

**Graduate School of Education  
Faculty of Education  
Tribhuvan University  
M. Phil. in Education**

**Second Semester -Social Studies**

**Course Title: Current Practice in Social Studies**

Course No: Sost. Ed. 722

Nature of the course: Theoretical

Course cycle: Second Semester

Credit hours: 3

Teaching Hours: 48

**1. Course Description**

Tribhuvan University, Faculty of Education (FoE) has introduced the M. Phil. Programme based courses in Social Studies education. This course is designed to provide the students with knowledge of Current Practices in Social Studies. Social studies is the study of the relationships between people and their environment. It fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Current Practices are an integral part of teaching social studies at various levels. It enables students to understand the nature and sources of current practices and how they emerged and how society addressed in their lives.

This course aims to help students acquire an understanding of current practices in social studies with relation to philosophy and theoretical grounds linking with modernist and post-modernist perspectives. It is mainly due to current practice has multiple meanings and particular connotations. It is commonly defined as a technique or method that, through experience and research, has proven reliably to lead to the desired result. These practices need to be shared and adapted to benefit more people. In the context of social studies, develops the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world. It also helped students acquire knowledge of philosophy and theories regarding to contemporary society such as gender, caste/ethnicity and inclusions along with its pedagogical implication at various levels in the context of Nepal.

The current practices characterized to identify best practices involve judgment, which requires prior analysis using the following set of criteria: effectiveness, efficiency, relevance, ethical soundness, sustainability and possibility of duplication, the involvement of partners and the community and political commitment. It plays a central role in learning through integrated and issues-focused approach that incorporate multiple perspectives. It helps students apply problem-solving and decision-making skills to real-life and to engage in meaningful dialogue on relevant historical and contemporary issues. It will also help them to make informed and reasoned decisions at local, provincial, national and global issues, such as land and people, continuity and change, culture and community, economics and resources, authority and decision making, global and local connections.

**2. Course Objectives**

On completion of this course the MPhil scholars will be able to:

1. Impart knowledge about the nature and scope of current practices in social studies;

2. Investigate the current practices by using multiple perspectives to connect prior knowledge for assimilating new information;
3. Enable students in dealing with analyzing critical, creative, historical, geographic and metacognition (thinking about thinking) construct theoretical and philosophical understanding;
4. Identify the best practices of judgment linking prior knowledge of effectiveness, efficiency, relevance, ethical soundness of societal needs and issues.

### **3. Course Contents**

#### **Unit I Competing viewpoints within social studies education (10)**

- 1.1 Introduction
- 1.2 Nature and scope
- 1.3 Discourse of Social Sciences in Asia
- 1.4 Social Sciences and Social Studies
  - 1.4.1 Legacy of the new social studies
  - 1.4.2 Social studies as a school subject
  - 1.4.3 Social studies as citizenship transmission
  - 1.4.4 Social studies as social science
  - 1.4.5 Social studies as reflective inquiry
  - 1.4.6 Social studies as informed social criticism
  - 1.4.7 Social studies as personal development
- 1.5 Contemporary social studies
  - 1.5.1 Current practices in social studies
  - 1.5.2 Criteria for analyzing current practices (critical, creative, historical, geographic and metacognition)

#### **Unit II Social studies curriculum standards (10)**

- 2.1 Culture
- 2.2 Time, continuity and change
- 2.3 People, places, and environment
- 2.4 Individual development and identity
- 2.5 Individuals, groups, and institutions
- 2.6 Power, authority, and governance
- 2.7 Production, distribution, and society
- 2.8 Science, technology, and society
- 2.9 Global connections
- 2.10 Civic ideals and practices

#### **Unit III Social Issues and the Social Studies Curriculum (6)**

- 3.1 Defining the social studies curriculum
- 3.2 Whole schooling: implementing progressive school reform
- 3.3 Multicultural social studies: schools as places for examining and challenging inequality
- 3.4 Racism, prejudice, and the social studies curriculum
- 3.5 Social studies and feminism
- 3.6 Gender and social inclusion in the social studies curriculum

#### **Unit IV Deconstruction on Contemporary Social Studies Curriculum (10)**

- 4.1 Binaries on contemporary social sciences
- 4.2 Agency: Structure
- 4.3 State: Society
- 4.4 Culture: Economy
- 4.5 Space: Place
- 4.6 Caste: Ethnicity
- 4.7 Man: Woman
- 4.8 Nature: Culture
- 4.9 Local: Global
- 4.10 Time: Space

**Unit V Social Studies Curriculum in Practice (6)**

- 5.1 Crafting a culturally relevant social studies approach
- 5.2 Assessment in social studies: moving toward authenticity
- 5.3 Social studies and the arts
- 5.4 Reclaiming science for social knowledge
- 5.5 Decolonizing the mind for world-centered global education
- 5.6 Teaching social issues: implementing an issues-centered curriculum

**Unit VI Issues of Social Inclusion in Nepal (6)**

- 6.1 Contextualizing the meaning of social inclusion
- 6.2 National conceptions of social inclusion
- 6.3 Dimensions of social inclusion
  - 6.3.1 Spatial dimension
  - 6.3.2 Economic dimensions
  - 6.3.3 Social dimensions
  - 6.3.4 Political dimensions
- 6.4 Gender, equity and social inclusion in Nepal
- 6.5 Policies towards social inclusion

**4. Instructional Strategies**

**4.1 Lecture cum workshop:** The major instructional approach of this course is the combination of lecture and workshop. In this method, the students will be provided reading materials and reflective questions prior to the class and they are expected to read the materials and come up with ideas, queries and reflections related to the contents. In the class, the teacher first delivers the lesson mainly through lectures and power point presentations. The lecture and presentation provide introduction to essential theories, information and examples. The function of this delivery is to provide the students with the necessary tools and background for further independent study. The lecture session will be followed by the group-work and presentation by the students. The group work provides the students with the opportunity to work collaboratively on a piece of work or content and often includes the presentation of collaborative findings. At the end of each session, the teacher summarizes the lessons and provides information for the next lesson.

