

# DISCIPLINE SPECIFIC ELECTIVE COURSE –I (A) (DSE-1 A: Social Science Education)

## Credit distribution, Eligibility and Prerequisites of the Course

| Course title & Code                   | Credits | Credit distribution of the course |          |                     | Eligibility criteria                  | Pre-requisite of the course (if any) |
|---------------------------------------|---------|-----------------------------------|----------|---------------------|---------------------------------------|--------------------------------------|
|                                       |         | Lecture                           | Tutorial | Practical/ practice |                                       |                                      |
| Social Science Education<br>DSE I (A) | 4       | 3                                 | 1        | 0                   | Completed 4 core courses in education | NIL                                  |

## Learning Objectives

The learning objectives of this course are as follows:

- To sensitize and apprise the students about the essence and need of social science, along with its interrelationships and interactions with other disciplines.
- To make students understand the philosophical and historical foundation of social science.
- To familiarize the students with the paradigm of the construction of knowledge and research in social science.
- To enable students to develop the expertise and skills to understand and analyze society and social behavior in a context specific manner.

## Learning Outcomes

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

- explain key theories and historical developments that have shaped the field of Social Science.
- critically analyze the evolution of social science disciplines and their relevance in contemporary society.
- identify and articulate major political, social, and economic issues affecting modern society.
- demonstrate an understanding of how local actions and events are connected to global processes and outcomes.
- develop the ability to critically reflect on the practice of democracy and constitutional values in their own lives and communities.

## SYLLABUS OF DSE-1A

45 Hours

### Unit I: Meaning, Nature and scope of Social Science (15 hours)

- Meaning, Concept, Nature, and Scope of Social Science
- Aims and Objectives of Social Science
- Distinction between Social Science and Social Studies
- Relations of Social Science with other Subjects: (History, Political Science, Geography, Economics)

### Unit 2: Social Science and its Relationships and interaction with other Disciplines (15 hours)

- Social Science and its Interaction with Humanities ( Philosophy, Psychology, Fine arts, Languages)
- Social Science and its interaction with Intra Components of Social Science (History, Political Science, Geography, Economics, Sociology and Anthropology etc)
- Social Science and its interaction with science (Physics, chemistry, Biology and Computer Science.

### Unit III : Emergence of Social Science in the modern world (15 hours )

- Philosophy of Social Science
- Emergence of Social Science in the modern world and Major Historical phases (Emergence of Social Science under the tutelage of Natural Sciences. Rise of Modern Nation State and its impact on the Social science. Social science in Post-world war Scenario and Social science in the age of networking society)
- Major paradigm of construction of Knowledge and Research in Social Science (Positivist Paradigm, post- Positivist Paradigm, Political theories and postmodernism. )

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

- Visit any agency such as Museums and Historical places etc.
- Interact with the community to understand their social behaviour about specific activities of society.
- Conduct a survey in any social environment to understand the criteria for selecting the stream of study (social- science, science, humanities, and commerce).

- Prepare a profile of potential job perspectives on the basis of a particular stream of study (social- science, science, humanities, and commerce).
- Undertake any experiments and prepare a detailed report while using tools and techniques for the construction of knowledge in any discipline that comes under the rubric of social science.

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

### Essential/ Recommended Readings

- Teltumre, S. (2018). *Republic of Caste in India*. Delhi: Navyana Publication
- K. Webb (1995). *An Introduction to Problems in the Philosophy of Social Sciences*. New York: Pinter, London,
- 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, Delhi.
- Batra, P. (Ed 2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage Publications.
- Bining, A.C. & Bining, D.II.( 1952). *Teaching of Social Studies in Secondary Schools*. Bombay: Tata McGraw Hill Publishing Co. Ltd.
- Crotty, M., (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage Publication.
- Gaurav J. Pathania , et.al. (2023). Caste Identities and Structures of Threats: Stigma, Prejudice, and Social Representation in Indian Universities. *CASTE: A Global Journal on Social Exclusion*, Vol. 4 No. 1 pp. 03 23.
- 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.
- Kirkpatrick, E. (1997). *Foundation of Political 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).
- Misra, S. & Ranjan, A. (2012). *Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within*. Pearson. New Delhi.
- Winch, P. (1985). *The Idea of a Social Science and its Relation to Philosophy*. New York: Humanities Press.
- Sony, Y.(2022). *Sprout Story of Species and Geographia*. Bhopal: Eklavya Publication

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- 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. New Delhi: Vistaar Publications,
- Zevin, J., (2000). *Social Studies for the Twenty first Century*. London:Lawrence Erlbaum Associates.

### **Additional Readings**

- Freire, P., (1995). A Dialogue: Culture, Language and Race. *Harvard Educational Review*, Vol.65 No.3.
- Kumar, K. (2016). *Raj Samajaur Shiksha*. Delhi:RajKamal Prakashan,
- H.S. Gorden (1991). *The History and Philosophy of Social Science*. London and New York: Routledge.
- Alexander R. (2016). *Philosophy of Science and Social science*. London and New York: Routledge.
- Subramanian, S. (1997). *Measurement of Inequality and Poverty*. London: Oxford University Press

### **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 the end- semester examination.

**Key words:** Social science, Paradigms, Evolution.

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