

**CENTRAL UNIVERSITY OF HARYANA**  
**School of Education**

**Teaching Plan**

Programme: B.Ed.

Year: II

Course Code- SOE020209C3104

Credit: 04

Name of Teacher: Dr. Amit Singh and Dr. Pramod Joshi

Session: 2018-20

Semester-IV

Course Title: Knowledge and Curriculum

Maximum Marks: 100

**1. Teaching and Examination Scheme:**

Teaching Scheme (Unit wise Division of Teaching hours)				Examination Scheme		
				CIA	TEE	Total Marks
Unit No.	L	T/P	(L+T+P)			
I	12	4	16	30 Marks	70 Marks	100 Marks
II	12	4	16			
III	12	4	16			
IV	12	4	16			
<b>TOTAL</b>	<b>48</b>	<b>16</b>	<b>64</b>			
Legends: L- Lecture, T-Tutorial/Teacher Guided Student Activity, P- Practicum/Practical. <b>CIA</b> -Continuous Internal Assessment and <b>TEE</b> - Term End Examination						

**2. Unit-wise Teaching Plan:**

Unit/Topic	Approximate Hours (Lecture/Tutorial/Practicum / Practical)	Content Outlines/Teaching Points	Teaching Strategies	Learning Outcomes	Evaluation Strategies	Suggested Learning Resources

<p><b>Unit-I</b> <b>Epistemological Bases of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Concept of Knowledge: Meaning of information, knowledge and wisdom.</li> <li>• Types &amp; Sources of Knowledge</li> <li>• Methods of Acquiring Knowledge</li> <li>• Structures and Forms of Knowledge</li> </ul>	12	<p>1.1.1 Meaning and Concept of Knowledge 1.1.2 Meaning and Concept of Information 1.1.3 Meaning and Concept of Wisdom</p> <p>1.2.1 Types &amp; Sources of Knowledge</p> <p>1.3.1 Methods of Acquiring knowledge</p> <p>1.4.1 Structures and Forms of Knowledge</p>	Lecture cum Discussion	<p><b>On completion of this unit the students will be able to:</b></p> <p>(i) Learn about epistemological bases of knowledge. (ii) List the source sof knowledge .</p> <p>(iii) Understand the various methods of acquiring Sknowledge and maxims of education.</p>	Students' will prepare assignment, present their views/ideas through Power Point Presentation and participate in Group Discussion	<p>Russell, Bertrand. 2003. Human Knowledge. Routledge, London.</p> <p><a href="http://www.systems-thinking.org/dikw/dikw.htm">http://www.systems-thinking.org/dikw/dikw.htm</a></p> <p><a href="https://otec.uoregon.edu/data-wisdom.htm">https://otec.uoregon.edu/data-wisdom.htm</a></p> <p><a href="https://andrewvs.blogs.com/files/the-concept-of-knowledge.pdf">https://andrewvs.blogs.com/files/the-concept-of-knowledge.pdf</a></p> <p>Schutz, Alfred Life Forms and Meaning Structure <a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf</a> <a href="http://www.ascd.org/publications/books/106008/chapters/Conceptual-Understanding.aspx">http://www.ascd.org/publications/books/106008/chapters/Conceptual-Understanding.aspx</a> Swami Satprakashananda. 