

MODE OF SELECTION

Interested teachers and teacher educators are required to send the details through google form link given below. Candidates will be shortlisted based on various criteria. Online-interviews will be conducted, if required. NCERT will write to the candidate's employers and concerned DIET/SCERT officials for deputation. to attend all the three phases including the face-to-face phase of the programme.

The link details for participating in the programme:

<https://forms.gle/YubJd8j93jdaZ7w89>

Last date for receiving applications through Google Form:
31.07.2024

For more details or queries email to:
dess.smcc@gmail.com

PROGRAMME ADVISORY COMMITTEE

Arvind Sardana, *Former Director*, Eklavya, Bhopal.

C. S. Balachandran, *Director*, The Institute of Geographical Studies, Bengaluru

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Prof. Bhupendra Yadav (Retd.), AzimPremji University, Bengaluru.

Prof. Disha Nawani, *Former Dean*, School of Education, Tata Institute of Social Sciences, Mumbai.

Dr. Syed Abdul Moin (Retd.), *Director*, Distance Education Cum Head of Department, Teacher Education SCERT, Patna, Bihar.

Prof. Gouri Srivastava, Head of the Department, DESS, NCERT



Six-month Certificate Programme on DEVELOPING OF SOCIAL SCIENCE TEXTBOOKS AND OTHER CURRICULAR MATERIALS

(August 2024 to January 2025)

NCERT: THE NATIONAL LEVEL ORGANISATION IN SCHOOL EDUCATION

The National Council of Educational Research and Training (NCERT) was established in 1961 to provide academic support in improving the quality of school education in India. The focus of the Council is reflected in its emblem. The three intertwined swans symbolise the integration of three aspects of the work of the NCERT, namely, Research, Development, Training & Extension. All these functions are tuned to achieve its objective of improving the quality of school education. The NCERT is engaged in the development of curriculum, textbooks and instructional materials, professional development of teachers and functionaries and research various dimensions of school education. It functions through its eight constituent units, and draws on the expertise of members of the faculty located in the network of its constituent units.

ABOUT THE PROGRAMME

This programme is meant to professionalise the school activities. NCERT as a part of its mandate develops national curriculum framework, model syllabi, textbooks and other curricular materials. Since 1960s, different strategies were followed to develop these materials. NCERT also works with SCERTs in curricular material development activities.

PROGRAMME TEAM

Prof. Gouri Srivastava, Head of the Department

Prof. M.V. Srinivasan, Programme Coordinator

Co-coordinators and mentors

Prof. Shipra Vaidya

Prof. Seema S Ojha

Prof. Tannu Malik

Prof. Sarika C. Saju

Dr. Vanthangpui Khobung

Prof. R. Meganathan, DEL



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Most curricular material developers learn the art of development of curricular materials through on-the-job training. There is no programme in India to train and build the capacity of teachers and teacher educators in the development of social science textbooks and other curricular materials. This programme will train potential social science curricular material developers. This will benefit government agencies involved in the development of curricular materials such as SCERTs and the private sector in improving the quality of materials available in India. This Programme is a part of Skill Development initiative of the Government of India in the area of school education. It will lead to creation of professional school curricular material developers.

PROGRAMME OBJECTIVES

- Provide professional training to teachers, teacher educators and other potential textbooks & other curricular material developers on social science curricular development and
- Strengthen the capacity of SCERTs and other state and national level agencies in developing quality social science curricular materials.

DURATION

The Programme is of six months duration. The details of months and modes (online/offline) during which the programme offered are as follows:

Phase 1- August/September 2024 (online)

Phase 2- October/November 2024 (face-to-face)

Phase 3- December 2024/January 2025 (online)

PROGRAMME OUTLINE, EVALUATION SCHEME & CREDITS

Four courses are offered in this programme and each carry equal weightage for the award of certificate.

Course 1: School Social Science Education: Building Perspectives (5 Credits)

- 1.0: Status of Social Science in Schools: Guidelines for presentation by programme participants
- 1.2: Social Sciences: Evolution and History
- 1.3: Social Sciences vs Social Studies
- 1.4: Social Sciences in schools: Comparison of curriculum across countries

- 1.5: Policy directions, issues and challenges in teaching school social sciences
- 1.0: Social science and career choice: Poster-making workshop.

Course 2: Epistemology and Social Sciences (5 Credits)

- 2.1: Knowledge structure, methods and philosophy in social sciences
- 2.2: Knowledge structure and methodological issues in History
- 2.3: Knowledge structure and methodological issues in Geography
- 2.4: Knowledge structure and methodological issues in Economics
- 2.5: Knowledge structure and methodological issues in Political Science
- 2.6: Knowledge structure and methodological issues in Sociology

Course 3: Development of Curricular Resources and Pedagogical Concerns (5 Credits)

- 3.1: What is a Textbook? Textbooks and Child's Context
- 3.2: Importance of images in social science textbooks – or how / why to choose them?
- 3.3: The processes involved in the development of social science textbooks (select states & NCERT)
- 3.4: Development of digital contents in social sciences: Access, development and evaluation of social science materials in social media and other digital sources.
- 3.5: Learning social science in language and learning language in social science
- 3.6: Teaching learning resources in social science classrooms
- 3.7: Development and production of textbooks and other learning materials

Course 4: Learning and Assessment in Social Sciences (5 Credits)

- 4.1: How learning takes place (in the context of social sciences)?
- 4.2: Assessment Reforms in India: Examining resilience of age old practices
- 4.3: Situating assessment in differential contexts: Classroom, Schools and Society
- 4.4: Forms and Tools of Assessment in social sciences
- 4.5: Researching Curricular Materials: Content Analysis of textbooks, question papers answer scripts

Total Credits (5X4)

Credits 20

During the programme period, participants submit assignments (summaries, analysis of textbooks and other curricular materials, writing textbook chapters, worksheets, developing model questions and question papers, conduct classroom research in schools).

Award of certification will be based on the portfolio assessment - participation in the programme, submission of assignments, end-of-the course examinations and presentations.

PEDAGOGY

The course will be offered through interactive sessions. Soft copies of essential course reading materials specially developed on all the modules of the programme will be made available to participants. Those which are already on the public domain in the internet will be informed to participants during the course. Emphasis will be laid on the course participation and submission of assignments.

Faculty members of the department and other constituents of NCERT (along with contributor to the module) teach the course and work as mentors. A series of special interactive lectures are also organised. Important social science textbook writers from States and those who worked with NCERT and other agencies will deliver these lectures.

ELIGIBILITY

This course is meant solely for working social science teachers and teacher educators interested in social science curriculum development and have the responsibility in this area at district, state and national level curriculum development agencies.

- (i) Teacher educators working in District Institutes of Education and Training or SCERT with a minimum of 5 years of teaching/research/development experience with social science qualifications or
- (ii) Teachers working in schools, colleges and universities and taking social science classes for middle and higher levels with a minimum of two years' experience.