

Bachelor of Education (B.Ed.)

**Title of the Course -Perspective Course PC 9: Knowledge, Disciplines, and School Subjects
(Semester: I)**

Credits: 2

MM 50 (External : 35 Internal : 15)

Contact Weeks 15

Introduction of the Course

This compulsory course aims to introduce students to the basics of curriculum theory, enabling them to develop informed perspectives on knowledge, its character in different disciplines, pedagogic requirements, and the larger factors influencing its status in society. The course underlines curiosity as a foundation of knowledge and aims to study curriculum policies vis-à-vis their assumptions about the nature of knowledge and pedagogical concerns.

Learning Outcomes:

After completion of the course, student will be able to:

1. analyse the structure of knowledge as reflected in disciplinary streams and subjects;
2. understand the links between disciplines and school subjects and the importance that different disciplines acquired in different periods in our education system;
3. examine the structure of the school curriculum across stages in terms of the underlying structure of knowledge;
4. encourage students to reflect on their education and notice how the curriculum structure, factors internal and external to the educand, and the larger socio-political ethos have shaped their interests and capacities.

Number of Units: 4

Weeks 15 = 30 hours

Unit I: Knowledge and its structure

(3 weeks=6 hours)

- Knowledge, curiosity, and Inquiry;
- Structure of knowledge; knowledge as a system: pedagogical demands and expectations;
- The role played by the concept of knowledge in shaping teaching-learning

processes.

Unit 2: Disciplinary Streams and Subjects (4 weeks= 8 hours)

- Disciplines and their nature; disciplinary streams and their evolution; classification as Science and Arts, Humanities and Social Sciences, etc.;
- The nature of knowledge, curiosity, and inquiry under distinct disciplinary streams, e.g., sciences, social sciences, languages, mathematics, and others.
- Interrelationships, overlaps, and distinctions between/ among different disciplines and disciplinary streams.
- The notion of 'subject streams' and 'subjects' in the school curriculum, their distinct pedagogical demands at different stages in school education and their relative significance.
- Role of arts, crafts, physical education, work experience, etc., in developing learner-centred and inclusive pedagogies.

Unit 3: Knowledge and Curriculum Policy (4 weeks= 8 hours)

- Study of relevant parts of the following documents that are instrumental in shaping curriculum policies in India since independence in relation to their assumptions about knowledge, pedagogical demands, and social concerns: National Education Commission (Kothari Commission), Learning without Burden (Yash Pal Committee Report), National Curriculum Framework 2000, 2005, 2023.
- Distinction and relation between 'Curriculum' and 'Syllabus'; Relation between Syllabus and Textbooks; implications of prescribing a textbook, and the importance of other sources and resources of knowledge;
- Critical understanding of the important dimensions of school curriculum - morning assembly; timetable and co-curricular initiatives in the backdrop of knowledge and pedagogical concerns.

Unit 4: Subject Streams, Choices, and Opportunities (4 weeks= 8 hours)

- Options available to students for choosing different subjects and subject streams;
- Factors affecting their choices — internal vs. external; subject-specific vs. interdisciplinary options and their availability for students;
- Social perceptions and stereotypes influence choices, e.g., employment opportunities, status, power, gender, etc.



Head/Dean
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Practicum/ Suggested Projects / Assignments (Any Two)

1. An analysis of factors that have shaped the personal trajectories of students in the context of disciplines and subject choices made in school and college, interests, and capacities leading to a reflective essay.
2. Interaction with teachers to document their understanding of the nature of their disciplines.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Recommended/ Essential Readings

- Apple, M. (2004). On analyzing hegemony. In Michael Apple (ed.) *Ideology and curriculum*. (3rd ed.) (Hindi Translation: (2012). *वर्चस्व के विश्लेषण पर*. अनुवादक: योगेन्द्र दत्त, बत्रा, पू. & दत्त, यो. *पाठ्याचर्या विमर्श*. हिन्दी अनुवाद शृंखला. Regional Resource Centre for Elementary Education. Department of Education, University of Delhi)
- Bruner, J. S. (2009). The importance of structure. In *The process of education*. Harvard University Press.
- Chrisman, L. H. (1950). Arousing curiosity. *The Journal of Education*, 133(3), 78-80.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. (2nd ed.). D. C. Heath & Company
- Hamm, C. M. (2003). *Philosophical issues in education: An introduction*. Routledge. (Chapter 5: Educational Curricula and the Nature of Knowledge)
- Kumar, K. (2004). *What is worth teaching?* Orient Blackswan. क्या पढ़ाया जाए? (2016) अनुवादक: योगेन्द्र दत्त, बत्रा, पू. & दत्त, यो. *पाठ्याचर्या विमर्श*. हिन्दी अनुवाद शृंखला. Regional Resource Centre for Elementary Education. Department of Education, University of Delhi, Tata Trust, & MHRD
- Marsh, C. (2009). *Key concepts for understanding curriculum*. Routledge
- NCERT. (2005). *National Focus Group Position Papers*. (Papers on the Teaching of Science; Social Science; Mathematics; Curriculum, Syllabus, Textbooks; Work and Education)
- NCERT. (2005) *National Curriculum Framework-2005*. New Delhi: NCERT
- NCERT. (2023). *National Curriculum Framework*. New Delhi: NCERT
- Paulos, J. A. (1988). *Innumeracy: Mathematical illiteracy and its consequences*. Macmillan. Vintage Books
- Schwab, J. J. (1964). Structure of the Disciplines: Meanings and Significances. In G. W. Ford & L. Pugno (eds.), *The Structure of Knowledge and the Curriculum*.

Chicago: Rand McNally. pp. 6-30 (पाठ्यविषयों की संरचना: अर्थ एवं महत्व. अनुवादक: संतोष शर्मा. शिक्षा विमर्श. अक्टूबर 2000, p.6-18)

- Thakur, M.N. (2022). ज्ञान की राजनीति: समाज अध्ययन और भारतीय चिंतन . सेतु प्रकाशन
- शर्मा, गु. (नवम्बर-दिसंबर 2015). पाठ्यक्रम पर राजनैतिक निर्णय: सवाल और सरोकार. शिक्षा विमर्श, 21-25.

Additional Readings

- Barrow, R., & Milburn G. (1986) *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice*. New York: St.
- Chambliss, J.J. (ed.) (1996). *Philosophy of Education: An Encyclopedia*. New York and London: Garland Publishing House.
- David, L. (1968). *International encyclopedia of the social sciences*. Macmillan
- Phillips, D. C. (Ed.). (2014). *Encyclopedia of educational theory and philosophy*. Sage Publications.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Knowledge, Disciplines, School Subjects



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