

1. Course Description

This course is designed for providing students with fundamental concept of curriculum and curriculum development. The course intends to equip students with knowledge on the bases of curriculum development and its components. Further, it aims at providing students with general understanding of the process of curriculum development and study of existing school level curriculum of Nepal.

2. General Objectives

The general objectives of this course are listed below:

- To acquaint students with different meanings of curriculum.
- To make students familiar with various bases of curricular decisions.
- To enable students to figure out various components of curriculum.
- To make students familiar with the curriculum development process and existing school level curriculum of Nepal
- To equip students with skill of preparing some components of curriculum.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Explain different meanings of curriculum 	Unit 1: Introduction to Curriculum (5) <ul style="list-style-type: none"> 1.1. Curriculum as subject 1.2. Curriculum as courses of study and syllabus 1.3. Curriculum as experiences 1.4. Curriculum as objectives 1.5. Curriculum as plan of learning.
<ul style="list-style-type: none"> • Identify bases for curricular decisions. • Relate different philosophical bases with curriculum. • Justify the need of studying society and culture for curriculum development. • Exemplify socio-cultural factors to be addressed by curriculum. • Identify various nature of knowledge. • Elucidate how nature of knowledge influences the curricular decisions. • Clarify why need, interest and maturation of child should be addressed by curriculum • Explore ways of addressing the need of children with special needs. 	Unit 2: Bases for Curricular Decision Making (17) <ul style="list-style-type: none"> 2.1 Philosophical bases <ul style="list-style-type: none"> 2.1.1 Philosophy and curriculum 2.1.2 Idealism and curriculum. 2.1.3 Naturalism and curriculum. 2.1.4 Pragmatism and curriculum. 2.1.5 Realism and curriculum 2.2 Society and culture <ul style="list-style-type: none"> 2.2.1 Society, culture and curriculum 2.2.2 Socio-cultural factors influencing curricular decisions 2.3 Nature of knowledge <ul style="list-style-type: none"> • Knowledge as contents and process. • Levels of contents • Explosion and obsolescence of knowledge. 2.4 Nature of learner <ul style="list-style-type: none"> • Need, interest and maturation level • Learning needs of children with special needs.
<ul style="list-style-type: none"> • Explain aims, goals and objectives of curriculum. • Construct goals and objectives for various subjects. 	Unit III: Curricular Components (17) <ul style="list-style-type: none"> 3.1 Aims, goals and objectives <ul style="list-style-type: none"> • Concepts and relationship • Types of objectives: general and specific

<ul style="list-style-type: none"> Describe the criteria of selection and organization of content and learning experiences. Justify the need of assessment/evaluation of student learning 	<ul style="list-style-type: none"> Classification of objectives: cognitive, affective and psychomotor 3.2 Content: selection and organization 3.3 Teaching-learning experiences <ul style="list-style-type: none"> Criteria of selecting and organizing Learning Experiences Teacher initiated and learner initiated experiences 3.4 Evaluation /assessment of student learning
<ul style="list-style-type: none"> Identify the steps of curriculum development. Describe the process of school curriculum development in Nepal. 	Unit 4: Process of Curriculum Development (5) 4.1 Concept of Curriculum Development. 4.2 Steps of Curriculum Development. 4.3 School level Curriculum Development Process in Nepal.
<ul style="list-style-type: none"> Assess the structure, goals, learning outcomes, teaching methods and evaluation process stated in the existing school curriculum of Nepal. 	Unit 5: Existing School Level Curriculum of Nepal (5) 5.1. Level wise goals: Pre-Primary, Basic and Secondary 5.2. Structure of curriculum of each level 5.3. Components of subject-wise curriculum: <ul style="list-style-type: none"> Introduction Level wise competencies Grade wise learning outcomes Skills/ scope and sequence and elaboration of contents Facilitation Process for learning Assessment of student achievement 5.4. Review of school curriculum of Nepal

Note: The figures in the parentheses indicate approximate teaching hours for respective units.

