

Master of Education (M.Ed.)

**Title of the Course: S.Curr.1(h) : Knowledge, Curriculum, and Pedagogy
(Semester: I, II, III and IV)**

Credits: 4

MM: 100 (External: 70, Internal: 30)

Contact Week: 30

Introduction of the Course

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 the conception of diverse pedagogical approaches and types in an integration of knowledge about the learner, disciplinary knowledge, knowledge of curriculum, and the educational contexts and aims.

Learning Outcomes:

After completion of the course, students will be able to,

1. Promote understanding about knowledge and its nature, different ways of knowing, and approaches to Knowledge (Interdisciplinary, Trans-disciplinary, Multidisciplinary).
2. Cultivate understanding among scholars concerning the historical, philosophical, and sociological foundation of the curriculum.
3. Relate different models of curriculum and paradigm shifts in the conceptions of learning.
4. Develop a deeper understanding of various pedagogical approaches and their impact on learners.
5. Explain the crucial role of pedagogy in facilitating effective learning experiences for students.
6. Analyze critically the different curriculum thinkers' perspectives concerning education aim and diverse emancipatory pedagogy.
7. Infer the importance of cross-cultural pedagogy on educational concerns and nurture capacities to critically reflect on the social realities of learners.

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Understanding knowledge

(4 weeks = 16 hours)

- Information, Ideas, Belief & knowledge, A priori knowledge, A posteriori knowledge, Experienced Knowledge

1

132
284

Head/Dean

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- Knowledge as construction of meaning and critical thinking (drawing upon critical interdisciplinary theory)
- Exploring the nature of different kinds of knowledge: A priori knowledge, A posteriori knowledge, Experienced Knowledge, disciplinary and pedagogical Knowledge.
- Approaches to Knowledge (Interdisciplinary, Trans-disciplinary, Multidisciplinary)
- Selection of knowledge in designing curricula - Role of Ideology and Power Discourse.

Unit 2: Foundations of curriculum and curricula inquiry (4 weeks = 16 hours)

- Understanding the historical, philosophical, and sociological foundations of curriculum.
- Critically examining frameworks of school curriculum within current debates political/cultural conflicts and the issue of curriculum change.
- Developing perspectives and frameworks based on analysis of curriculum aims and context.
- Distinction between curriculum, syllabus, and the textbook.
- Exploring the relationship between policy, curriculum- and curriculum framework.

Unit 3: Curriculum and Pedagogical Aspects (4 weeks = 16 hours)

- Critical Essays on Major Curriculum Thinkers
- Models of Curriculum and Paradigm shifts in the conceptions of learning
- Evolving conceptions of diverse pedagogical knowledge in the integration of knowledge about the context of the learner, disciplinary Knowledge, knowledge of curriculum and the educational contexts and its aims.

Unit 4: Diverse Pedagogical Approaches (3 weeks = 12 hours)

- Pedagogy and Pedagogical Analysis -Concept of Heutagogy and Andragogy in Education
- Pedagogical approaches: constructivist approach; collaborative approach, reflective approach, integrative approach, inquiry-based approach; other contemporary approaches in the lieu of NEP 2020 such as art-integrated learning, toy-based, and sports-integrated and gamification in learning,
- Emancipatory Pedagogy such as Critical Pedagogy, Inclusive pedagogy, Indigenous pedagogy, Culturally responsive pedagogy; Socratic pedagogy
- Role of pedagogy in effective learning: how does pedagogy impact the learner?

Practicum/ Suggested Projects / Assignments (Any Two)

1. Write a Term paper on the use of diverse pedagogical approaches in the Indian Education system.
2. Complete a project based on the area related to the Interdisciplinary, Trans-disciplinary, and Multidisciplinary approach and integrate it with the school education and curriculum.

