

SEMESTER- II

BED C 202: KNOWLEDGE AND CURRICULUM PART-1

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Rationale:

The purpose of this course is to make the student-teacher familiar with the different dimensions of Knowledge and Knowing. The course makes a comprehensive analysis of the epistemological doctrines of knowledge and Knowing, different levels and ways of knowing, variety of sources of knowledge etc. It proposes towards the student- teacher community the importance of realizing the sources of knowledge and how students can be trained to make use of such sources for independent study.

Objectives:

- To make the teacher-student realize concepts and misconceptions on Education and make her a true practitioner of education.
- To make student teachers competent in different strategies of knowledge creation and a good facilitator of construction of knowledge.
- To develop among the student teachers a culture of learning and become an active participant in learning communities.
- To give insight to the student teacher on the epistemologies of different schools of philosophy and different approaches to knowledge and knowing and their impact in shaping and re-shaping educational system.
- To develop the competence of curriculum development and evaluation among student teachers.

Mode of Transaction

- Lecture
- Dialogue
- Classroom Discussion
- Debate
- Dramatization

Unit: I - Epistemological Basis of Education (10 Hours)

- (i) Education: Concept, meaning, definitions and approaches
- (ii) Aims of Education – traditional and Modern
- (iii) Factors Determining Educational System: Philosophical, Political, Socio-Cultural, Economic, Geographical, technological etc.
- (iv) Education as a System, as a Process and as a product.
- (v) Purpose and Roles of education

Unit- II: Knowledge and Knowing (15 Hours)

- (i) Knowledge- Theories of knowledge, classification of knowledge and different approaches to knowledge.
- (ii) Difference between information, knowledge, skill- belief, truth and reason – teaching and training - learning and acquisition.
- (III) Knowledge and Schooling
- (IV) Major Sources of Knowledge
- (V) Different Ways of Knowing

UNIT III: *Different Perspectives on Knowledge and Knowing* (15 hours)

- (i) A detailed study of the epistemologies of the different Schools of Philosophy with special reference to the concept of Knowledge and Knowing, Organization of Educational System, and Transaction of Knowledge : (i) Idealism (ii) Naturalism (iii) Pragmatism (iv) Humanism, (v) Existentialism, (vi) Futurism
- (ii) Bases of Modern Child Centred Education- Activity, discovery and dialogue as exemplified in the educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire

Unit- IV Curriculum: (10 hours)

Curriculum- various dimensions of curriculum and their relationship with the aims of education- Curriculum as enacted, curriculum as process and practice - curriculum development - The relationship between power, ideology and the curriculum- Role of the state in curriculum- Role of various social groups in curriculum making.

Different Types of Curriculum: Core Curriculum, Activity Oriented Curriculum, Content Oriented Curriculum, Hidden Curriculum, Issue based Curriculum etc.

Innovations in Curriculum Construction

Curriculum framework, syllabus, text books and hand books.

Assignments

1. Evaluation of a Textbook
2. Preparation of a unit for a Textbook
3. Development of Hand book for teachers (One unit)

References :

- American Psychological Association. (1992). *Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform*. Washington, D.C.: American Psychological Association.
- Entwistle, N.J. (1987). *Understanding Classroom Learning*. London: Hodder and Straughton.
- Erickson, H. L. (2007) *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, Corwin Press.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.
- Freire, P. (2000). *Pedagogy of the oppressed*. Continuum.
- Lave, J. and Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. New York: Cambridge University Press
- Meno: Reason, persuasion and virtue*. Pearson.
- NCERT(2005). *National Curriculum Frame Work*. New Delhi: NCERT
- Plato. (2009). Reason and persuasion: Three dialogues (Chapter 6). In J. Holbo (Ed.),
- Sabyasachi, B. (1997). *The Mahatma and the poet: Letters and debates between Gandhi and Tagore*. National Book Trust.
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching.