

The subject Social Studies in the Senior High Schools (SHS) curricula (3 & 4 year policy) in Ghana is taught mostly by graduate teachers from the country's two teacher preparation universities-University of Cape Coast and University of Education (i.e. UCC and UEW) and graduates from other universities.

Documentary analysis of their programmes reveals differences in how the subject is structured to prepare teachers to teach it at the SHS level. Qualitatively, an interpretative design was used.

Documents of Social Studies course structures were analysed vis-à-vis the SHS Social Studies syllabus.

The study revealed that: (a) Teacher Training Institutions (i.e. UCC & UEW) subscribe and use a particular conception of Social Studies curriculum for the production of Social Studies education graduates; and (b)

Although social studies is seen as an integrated body of knowledge, there is an issue of acceptable level of integration. It was recommended that Social Studies curricula of both universities should be harmonized to focus more on attitudes and values cultivation as well as skills development of students.

Key-words: Conceptions of Social Studies. Social Studies curriculum. Social Studies curriculum implementation.