

PERSPECTIVES IN EDUCATION (PE)**SEMESTER - IV****PE 5 KNOWLEDGE AND CURRICULUM****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs Practical - 4hrs****External: 60 marks****Total: 100 marks****Course Learning Outcomes:****At the end of the course, the student-teachers will be able to**

- recognise the epistemological basis of knowledge;
- point out the perspectives of a Curriculum;
- implement the curriculum in the teaching-learning process;
- analyze the various curriculum practices;
- predict the innovations in curriculum development; and
- formulate the basis of evaluating the curriculum.

Unit I: Knowledge

Epistemology: Meaning, Philosophical basic of knowledge according to Indian and Western Philosophy - Knowledge: Meaning, definition, characteristics - Types of knowledge: Three divisions of knowledge – Implications of knowledge for Teaching and Learning - Sources of knowledge Education: Situational, conceptual and strategic - Differences between: Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief.

Unit II: Curriculum Perspective

Curriculum: Definition and scope - Perspectives of Curriculum - Curriculum and instruction - Course designing – Guidelines - Creating a syllabus - Role of representation and non representation of various social groups in curriculum planning - Curriculum transaction.

Unit III: Curriculum Development and Teaching Learning Process

Stages in the process of curriculum development - Assessing learner needs and characteristics- Implementing the curriculum - Understanding of hidden and enacted curriculum - Models of curriculum development: Grass Root Model, Taylor's Model , Hilda Taba's model, process product model- Core curriculum: Activity curriculum, inter disciplinary curriculum - Strategies for curriculum development- Competencies in curriculum development.

Unit IV: Curriculum Practices

Curriculum practice at Elementary, Secondary and Higher Secondary levels: Methodology of Education and teaching of subjects, instructional aids and materials - Criteria for future curriculum - Developmental trends - Standard based curriculum development - Traditional Education System - Standard based Educational practice.

Unit V: Innovations in Curriculum Development

Educational goals and trends in curriculum reform - Improving curriculum development process - Curriculum as a way of attaining quality - Constructing the curriculum - Teacher's role in curriculum innovation - Innovation process.

Unit VI: Evaluation Process

Evaluation of the effectiveness of curriculum - Indicators of effective curriculum construction content: Existing pedagogies and instructional approaches, teacher training, text books and instructional materials - Agencies of evaluation: NCTE, NCERT, SCERT, and MHRD.

Suggested References:

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Balrara, M. (1999). *Curriculum Planning for modern schools*. New York: Corwin press.

Erickson, H.L. (2007). *Concept based curriculum and instruction for the thinking classroom*.

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Panday, M. (2007). *Principles of Curriculum Development*. New Delhi: Rajat Publishers.

Rajput, J.S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.

Satyanarayanan, P.V. (2004). *Curriculum Development and management*. New Delhi: DPH.

Sharma, Promila.(2009). *Curriculum Development*. New Delhi: A.P.H. Publishing Corporation.

Sharma, R. (2002). *Modern methods of curriculum organization*. Jaipur: Book Enclave.

Srivaastava, H.S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.

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பாஸ்கரன், ஏ, (2008): கலைத்திட்ட வளர்ச்சி. சென்னை: சாரதா பதிப்பகம்.
