Course Title	Curriculum Studies		
Programme Title	M.A. Education		
Specialisation	-		
Mode	M1	**Level**	3
Course ID		**Credits**	4
Course Type	Core	**Semester**	2
Version	1.0	**Academic Year**	2021-22
Course Development Team	Ajita Raghavendra, Akash Bhattacharya, Arun Naik, Sindhu Mathai, Varadarajan Narayanan		

Rationale and Introduction

The M.A. Education programme aims to develop the required competencies and capabilities that would enable educational practitioners to make carefully planned interventions towards improving school education in India. This programme is designed to ensure such interventions would be grounded in theoretical and practical insights concerning several aspects of school educational contexts and practices. It implies that our students would be introduced to some of the core components of school education, and curriculum is one such. School education being an intentional endeavour draws from certain aims and objectives, which will inform a well-developed curriculum. While the centrality of a good curriculum is never in dispute, what qualifies as a good curriculum and why, how we may develop one, what factors should be taken into account in designing a good curriculum – all of these issues are quite complex and need careful attention. This course, offered in the second semester of the M.A. Education programme along with curriculum and pedagogy courses in specific school subjects, attempts to introduce students to different aspects of school curriculum, its development and implementation. It is important to note that this course is a general introduction to the domain of curriculum and a critical engagement with issues related to it. The discussions in this course would overlap and be supplemented by discussions in curriculum-related courses offered for specific school subjects.

The course aims to enable students to analyse and critique curricula through different lenses and perspectives, and also contribute to curriculum development exercises. It also familiarizes students with various debates and discussions around curriculum and the grounds on which different aspects of curricula are contested. The discussions would be based on examples from a variety of curricula developed for school education in India. These opportunities are supplemented with discussions on curriculum development; the principles that are central to such exercises and the demands that ought to be met. This is aimed at developing a reflective understanding of curriculum development requirements and processes in an attentive, critical and constructive manner, in order to contribute to interventions in educational practice.

Prerequisites

None

Intended Learning Outcomes

By the end of the course, students will be able to:

1. Explain the rationale for curriculum, the structure and components of different types of school curricula and their development processes.

2. Contribute to curriculum development and evaluation exercises informed by principles of curriculum theory.

3. Examine the rationale and place of various school subjects within the structure of curriculum.

4. Suggest means to resolve the delineated issues and constraints related to curriculum implementation.

5. Evaluate the aims and structure of some of the most significant school curricula developed in India

Syllabus & Readings

Brief overview of the course

This course, offered in the second semester, introduces students to some of the central issues in the area of curriculum studies. Divided into four units, the course begins with a systematic exposure to the significance of a well-planned curriculum with a clear formulation of aims,

the different components of a curriculum and their interrelationships, and ways of classifying curricula. The second unit discusses principles relevant to both curriculum design and evaluation, such as those related to organization of content, sequential arrangement of topics and progression. This unit also occasions a discussion on how disciplines that constitute education studies as a field can contribute to curriculum design and evaluation. In the third unit, discussions centre around the nature of school subjects and their relationship with disciplines, rationale for their inclusion and the place they occupy in a curriculum. The course concludes, in the fourth unit, by introducing students to challenges that one encounters in the implementation of curriculum in classrooms and ways of resolving them. Throughout the course, students are introduced to a variety of curricular documents (including policy and curriculum frameworks). Through workshops, students are introduced to curriculum and TLM development processes followed in India

Unit name	Weeks
1. Nature of Curriculum	4 weeks
2. Principles of Curriculum Development and Evaluation	6 weeks
3. Subjects and their Place in a Curriculum	3 weeks
4. Curriculum Implementation	3 weeks

Unit 1: Nature of curriculum (4 weeks)

This unit introduces students to the idea of curriculum through fundamental questions such as: What are the aims and objectives of an educational programme? What are the learning experiences to be provided to attain these goals? How are these learning experiences to be structured and how do we assess whether these goals are attained? These questions will lead to the rationale for a well-planned curriculum. A broad overview of the components of a curriculum such as its aims, stage-specific objectives, content, pedagogy, assessment and the relationships between each will follow. The students are then introduced to different ways of classifying curricula and curricular models with examples from documents developed in

India. Turning the discussion even more specifically to the Indian school context, students are introduced to documents with curricular import such as: policies, curriculum frameworks, curricula and syllabi, to understand their interrelationships as well as differences in scope.

