

M Ed Two Year Programme

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

Maximum Marks: 100

Course Objectives

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. At the end of the course, students should be able to:

- Develop a perspective on the nature of social science and methods of enquiry
- Develop a rational understanding of the epistemological basis of social sciences and distinguish it from the natural sciences
- Analyse the changing trajectories of social science knowledge through the lens of subaltern and feminist studies
- Understand the evolution of social science knowledge as school subjects and their relevance in the contemporary context of a globalised world
- Identify key social sciences researches that can form an interdisciplinary frame to develop an approach to the teaching of social science in schools

Units of Study

Unit 1: Emergence of modern science and its influence on the development of social science knowledge, disciplines and method of enquiry; nature of social science and scientific inquiry in social sciences; social science as a body of knowledge and method of generating knowledge; distinction and dichotomies between natural sciences and social sciences.

Unit2: Epistemological bases of social science: 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.

Unit 3: Emergence of social sciences and the history of social science education in schools: the need to study societies; individual-social interface; social science education in the context of developing nation-states, differing political and economic systems, and the historical and contemporary context of a globalised world; historical development of the various disciplines of school social science; linkage of history and civics to the development of the nation-state; geography in relation to exploration-discovery, colonialism and imperialism; social science and citizenship.

Unit 4: Diverse societies and the changing trajectories of social science: Eurocentric, orientalist, subaltern and gender perspectives and constructs; role of social sciences towards understanding and engaging with plural societies and social institutions.

Unit 5: 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.