<div align="center">**Core Courses**</div>

EDUC 300 Curriculum Development

Course Name: Curriculum Development	**Code:** EDUC 300
Credit Hour: 3 (2+1)	**Nature:** Theory + Practical

Course Description and Goals

      EDUC 300 - Curriculum Development is a foundational course designed for undergraduate students. This course provides a comprehensive introduction to the principles, theories, and practical aspects of curriculum development, tailored to meet the needs of both educational theorists and practical implementers. Throughout this course, students will explore the concept of 'curriculum' from multiple perspectives, examining its role in shaping educational experiences and outcomes. They will delve into historical and contemporary theories of curriculum design to understand how educational goals are translated into structured learning experiences. Key models of curriculum development, such as Tyler's Rationale and Taba's Model, will be studied to highlight different approaches to curriculum planning and execution. The course also emphasizes the importance of aligning curriculum with educational standards and learner needs. Students will learn how to develop sample curriculum based on the guidelines and curriculum development models. A significant component of the course involves practical application. Students will engage in a hands-on project where they design and evaluate a curriculum. This project will allow students to apply theoretical knowledge to real-world educational challenges, fostering skills in critical thinking, creativity, and problem-solving. By the end of the course, students will have gained the skills necessary to design, implement, evaluate, and refine effective curricula across a variety of educational contexts.

Learning Outcomes

The following are the learning outcomes that students will develop:
- Define key concepts and principles of curriculum development.
- Analyze curriculum development process with its major focus on practical aspects of curriculum development.
- Design/Develop the sample curriculum based on some major curriculum design framework and models.
- Evaluate the major ideas in curriculum implementation practice, including the support and issues in curriculum implementation.
- Evaluate and analyze the curriculum change process, including the major factors affecting curriculum development and change.

Content with specific objectives

Specific objectives	Contents
- To define curriculum with its etymological and other meanings - To differentiate among curriculum, syllabus, and textbook - To describe, illustrate, and exemplify the major sources of	**Module I: Introduction to Curriculum (6 Hours)** - Meaning and Concept of curriculum - Different Concepts of Curriculum - Hidden Curriculum - Curriculum, Syllabus, and Textbook - Sources of Curriculum

curriculum with its impact on curriculum development process	o Historical and Philosophical Foundations o The Learners o Major Learning theories (Behaviorism, Cognitivism, & Constructivism) o The nature of knowledge o Society and Environment

• To illustrate and describe the major component of curriculum development process
• To create samples of each curriculum development element and discuss with examples
• To critically evaluate each step and element of curriculum development process and try to generate other possible strategies for curriculum development
	Module II: Curriculum Development Process (10 Hours)
	• **The components of Curriculum development**
	   o Need Assessment and Diagnosis
	   o Selection of Learning Objectives (Meaning; concept of Aims, Goals, and Objectives; Bloom's taxonomy for objective development)
	   o Learning Contents (Meaning of content, Relation between content and curriculum objectives, selection and organization of contents)
	   o Learning Experience (Meaning, Contents Vs. Learning Experience, Selection and organization of learning experience)
	   o Evaluation of Curriculum Outcomes

• To describe and illustrate the major characteristics and features of discipline-centered, leaner-centered, and problem-centered design of curriculum with their major implications in education
• To define and interpret the different curriculum design and development models (Tyler's Rationale Model, Hilda Taba's Model, and Integrated Curriculum)
• To define and exemplify Integrated Curriculum (Multi-disciplinary, Interdisciplinary, and Transdisciplinary)
• To design the curriculum framework with major components of the curriculum
	Module III: Curriculum Design Models (18 Hours)
	• Discipline Centered Design
	• Learner Centered Design
	• Problem Centered Design
	• Ralph Tyler's Rationale Model of Curriculum Development
	• Hilda Taba's Curriculum Development Models
	• Integrated Curriculum Design
	   o Multi-disciplinary
	   o Interdisciplinary
	   o Transdisciplinary

