

Master of Education (M.Ed.)

Title of the Course: S.Ss. 4 (C): Curriculum Development and Research in Social Science

Education

(Semester: I, II, III & IV)

Credits: 4

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

Contact Week 15

Introduction of the course: -


This course focuses on the curriculum development and research in social science education in Indian context. Main aims of this paper are to develop critical understanding about curriculum development in India, how ideology, power, politics, culture and diversity effect on curriculum. It would assist students in understanding about different approaches and models in curriculum development. This paper enables a deep knowledge and analytical understanding about policy perspectives, national regulatory bodies and research agencies in social science. At the end of the course students should be able to:

- Develop capacities to understanding of curriculum development in social science.
- Develop analytical understanding of social science curriculum its policy perspectives.
- Enable to understand different approaches and models of curriculum in social science.
- Identify key national regulatory bodies and research agencies and their role in development in social sciences.
- Develop capacity to understand research methodology in social science.
- Understand and analyze resent trends and issues in social science

Learning Outcomes

After completion of the course, student will able to:

1. Know concept of curriculum development and its perspectives and possibilities.
2. Understand issues and concerns of curriculum and how knowledge, ideology, state power, politics and diversity effects social science curriculum?
3. Analyzes different curriculum frameworks after independence in India.
4. Explain different approaches and models of curriculum in social science.


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5. Describe policy perspectives in India after independence
6. Identify and explain role of different national regulatory bodies and research agencies in development of Social Science.
7. Develop capacity to understand research methodology in social science.
8. Understand and analyze recent trends and issues in social science.

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Curriculum development in social science

(4 weeks = 16 hours)

- Understanding curriculum development in social science: Perspectives and possibilities.
- Issues and concerns of curriculum: - Content and design relationship between ideology, power, politics, culture and diversity in Indian context.
- Curriculum development in India: 1975, 1988, 2000, 2005 and 2023 special reference to Vision, objectives, pedagogical and evaluation perspectives of social science.

Unit 2: Approaches and models of curriculum in social science (3 weeks = 12 hours)

- Approaches in curriculum development: unit, separate subject approach, integrated, interdisciplinary and cross-curricular.
- Models of curriculum development: The Tyler model, The Taba model, The Saylor and Alexander model & The Miller and Saylor model.
- Critical analysis of the social science discourse.

Unit 3: Policy perspectives, national regulatory bodies and research agencies in social science (4 weeks = 16 hours)

- Social science education in policy perspectives in India after independence 1952, 1964, 1986, 1992, NEP-2020: - vision, needs, objectives, contents, pedagogical concerns and evaluation process in social science
- Role of various national regulatory bodies and research agencies in development of social science education with respect to strengthening research, policy and implantation of strengthening social science education. (ICSSR, ICHR, UGC, SCERT, NCERT, NCTE, ICRIER, IIG, ICAR etc.)

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- Survey of recent researches and investigating practices in social sciences education; detailed study of any one domain knowledge history, political science, sociology, geography, economics with specific reference to curriculum development in Indian context.

Unit 4: Research, recent trends and issues in social science (4 weeks = 16 hours)

- Research in social science education: Search for possibilities; detailed study of any one domain research area ethnographical, historical and descriptive and inter-disciplinary nature of social science research.
- Recent trends, issues and concerns in social science education: Sustainable development, environmental, socio-culture issues, analytical and social skills.
- Digitization of social science education its needs, importance and tools in social science.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Take of Test on any unit/units.
2. Compare and prepare project/ report on educational policy, commission documents or curriculum frameworks related to social science education.
3. Write an article/assignment on any current topic of social science curriculum.
4. Use of ICT based online programme/study material developed by Ministry of Education, UGC and NCERT etc. relevant for curriculum development in social science and prepares a report on it.
5. Conduct action research on any topic of social science curriculum.
6. Discuss and analysis of Documentary films on current Issues of Indian Context.
7. Conduct a survey-based project on social science curriculum.
8. Compare and prepare project/ report on digitization and its tools in social science education.

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

Essential/ Recommended Readings:

- Apple, Michael W. & Christian-Smith, Linda K. (eds.) (1991). The Politics of the textbook. New York: Routledge.
- Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education, NCERT, New Delhi.
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- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Benton, Ted (2001). Philosophy of social science: the philosophical foundations of social thought. New York: Palgrave. Edited by Ian Craib.
- Best, John, W & Kahn, James, V. (2016). Research in Education: Pearson; Tenth edition (30 September 2016) India.
- Crotty, M. (2003). The Foundations of Social Research: Meaning and perspective in the research process. Sage Publications, London, Thousand Oaks, New Delhi.
- Francis P. Hunkins, 1980: Curriculum Development: Program Improvement. Columbus, Ohio: Memll.
- Linda S. Levstik (Edited, 2008): Handbook of Research in Social Studies Education, New ,Ltd .Francis Books India Pvt & Taylor ,(2008June 1)First Edition ;Rutledge ,India ,Delhi
- Miller, John P. & Sellar Wayne (1985) Curriculum: Perspectives and Practice; Addison-Wesley Longman Ltd.
- Pinar, W. F. (2015). Curriculum studies in India. In Palgrave Macmillan US eBooks.
- Saylor, J. G., & Alexander, W. M. (1974). Planning Curriculum for Schools. Edition 3rd. NY: Holt, Rinehart and Winston.
- Saylor, J. G., Alexander, W. M., & Lewis, A. J. (1981). Curriculum Planning for Better Teaching and Learning. Edition 4th. NY: Holt-Saunders.
- Scheffler, Israel (1 970): Justifying Curriculum Divisions in J. Martin, ed., Readings in the Philosophy of Education: A Study of Curriculum, Boston: Allyn and Bacon.
- Smith, B.O., Stanley, W.O. and Shores, H.J. (1957): Fundamentals of Cur-cz-lum, Development, New York: Harcourt.

- Taba, Hilda (1962): Curriculum Development, Theory and Practice, New York: Harcourt.
- Wiles, Jon and Bondi, Joseph (1989): Curriculum Development, A Guide to Practice, (3rd edition), Ohio: Merrill Publishing Company, USA
- Willis, J. W. (2007). Foundations of qualitative research: Interpretive and critical approaches. SAGE Publications.
- Williams, M. (2016). Key concepts in the philosophy of social research. SAGE Publications Ltd.
- अरोड़ा, पंकज (2023) राजनीति विज्ञान का शिक्षणशास्त्र, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।

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: Curriculum, Ideology, Policy, NEP 2020.

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