Weekly Plan

Week	Topic	Essential Reading
Week 1	• Introduction to the course • Purposes and Nature of Curriculum	• Glatthorn, A.A., Boschee, F, Whitehead, B.M. (2012). 'The Nature of Curriculum'. From *Curriculum Leadership – Strategies for Development and Implementation.* Thousand Oaks: Sage Publications Inc. pp. 3-31
Week 2	• Components of Curriculum • Types and Classification of Curriculum	• Glatthorn, A.A., Boschee, F, Whitehead, B.M. (2012). 'The Nature of Curriculum'. From *Curriculum Leadership – Strategies for Development and Implementation.* Thousand Oaks: Sage Publications Inc. pp. 3-

		31
		• Ross. A. "Content-Driven Curricula" From A Ross, *Curriculum: Construction and Critique.* London: Falmer Press. Pp. 97-148.
Week 3	• Types and Classification of Curriculum	• Ross. A. "Content-Driven Curricula" From A Ross, *Curriculum: Construction and Critique.* London: Falmer Press. Pp. 97-148. • Stenhouse, L. "A Critique of the Objectives and Process Model of Curriculum. In David Scott. (Ed.) *Curriculum Studies: Major Themes in Education. Vol. II.* Routledge. 112-25
Week 4	• Curricular documents in India: Policy, Curriculum	• Yadav, M.S. (2009). "Introduction" *National*

	Frameworks and Curriculum Documents, their Scope and Differences	*Curriculum Framework: A Historical Perspective.* New Delhi: NCERT. pp. 1-11 ● NCERT. (2006). National Curriculum Framework. New Delhi: NCERT. pp. 4-7

Note: The discussions in each of these weeks will draw examples from a variety of documents such as policy documents of 1986 and 2020, curriculum frameworks such as of 2005, and state and/or other curriculum documents. The instructor may require students to read short excerpts (not more than 2 pages) from these documents.

Additional Readings
- Reiss, J.M. and White, J. (2013). *An aims based curriculum; the significance of human flourishing*, IOE Press
- Elliott, E. (1967). "Educational Objectives: Help or Hindrance?" Scott, D (ed). *Curriculum Studies: Major Themes in Education*. Routledge.
- Flinders, D. and Thornton, S. (2017). *Curriculum Studies Reader*. Routledge

Unit 2: Principles of Curriculum Development and Evaluation (6 weeks)

This unit provides a systematic introduction to the following central aspects of curriculum design: 1. models for the organization of content, such as, integrated and subject-centred; 2. determination of content appropriate for different developmental stages and sequential progression of content; 3. Coherence and consistency across content and stages; and 4. structuring pedagogic practices to progress from concrete to abstract ideas. These discussions are undertaken in order to introduce students to relevant principles for purposes of curriculum design as well as to evaluate available curricula. Further, this is also

an opportunity to understand how different constitutive disciplines of Education Studies contribute to curriculum design and evaluation. For example, how insights from child development and learning are significant to the selection and organization of content in keeping with stages of development, philosophical reflection contributes to thinking about epistemic aspects, and sociological perspectives are important in determining aspects related to the social context of children that should be taken into account in any meaningful curricular exercise, as well as in delineating how ideological forces shape curriculum. This unit will also include two workshops with individuals or organizations that have been involved in curriculum design to enable students understand the practices followed in such exercises.

Weekly Plan

Week	Topic	Essential Reading
Week 5	Contributions of disciplines for curriculum design	Tyler, R. [2004] 'Basic Principles of Curriculum and Instruction.' From *The Curriculum Studies Reader,* Editors David J. Flinders and Stephen J. Thornton. New York: RoutledgeFalmer, 51-60.
Week 6	Principles of Selection and Organization of Content	Peters, R.S. and Hirst, P.H. (1970) The Curriculum. *F*rom *The Logic of Education* by Hirst, P.H. and Peters, R.S. Routledge and Kegan Paul.
Week 7	Principles of Selection and organization of content	Bernstein, B. (1971). "On the classification and framing of

