

## Master of Education (M.Ed.)

**Title of the Course: S.Ss. 3 (c): Social Science in Secondary Stage  
(Semester: I, II, III & IV)**

**Credits: 4**

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

**Contact Week 15**

### Introduction of the Course

This course focuses on the nature of social sciences, issues and debates at secondary stage by engaging students with historical, socio-cultural, political, geographical, economical, constitutional perspectives and its interface with the realities of Indian society. It would enable deep understanding about relationship between ideology, power, politics, culture and diversity in Indian context. It would assist understanding different educational commission and Policy Perspectives and Curriculum Frameworks at Secondary stage. It would provide them hands-on engagement with school curriculum and pedagogic approaches. At the end of the course students should be able to:

- Develop critical understanding of social sciences its nature and debates.
- Develop analytical understanding of Indian society.
- Social science curriculum, pedagogy and the debates around it at Secondary stage.
- 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 social science curriculum and text books in India and others nations.

### Learning Outcomes

After completion of the course student will able to:

1. Know social sciences its nature and recent debates in social science.
2. Understand constitutional values, social context, socio-cultural change and social justice.



**Head/Dean**

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दिल्ली विश्वविद्यालय, दिल्ली  
University of Delhi



3. Understand Indian society and how knowledge, ideology, state power, politics and diversity effects social science education?
4. Compare national policy and commission documents with regard to social science at secondary stage.
5. Analyse social sciences curriculum frameworks at secondary stage.
6. Describe different approaches of social science curriculum.
7. Discuss learning out in social science at secondary stage
8. Explain & analyse of social science textbooks used in India and different nations.

**Number of Units (4)**

**Weeks 15 = 60 hours**

**Unit 1: Conceptual understanding of social sciences**

**(4 weeks = 16 hours)**

- Conceptual understanding of social sciences its nature and recent debates in social science education.
- 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.

**Unit 2: Understanding social science and its curriculum at secondary stage (3 weeks = 12 hours)**

- Students understanding of Indian society: concept, nature and dimensions of Indian society relation to historical, socio-cultural, political, geographical, economical perspectives.
- Issues and concerns of social science curriculum: - Content and design relationship between ideology, power, politics, culture and diversity in Indian context.

**Unit 3: Educational commission and policy perspectives and curriculum frameworks of social science at secondary stage**

**(4 weeks = 16 hours)**

- NEP-2020 reference to their objectives, contents, pedagogical concerns and evaluation) with regard to social science curriculum and educational practice in social science at secondary stage.

- A detailed historical and contemporary study of any one domain knowledge within secondary stage social science – history, political science, geography, economics, sociology and anthropology.
- Critical review of national policy and commission documents (1952, 1964, 1986, 1992)

#### Unit 4: Pedagogical concerns and contexts

(4 weeks = 16 hours)

- Pedagogical concerns and contexts for the teaching of social science at the secondary stage: Study of different approaches of social science curriculum.
- Learning out comes in social science at Secondary stage and their importance at school context.
- Analysis of social science textbooks used in India and different nations- taking samples from across the world – for example examining the rationale for presenting different perspectives of a common past: comparing school text books of social science (sceptically Historical content) of India, Pakistan (post-1947), Bangladesh (post-1971), understanding how text are interprets and transacted in the classroom?

#### Practicum/ Suggested Projects / Assignments (Any Two)

1. Compare and prepare project/ report on educational policy, commission documents or curriculum frameworks at Secondary 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 and prepares a report on it.
4. Analysis of social science textbooks used in India and different nations.
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 or political institution and make a project.
8. Prepare learning out comes in social science at secondary 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.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of 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).
- Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
- 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. 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:** Curriculum, NEP2020, National Policy, Commission.