

Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IA: P.1.4A: Social Science
(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Weeks: 15

Introduction of the Course:

This course seeks to help prospective teachers analyze the nature and philosophy of social science. It will help to understand key concepts of various social sciences as well related pedagogical issues. It also facilitates the development of a reflective understanding of contemporary society and the relevance of the teaching of social science in schools. There are many different effective tools that can be incorporated in to an active learning classroom. The further course aims to help learners understand the issues and challenges in articulating the nature of the social science curriculum and its pedagogical practices.

Learning Outcomes:

After completion of the course, students will be able to:

1. Understand the concept Social Science and social studies.
2. Analyse distinction between natural science and social science.
3. Evaluate uniqueness and interdisciplinary nature of social science.
4. Understand the impact of history and world.
5. Appreciate and respect diversity.
6. Understand social issues and formulate effective solutions to these issues.

Number of Units 3

Weeks 15 = 30 hours

Unit 1: Evolutionary/perceptual Framework of Social Science: (6 weeks = 12 hours)

- An Overview of the Foundations of each Discipline: A) History and Geography- Temporal and Spatial Dimensions.
- Political science and Economics – The Systems and Processes of Society.
- Specialised Knowledge versus Inter Disciplinary Knowledge

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विभागाध्यक्ष/Dept. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

- Trajectory of Social Science Evolutionary Process. Philosophical and Theoretical discourses.
- Concept of Social Science and Social Studies.
- Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit 2: Social Science in Schools (6 weeks = 12 hours)

- General Approaches in the construction of social science curriculum. thematic organisation; Interdisciplinary, multi disciplinary and fused frameworks.
- Cross Cultural perspectives and issues in social science.
- Teaching of Social Science : Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives.

Unit 3: Contexts in Social Science instruction: (3 weeks = 6 hours)

- Inclusive Classroom : Inclusive pedagogy, understanding situational context, sense of belonging, deliver instructions in a variety of ways.
- Democratic Space: Sharing concerns and confronting issues, recognize rights and freedom, Discussion involvement and equality
- Technology Resources.: use of computer and internet, Web Quests, group projects, historical documents (online resource) archives, photos,

Practicum/ Suggested Projects / Assignments (Any Two)

1. Collaborative Projects on selected Cross Curricular areas taken from School Syllabus; Written Assignments on issues, Seminar presentation, Action Research with peers involvement.
2. Establishment and Enrichment of Social Science Resource Centre
3. Engagement with Curriculum policies/ documents and Curriculum Framework.
4. Enrichment of Subject areas like History, Geography, Political and Social life and Economic.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Arora & Awasthy (2003), Political theory, Haranand Publication


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- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi. .
- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
- 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.
- Science: Research, Methods and Scope, New York, The free press.
- 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.
- UNESCO-World Social Science Report (2013)
- 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.
- Webb,Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.
- Winch,Peter (1958).The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.
- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.


Teaching Learning Resources (Digital and others): Across Units (If any)

Nil if not given

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, and collaborative learning tasks, which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method


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 North Campus, No. 5-110007
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The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Social Science, Nature, Pedagogy, Debates


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