

SARDAR PATEL UNIVERSITY
Programme: Master of Education
Semester: IV
Syllabus with effect from: December 2016

Paper Code: PE04EMD2E1	Total Credits: 4
Title Of Paper: (P-1) Foundations of Curriculum	

Unit	Description in detail
	<p>OBJECTIVE:</p> <p>On completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • define curriculum, • identify the components of curriculum, • describe the various principles of curriculum, • explain various determinants of curriculum, • describe and analyse various approaches to curriculum, • explain and compare various types of curriculum.
1	<p>Nature of Curriculum</p> <ul style="list-style-type: none"> • Meaning and concept of curriculum. • Curriculum as a body of socially organized knowledge, inert and live curriculum. • Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System. • Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological).
2	<p>Principles of Curriculum Construction</p> <ul style="list-style-type: none"> • Students centred • Activity centred • Community centred • Forward looking principle • Principles of integration • Theories of curriculum development. • Conservative (Preservation of Culture etc.) • Relevance, flexibility, quality, contextuality and plurality
3	<p>Determinants of Curriculum</p> <ul style="list-style-type: none"> • Objectives-Values enshrined in the Constitution such as social justice, equality and secularism; <ul style="list-style-type: none"> □ Core elements as reflected in the NPE-1986 and POA; □ Curriculum concerns as reflected in NCFSE-2000 and NCF 2005. • Explosion of knowledge, Information vs. Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children • Society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization. <ul style="list-style-type: none"> • Learner: growth and development. • Nature of subject matter/content.
4	<p>Approaches to Curriculum</p> <ul style="list-style-type: none"> • Subject centred • Learner centred and • Community centred. • Curriculum Framework



5	<p>Type of Curriculum</p> <ul style="list-style-type: none"> • Humanistic Curriculum: Characteristics, purpose, role of teacher, Psychological basis of humanistic curriculum • Social reconstructionist curriculum: characteristics, purpose, role of teacher in reconstructionist curriculum <p>Transactional Mode</p> <p>Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussions, demonstration methods; attempts needs to be made to provide hands on in developing and demonstrating the materials. Students’ seminars on select themes especially the current issues in curriculum development could be originalised. Field visits to places of curricular other sites i.e. Museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers. As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.</p> <p>Sessional Work: The students may undertake any one of the following activities:</p> <ul style="list-style-type: none"> • Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same. • Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum. <p>Essential Readings</p> <ul style="list-style-type: none"> • Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press. • NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi. • NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.

Basic Text & Reference Books:

- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.

Audio- Video and CD's

- CIET (2006) Aims of Education: An interview with Prof. Krishna Kumar, Director, NCERT produced by CIET, MCERT, New Delhi.