4. Instructional methods

Two modes of instruction, general and specific, can be applied. General mode consists of techniques applicable to most of the contents whereas, specific ones are applicable to specific contents.

4.1. General Methods

This method requires following activities:

- Introductory presentation on each topic of the unit by teacher.
Lecture, discussion, question-answer, argumentative sessions.
- Presentations by students.

4.2 Special Methods

a) Unit II: Society and culture

- The students will be involved in discussion, brainstorming on the nature of Nepalese society and culture and explore the aspects to be addressed by curriculum. Presentation of the outcomes in the classroom followed by feedback.
- Prepare an outline of some components of curriculum in subject of your interest.

b) Unit IV: Process of Curriculum Development

- The students will consult concerned agency such as CDC and find out the process of school level curriculum development.
- Presentation and discussion on pros and cons of curriculum development process in the classroom.

c) Unit V: Existing school level curriculum of Nepal

- Group assignment on identifying structure of school curriculum.
- The students will visit the school and observe the transaction of curriculum in

classroom.

5. Evaluation

5.1 Internal Evaluation 40%

Internal evaluation will be conducted by subject teacher based on following activities:

1) Attendance	5
2) Class participation	5
3) First assignment (Group work based on unit I, II, III & IV)	10
4) Second assignment (Pair work based on Unit V)	10
5) Third assignment (Written test: objectives and subjective)	10
Total	40

5.2 Final/Semester Evaluation 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

Objective type question	(Multiple choice 10 x 1pnts)	10
Short answer questions	(6 questions x 5 points)	30
Long answer questions	(2 questions x 10 points)	20
Total		60

6. Recommended Books and references

Recommended Books

- Government of Nepal (2063 BS). *Primary Education Curriculum Grade 1-3 (Nepali Version)*, Sanothimi, Bhaktapur. Curriculum Development Center (UNIT V)
- Government of Nepal (2065 BS). *Primary Education Curriculum Grade 3-4 (Nepali Version)*, Sanothimi, Bhaktapur. Curriculum Development Center (Unit V)
- Government of Nepal. (2069 BS). *Basic Education curriculum Grade 6-8*. Sano thimi Bhaktapur. Curriculum development Center. (Unit V)
- Government of Nepal (2063 BS). *National Curriculum framework (Nepali Version)*, Sanothimi, Bhaktapur. Curriculum Development Center (UNIT IV)
- Government of Nepal (2064 BS). *Local Curriculum Development Manual (Nepali Version)*, Sanothimi, Bhaktapur. Curriculum Development Center (UNIT IV)
- Ornstein, Allan and Hunkins, Francis P., (2004) *Curriculum: Foundations, principles and Issues*. Boston, USA, Allyn and Bacon (UNIT II).
- Saylor . J. Galen and Alexander. William M. (1974) *Planning curriculum for schools*. New York, USA . Holt, Rinehart and Winston, Inc.(UNIT I)
- Taba, Hilda (1962) *Curriculum Development, Theory and Practice* New York Harcourt, Brace & Inc.(UNIT II , III and IV)
- Tyler. Ralph W.(1974) *Basic Principles of curriculum and Instruction*. Chicago , USA. The University of Chicago. (UNIT III)
- Wheeler, D.K. (1979) *Curriculum Process*. London, Great Britain Hodder and Stoughton(NIT II and IV)

References

- Print, Murray. (1988) . *Curriculum Development and Design*. NSW Australia. Allen and Unwin.
- Ross S. James (2008) *Groundwork of Educational Theory* New Delhi India , Surjeet Publication.
- Sowell, Evelyn J. (1996). *Curriculum: An Integrative introduction*. New Jersy, Prentice Hall Inc.
- Tanner, D. & Tanner, L.N. (1980) *Curriculum development, theory into practice*, 2nd edition, New



York: Macmillan Publishing Co., Inc.
Zais, Robert S. (1976). *Curriculum: Principles and Foundations*. New York. USA Harper and Row, Publishers.