

## **M Ed Two Year Programme**

### **S.Curr. 1 (h) : Knowledge, Curriculum and Pedagogy**

Maximum Marks: 100

#### **Course Objectives**

The overall aim of this course is to investigate constructs of knowledge and curriculum, using critical interdisciplinary perspectives. It also aims to examine the historical, philosophical and sociological foundations of school curriculum; undertake an in-depth analysis of conceptions of learning rooted in conventional school practices and folk pedagogy; and explore students' understanding of natural and social phenomena. The objective is also to evolve conceptions of pedagogical knowledge as an integration of knowledge about the learner, disciplinary knowledge, knowledge of curriculum and the educational contexts and aims.

#### **Units of Study**

*Unit 1:* Understanding and conceptualising knowledge : Distinguishing between knowledge and information, knowledge as construction of meaning and critical thinking (drawing upon critical interdisciplinary theory). Exploring the nature of different kinds of knowledge : disciplinary and pedagogical, knowledge of educational contexts, goals and aims within historical and contemporary contexts, knowledge of learners; selection of knowledge in designing curricula – role of ideology and power; implications of different kinds of knowledge for teaching and for ways of helping all students learn.

*Unit 2:* Foundations of curriculum and curricula enquiry : Understanding the historical, philosophical and sociological foundations of curriculum, critically examining frameworks of school curriculum within current debates on political/cultural conflicts and the issue of curriculum change. Developing perspectives and frameworks of analysis of curriculum aims and context. Distinguishing between curriculum, syllabus and the textbook, exploring the relationship between curriculum and policy and curriculum and learning.

*Unit 3:* Students are expected to present a focussed project, capturing episodes(s)/ unit (s) of teaching and learning; relate their project findings to one or more of the theoretical themes such as nature of knowledge and inquiry; philosophical and sociological frames of knowledge, curriculum and pedagogy.

*Unit 4:* Perspectives and Paradigm shifts in the conceptions of learning: Critically examining different views of the nature of learning, (drawing upon theoretical frameworks of constructivism, socio-constructivism and cross-cultural psychology). Developing an understanding of learning within the social context; an in-depth analysis of conceptions of learning rooted in conventional school practices and folk pedagogy. Evolving conceptions of pedagogical knowledge as an integration of knowledge about the learner, disciplinary

knowledge, knowledge of curriculum and the educational contexts and aims; nurturing inquiry and supporting children's learning.

*Unit 5* : Pedagogy and the curriculum : Issues of teaching and learning such as medium of instruction, personalising knowledge, the process of transforming subject-matter knowledge into teaching materials and pedagogic strategies for developmentally appropriate classrooms. Exploring children's early conceptions of science and mathematics, cross curricula learning, developing understanding of alternative frameworks within which children interpret their experiences and evolving frameworks for redesigning curriculum in specific domains. Evolving relationships between teaching, learning and understanding, understanding the nature of teachers' professional knowledge and developing the practice of critical reflection.

*Unit 6*: Students are expected to undertake analysis of text-material and syllabi and/or case studies of children's understanding of scientific, mathematical and social concepts and reasoning, pedagogies outside the formal system; relate their observations to theoretical frameworks and themes, such as the constructivist/ alternative frameworks and the concept of critical reflective practice.