1995. Methods of Knowledge according to Advaita Vedanta. Advaita Ashrama (Publication Department), Calcutta. <a href="http://www.ncert.nic.in/pdf_files/basic_in_education.pdf">http://www.ncert.nic.in/pdf_files/basic_in_education.pdf</a> (Chapter 4)</p>
<p><b>Unit II</b> <b>Knowledge: Indian and Western Views</b></p> <ul style="list-style-type: none"> <li>• Indian Views: <ul style="list-style-type: none"> <li>✓ Shankhya</li> <li>✓ Vedanta</li> <li>✓ Buddhism</li> </ul> </li> <li>• Western Views: <ul style="list-style-type: none"> <li>✓ Idealism</li> <li>✓ Naturalism</li> <li>✓ Pragmatism</li> </ul> </li> </ul>	12 Hours	<p>1.1 Knowledge of Indian views of Shankhya 1.2 Knowledge of Indian views of Vedanta 1.3 Knowledge of Indian views of Buddhism</p> <p>2.1 Knowledge of western views of Ideslism 2.2 Knowledge of western views of Naturalism 2.3 Knowledge of western views of Pragmatism</p>	Lecture cum Discussion	<p><b>On completion of this unit the students will be able to:</b></p> <p>(i) explain meaning and concept the curriculum. (i) Differentiate curriculum and syllabus. (i) Describe factors affecting curriculum i.e. Philosophical, Sociological, Psychological, Historical</p> <p>(ii) Compare the different types of curriculum: Core, Hidden, Null, differentiated curriculum and Activity - based curriculum.</p> <p>(iii) comprehend the meaning role of curriculum in effective teaching learning process</p>	Students' will prepare assignment, present their views/ideas through Power Point Presentation and participate in Group Discussion	<p>Aggrawal, J.C., &amp; Gupta, S. (2005). <i>Curriculum development</i>. New Delhi: Shipra Publisher.</p> <p>Alaxander, W.M., &amp; Saylor, J.G. (1966). <i>Curriculum planning for modern schools</i>. New York: Holt, Rinhart and Winston Inc.</p> <p>Balrara, M. (1999). <i>Principles of curriculum renewal</i>. New Delhi: Kanishka Publishers.</p> <p>Candra, A. (1977). <i>Curriculum development and evaluation in education</i>. New Delhi: Sterling Publishers.</p> <p>Darji, D.R., &amp; Lulla, B.P. (1967). <i>Curriculum development in secondary schools of Baroda</i>. Baroda: Sadhana Press.</p> <p>Rajput, J.S. (2004). <i>Encyclopedia of Indian Education</i>. New Delhi: NCERT.</p>

