

CURRICULUM DEVELOPMENT AND INSTRUCTIONAL TECHNOLOGY
SECOND YEAR / SEMESTER III
CORE COURSES 6

OBJECTIVES:

At the end of the course the student teacher will be able to

- understand the concept of curriculum.
- understand the advantages and constraints of each type of curriculum.
- understand and apply the theories of Curriculum.
- identify philosophical, sociological and psychological issues that need to be considered in framing a curriculum.
- interrelate the key elements in curriculum planning.
- distinguish between the different types of evaluation.

UNIT I - NATURE, PRINCIPLES AND DETERMINANTS OF CURRICULUM

Meaning, Nature, Need and Importance, Components and Objectives of Curriculum, Content, Transactional and Evaluation, Principles of Integration, Determinants of Curriculum - Philosophical, Sociological, Psychological, Religious, Cultural, Economical and Political.

UNIT II - TYPES OF CURRICULUM DEVELOPMENT

Types of Curriculum- Linear Type- Concentric Type - Pyramidal – ABC's of Curriculum, Patterns of Curriculum - Activity Centred - Experience Centred, Life Centred, Environmental Based and Community Centred.

UNIT III - CURRICULUM ORGANISATION

Curriculum Organization – Educational Objectives and Curriculum Organization, Subject Matter and Curriculum Organization, ABC’s Curriculum Organization: Learning and Curriculum Organization – Types of Curriculum – Subject Centered Correlated, Fused, Core, Student – Centered – Their Relative Values and Weaknesses.

UNIT IV - CURRICULUM THEORIES

Meaning of a Theory - Functions of a Theory – Theory Building – Theories of Curriculum : Descriptive Curriculum Theory, Perspective Curriculum Theory, Critical Theory, Personal Theory, Scientific Theory, Naturalistic Curriculum Theory, Johnson’s Theory, Macdonald’s Theory.

UNIT V - CURRICULUM EVALUATION

Evaluation: Meaning and Definition; Scientific Vs Humanistic Approach to Evaluation – Intrinsic Vs Pay off Evaluation: Formative Vs Summative Evaluation.

SUGGESTED REFERENCE BOOKS:

- ❖ இராஜேஸ்வரி. என். (2008). கலைத்திட்ட செயல்பாட்டின் கோட்பாடுகள். சென்னை: சாந்தா பதிப்பகம்.
- ❖ பாஸ்கரன், ப., & பத்மப்ரியா. (2007). கலைத்திட்ட வளர்ச்சி. சென்னை: சாரதா பதிப்பகம்.
- ❖ Dick, W., & Carey, L. (1996). The systematic design of instruction (4th Ed). New York: Haper Collins College Publishers.
- ❖ Foshay, A.W. (1980). Considered action for curriculum improvement: Association for Supervision and curriculum development yearbook. Alexandria: ASCO.
- ❖ Gagnon, J. G. W., & Michelle, C. (2006). Constructivist learning design: Key questions for teaching to standards. New Delhi: Corwin Press.
- ❖ Kemp, J. (1998). Designing effective instruction (2nd Ed.). NJ: Prentice Hall.

- ❖ Kenneth,A. L. (2006). Teaching for deep understanding: What every educator should know. New Delhi: Corwin Press.
- ❖ Leshin, C. (1992). Instructional design strategies and tactics. NJ: Education Technology Publications.
- ❖ Rao,V. K. (2008). Instructional technology. New Delhi: APH Publishing Corporation. Siddiqui, M. H. (2008). Models of teaching. New Delhi: APH Publishing Corporation Singh,Y. K. (2008). Instructional technology in education. New Delhi: APH Publishing Corporation.
- ❖ Richards. (2009). Curriculum development in language teaching. London: Cambridge University Press.
- ❖ Ronald C.Doll (1982) Curriculum Improvement; Decision making and process
- ❖ Venkataiah, N. (2008). Curriculum innovations for 2000A.D. New Delhi: APH Publishing Corporation.
- ❖ West, C. (1991). Instructional design implications from cognitive science. NJ: Prentice Hall.