

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

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| Paper Code: PE02CMD203 | Total Credits: 4 |
| Title Of Paper: Curriculum Studies | |

| Unit | Description in detail |
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| | <p>OBJECTIVES: The students will be able to:</p> <ul style="list-style-type: none"> • Conceptualize the meaning and different perspectives of curriculum. • Understand the epistemological, sociological and psychological bases of curriculum development. • Understand the different types of curriculum with respect to their main orientation and approaches. • Compare and analyse the NCF over the years with respect to their foundational considerations, concerns, priorities and goals. |
| 1 | <p>PERSPECTIVES ON CURRICULUM</p> <ol style="list-style-type: none"> 1. Meaning of curriculum 2. Four perspectives on curriculum <ol style="list-style-type: none"> a. Traditionalists b. Conceptual Empiricists. c. Reconceptualists d. Social constructivists. 3. Concept of core curriculum, Hidden curriculum, Spiral curriculum, integrated curriculum and their relevance. 4. Curriculum frameworks: need and importance, ramification of curriculum framework into curriculum, syllabus and textbooks. |
| 2 | <p>BASIS OF CURRICULUM DEVELOPMENT.</p> <ol style="list-style-type: none"> 1. Epistemological bases: forms of knowledge, structure of a discipline; characteristics of different Disciplines and levels of understanding; Logical grammar of school subjects. 2. 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. 3. Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity. 4. Nature of learner and learning process: developmental characteristics of a learner; Developmental tasks; learning theories: Behaviouristics, constructivistic and social learning and their relevance to curriculum development. |
| 3 | <p>TYPES OF CURRICULUM</p> <ol style="list-style-type: none"> 1. Subject centred |



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| | <ol style="list-style-type: none"> 2. Learner centred 3. Community centred 4. Social reconstructoinist curriculum: characteristics, purpose, role of a teacher. |
| 4 | <p>CURRICULUM CONCERNS: GLOBAL AND NATIONAL</p> <ol style="list-style-type: none"> 1. The salient features of National Curriculum Framework(2005). 2. Analysis of these documents with respect to various aspects of foundations, concerns, and the changes made with important considerations. 3. Curricular concerns under globalization. 4. Need of internalization of curriculum at secondary level. |

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 Illions. North western university press
- Chomsky, 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, Universiy of Chicago press: Chocago
- Joseph Schwab 1979, the practical: a language for curriculum school review.
- Keddie, N. 1971, Classroom knowledge, in M.F.D young
- Kelley A.B. 1997, the curriculuar theory and practice. Harper and Row, U.S
- Kumar Krishna 1997. What is worth teaching, Orient Longman, New Delhi
- Margaret, K.T. The open classroom, Orient Longmann: New Delhi 1999
- Nirantar 1997. Developing a curriculum for Rural Women, Niranter New Delhi.
- Padma M. Sarangapani 2003. Constructing school knowledge, an Anthography of learning in an Indian Village.
- Paul Hirst: Knowledge and Curriculum
- Prema Clarke 2001. Teaching and Learning. The culture of Pedagog, sage publications, new delhi.
- Steven. H. Cahn 1970 The philosophical foundation of education, harper and row publications.