		educational knowledge." From *Knowledge and Control: New Directions for the Sociology of Education*. Edited by Michael F. D. Young, Collier-MacMillan Publishers.
Week 8	Progression and Sequencing in Curriculum Design	Carr, D. (2003). Curriculum: Purpose, Form and Content. *Making Sense of Education*. Routledge Falmer
Week 9	Further Principles for Curriculum Design	Bourdieu, P. (1990). Principles for Reflecting on Curriculum. *Curriculum Journal*, 1:3, pp: 307 – 314
Week 10	Further Principles for Curriculum Design Curriculum evaluation	Bourdieu, P. (1990). Principles for Reflecting on Curriculum. *Curriculum Journal*, 1:3, pp: 307 – 314 Frances Schoonmaker. [2010]" Curriculum Evaluation" from Craig Kridel, ed. *Encyclopedia of Curriculum Studies.* London: Sage, pp. 208-

Note: The discussions in each of these weeks will draw examples from a variety of documents such as policy documents of 1986, 2020, curriculum frameworks such as of 2005, and state and/or other curriculum documents. The instructor may require students to read short excerpts (not more than 2 pages) from these documents.

Additional Readings

- Norris, N. Curriculum Evaluation Revisited. *Cambridge Journal of Education*, 28:2, 207-219.
- Jain, M. (2015). Curriculum Studies in India: Colonial Roots and Postcolonial Trajectories. In William Pinar, (ed). *Curriculum Studies in India*. Palgrave Macmillan. Pp. 111-141
- Apple, M. On Analyzing Hegemony. From *Ideology and Curriculum* Routledge Falmer. 3rd Edition. 2004.
- Pinar, W. (2017). (Ed.) *Curriculum Studies in India*. Palgrave Macmillan.
- Apple, M. (2004). *Ideology and Curriculum*. 3rd Edition. Routledge Falmer.
- Arthur, J. and Davies, I. (2010). *The Routledge Education Studies Reader*. Routledge.
- Stenhouse, L. (1975) *An introduction to Curriculum Research and Development*, London: Heineman.
- Taba, H. (1962) *Curriculum Development: Theory and practice*, New York: Harcourt Brace and World.
- Houle, C. O. (1972) *The Design of Education*, San Francisco: Jossey-Bass. 323 pages.
- Kelly, A. V. (1983; 1999) *The Curriculum. Theory and practice* 4e, London: Paul Chapman.
- Malewski, E (2009); *Curriculum Studies Handbook – The Next Moment,* Routledge.

Unit 3: Subjects and their place within curricula (3 weeks)

This unit will discuss the rationale for the formation of school subjects: the most widely used model for structuring the curriculum. Multiple frames will be used to understand its formation: the organisation of a discipline, characterised by central concepts and methods; the cultural, socio-political and historical trajectory, as well as choice of pedagogy linked to developmental and contextual considerations. The rationale and positioning of four

elementary stage subjects: Language, Mathematics, Environmental Studies and the Arts will also be examined. Some questions that will be explored are: What is the rationale for these core subjects? What may be assumed as 'co-curricular'? How do the aims of education translate into their specific objectives? How is the content and pedagogy of a particular subject shaped by the nature of the discipline? etc. The National Education Policy (2020) makes a case for a multi-disciplinary approach in secondary and tertiary education. This Unit will also examine the merits and challenges of such an approach over conventional organization into school subjects.

Weekly Plan

Week	Topic	Essential Reading
Week 11	Historical development of subjects; the discipline and the child	● Dewey, J. (1966) [1902]. *The Child and the Curriculum*. Chicago: The University of Chicago Press. pp: 3-32. ● Goodson, I. (1988). Becoming a School Subject. Chapter 10 in *The Making of Curriculum*. London: The Falmer Press. pp: 155-177.
Week 12	Stage-specific objectives of school subjects	● National Curriculum Framework (2005). Summaries of the National Focus Group Position Papers on *Teaching of English, Teaching of Indian Language, Teaching of Mathematics, Art Music, Dance and Theatre.* New Delhi: National Council for Educational Research and Training. Retrieved from: https://ncert.nic.in/focus-group.php?ln= ● National Curriculum Framework (2005). *Syllabus: Environmental Studies, Classes 3-5.* New Delhi: National Council for Educational Research and Training.
Week 13	Stage-specific	Continuation of the above-mentioned readings. ● *National Education Policy* (2020). New Delhi: Ministry of Human

	objectives of school subjects; multi-disciplinary approaches	Resource Development, Govt. of India. Retrieved from: https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Essential Readings