<p><b>Unit-III</b></p> <p><b>Conceptual understanding of Curriculum</b></p> <p>(ii) Meaning and concept of curriculum;</p> <p>(iii) Difference between Curriculum and Syllabus</p> <p>(iv) Characteristics of curriculum</p> <p>(v) Factors affecting curriculum i.e. Philosophical, Sociological, Psychological, Historical</p> <p>(vi) Types of curriculum: Core, Hidden, Null, differentiated curriculum and Activity -based curriculum</p>	<p><b>12Hours</b></p>	<p>1.1 Meaning and concept of Curriculum</p> <p>2.1 Difference between curriculum and syllabus</p> <p>3.1 Characteristics of Curriculum</p> <p>4.1 Factors affecting curriculum i.e. Philosophical, Sociological,</p> <p>4.2 Factors affecting curriculum i.e. Psychological, Historical</p> <p>5.1 Types of curriculum: Core, Hidden, Null</p> <p>5.2 Differentiated curriculum and Activity -based curriculum</p>	<p>Lecture cum Discussion</p>	<p><b>On completion of this unit the students will be able to:</b></p> <p>(i) explain meaning and concept the curriculum.</p> <p>(iv) Differentiate curriculum and syllabus.</p> <p>(vii) Describe factors affecting curriculum i.e. Philosophical, Sociological, Psychological, Historical</p> <p>(v) Compare the different types of curriculum: Core, Hidden, Null, differentiated curriculum and Activity -based curriculum.</p> <p>(vi) comprehend the meaning role of curriculum in effective teaching learning process</p>	<p>Students' will prepare assignment, present their views/ideas through Power Point Presentation and participate in Group Discussion</p> <p>Debate on various factors affecting curriculum</p>	<p>Erickson, H.L. (2007). Concept based curriculum and instruction for the thinking classroom California: Corwin Press.</p> <p>Hassrin, M. (2004). <i>Curriculum Planning for elementary education</i>. New Delhi: Anmol Publishers.</p> <p>Jenkins, D. &amp; Shiftman, D.M. (1976). <i>Curriculum an introduction</i>. London: Pitman Publishing House.</p> <p>Khan, M.I. &amp; Nigam, B.K. (2007). <i>Curriculum reform change and continuity</i>. New Delhi: Kanishka Publication.</p> <p>Kumari, S. &amp; Srivastava, D.S. (2005). <i>Curriculum and Instruction</i>. New Delhi: Shipra Publishers.</p> <p>Musgrave, P.W. (1974). <i>Contemporary studies in the Curriculum</i>. Australia: Angus and Roberston Publishers.</p> <p>Nigam, B.K. &amp; Khan, M.I. (1993). <i>Evaluation and research in Curriculum Construction</i>. New Delhi: Kanishka Publishers.</p>
<p><b>Unit IV</b></p> <p><b>Basics of Curriculum Development</b></p> <ul style="list-style-type: none"> <li>● Meaning of Curriculum development</li> <li>● Need, Importance and Process of Curriculum development</li> <li>● Principles of curriculum development</li> <li>● Models of curriculum development</li> <li>✓ Grass Root Model</li> <li>✓ Administration Model</li> <li>✓ System Analysis Model</li> </ul>	<p><b>12 + 4 Hours</b></p>	<p>1.1.1 Meaning of Curriculum development</p> <p>1.2.1 Need of Curriculum development</p> <p>1.2.2 Importance of Curriculum development</p> <p>1.2.3 Process of Curriculum development</p> <p>1.3.1 Principles of curriculum development</p> <p>1.4. Models of curriculum development</p> <p>1.4.1 Grass Root Model</p> <p>1.4.2 Administration Model</p> <p>1.4.3 System Analysis Model</p>	<p>Lecture cum Discussion</p>	<p><b>On completion of this unit the students will be able to:</b></p> <p>(i) Explain meaning of the curriculum development.</p> <p>(ii) Differentiate Models of curriculum development</p> <p>(vii) Describe Importance of Curriculum development</p> <p>(viii) Compare the different Models of curriculum development</p>	<p>In depth analysis of various models of curriculum development by the student teachers</p>	<p>Ornstein, A.C. &amp; Hunkins, F. (1988). <i>Curriculum foundations, principles and issues</i>. New Jersey: Prentice Hall.</p> <p>Panday, M. (2007). <i>Principles of curriculum development</i>. New Delhi: Rajat Publications.</p> <p>Sharma, R. (2002). <i>Modern methods of curriculum organisation</i>. Jaipur: Book Enclave.</p> <p>Sharma, S.R. (1999). <i>Issues in curriculum administration</i>. New Delhi: Pearl Publishing House.</p> <p>Socket, H. (1976). <i>Designing the curriculum</i>. Britain: Pitman Press.</p> <p>Srivastava, H.S. (2006). <i>Curriculum and methods of teaching</i>. New Delhi: Shipra Publishers.</p> <p>Tata, H. (1962). <i>Curriculum development theory &amp; practice</i>. New York: Harcourt, Brace &amp; World Inc.</p> <p>Yadav, Y.P. (2006). <i>Fundamentals of curriculum design</i>. New Delhi: Shri Sai Printographers.</p> <p>Curriculum, Syllabus and Textbooks, <a href="http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf">http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf</a></p>

**Internal Assessment Strategies:**

The thirty marks have been allotted under Internal Assessment. The following activities will be executed under Internal Assessment:

<b>S. No.</b>	<b>Activity</b>	<b>Mode</b>	<b>Weightage of Marks</b>
1	Two Sessional tests will be conducted(Best one will be considered)	Written Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) and any other activity under Practicum	Assignment & Presentation (PPT)	5+10
3	Percentage of attendance		05
<b>Total Marks</b>			<b>30</b>