PREFACE

The present research-the first of its kind-encompasses the secondary level of Science Curriculum. The volume is an outcome of my research experience in the field of curriculum studies with special reference to Tripura one of the North-East State of India. The idea of this thesis developed from the fact that the Secondary Level Science Curriculum Studies in Tripura State have not been so far taken up fully in the field of research in Education. The small numbers of studies which come under this category are either studies of development of curriculum in particular level of education or status studies concerning other subjects of implementation of the curriculum. Thus research concerning fundamental work for curriculum development and implementation is woefully lacking. Before taking up the present work I have gone through the available literature like Dissertation Abstract International, International Educational Research Works (available in internet) Survey of Research in Education (Edition by M.B.Buch) and such other research/ reports has been evolved for studying the secondary science curriculum of any states of India. I have find limited reference with a very few studies on this line. Not even a single study was available then in my State Tripura in this perspective.

The researches which have been carried out in curriculum are either a single component of curriculum or a single area or subject specific (other than Physical Science) skill or learning or of a text book. It happens due to the non-availability of models of curriculum studies or the lack of explanation of the concept. Principally to meet this demand, the idea of this thesis has been originated.

Complexity of the problem of choosing an appropriate model arises mainly due to fact that there is no unanimity among researches regarding the concept or definition of what constitute curriculum study. For instance, Hill (1982) in his Dictionary of Education defines the term “study of Curriculum” as the gathering and analysis of evidence so as to inform judgment in relation to the qualities of the course of study. But Rowntree (1981) considers curriculum study as a sub-discipline within educational studies and as concerned with the theory and practice of curriculum development. It is suggested that Curriculum can be studied in terms of three dimensions,
namely, curriculum planning, curriculum implementation and curriculum evaluation. Hamilton (1976) gives yet another definition designation “Curriculum Study” as the study of its composition, its genesis, its relationship with the surroundings, its utilitarian value and so on. Stenhouse (1975) introduces a new major dimension in this regard by holding the view that study of Curriculum is not the study of intention or prescription of curriculum but the study of the happening in a real situation. Thus, curriculum study rests on the two views of curriculum – as intention and as reality. Almost all the Western advanced countries curriculum development is a decentralized process. There the schools are given freedom to develop their own curriculum. But in our country India as well as in states not is giving such autonomy to the schools nor can the school do it. It is the centralized system, the responsibility of the state or of the country.

There is a second reason that necessitates to take up the present work. It may note that curriculum as a concept is dynamic in nature. Nevertheless at the operational level it inheres in it an element of uniqueness. The uniqueness arises out of the fact that any particular curriculum happens to be in use in a specific geographical region, is built around the needs and aspiration of people living factors. After all, the model for study cannot in its component elements as well as in its overall structure, be divorced from specific time space frame within which the particular subject curriculum has got evolved and is in operation. In other words, it is imperative that one researcher evolves an independent theoretical framework for carrying out curriculum study. Thus does not mean that any researcher can or should totally ignore the studies carried out by other researchers and the models adopted by them. In fact, these models serve as useful guide – posts and thereby provide directions to the researcher in his effort to evolve an appropriate theoretical framework.

The present work had been taken up on the basis of the above context. The Science curriculum for Secondary Education in Tripura (a North-Eastern State of India) was taken as the specific field of the study. On the basis of the above background and after the emergence of the State, I was encouraged by my guide, philosopher Prof. N.B. Biswas to take up the present work for Ph.D. Research at the Department of Educational Science, Ashutosh Mukharjee
School of Education, Assam University, Silchar, considering Secondary Science Education of Tripura State as a field of Study.

I hope this research work will enable the students, researchers, teachers and planners to realize the process of Science Curriculum development. This work will be a great help to the students of education in India and my state Tripura. Efforts have been made to cover the various aspects of science curriculum objectives, content and implementation in this work.

I owe a great deal to my fellow research scholars, education experts, officers, teachers, librarians of various institutions and also the respondents who extended their full co-operation and help during various stages of my research.

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