**Pedagogy of Subject Area**

**COURSE 014.6**

**Pedagogy of Social Science Paper 2**

**MAX MARKS – 100**

**INTERNAL – 20**

**EXTERNAL – 80**

This course will be a continuation of Teaching of Social Sciences Part I, and will be offered t o those who have done the first part.

The course will take up the teaching of the Social and Political Life and Economics, examine the nature of curriculum and text books in social sciences, and look at good classroom processes for Social Science at the upper primary and secondary stages.

**Objectives of the Course**

**The Course will enable student-teachers to**

* Understand the approaches to the teaching and learning of Social and political life and economics
* Create good classroom processes for social science
* Understand the role of assessment and feedback while teaching social science

**Unit 1: Teaching and learning of social and political life**

1. From ‘civics’ to the study of ‘social and political life’: review the history of ‘Civics’ education in India starting from the colonial period; emergence of ‘Social and Political Life’ to critically discuss contemporary Indian society, economy and polity
2. Adolescence and the teaching of civics/social and political life
3. Community Experience and the teaching of civics/ social and political life
4. Revisiting some basic concepts / processes in Social Political Life. Three major themes from the following may be selected:

* Aspects of diversity and marginalization in modern societies, India in particular, with special reference to Chhattisgarh
* Organization of the economic life of people in India
* Some basic concepts of economics, like, sectors of economy, GDP, growth, etc.
* political processes in which people participate- organisations, associations, movements, , media, public forums and debates, elections to local, state and national bodies.
* Constitution: what is it, how is it different from Law or rules? Why do we need it? What are the different kinds of constitutions in the world?
* the Constitution of India, its overall framework, and basic features
* rights and duties of citizens
* the principle of separation of power and the formation and functions of the legislature, executive and judiciary at different levels
* different political systems and ideas in the world and their rationale
* the meaning and implications of democracy as a polity and as a way of life, the actual functioning of democracy in India in the last 50 years.

**Unit 2 - Teaching and Learning in Economics**

1. Revisiting some key concepts in economics:

* Economic reforms and globalization
* Concepts of development- indicators of measuring the well-being of an economy- GDP, HDI, sectors of economy.
* Aspects of budget making and economic and financial planning, taxation, poverty reduction, price regulation.
* Role and functions of money, credit and financial institutions like Banks.

**Unit 3: Curriculum, syllabus and textbooks**

1. Analysis of curricular aims and objectives
2. Integrated social science curriculum vs subject based curriculum (history, geography, Social political life)
3. Comparative analysis of State and National curriculum documents with a special focus on objectives and
4. Connections between curriculum, syllabus and textbooks
5. Teacher’s role in transacting the curriculum - seeing textbooks as one among many resources; understanding links between concepts across classes
6. Identifying good resources – criteria and process

*A student teacher must understand the objectives of the curriculum- the abilities, perspectives and ways of thinking that it aims at. He/she must study the curriculum documents of the state and the national documents related to curriculum framework and perspectives of the subject in a comparative perspective. The objectives outlined for teaching of social sciences within the larger scheme of education would be reviewed. The curriculum documents may be compared also with the syllabus to see to what extent the latter are in conformity with the former or in what ways the former may be restated to accommodate the elements of the syllabus.*

*While social science is seen as an integrated area of study, it is usually taught as history, geography and civics or social political life at the upper primary and secondary level. The need for this structure and its possible pitfalls need to be discussed. The student teachers should also need to know how and why the perspectives of the three subject areas can be integrated through cross referencing and comparison with the social environment of the students.*

*Syllabus may be ordered using diverse frameworks: some may insist on starting with the local or familiar and then moving on to the distant and strange; some may begin with concrete and move on to more abstract concepts; some may begin with simple and move to complex. All these involve assumptions about learners and their capabilities and path of learning. Some syllabi may be structured dictated by the requirements of the discipline (for example most history syllabi will begin with ancient period and end with modern period or geography syllabi will commence with the universe and go on to the solar system, the movements of the earth, structure and ‘spheres’ of the earth and finally to a region or country or other social-geography issues). A student teacher will be enabled to review the utility of different frameworks of syllabus in the light of an understanding of learners and disciplines.*

*As a teacher he/she must realize her role in transacting the curriculum objectives, whereby textbooks are a resource and not the only resource. He/she must be able to critically review various textbooks and learning resources available in the country and elsewhere and assess their potential in promoting the desired abilities, perspectives and ways of thinking in social science.*

*A good resource/text will be one that at least provides authentic knowledge on the subject and uses clear and communicative language, is aided by pictures, diagram, maps that are informative, clear and can be used for activities by students. It should also have questions, suggestions and dialogues that support and direct the creative, critical thinking process of the students and gives them challenges to construct their knowledge. A text book should be reviewed in order to understand its expectation from the students. Does it merely expects them to receive the packets of information given by it? Does it expect them to question it, add to it, asses claims made in it besides comprehending its contents? Does it facilitate construction of new knowledge and understanding on the subject or at least to raise new and pertinent questions? Such a review will enable the teacher to effectively use the text books and look for supplementary materials.*

