

COURSE 8: KNOWLEDGE AND CURRICULUM

Course objectives

At the end of this course, the student – teachers will be able to:

1. Explain the epistemological and sociological bases of education
2. Explain the nature and principles of child centered curriculum
3. Describe the relationship of nationalism, universalism and secularism with education
4. Explain the principles of democratic curriculum
5. Discuss the educational thoughts of great educational thinkers on child centered education
6. Discuss the nature, principles and resources of curriculum
7. Comprehend curriculum process and practice
8. Explain the need for hidden curriculum

UNIT I Epistemology bases of education

Epistemology: type of knowledge – meaning of knowledge, skill, teaching, training, information, reason and belief – distinction between knowledge and skill – distinction between teaching and training – distinction between knowledge and information – distinction between reason and belief

Suggested instructional approaches\methods

Talk by teacher on the epistemology bases of education

Group discussion on the distinction of the epistemology bases of education)

UNIT II Social bases of education

Influence of society, culture and modernity on education – influence of industrialization and democracy – influence of individual autonomy and reason on education – understanding education in relation to modern values: equity and equality, individual opportunity – understanding social justice and dignity with special reference to Ambedkar

Suggested instructional approaches\methods

Seminar on the influence of society, culture and modernity on education

Group discussion on social justice and dignity with special reference to Ambedkar

UNIT III child centered education

Meaning and characteristics of child centered education – educational thoughts of mahatma Gandhi, Rabindranath Tagore, John Dewey, Plato, Martin Buber, Paulo Freire with special reference to the three concepts: activity, discovery and dialogue relating to child centered education

Suggested instructional approaches\methods

Group discussion on nature and principles of child centered education

Students seminar on educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber, Freire

UNIT IV Nationalism, universalism, secularism and education

Meaning and definition and concepts of nationalism, secularism, and universalism – relationship of nationalism, universalism, and secularism with education with special reference to Tagore and Krishna Moorthy

Suggested instructional approaches\methods

Teacher talk or experts talk on nationalism, universalism, secularism and education

Seminar on the ideas of Tagore and Krishna Moorthy about universalism and secularism

UNIT V Educational and democracy

Meaning of democracy – Dewey concepts of democracy and education – meaning of democratic education – democratic practices in education – education in a democratic society – training for democratic citizenship – multi-culturalism and education

Suggested instructional approaches\methods

Teacher talk on Dewey concept of democracy and education

Students seminar on training for democratic citizenship

UNIT VI Meaning and nature of curriculum

Meaning, definition and concept of curriculum – structure of curriculum – dynamics of curriculum – changing concepts of curriculum.

Suggested instructional approaches\methods

Teacher talk the meaning and nature of curriculum

Group discussion on the changing concepts of curriculum

UNIT VII principles of curriculum development

Need for curriculum development – principles and stages of curriculum development – types of curriculum; subject centered curriculum, student centered curriculum, society centered curriculum and life centered curriculum – models of curriculum development: Tyler's model and Hilda Tabal's model.

Suggested instructional approaches\methods

Teacher talk on the principles of curriculum development

Panel discussion on different types of curriculum

UNIT VIII Resources of curriculum

Curriculum based on a thorough knowledge of the students and their communities: their values, language, and their educational goals – timetable, syllabus, textbooks and co-curricular activities – a critical analysis of various samples of textbooks, children literature and teachers handbook.

Suggested instructional approaches\methods

Teacher talk on resources of curriculum

Presentation based on the critical analysis of various samples of children literature)

UNIT IX Curriculum implementation

Curriculum as an enacted process – curriculum as process and practices – personal participated in development of curriculum – role of the state in the development of curriculum – curriculum form the top to down and curriculum form the down to top – meritocracy and its impact on curriculum – valuing of rituals in schools and its celebrations – recreation of norms in society – relationship between power, ideology and the curriculum

Suggested instructional approaches\methods

Teacher talk on the curriculum as an enacted process and practice

Debate on the impact of meritocracy on curriculum – factors influencing curriculum implementation

UNIT X Curriculum change and innovation

Need based curriculum – factors related to development and assessment – meaning of hidden curriculum – role of hidden curriculum in developing resilience in children – teaching strategies for developing resilience in children. Curriculum revision and evaluation – Tyler’s objective centered evaluation model – stufflebeam’s CIPT evaluation model curriculum and research – curriculum change and innovation – need and importance

Suggested instructional approaches\methods

Group discussion on hidden curriculum practices for developing resilience in children

Teacher talk on role of research and revision on need based curriculum.

Tasks and assignments

1. Prepare a report after critically evaluating the views of at least any three educational thinkers on child centered education
2. Prepare a society centered and life centered curriculum for the emerging Indian society

References

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3. Diamond Robert, M. Designing and improving Course in Higher Education: A Systemic Approach, California: Jossey.
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5. Saylor, G.J and Alexander, W (1965) Planning Curriculum of school. New York: Holt Richard and Winston.
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