

## **M Ed Two Year Programme**

### **S.Ss. 2 (c) : Social Science Learning in Elementary School**

Maximum Marks: 100

#### **Course Objectives**

The overall objective of this course is to enable students to understand the contents of social science as school subjects in terms of their nature and purposes. It aims to examine the different visions and understanding of school subjects as reflected in school curriculum, syllabi and textbooks; how social sciences can provide a critical perspective of society and social reality with reference to the past, space and power structures and institutions, and processes of social relationships. At the end of the course students should be able to:

- Develop knowledge and the capacity to critically analyse the society we live in and the individual-society interface by drawing upon the disciplines of sociology, history, geography, political science and economics
- Build skills and capacities to gather, analyse and interpret data
- Critically analyse school social science curriculum, syllabus and textbooks
- Draw upon and evolve appropriate pedagogies to transact the curriculum in a manner that enhances curiosity of students to enquire about social phenomenon; develop their capacities to critically reflect on social realities, its institutions and practices
- Develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

#### **Units of Study**

*Unit 1:* Aims of teaching social science at different levels of school education: Positioning the role of social science education in the larger context of the Indian nation and Indian society - Constitutional values and commitment to equality, social justice, common good, plurality, liberty, fraternity and citizenship; the role of social science in enhancing children's understanding of their immediate social context and larger social realities, in building an analytical perspective of society, appreciation and expression of social change and social justice.

*Unit 2:* Children's understanding of social reality: concept formation in relation to age, socio-cultural-political-economic settings; empirical studies of children's understanding of social phenomena and concepts; relationship of everyday concepts with abstractions characteristic of social sciences; importance of understanding children's conceptualisation and cognitive processes for social science pedagogy and curriculum.

*Unit 3:* Social science curriculum at the elementary level: issues of curriculum selection and design; examining the relationship between knowledge, ideology, state power, politics of knowledge production, patriarchy, diversity and curriculum; critical review of the curriculum of social sciences in schools - curriculum frameworks of 1975, 1988, 2000 and 2005, including appropriate position papers; critical review of national policy and commission documents with regard to social science curriculum and educational practice; a detailed historical and contemporary study of EVS as a primary school social science; and any one

domain knowledge within middle school social science – history, political science (social and political life), geography.

*Unit 4:* Pedagogical concerns and contexts for the teaching of social science at the elementary level: classroom processes and teaching-learning resources; comparative study of different approaches to social science curriculum for different age groups of children; analysis of social science textbooks used in different schools, taking samples from across the world – for example examining the rationale for presenting differing perspectives of a common past: comparing school histories of India, Pakistan (post-1947), Bangladesh (post-1971); understanding how texts are transacted in the classroom.

*Unit 5:* National and international discourse on school social science: curricular innovations in social science education; critical review of national policy and commission documents: Mudaliar Commission, Kothari Commission, 1968, 1986 policy, with regard to social science curriculum and educational practice; a detailed study of any one social science curriculum across the world.