*Understanding of syllabus implies that a teacher is aware of the sequence and links of the syllabus of a subject and class with the other subjects and classes. Thus a teacher working on a concept in class 6 should know how that concept will be developed in the subsequent classes.*

**Unit 4: Classroom planning and management**

**Concept importance and process of planning**

1. Unit plan, year plan, planning single lesson and various approaches in making the plan
2. Organizing learning experiences taking into account the main features of the concepts to be taught and the diverse experiences and abilities the students bring to the classroom
3. Features of a good social science classroom

* Active involvement of all students
* Opportunities for peer interaction and self-study - work in big and small groups as well as individual tasks
* Project based work and presentation of the outcomes of the projects
* Inclusive processes that are sensitive to the needs and interests of different students
* Appropriate use of a variety of teaching and learning materials and technology in the class
* Use of various methods as relevant to the issue- debates, drama, group discussion, survey, map work and so on
* Support to the processes of knowledge construction

**Unit 5: Assessment and feedback**

Assessment in social sciences has traditionally followed a pattern of information recall or explanation recall. It was assumed that this alone will elicit objective answers which can be evaluated as being correct or incorrect. This has considerably restricted the meaning and objective of teaching social sciences to remembering supposedly important pieces of information. In some cases, ‘Bloom’s Taxonomy’ has been used indiscriminately to broaden the style of questions without changing the expectation from the learners.

There is a dire need today to widen the scope of evaluation to ‘subjective’ dimensions of imagination, creative explanation, fresh articulation of social problems, relating to one’s own social experience, empathizing with the different, attempting creative solutions to social problems etc. These certainly cannot be brought into the framework of right or wrong answers but need a more patient engagement on informational, analytical and moral and normative perspectives. The assessor also needs to come to terms with diversity of possible answers and possible ways of articulation by children.

It is a well known fact that a large number of underprivileged children in upper primary and secondary stages in our country do not have sufficient command over the language, literacy and codes of academic discourse and feel at a disadvantage in communication and articulation. This does not mean a lack of interest or understanding or reflection. It thus becomes imperative for the teacher to adopt multiple forms of assessment to draw out children to articulate themselves – through oral communication, role plays, clay modeling or drawing.

There has been a narrow understanding of assessment with the teacher asking the questions and the students answering them. We seldom consider it an objective of education to enable students to formulate their own questions and get the teacher to find out the answer and tell them. It may be of use to reflect on how students articulate their own questions and where their curiosities lie.

If the objective of assessment is not grading or declaring ‘pass-fail’, the teacher has to give a sensitive feedback to the student so as to help her or him know their strengths and weaknesses and work with a degree of confidence. At the same time the teacher has also to plan his or her own strategy to build upon student’s strengths and take them forward.

1. Assessment areas and parameters in Social Sciences
2. Nature of questions in social science Analyzing currently asked questions, analyzing different kinds of questions
3. Analyzing and understanding children’s responses to social studies questions
4. Maintaining a Reflective diary

* Making of introspective dairy for individual subjects in social science

**Practicum:**

1. Integrated Field trips in History, Civics, Geography, Economics

* Geography and Economics- transport and communication in a region-assess current position with reference to development needs
* History and Political Science- oral history study of women’s rights in a society, history and recent changes, what has enabled or forced these changes.
* Economics and History- agrarian change in a region- survey and interview to see.
* History and Geography- migration of people in a region or out of it- nature of migration, past and present trends
* Political Science and Geography- review newspaper reports to flag issues of sharing of resources between regions/state in India. (E.g. Water).
* Economics and Political Science- Family budget analysis to outline impact of price rise in different family situations.

**Readings**

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3. Sunny, Yemuna. (2008). ‘Experience and Science in Geography Education’, *Economic and Politial Weekly,* June14, 2008, pp 45-49.
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9. *Social science Textbooks for classes VI – VIII,* Madhya Pradesh: Eklavya.
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1. . Billinge, M., Gregory, D., Martin, R. (eds) (1984). *Recollections of a revolution:*

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2. Geetha, V., Selvam S., Bhog D. (2009). *Textbook Regimes: A Feminist Critique of*

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1. *.* Hursh, W., D. and E. Wayne Ross, (2000). *Democratic Social Education Social*

*Studies for Social Change,* New York: Falmer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom,135-148.

1. Mehlinger, Howard D. (ed.) (1981). UNESCO *Handbook of Social Studies.* France: UNESCO Publications.
2. 7. Ross, E. Wayne (ed.) (2006). *The Social Studies Curriculum: Purposes, Problems and Possibilities.* Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.
3. Amman Madan & Alex M George,
4. Special issue of Shiksha VImarsh,