
5. analyse various policy documents regarding curriculum and its implementation.

Total Hours: 45

Unit I: Curriculum Studies: Conceptual Understanding

(10 Hours)

- The concept of curriculum; difference between curriculum and syllabus
- Curriculum as product, process, praxis, and context
- The role of a teacher in curriculum planning.

Unit II: Curriculum, knowledge and teaching

(10 Hours)

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- What is worth teaching? How does it get decided?
- The role played by conception of knowledge in shaping teaching and learning activities
- knowledge: Disciplinary, interdisciplinary, multidisciplinary and trans-disciplinary
- Impact of examination system on knowledge in school curriculum

Unit III: Curriculum Policy

(12 Hours)

- Curriculum in national policies and the practice of having a national curriculum framework.
- Study of the following important policy documents for the understanding of curriculum: *Learning without Burden* (Yashpal Committee Report), NCFSE 2000, National Curriculum Framework-2005, National Curriculum Framework for Foundational Stage (NCFFS -2022) and NCFSE-2023

Unit IV: Curriculum Design and Implementation

(13 Hours)

- Models of curriculum design: Tyler's Rational-Linear Model, Taba's Grassroots Model, Wheeler's Model, etc.
- Elements of curriculum: Aims, content, methodology, evaluation
- Designing inclusive, responsive and interdisciplinary curricula
- The role of teachers, institutions, and stakeholders

Practicum/ Suggested Projects / Assignments (Any Two)

1. Analyse any one curriculum framework document developed in India with respect to its a of education and the social, political and economic context.
2. Interview five teachers and document their understanding of curriculum and their role in its planning.
3. Study an innovative school's curriculum. Example: KFI school, school in Sevagram Ashr Wardha.
4. Analyse Gandhi's Basic Education Scheme as a curricular document

Essential/ Recommended Readings

- Batra, P. (2006). Building on the National Curriculum Framework to Enable the Agency of Teachers. *Contemporary Education Dialogue*, 4(1), 88-118. <https://doi.org/10.1177/0973184913411133>
- Cuthbert, A. & Standish, A. (Eds.). (2021). *What Should Schools Teach? Disciplines, subjects and the pursuit of truth* (2nd Edition). London: UCL Press
- Dottrens, R. (1962) *The Primary School Curriculum*. France: UNESCO.

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- Giroux, H. (1978). Developing Educational Programs: Overcoming the Hidden Curriculum. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 52(4), 148-151. <https://doi.org/10.1080/00098655.1978.10113565>
- Kumar, K. (1985). Reproduction or Change? Education and Elites in India. *Economic and Political Weekly*, 20(30), 1280-1284. <http://www.jstor.org/stable/4374640>
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- NCERT. (2006). *Position Paper: National Focus Group on Curriculum, Syllabus and Textbooks*. NCERT.
- NCERT. (2022). *National Curriculum Framework for Foundational Stage*. New Delhi: NCERT.
- NCERT. (2023). *National Curriculum Framework for School Education*. New Delhi: NCERT.
- Srinivasan, M. V. (2015). Reforming School Social Science Curriculum in India: Issues and Challenges. *Economic and Political Weekly*, 50(42), 52-58. <http://www.jstor.org/stable/44004070>
- Thapan, M. (2009). Youth Cultures and the Making of Citizens. *Economic and Political Weekly*, 44(18), 10-13. <http://www.jstor.org/stable/40278960>
- W. Pinar (Ed.) *Curriculum Studies in India: Intellectual Histories, Present Circumstances* (pp. 35-64). New York: Palgrave Macmillan.

Additional Readings

- Apple, M. W. (1993). The Politics of Official Knowledge: Does a National Curriculum Make Sense? *Teachers College Record*, 95(2), 222-241. <https://doi.org/10.1177/016146819309500206>
- Apple, M. W., & King, N. R. (1977). What Do Schools Teach? *Curriculum Inquiry*, 6(4), 341-358. <https://doi.org/10.2307/1179656>
- Batra, P. (2015). Curriculum in India: Narratives, Debates, and a Deliberative Agenda. In
- Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India. *History Workshop Journal*, 67(1), 99-110. <https://doi.org/10.1093/hwj/dbn050>
- Jain, M. (2005). Past and Present in the Curriculum. *Economic and Political Weekly*, 40(19), 1939-1942. <http://www.jstor.org/stable/4416599>

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- Kumar, K. (2011). Teaching and the Neo-Liberal State. *Economic and Political Weekly*, 46(21), 37–40. <http://www.jstor.org/stable/23017223>
- Kumar, N. (2019). The Curriculum, and the Hidden Curriculum, in Indian Education, 1985 to the Present. In Ullrich, H. (eds) *The Impact of Education in South Asia. Anthropological Studies of Education*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-96607-6_11
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- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् (2000). विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्।
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्. (2000). राष्ट्रीय पाठ्यचर्या की रूपरेखा. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्।
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्. (2009). पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तकें: राष्ट्रीय फोकस समूह का आधारपत्र. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्।

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 which 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 in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Keywords: Curriculum, Knowledge, Policy

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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