

M Ed Two Year Programme

S.Ss. 3 (c) : Social Science in Secondary and Senior Secondary School

Maximum Marks: 100

Course Objectives

This course focuses on the aims of teaching social sciences in secondary and senior secondary schools by engaging students with Constitutional provisions and values and its interface with the realities of Indian society. It would assist students in understanding how young people evolve their understanding of society from their immediate to the national context. It would provide them hands-on engagement with school curriculum and pedagogic approaches. It would enable a deep engagement with knowledge of different disciplinary domains with a view to derive pedagogical principles of teaching social sciences in secondary and senior secondary school. At the end of the course students should be able to:

- Develop capacities to draw upon social science knowledge to help school students develop an analytic perspective of society and the disposition towards social justice.
- Develop a critical understanding of school social science curriculum and pedagogy and the debates around it.
- Develop an in-depth analytical understanding of specific social science disciplinary knowledge and the need for developing an interdisciplinary lens to examine social realities.
- Engage in the design of curriculum and text materials for teaching specific social science concepts – disciplinary as well as interdisciplinary.
- Develop capacity to identify critical questions for enquiry in school social science.

Unit 1: A. Nature of Social Sciences:

- a) Dimensions of Spatial, Temporal and Political Economy
- b) Recent Debates in Social Sciences

B. 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 student'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: Young People's Understanding of Social Reality: concept formation in relation to age, socio-cultural-political-economic settings; empirical studies of how young people understand social phenomena and concepts; relationship of everyday concepts with abstractions characteristic of social sciences; importance of understanding learners' conceptualisation and cognitive processes for social science pedagogy and curriculum.

Unit 3: Social Science Curriculum at the Secondary and Senior Secondary 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 any one domain knowledge within secondary and senior secondary school social science – history, political science, geography, economics, sociology.

Unit 4: Pedagogical Concerns and Contexts for the Teaching of Social Science at the Secondary and Senior Secondary level: comparative study of different approaches to social science curriculum for different age groups; analysis of social science textbooks used in different schools, taking samples from across the world – for example examining the rationale for presenting different perspectives of a common past: comparing school histories of India, Pakistan (post-1947), Bangladesh (post-1971); Germany and Poland (Period of Nazi Germany); understanding how texts are transacted in the classroom.

Unit 5: The Role of Various Social Science Disciplines in Constructing Secondary and Senior Secondary School Curricula: the notion of citizenship and the needs of nation-states that defined the scope of civics in the 19th and 20th centuries, the evolution in the citizen-state dynamics in contemporary times, the interface of civics with other disciplines in social science; broadening of the scope of civics to include sociological, political and economic perspectives and constructs; interface between civic life, state institutions and institutions outside the state such as in the sphere of economic production, circulation and exchange as well as interdependence of people in various processes and social relationships.

Unit 6: Survey of recent Researches and Investigating Practices in Social Sciences at Secondary and Senior Secondary Level, detailed study of any one domain knowledge within the Social Sciences: History, Political Science, Sociology, Geography, Economics with specific reference to national and international discourse and curricular innovations in social science education across the world.

Suggested Readings:

- Arora, P (2014). Exploring the Science of Society. *Journal of Indian Education*. NCERT, New Delhi.
- Batra, P. (Ed 2010). *Social Science Learning in Schools: Perspective and Challenges*. Sage Publications India Pvt. Ltd. New Delhi.
- George, A., M. & Madan, A. (2009). *Teaching Social Science in Schools*. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). *Europe – A Challenge to the Social Sciences*. *International Social Science Journal* (vol. 44).
- Haralambos, M. (1980). *Sociology Themes and Perspectives*. New York. O.U.P.
- Mayor, F. (1992). *The role of the Social Sciences in a changing Europe*. *International Social Science Journal* (vol. 44).
- Popper, Karl. (1971). *The Open Society and its Enemies*. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). *Order Out of Chaos: Man's New Dialogue with Nature*. Batnam Books.

- *Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.*
- *Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.*
- *Williams, M. (2000). Science and Social Science: An introduction. Routledge, London and New York.*

Online Articles:

- *Is chaos Theory Postmodern Science? By: J. Linn Mackey.*
- *Behaviorism: Origins of the Concept. By: Erkki Berndtson.*
- *Chaos and Causality in complex Social Dynamics. By: T.R. Young.*
- *Categories for the Systems Analysis of Politics. By: David Easton.*
- *Karl Popper. From Stanford Encyclopedia of Philosophy.*
- *Science, Pseudo-Science, and Falsifiability. By: Karl Popper, 1962.*
- *Chaos Theory and Social Dynamics: Foundations of Postmodern Social Science. By: T.R. Young.*
- *The Philosophy of Logical Positivism. By: Murzi Mauro (<http://www.murzim.net/lp/lp.pdf>)*