



# AMITY UNIVERSITY

UTTAR PRADESH

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
3	1	-	-	4

**Course Title: Curriculum Planning and Development**  
**EDU 112 Credit Units:04**

**Course Code:**

<b>1</b>	<b>Objectives:</b> On completion of this course the students will be able to <ul style="list-style-type: none"><li>• develop an understanding of underlying principles of curriculum development and evaluation at elementary stage</li><li>• reflect on the need and importance of work experience, art education and health and physical education</li><li>• understand the importance of teaching of language and mathematics at elementary level</li><li>• develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS elementary level</li><li>• develop research insight for curriculum development in elementary education.</li></ul>	
<b>2</b>	<b>Pre-requisites: Understanding of Curriculum Planning and Development</b>	
<b>3</b>	<b>Student Learning Outcomes:</b> Students will be able to: <ul style="list-style-type: none"><li>• reflect on the need and importance of work experience, art education and health and physical education</li><li>• understand the importance of teaching of language and mathematics at elementary level</li><li>• develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS elementary level</li><li>• develop research insight for curriculum development in elementary education.</li></ul>	

4	<p><b>Module I</b></p> <p>Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist</p>	20%
5	<p><b>Module II critical analysis of language curriculum</b></p> <p>Place of language in elementary school curriculum, • objectives of teaching mother-tongue/language(s) - listening, reading, speaking and writing; • psycho- linguistic and socio-linguistic aspects of language learning • nature, types, guidelines activities for teaching listening, reading, writing, speaking skills and handwriting skills.</p>	20
6	<p><b>Module III critical analysis of Work Experience, Art Education and Health &amp; Physical Education curriculum</b></p> <p>Place of Work Experience in curriculum, objectives, planning and organisation of learning experiences, methods, media and activities  •Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning</p>	20

7	<p><b>Module IV critical analysis of mathematics and EVS curriculum</b></p> <p>Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching</p> <ul style="list-style-type: none"> <li>• Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics;</li> <li>• laboratory approach to learning mathematics, use of mathematics kit</li> <li>• Need for developing environmental awareness, population awareness, family welfare awareness; place of environmental studies/social sciences and natural sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the social world and environment of the child, evaluation of student's learning in EVS programme</li> </ul>	20
8	<p><b>Module V Evaluation of curriculum</b></p> <p>formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges</p> <ul style="list-style-type: none"> <li>• Evaluation of learning diagnosis and remediation in mathematics, language and EVS</li> </ul>	20

**Course Contents/Syllabus:**

9	<b>Pedagogy for Course Delivery:</b> Lecture, Presentation, Tutorial, Seminar, Discussion									
10	<p><b>Assessment / Examination Scheme:</b></p> <table border="1" data-bbox="207 1549 1401 1766"> <thead> <tr> <th data-bbox="207 1549 565 1625">Theory L/T (%)</th> <th data-bbox="565 1549 1015 1625">Lab/Practical/Studio (%)</th> <th data-bbox="1015 1549 1401 1625">End Term Examination</th> </tr> </thead> <tbody> <tr> <td data-bbox="207 1625 565 1766">30%</td> <td data-bbox="565 1625 1015 1766">NA</td> <td data-bbox="1015 1625 1401 1766">70%</td> </tr> </tbody> </table> <p><b>Theory Assessment (L&amp;T):</b></p> <table border="1" data-bbox="207 1808 1401 1877"> <tr> <td data-bbox="207 1808 1149 1877"><b>Continuous Assessment/Internal Assessment</b></td> <td data-bbox="1149 1808 1401 1877"><b>End Term</b></td> </tr> </table>		Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination	30%	NA	70%	<b>Continuous Assessment/Internal Assessment</b>	<b>End Term</b>
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30%	NA	70%								
<b>Continuous Assessment/Internal Assessment</b>	<b>End Term</b>									

<b>Component (Drop down)</b>	Test	Project	Seminar	Attendance	<b>Examination</b>
<b>Weightage (%)</b>	10	10	5	5	70

**Text & References:**

- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) – A Framework, NCERT, New Delhi.
- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N.York.
- The Study of Primary Education – A Source Book, Volume I & II, 1984
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

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Remarks and Suggestions:

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Date:  
Organisation

Name, Designation,