- Dewey, J. (1966) [1902]. *The Child and the Curriculum*. Chicago: The University of Chicago Press. pp: 3-32.
- Goodson, I. (1988). Becoming a School Subject. Chapter 10 in *The Making of Curriculum*. London: The Falmer Press. pp: 155-177.
- National Curriculum Framework (2005). Summaries of the National Focus Group Position Papers on *Teaching of English, Teaching of Indian Language, Teaching of Mathematics, Art Music, Dance and Theatre.* New Delhi: National Council for Educational Research and Training. Retrieved from: https://ncert.nic.in/focus-group.php?ln=
- National Curriculum Framework (2005). *Syllabus: Environmental Studies, Classes 3-5.* New Delhi: National Council for Educational Research and Training.
- *National Education Policy* (2020). New Delhi: Ministry of Human Resource Development, Govt. of India. Retrieved from: https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Additional readings

- Bruner, J. (1977). The importance of structure, Readiness to learn*.* In *The process of education*. Massachusetts: Harvard University Press.
- Hirst, P. H. (1974). *Knowledge and the Curriculum*. London: Routledge and Paul.
- Skilbeck, M. (1994). The core curriculum: an international perspective. In A. Pollard and J. Bourne (Eds.) *Teaching and learning in the primary school*. London: Open University Press.

- Ruthven, K. (1978). The Disciplines Thesis and the Curriculum: A Case Study. *British Journal of Educational Studies*, 26 (2) (June 1978). pp. 163-176.

Unit 4: Curriculum Implementation (3 weeks)

Curriculum implementation is the process through which the intended learning experiences are actualized in the classroom. Successful curriculum implementation is dependent on many factors that include clearly laid out syllabus and good textbooks, a supportive classroom and school environment, well-trained teachers, and periodic assessments, monitoring, and supervision. Most importantly, it is dependent on how justifiable the assumptions made are, about implementation during the curriculum development process itself.

This unit will introduce students to the common assumptions made about implementation during the curriculum development process. These assumptions cover three major areas: availability of resources, teacher knowledge and capacities, and school level support. Students will critically evaluate some of the basic assumptions made in these three areas by looking at specific curricular artefact such as a textbook for a particular grade and discuss implications of these for curriculum implementation.

Successful implementation of a curriculum reform is also dependent on the effectiveness of in-service teacher training, which is also influenced by the assumptions made about teacher knowledge and capacities. A teacher training program that follows a curriculum reform process should facilitate reflective engagement of teachers with the new curriculum. In this unit, students will also be introduced to the essential components that such a training program must include, such as awareness of philosophical, sociological, and psychological aspects that that underlie a curriculum, awareness of tools for curriculum analysis and interpretation, and cooperation and collaboration among teachers. The unit will use case studies, wherever possible to help students understand the complexities involved in the process of curriculum implementation.

Weekly Plan

Week	Topic	Essential Reading
Week 14	What is curriculum implementation and why should one study it? What are the common assumptions made about curriculum implementation during the development process?	● Fullan and Pomfret (1977). *Research on Curriculum and Instruction Implementation. Review of Educational Research*, Vol 47, No 2. 335-339. ● Glatthorn et. al (2019) *Aligning the Curriculum*, Curriculum Leadership, SAGE Publications, Inc. California. 460-491.
Week 15	Teachers involvement in curriculum implementation. Significant components of a teacher education program to facilitate reflective engagement of teachers with curriculum.	● Ben-Peretz, M. (1990) Patterns of Teachers' Involvement in the Curriculum Endeavour, In *The teacher-curriculum encounter - Freeing teachers from the tyranny of the texts*. State University of New York Press. New York. 1-20. ● Ben-Peretz, M. (1990) Implications for Teacher Education and Staff

		Development, In *The teacher-curriculum encounter - Freeing teachers from the tyranny of the texts*. State University of New York Press. New York. 109-119.
Week 16	Wrapping up the course and assessments	

Essential Readings

● Fullan and Pomfret (1977). Research on Curriculum and Instruction Implementation. *Review of Educational Research*, Vol 47, No 2. 335-339.