**4.2 Independent study:** Independent study by the students is encouraged to explore more on the course materials to their own interests and requirements as well as encourage them to develop your own learning styles. All the students will undertake an independent study on their choice of relevant issues and produce term papers as a part of the program requirements.

**4.3 Guest lecture:** The graduate school sometimes will invite speakers who are experts in a particular field of the study. The purpose of this arrangement is to enrich this course through the inclusion of relevant, specialized knowledge. A guest lecture may be presented during a class or at a special time outside class. The guest lecture will present their research works relating them to the particular contents of this course.

## 5. Evaluation

### 5.1 Internal evaluation:

**60%**

Internal evaluation will be undertaken by the course teacher. S/he will evaluate the students' academic activities, learning outcomes and performance of the course work based on the following schemes:

1. **Regularity and class participation (6)** – An appropriate score will be provided to the individual student according to the criteria set on some bases of the extent to which the students attend the class regularly and participate in the engaged learning activities.
2. **Workshop presentation (10)** – Each student is required to give at least one presentation about some contents, issues, or group-work outcomes related to the content of this course and they are assessed on their presentation and communication skills, arguments, examples and understanding.
3. **Written works (44):** This assessment involves the written works relating the students' understanding of a particular content or subject. These might involve critically evaluating a topic and arriving at their own answers using various sources of evidence to support their conclusions. The course instructor will provide questions for the written works. The written assignments will be of two kinds:
 

i) Two short term papers ( 2 x 12)	24 Points
ii) Long term paper/essay/project work	20 Points
Total	44 Points

### 5.2 External Evaluation:

**40%**

At the end of semester, written examination will be conducted by the Examination Division, Dean's Office. The types and number of questions to be included in the test are as follows:

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| i) Short answer questions (4 x 5 points) | 20 Points |
| ii) Essay type question (2 x 10)         | 20 Points |
| Total                                    | 40 Points |

## 6. Recommended Books

### References

- Alatas, S. F. (2006). *Alternative discourse in Asian social science: response to Eurocentrism*. New Delhi: SAGE Publications. (Unit I)
- Cloke, P. and Johnston, R. (2005). *Space of geographical thought: deconstructing human geography's binaries*. New Delhi: SAGE Publications. (Unit IV)
- Gurung, H. (1989). *Nature and culture: random reflections*. Kathmandu: Mrs Saroj Gurung. (Unit VI)
- Gurung, H. (2008). *Bahiskarandekhi samabesikaransamma. Nepalka lagi samajik-rajnitik ajenda*. Kathmandu: Samajik Samabesi Kosha. (Unit VI)

- Holt-Jensen, A. (2009). *Geography, history and concepts: a student's guide*. New Delhi: SAGE Publication Ltd. (Unit IV)
- Levstik, L.S. and Tyson, C. A. (Eds.) (2008). *Handbook of research in social studies education*. New York: Routledge. (Unit I, II, III, IV, V, VI)
- Mangal, S. K. and Mangal, U. (2008). *Teaching of social studies*. New Delhi: PHI Learning Private Ltd. (Unit I)
- Martorella, P. H. (2001). *Teaching social studies in middle and secondary schools*. New Jersey: Merrill Prentice Hall (Chapter I, II, III, IV, and V).
- NCERT (2014). *Basic in education: textbook for B.Ed. course*. New Delhi: National Council for Educational Research and Training (Unit Values: concepts and...).
- Ross, E. W. ed. (2001). *The social studies curriculum: purposes, problems, and possibilities*. Albany: State University of New York Press. (Unit III and V)
- Ross, E. W, Mathison, S and Kevin D. Vinson, K. D. (2013). "Social studies education and standards-based education reform in North America: curriculum standardization, high-stakes testing, and resistance". *Revista Latinoamericana de Estudios Educativos*. No. 1, Vol. 10, pp. 19-48. Manizales: Universidad de Caldas. (Unit II)
- Salmamza, D. Nature and scope of social studies education and national development. file:///C:/Users/dell/Downloads/NATURE%20AND%20SCOPE%20OF%20SOCIAL.pd (Unit I)
- Schneider, D., Adler, S. A., Beery, R., Ladson-Billings, G., Fernekes, W. R., Hartoonian, M., McFarland, M. A., Marker, G., Montgomery, M. A., Nickell, P. and Tevis, C. (1994). *Expectation of excellence curriculum standards for social studies*. Washington DC: National Council for the Social Studies. (Unit I)
- Silver, H. (2015). *The contexts of social inclusion*. Department of Economic & Social Affairs, DESA Working Paper No. 144 Unit VI)
- Source: ([https://en.wikipedia.org/wiki/Languages\\_of\\_Nepal](https://en.wikipedia.org/wiki/Languages_of_Nepal)). (Unit VI)
- file:///F:/Desktop/Sost%20Ed/An%20Introduction%20to%20Sost.pdf (Unit I and II)

### **Other References**

- Levstik, L. S. and Tyson, C. A. ed. (2008). *Handbook of Research in Social Studies Education*. New York: Routledge.
- Nelson, M. R. (1994). *The social studies in secondary education*. Indiana: ERIC Clearinghouse. [www.socialstudies.org](http://www.socialstudies.org). National standards for social studies teachers, Volume I.