

Curriculum Development and Analysis in the Indian Context

Course Number: SCE606.2, Elective Course, Credits: 4	Instructor: Dr Shweta Naik
Duration: August to December [15 weeks]	Beginning Date: 26 August 2025
Day: Tuesday and Thursday, Time 2 pm to 4 pm	End Date: 27 November 2025

A. Course Description:

This course is designed to explore the theory and practice of curriculum development and analysis, with a particular emphasis on the Indian educational context. Drawing from Indian policy documents, historical developments, and international scholarship, the course critically examines what constitutes curriculum, how it is developed, enacted, and evaluated, and whose knowledge and experiences it represents. The course pays close attention to issues of equity, access, and teacher agency in curriculum design and implementation, with opportunities for students to engage in practical analysis of existing curricular materials from Indian schools. The course also plans to create space for every-individual where they choose their particular curriculum and work on it throughout the course.

B. Course Objectives:

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

- Understand major theories and frameworks for curriculum development and evaluation.
- Analyze Indian curricular documents with a critical and historical lens.
- Explore the relationship between curriculum, pedagogy, and policy in Indian schools.
- Engage with the work of curriculum scholars like Janine Remillard, Elliot Eisner, and others to understand curriculum as both a planned and lived experience.

C. Course Pedagogy:

This course is grounded in a participatory and inquiry-based approach to learning, where participants are encouraged to critically engage with the curriculum as both a concept and a lived practice. The pedagogy blends interactive discussions, small-group activities, hands-on analysis, and guided reflections, with minimal reliance on formal presentations.

D. Course Evaluation:

- Reading Responses (25%) – Weekly reflections on tasks assigned - reading, activities, or design
- Group Presentation (15%) – On several occasions within different topics
- Design Task (20%) – Develop a mini-curriculum unit aligned with pre-decided curriculum guidelines (may be NCF2023)
- Final Reflection presentation and Paper (40%) – Critical analysis of a textbook chapter or syllabus, Synthesis of learning with reflections on application, final presentation and write-up

E. *Week-wise Topics/Activities Schedule:*

Here is a tentative schedule of activities and topics for each week. This may change slightly based on the participants, and their choice of analytical frames and curriculums.

Week No	Brief description of the agenda	Discussion format and materials
Week 1	What is Curriculum? Definitions, types, and purposes	Activity-based: participants work on activities (reading scenarios and eliciting definitions), SN to introduce terminology, definitions, etc.
Week 2	Historical Overview of School Curriculum in India	Activity-based: participants work on activities (post session reflection/opinions, watching a movie clip), SN to provide chronology, context (Some summary of Phule's submission to Hunter commission or Pawar, U., and Moon, M. (2008))
Week 3	Curriculum Development Models: Tyler, Taba, Eisner, and critical alternatives	Readings based - Students to summarise the models
Week 4	Curriculum Development Models: Tyler, Taba, Eisner, and critical alternatives	Readings based - Students to summarise the models
Week 5	Policy Perspectives in Indian Curriculum: NPE, NCFs, NEP 2020	Two talks from education-cum-policy researchers
Week 5	Policy Perspectives in Indian Curriculum: NPE, NCFs, NEP 2020	Prompt-based discussions
Week 6	Curriculum as Plan vs. Curriculum as Enacted (Remillard's framework)	SN to summarise, a few other frameworks as well.
Week 7	Curriculum and Textbooks: Structure, representation, and critical analysis	Activity-based: Participants do curriculum analysis
Week 8	Curriculum and Textbooks: Structure, representation, and critical analysis	Activity-based: Participants do curriculum analysis
Week 9	Curriculum and Textbooks: Structure, representation, and critical analysis	Activity-based: Participants do curriculum analysis

Week 10	Teacher's Role in Curriculum Interpretation and Mediation	Activity-based: Partly-reading based, invited guest teacher
Week 11	Curriculum and Issues of Equity: Gender, Caste, Language	Examples of studies: reading based sessions
Week 12	Designing and Evaluating Learning Materials in the Indian Context	Activity-based: Design and analysis sessions
Week 13	Designing and Evaluating Learning Materials in the Indian Context	Activity-based: Design and analysis sessions
Week 14	Case Studies in Curricular Reform (e.g., NCERT, SCERTs, DIKSHA)	Activity-based: Analysis sessions
Week 15	Analysis-cum-term paper presentation	Presentation by participants

F. References:

Indian Policy and Curriculum Documents:

- Ministry of Education. (2020). National Education Policy 2020. Government of India.
- National Council of Educational Research and Training. (2005). National Curriculum Framework 2005. NCERT.
- National Council of Educational Research and Training. (2006). Position Papers on Teaching of Mathematics, Science, Social Sciences, and Language. NCERT.
- National Council of Educational Research and Training. (2023). National Curriculum Framework for School Education. NCERT.

Key Theoretical and Research-Based Readings:

- Remillard, J. T. (2005). Examining key concepts in research on teachers' use of mathematics curricula. *Review of Educational Research*, 75(2), 211–246. <https://doi.org/10.3102/00346543075002211>
- Remillard, J. T., & Heck, D. J. (2014). Conceptualizing the curriculum enactment process in mathematics education. *ZDM*, 46, 705–718. <https://doi.org/10.1007/s11858-014-0591-4>
- Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). Merrill Prentice Hall.
- Apple, M. W. (1993). *Official knowledge: Democratic education in a conservative age*. Routledge.
- Ball, D. L., & Cohen, D. K. (1996). Reform by the book: What is—or might be—the role of curriculum materials in teacher learning? *Educational Researcher*, 25(9), 6–8, 14. <https://doi.org/10.3102/0013189X025009006>
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14. <https://doi.org/10.3102/0013189X015002004>

- Kumar, K. (1991). Political agenda of education: A study of colonialist and nationalist ideas. Sage Publications.
- Vasavi, A. R. (2003). Schooling for a new society? The social and political bases of education deprivation in India. IDS Bulletin, 34(1), 72–80.
- NCERT & TISS. (2019). Critical Analysis of School Textbooks: A Workshop Resource Booklet. NCERT-TISS collaborative initiative.