

Master of Education (M.Ed.)

**Title of the Course: S.Ss. 2 (c): Social Science Learning in Preparatory and Middle Stage
(Semester: I, II, III & IV)**

Credits: 4

MM: 100 (External: 70, Internal: 30)

Contact Week 15

Introduction of the Course

Objective of this paper is to enable students to understand the content of social science as school discipline in terms of their nature, scope and objective at preparatory and middle stage level. This course focuses on the aims of teaching social sciences at preparatory and middle stage by engaging students with historical, socio-Cultural, political, geographical, economical, constitutional perspectives and its interface with the realities of Indian society. It would assist students in understanding how people evolve their understanding of society from their immediate to the national context. It aims to examine the different visions, ideas and understanding of social science as reflected in school curriculum, syllabus and textbooks; how social science can provide a critical understanding of society and social reality? It would enable a deep engagement with knowledge of different pedagogical principles of teaching social sciences at preparatory and middle stage.

Learning Outcomes

After completion of the course, student will able to:

1. Know nature and aims of social sciences
2. Understand constitutional values, social context, socio-cultural change and social justice.
3. Understand conceptualisation and cognitive processes for social science pedagogy and curriculum
4. Understand relationship between knowledge, ideology, state power, politics and diversity with social science curriculum.
5. Compare national policy and commission documents with regard to social science
6. Analysis social sciences curriculum frameworks.
7. Demonstrate different pedagogical approaches of social science special.
8. Use Sources and resources in Teaching –learning process.


Head/Dean

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Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Nature of Social Science and its Discourse

(4 weeks = 16 hours)

- Nature of social sciences and how it differs to natural science/social study. Aims of teaching social science at preparatory and middle stage.
- The role of social science education in the larger context of the Indian society. constitutional values and commitment to equity, equality, social justice, common good, plurality, liberty, fraternity and citizenship.
- The role of social science in enhancing student understands of their social context and social realities in building/developing a scientific and analytical perspective of society, appreciation and expression of socio-cultural change and social justice.

Unit 2: Students understands of society at preparatory and middle stage
hours)

(4 weeks = 16

- Concept formation in relation to age, socio-cultural, political, geographical and economical perspectives.
- Empirical studies of how students understand social phenomena and concepts in relation to life experiences with abstractions and characteristic of social sciences.
- Importance of understanding learners' conceptualisation and cognitive processes for social science pedagogy and curriculum with reference to preparatory and middle stage.

Unit 3: Social science curriculum at preparatory and middle stage (4 weeks = 16 hours)

- Issues of curriculum and selection of content and design; understanding the relationship between knowledge, ideology, state power, politics and diversity with regards to preparatory and middle stage.
- Critical review of national policy and commission documents with regard to social science curriculum and educational practice in India after independence (1964, 1986, 1992, NEP-2020).
- Critical analysis of the curriculum of social sciences curriculum frameworks of 1975, 1988, 2000, 2005 and NCFSE2023 with reference to preparatory and middle stage.
- A detailed historical and contemporary study EVS as a school subject; and any one

domain knowledge within at social science – history, civics, economics, geography and sociology.

Unit 4: Pedagogical concerns and contexts at preparatory and middle stage (3 weeks = 12 hours)

- Teaching –learning process: Study of different pedagogical approaches of social science special reference to preparatory and middle stage.
- Sources in social science its natures, types and differentiate with science. How to utilize sources for pedagogical Contexts at preparatory and middle stage?
- Resources in social science: human, natural and its utilization for pedagogical concerns and contexts.

Practicum/ Suggested Projects / Assignments (Any Two)

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

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 (2018). Pedagogy of Political Science, Shipra, Publications, New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education, NCERT, New Delhi.
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- 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.
- Kumar, S. (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
- 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.
- Priyadarshini, M. (2018). Book Review: Disha Nawani (ed.), Teaching-Learning Resources for School Education. Contemporary Education Dialogue, 15(1), 93-99.
- 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. Rutledge, London and New York.
- अरोड़ा, पंकज (2023) राजनीति विज्ञान का शिक्षणशास्त्र, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली।

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: Discourse, Liberty, Fraternity, NCFSE 2023.

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