

**School of Undergraduate Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Mon. & Wed. 11.30 to 1.30

Course Code: SES201202

Title: School knowledge, Curriculum and Texts [Advanced Course in Curriculum Studies]

Type of Course: Advanced Elective

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Education 2016-18

No of Credits: 4

Semester and Year Offered: Semester III (Monsoon Semester 2017)

Course Coordinator and Team: Dr. Gunjan Sharma

Email of course coordinator: gunjan@aud.ac.in

Pre-requisites: Curriculum Theory and Practice (Semester 2, MA Education)

Aim: The course will adopt a sociological perspective to engage with 'School knowledge, curriculum and texts'. It aims at:

- Enhancing the understandings developed in the core course Curriculum Theory and Practice, with a specific theoretical focus (critical theory in education)
- Locating school curriculum and texts in a larger socio-political-cultural context
- Learning to critically analyse curricular materials like curriculum frameworks, syllabus & textbooks
- Engaging in selected exercises that form a part of curriculum practice and/or research (ex: analyzing and selecting texts for school children).

Brief description of modules/ Main modules:

1. Introduction: Situating the frame (1 week): Building linkages with the second semester course Curriculum Theory and Practice.

2. School knowledge and texts (3 weeks): Reviewing the discourse on 'school knowledge' (as situated in the new sociology of education and critical theory perspective).

3. Teachers, texts and children (3 weeks): Examining policy processes with a specific focus on classroom practices and narratives of school teachers and children.

4. Analysing and selecting textbooks (4 weeks): Introduction to content analyses for critical review and selection of texts for school children.

Assessment Details with weights:

- Participation (10%): Participation in the google classroom discussions (capture questions on readings)

- One field based presentation (30%)
- One written assignment (30%): Analysis and selection of a text based
- Modelling a textbook committee (20%)

Reading List:

Essential (may be revised):

- Flinders, D. J. and Thorton, S. J. (Eds.). (2009). The curriculum studies reader (3rd ed.). New York: Routledge. (Introduction, preludes to the various sections and afterword)
- Pacheco, J. Augusto. (2012). Curriculum studies: What is the field today? Journal of the American Association for the Advancement of Curriculum Studies, 8, pp. 2-15.
- Whitty, G. (1985). Sociology and school knowledge: Curriculum theory, research and politics (pp. 7-29). Methuen London.
- Hammersley, M. and Hargreaves, A. (2012). Introduction. Curriculum practice: Some sociological case studies (Vol. 18) (pp. 1-14). London: Routledge Library Editions.
- Young, M.F.D. (2009). Bringing knowledge back in: From Social Constructivism to Social Realism in the Sociology of Education (pp. xv-xix). London: Routledge. (Introduction)
- Kumar, K. (2001). Prejudice and pride: School histories of the freedom struggle in India and Pakistan. New Delhi: Viking Penguin. (Introduction and Chapter 4 – Ideology and power)
- Berger, P. and Luckman, T. (1966). The social construction of reality: A treatise in the sociology of knowledge (pp. 11-29). London: Penguin Books.
- N.C.E.R.T. A study of the evolution of the textbook from the ancient to the modern period.
- Kumar, K. (1988). Origins of India's "textbook culture". Comparative Education Review, 32(4), pp. 452-464.
- Apple, M. W. (2000). Cultural politics and the text. Official knowledge, 2nd edn (2000), pp. 42–60. London: Routledge.
- Gol. (2005). Regulatory mechanisms for textbooks taught in schools outside the government system (Chairpersons: Gopal Guru and Zoya Hasan). CAGE, MHRD.
- Apple, M.W. (1998). The culture and commerce of the textbooks. In Beyer, L.E. and Apple, M.W. (Eds.) The curriculum: Problems, politics and possibilities (2nd ed) (pp.157-172). NY: State University of New York Press. [Or Apple, M. W. (1988). Teachers and texts. (Chapter 4)].
- Nirantar. Textbook regimes: A feminist critique of nation and identity – Overall analysis.
- Ravitch, D. (2003). Textbook cases. New England Review, 24(2), pp. 150-164.
- Smith, A. (1985). Textbook selection: A more defined way. American Secondary Education, 14(3), pp. 6-9.
- Weber, R. P. (2004). Content analysis. In C. Seale (Ed.), Social research methods, pp.117-124. London: Routledge.

Supplementary:

- Nair, J. (2005). 'Dead certainties' and the politics of textbook writing. Economic and political weekly, 40(16), pp. 1587+1589-1592.
- Kirst, M.W. (1984). Choosing textbooks: Reflections of a state board president. American Educator, 8, 18-23. (to be procured)
- Kumar, K. (2004). Textbooks and educational culture. In What is worth teaching (pp. 15-28). Delhi: Orient Blackswan
- Bernstein, B. (2003). Social class and pedagogic practice. In the structuring of pedagogic discourse, (Vol. IV) Class, Codes and Control (pp. 63–93). London: Routledge
- Willis, P. (1981). Learning to labour (171-175). Hampshire: Gower.

- Menon, U. (2003). Where have the mangoes gone? *Economic and Political Weekly*, 38(18), 1747-1749.
- Giroux, Henry. (1996). Animating the youth: Disneyfication of children's culture. In *Fugitive cultures, race, violence and youth*, pp. 89 – 114. London: Routledge. (CIElibrary)
- Kumar, K. (1996). *Bacche ki bhasha aur adhyapak: Ek nirdeshika*. Delhi: NBT.
- Kumar, K. (1988). *Social character of learning*. New Delhi: Sage. (Chapter 5 – Third World in televised text)
- Batra, P. (Ed.) (2010). *Social science learning in schools: Perspective and challenges*. Sage: India. (Part 2: Chapters 1 and 2)
- Kumar, K. (1988). *Social character of learning*. New Delhi: Sage. (Chapter 1 – Study of educational texts)