● Glatthorn et. al (2019) Aligning the Curriculum, *Curriculum Leadership*, SAGE Publications, Inc. California. 460-491.

● Ben-Peretz, M. (1990) Patterns of Teachers' Involvement in the Curriculum Endeavour, In *The teacher-curriculum encounter - Freeing teachers from the tyranny of the texts*. State University of New York Press. New York. 1-20.

● Ben-Peretz, M. (1990) Implications for Teacher Education and Staff Development, In *The teacher-curriculum encounter - Freeing teachers from the tyranny of the texts*. State University of New York Press. New York. 109-119.

● Loughlin and Suina. (1982). The Learning Environment: A Conceptual View. In *The Learning Environment: An Instructional Strategy*. Teachers College Press. New York. 1-18.

Additional Readings

● Rampal, A. (1991) Deliverance from the 'Delivery' Metaphor: curriculum innovation in India, *Journal of Education for Teaching*, 17:3, 237-244.

- UNESCO (2014). *Textbooks and learning resources: Guidelines for developers and users*. 8-16. en.unesco.org/themes/gced/textbooks

- CABE (2005). *Regulatory Mechanisms for textbooks and parallel textbooks taught in schools outside the government system*. MHRD. GOI. Pages 11-17, 40-80 (Will be divided into smaller sections and given to groups), 80-81. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/textbooks.pdf

- Sardana, A. (2020). *Textbook Development Process – Some Reflections and Learnings. 3 pages*. teachersofindia.org/en/article/textbook-development-process—some-reflections-and-learnings

- Julie A. Fitz & A. C. Nikolaidis (2020) A democratic critique of scripted curriculum, *Journal of Curriculum Studies*, 52:2, 195-213

- Reynolds et al. (1988) Teachers and curriculum materials: Who is driving whom? *Curriculum Perspectives* 8, 1:22–29.

- McVeety, E. and Farren, M. (2020) An action research enquiry into child voice in the primary classroom by empowering children to arrange and implement their own timetable, *Educational Action Research*, 28:3, 383-404.

- Briggs, F. and Nichols, S. (2001) Pleasing Yourself and Working for the Teacher: Children's Perceptions of School, *Early Child Development and Care*, 170, 1. 13-30.

- J. Fitzpatrick, E. O'Grady and J. O'Reilly (2018) Promoting student agentic engagement through curriculum: exploring the Negotiated Integrated Curriculum initiative, *Irish Educational Studies*, 37:4, 453-473.

- Beattle, M. and Thiessen, D. (2006) School-based restructuring and curriculum change: teachers' and students' contrasting perspective, *The Curriculum Journal*, 8,3. 411-440

Pedagogy

Students will be expected to critically engage with the readings to participate in classroom discussions. At various points, curricular documents will be used for illustrative purposes.

There will be some expectation of group-work as well as engagement with differing perspectives of peers during debates. The course would also include workshops with organizations/officials who have been involved in state-level or national-level curriculum development exercises, as part of Unit 2 content.

Practicum

Practicum sessions provide an opportunity for students to connect lectures, classroom discussions and readings with the engagements that take with curriculum in school and classroom contexts. These are planned through opportunities for observation and interaction with teachers on different aspects of curriculum. Two specific activities that students are required to carry out, which are tied with assessment, are the following:

● Students' and teachers' interpretation of a curriculum artefact.
● Analysis of a curricular module based on discussions in the workshop with curriculum developers.

Assessment and Grading

Assessment Type	Percentage	Intended Learning Outcome
Analysis of key themes discussed in Unit 1 with the help of a curriculum document developed in India: The themes will be linked to the components of curricula as well as the classification of curricular models. [Written and individual]	20	1 and 5
Analysis of a curriculum document based on principles of curriculum development and evaluation: These principles are outlined in the Unit 2 description and are also linked to the	20	2 and 5

foundational disciplines of education [written and individual]		
Curriculum Module Development: Students will draw upon their understanding of the inter-relationships between curricular components and models to organise a short module in a subject or thematic area of their choice [written and in groups of 4]	25	2 and 3
Two practicum deliverables [written and individual]	20	2, 3 and 4
Attendance and class participation	15	