

Bachelor of Education (B.Ed.)

Title of the Course: Pedagogy IIA: P.2.17A: Social Science

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week: 15

Introduction of the Course

To enable the prospective teachers to:

- get an insight into the nature of social science curriculum and its pedagogical issues.
- Enquire critically the aims and objectives of social science education.
- Explore and establish the Inter-disciplinarity in social science.
- Comprehend the uniqueness of teaching-learning process of social science at the secondary level
- Engage with the classroom processes and its transactional implications in terms of different strategies and techniques.
- Develop appropriate evaluation mechanisms in social science.
- Understand the needs and processes for professional development of social science teachers as researchers

Learning Outcomes:

After completion of the course student will be able to:

1. Understand the nature of social science curriculum and its pedagogical issues.
2. Enquire critically the aims and objectives of social science education.
3. Explore and establish the Inter-disciplinarity in social science.
4. Comprehend the uniqueness of teaching-learning process of social science at secondary level.
5. Engage with the classroom processes and its transactional implications in terms of different strategies and techniques.
6. Develop appropriate evaluation mechanisms in social science.
7. Understand the needs and processes for professional development of social science teachers as researchers

**Number of Units: 3
hours**

Weeks 15 = 30

Unit 1: Aims and objectives of teaching Social Science (8 weeks = 16 hours)

- Social Science Education: for a democratic secular society for making of an informed and empowered citizen at local and global level.
- Organization of learning experience in Social Science Curriculum,

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- Its status in Secondary School Curriculum,
- Its inter-disciplinary nature
- Social Science as an integrated subject.
- Understanding a variety of perspective about making a social science teacher.
- Personal ideology and Personality traits; Academic and Professional competencies;
- Teacher as a Reflective Practitioner

Unit 2: Pedagogical Approaches and Strategies in Social Science (4 weeks = 8 hours)

- Approaches: inductive, deductive, interdisciplinary and constructivist approaches.
- Strategies: Narration, Dialogue & Discussion, Problem Solving, Project, Storytelling, Dramatization, Field trips, time-line construction, Cartographic techniques, Archival and other historical Sources, reviewing Video Shows on diverse issue.

Unit 3: Data Collection strategies in Social Science (3 weeks = 6 hours)

- Data collection: introduction to primary and secondary sources of data collection, analysis and interpretation and to draw inferences.
- Making of Unit Plan and Lesson Plans.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Content analysis of textbooks
2. Development of unit plan, Lesson Plan by using different pedagogical approaches.
3. Development of Teaching-Learning Materials in different forms such as worksheets, Charts of various kind etc.
4. Specific project on particular contemporary topic related to social issues.
5. Case study of particular issues in nearby community.

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

Essential/ Recommended Readings

- An Introduction to problems in the Philosophy of Social Sciences (1995) By Keith Webb, Pub.- Pinter, London, New York.
- Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-1, April 2006, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Azim Premji University. (2010). Special Issue on social science in schools: Learning Curve, Issue XV, August 2010. Bangalore: APU

- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Beane, J.A. (1993). A middle school curriculum. Columbus, Ohio: National middle school association.
- Bhaduri, A. (2013). What is the Core of Economics? Bhopal: Eklavya
- Collingwood, R.G.(2021). The Idea of History. New Delhi: Aakar Books.
- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
- Dewey, J. (2022). Democracy and Education. New Delhi: Aakar books
- Edgar, B.W. &Stanely (1958). Teaching social studies in high school, Heath and company, Boston D.C.
- George, A., M. &Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Gordon S. (2003). The History of Philosophy of Social Science. Routledge
- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
- Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.
- Kulkarni S. G. Philosophy of Science: Issues and Perspectives.
- Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
- Misra, Salil and Ranjan, Ashish (2012).Teaching of Social Sciences: History, Context and Challenges in VandanaSaxena (ed.),Nurturing the Expert Within, Pearson, New Delhi
- NCERT. (2006). Constructivist approaches to teaching and learning. New Delhi: NCERT
- Pathak, A. (2011). Modernity, Globalization and Identity: Towards a Reflective Quest. New Delhi: Aakar Books.
- Pathak, S.P. (2005), Teaching of History- The Paedo Centric Approach, Kanishka Publishers, New Delhi.
- Ranjan, A. (ed.) (2016). Construction of Historical Imagination: A Resource Book for Teacher Educators. New Delhi: Research Media.
- The idea of a Social Science and its relation to Philosophy (1958), by Peter Winch, Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.
- Yadav, B. (2012). Framing History: Context and perspectives. New Delhi: Ministry of Information and Broadcasting. Govt. of India.

Teaching Learning Process

The course will be built on reflections on readings through interactive pedagogic methods such as dialogues, discussion, debates, critical media analysis, and collaborative learning tasks.

Assessment Method

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 Head/Dean
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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 end- semester examination.

Keywords: Pedagogy, Social Science, Data in Social Science



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