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

Essential/ Recommended Readings

- Alexander, R. (2000). Culture and Pedagogy: International Comparisons in Primary Education. Blackwell Publishers.
- Blake, N., & Masschelein, J. (2003). Critical theory and critical pedagogy. The Blackwell guide to the philosophy of education, 38-56.
- Connelly, F. M., and Clandinin, D. J. (1988). Teachers as Curriculum Planners: Narratives of experience. NY: Teachers College Press. Ch.3, p. 24-32; Ch. 7, p.81-97.
- Darder, A., Hernandez, K., Lam, K. D., & Baltodano, M. (Eds.). (2023). the critical pedagogy reader. Taylor & Francis.
- Donald, J. G. (1986). Knowledge and the university curriculum. Higher Education, 15(3), 267-282.
- Egan, K. (1978) What Is Curriculum? Curriculum Inquiry, 8, (1), 65-72.
- L. (1975). An Introduction to Curriculum Research and Development. Heinemann.
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- Freire, P. (2015). Pedagogy of indignation. Routledge.
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- Giroux, H. (1999). Dialectics and the development of curriculum theory. In W. F.
- Goodson, I. (1994). Chapter 8: Studying curriculum: Social constructionist perspectives, Studying curriculum: Cases and methods (pp. 111-119). New York: Teachers College.
- Gough, N. (1999). Understanding curriculum systems. In J. Henderson & K. Kesson (Eds.), Understanding democratic curriculum leadership (pp. 47-69). New York: Teachers College.
- Hill, H. C., & Charalambous, C. Y. (2012). Teacher knowledge, curriculum materials, and quality of instruction: Lessons learned and open issues. Journal of Curriculum Studies, 44(4), 559-576.
- Howard, J. (2007). Curriculum development.
- Jackson, Philip W. (Editor). (1992). Handbook of Research on Curriculum. NY: Macmillan Publishing Co.
- Karseth, B., & Sivesind, K. (2010). Conceptualizing curriculum knowledge within and beyond the national context. European journal of education, 45(1), 103-120.
- Kellner, D. (2006). Marxian perspectives on educational philosophy: From classical Marxism to critical pedagogy. University of Los Angeles, California.
- Kincheloe, J. L. (2008). Critical pedagogy primer (Vol. 1). Peter Lang.
- Kincheloe, J. L. (Ed.). (2008). Knowledge and critical pedagogy: An introduction. Dordrecht: Springer Netherlands.
- McLaren, P. (2016). Critical pedagogy. This fist called my heart: the Peter McLaren reader, 1, 27.
- McLaren, P., Martin, G., Farahmandpur, R., & Jaramillo, N. (2004). Teaching in and against the empire: Critical pedagogy as revolutionary praxis. Teacher Education Quarterly, 31(1), 131-153.
- McPhail, G., & Rata, E. (2016). Comparing curriculum types: 'Powerful knowledge' and '21st century learning'. New Zealand Journal of Educational Studies, 51, 53-68.

- Michael Connelly, F. (1972). The functions of curriculum development. *Interchange*, 3(2), 161-177.
- Muller, J. (2012). Forms of knowledge and curriculum coherence. In *Educating for the Knowledge Economy?* (pp. 114-138). Routledge.
- Narang, V. (2013). *Issues in Learning Theories and Pedagogical Practices*, Orient Blackswan Private Limited, New Delhi
- National Council of Educational Research and Training. (April 2022). *Mandate documents and Guidelines for the development of National Curriculum Frameworks*.
- National Education Policy 2020, MoE, Government of India (English and Hindi)
- National Educational Policy, 2020: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf
- National Policy on Education 1968, 1986 and 2020.
- National Steering Committee for National Curriculum Frameworks, (2023). *National Curriculum Framework for School Education*.

Additional Readings:

- Palupi, D. (2018). What type of curriculum development models do we follow? An Indonesia's 2013 Curriculum Case. *Indonesian Journal of curriculum and educational technology studies*, 6(2), 98-105.
- Pinar (Ed.), *Contemporary curriculum discourses: Twenty years of JCT* (pp. 7-23). New York: Peter Lang.
- Pinar, William; Reynolds, William; Slattery, Patrick; & Taubman, Peter. (2000). *Understanding Curriculum*. New York: Peter Lang.
- Pinar, W. F. (2005). The problem with curriculum and pedagogy. *Journal of curriculum and pedagogy*, 2(1), 67-82.
- Sallis, E., & Jones, G. (2002). *Knowledge Management in Education* London: Kogan Page Ltd.
- Scott, D. (2003) *Four Curriculum Discourses: A Genealogy of the Field* in D. Scott (ed.) *Curriculum Studies: Major Themes in Education*, London: Routledge: Falmer (2008). *Critical Essays on Major Curriculum Theorists*. Routledge. Stenhouse,
- Scott, D. (2018). Knowledge and the curriculum. In *Creating Curricula: Aims, Knowledge and Control* (pp. 25-39). Routledge.
- Shivalik, P. (2024). *Pedagogy and Child Development*, Invincible, New Delhi
- Spache, G. D. (1958). Types and purposes of reading in various curriculum fields. *The Reading Teacher*, 11(3), 158-164.
- Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*. Heinemann.
- UNESCO Report *Reimagining Our Futures Together* (2021) <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

- Van Tassel-Baska, J. (2000). Theory and research on curriculum development. *International handbook of giftedness and talent*, 345-365.
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- Young, M. (2014). What is a curriculum and what can it do? *Curriculum Journal*, 25(1), 7-13.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussions, debates, film discussions, critical media analysis, etc.

Assessment Method

The assessment will be formative and will be based on student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Understanding knowledge, Foundations of Curriculum and Curricula Inquiry, Curriculum and Pedagogical Aspects, Curriculum and Pedagogical Aspects.