• To define and exemplify the curriculum implementation with its meaning • To describe various support required in curriculum implementation (such as Training	**Module IV: Curriculum Implementation (6 Hours)** • Meaning of Curriculum implementation • Support for curriculum implementation (Training and Faculty development, financial support, Peer-support, Monitoring support, Resource

and Faculty development, financial support, Peer-support, Monitoring support, Resource material development support, administrative support)
• To define and discuss the important of communication skills in curriculum implementation
• To describe and illustrate various issues and problems in the process of curriculum implementation
	material development support, administrative support)
	• Communication in Curriculum implementation
	• Issues in Curriculum Implementation
	   o Resistance to change of curriculum
	   o Inadequate resources and support in professional development
	   o Inadequacy of monitoring and supervision •
	   o Lack of administrative and communication support
	   o Inadequate plan and weak implementation strategies
	   o Irrelevant Curriculum

• To analyze and evaluate the curriculum
• To evaluate and describe various factors affecting the curriculum changes
	Module IV: Curriculum Evaluation and Change (5 Hours)
	• Meaning and Need for Curriculum change
	• Evaluation of Curriculum
	• Factors affective curriculum changes
	   o Technological Advancement
	   o Economic Factors
	   o Social Changes
	   o Policy and Legislations
	   o Cultural Factors
	   o Globalization
	   o Educational Research and Publications
	   o Political Influence
	   o Feedback from Educational Communities

Major Teaching and Learning Strategy

      The following are the major teaching and learning strategies for facilitating the course contents effectively:

- Interactive Lectures
- Collaborative work and Discussions
- Questions-Answers sessions with students
- Presentations and Demonstration
- Discovery approach

Practical

      The following practical work is recommended to perform:

Develop a framework or a sample curriculum based on one of the following curriculum design models:

- Discipline Centered Design
- Learner Centered Design
- Problem Centered Design
- Ralph Tyler's Rationale Model of Curriculum Development
- Hilda Taba's Curriculum Development Models
- Integrated Curriculum Design
  - o Multi-disciplinary
  - o Interdisciplinary
  - o Transdisciplinary

Assessment Plan

- **In-semester (50)**
  Assignment, written exam, presentation, case study, report, objectives, attendance
- **End-semester (50)**

Question Types	Marks Distribution	Total Question
MCQ	10 Marks	10 Questions
SAQ	24 Marks	7 Questions [Attempt 6 Questions]
LAQ	16 Marks	3 Questions [Attempt 2 Questions]

Marking Scheme for Final Examination:

- Section A (**MCQ**): 10 Questions × 1 marks
- Section B (**Short Answer Question-SAQ**) – Total 7 Questions × 4 marks (Attempt any Six)
- Section C (**Long Answer Question-LAQ**) – Total 3 Questions × 8 marks (Attempt any Two)

Learning Units	Total Credit Hours	MCQs	SQs	LQs	Remarks
Module I: Introduction to Curriculum	6	1	1		
Module II: Curriculum Development Process	10	2	1		1
Module III: Curriculum Design Models	18	4	3		1
Module IV: Curriculum Implementation	6	2	1		
Module IV: Curriculum Change	5	1	1		1

References:

- Aryal, P. N., & Niure, D. P. (2010). *Curriculum planning and practice.* Intellectuals Books Palace.
- Bhalla, N. (2007). *Curriculum development.* Authors Press.
- Marzano, R. J., & Kendall, J. S. (2007). New taxonomy of educational objectives (2nd Ed.). California: Carwin press.
- Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum foundations, principles and issues* (4th ed.). Pearson education. Inc.
- Murray, P. (1993). *Curriculum development and design.* Australia Allen and Unwin Pvt Ltd.
- Taba, H. (1962). *Curriculum development; theory and practice.* Brace and world, Inc.
- Wiles, J., & Bondi, J . (1993). *Curriculum development; A guide in practice* (4th Ed.). Prentice Hall.