

SARDAR PATEL UNIVERSITY
Programme: Master of Education
Semester: I
Syllabus with effect from: June 2013

Paper Code: PE01EMED11	Total Credits: 4
Title Of Paper: Curriculum Studies	

Unit	Description in detail	Weightage (%)
1	<p>Perspectives on Curriculum: Meaning of curriculum Four perspectives on curriculum</p> <ul style="list-style-type: none"> • Traditionalists • Conceptual-Empiricists • Reconceptualists • Social constructivists <p>Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks</p>	25 %
2	<p>Bases of Curriculum Development: Epistemological bases: Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; Logical grammar of school subjects Sociological bases: societal needs and aspirations, culture and values, social changes, knowledge explosion, national concerns and goals, globalisation, localization and privatization, political ideology and technological influences. Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity Nature of learner and learning process: Developmental characteristics of a learner; developmental tasks; learning theories: Behaviouristic, cognitivistic and social learning (and their relevance to curriculum development)</p>	25 %
3	<p>Types of Curriculum: Subject-centered Learner-centered Community centered Social Reconstructionist curriculum: characteristics, purpose, Role of a teacher</p>	25 %
4	<p>Curriculum Concerns – Global and Nation Wide: The salient features of National curriculum framework (2005) Analysis of these documents with respect to various aspects of foundations, concerns, and the changes made with important considerations Curricular concerns under globalization Need of internationalization of curriculum at secondary level</p>	25 %

Basic Text & Reference Books:

- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.



- Butchvarov,P.(1970), The Concept of Knowledge, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six Ways of Knowing. Calcutta University Press, Calcutta.
- Dewey , John. The Child and the Curriculum, University of Chicago Press: Chicago
- G.W. Ford and Lawrence Pungo,(1964). The Structure of Knowledge and the Curriculum. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). The Practical: A language for Curriculum. School Review, November.
- Keddie, N.(1971) : Classroom Knowledge, in. M.F.D Young..
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
- Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.
- Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.
- Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
- P.H. Phenix,(1964). Realms of Meaning. MacGraw-Hill, New York.
- Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
- Paul Hirst: Knowledge and Curriculum
- Prema Clarke (2001). Teaching & Learning: The Culture of Pedagogy, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.

