

Master of Education (M.Ed.)

**Title of the Course: S.Ss. 1 (c): Epistemological and Conceptual Framework of Social
Science Education**

(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

The aim of this course is to engage students with historical contexts and debates within which the social sciences emerged under the shadow of 'methods of science'; how this shaped the nature of early social science; evolving perspectives and contemporary debates. It would also engage students with the epistemological basis of the disciplines of social science and how these were constructed as school subjects. Students will explore questions related to social science knowledge in diverse socio-political and economic contexts; methods of social science enquiry and inter-disciplinary perspectives.

Learning Outcomes:

After completion of the course student will able to:

1. Know emergence of modern science, scientific inquiry and nature of social science.
2. Understand distinction and dichotomies between natural sciences and social sciences
3. Understand epistemological bases of social science.
4. Explain development of social science education in schools
5. Analyse different dimensions of social science.
6. Describe development of the various disciplines of school social science.
7. Explain diverse societies and social institutions in India.
8. Explain & analyse possible areas of research in social science education.

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Emergence and Nature of social sciences

(4 weeks = 16 hours)

- Emergence of modern science, scientific inquiry and its influence on the development of social science: - knowledge, disciplines and method of enquiry.

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- Nature of social science, social science as a body of knowledge and method of generating information and knowledge.
- Distinction and dichotomies between natural sciences and social sciences.

Unit 2: Epistemological bases of social science (4 weeks = 16 hours)

- Intuition, reason, observation and interpretation; debates on: subjectivity and objectivity - empiricism, rationality, individual opinion and social facts.
- Influence and role of context; theory building in social science.
- Development of social science education in schools: the need and importance to study societies: historical, socio- cultural, geographical and political interface.

Unit 3: Emergence of social science and history of social science education in school (3 weeks = 12 hours)

- The need to study societies; individual-social interface; social science education in the context of developing nation-states, differing social, cultural, political and economic systems.
- Dimensions of social science: social thoughts, social change, social continuity and social progress.
- Historical and contemporary context of a globalised world- historical development of the various disciplines of school social science; linkage of history, sociology, geography, political science, economics and civics to the development of the nation-state.

Unit 4: Diverse societies in India and the changing trajectories of social science (4 weeks = 16 hours)

- Eurocentric, orientalisms, subaltern and gender perspectives and constructs; role of social sciences towards understanding and engaging with plural societies and social institutions.
- Research in social science education: study of key researches undertaken in India and other countries; possible areas of research in social science education; inter-disciplinary nature of social science research.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Take of test on any unit/units.

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2. Compare and prepare project/ report on educational policy, commission documents or curriculum frameworks at preparatory and middle stage.
3. Write an article/assignment on any current topic of social science education.
4. Use of ICT based online programme/study material developed by Ministry of Education, UGC and NCERT etc. relevant for teaching social and prepares a report on it.
5. Conduct an action research on any topic of social science education.
6. Discuss and analysis of documentary films on current issues of Indian context.
7. Conduct a survey-based project on culture and diversity in Indian context.
8. Conduct a field survey/visit of any historical, economic, social or political institution and make a project.

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

Essential/ Recommended Readings:

- Apple, Michael W. & Christian-Smith, Linda K. (eds.) (1991). The Politics of the textbook. New York: Routledge.
- Arora & Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Arora, P (2018). Pedagogy of Political Science, Shipra, Publications, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi,
- 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.
- Gordon S. (2003). The History and Philosophy of Social Science. Routledge.
- 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. Vistar Publications, New Delhi.
- Williams, M. (2000). Science and Social Science: An introduction. Routledge, London and 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.
- अरोड़ा, पंकज (2023) राजनीति विज्ञान का शिक्षणशास्त्र, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।

Online Articles:

- Is chaos Theory Postmodern Science? By: J. Linn Mackey.
- Behaviourism: 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 Encyclopaedia 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>)

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, 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

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Modern Science, Social Science, Diversity, Subjectivity.



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