

**Semester – III**  
**PART – A: THEORY ELECTIVE COURSE**  
**BTE-302: CURRICULUM DESIGN (ELECTIVE)**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

**ESSENCE OF THE COURSE**

This course will enable students to understand the modern concept of curriculum. It aims to develop understanding about the Need and importance of curriculum development, Factors affecting curriculum, basic guide line for curriculum construction and mechanics of curriculum planning.

**COURSE LEARNING OUTCOME**

**After completing this course, the students will be able to**

- appraise the understanding of the concept of the curriculum
- explain the need and importance of curriculum development
- Interpret the concept.
- realize and apply Basic principles of curriculum construction
- design different Curriculum

**COURSE CONTENTS**

**UNIT-I Modern concept of the curriculum**

- Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours.
- National and Professional policies, Research finding

**UNIT-II Basic Guide line for curriculum construction; contest (selection and expansion)**

- Focalization
- Socialization
- Individualization
- Sequence and operation
- Steps in curriculum construction.

**UNIT-III Curriculum-Old and new concepts, Mechanics of curriculum planning**

- Basic principles of curriculum construction.
- Curriculum Design, Meaning, Importance and factors affecting curriculum design.
- Principles of Curriculum design according to the needs of the students and state and national level policies.
- Role of Teachers

#### **UNIT-IV Under-graduate preparation of professional preparation**

- Areas of Health education, Physical education and Recreation.
- Curriculum design-Experience of Education, Field and Laboratory.
- Teaching practice.
- Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

#### **TEACHING LEARNING STRATEGIES**

- The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.
- The teacher will cover the ways to think innovatively liberally using thinking techniques.

#### **SUGGESTED MODE OF TRANSECTION**

- Lectures/ Tutorials/Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

#### **ASSESSMENT RUBRICS**

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|--|---|
| ● End Semester Exam  | <b>Marks: 100 (70+30)</b><br><b>Marks: 70</b> |
| ● Classroom Test, Project Work, Assignments, Presentations | <b>Marks: 30 (10+20)</b>                      |
| ○ Classroom Tests: Best one out of two unit tests          | <b>(Marks: 10)</b>                            |
| ○ Project Work, Assignments, Presentations                 | <b>(Marks: 20)</b>                            |

#### **SUGGESTED READINGS**

- Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea and Febiger.
- Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
- Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.
- Cowell, C. C. & Hazelton, H. W. (1965). *Curriculum designs in physical education*. Englewood Cliffs: N.J. prentice Hall Inc.
- Larson, L. A. (n.d.). *Curriculum foundation in physical education*. Englewood Cliffs: N.J. Prentice Hall Inc.
- Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
- Willgoose, C.E. (1979). *Curriculum in physical education*. 3<sup>rd</sup> Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.