

Bachelor of Education (B.Ed.)

Title of the Course: P.1.4B: Social Science
Semester-II

Credit 2

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

This aims to help learners understand a comprehensive idea about social science. In this course, we embark on a journey to unravel the intricacies of learning social sciences at the secondary school level. Our exploration is twofold: first, we will analyze the current status of social science education in secondary schools, providing a comprehensive overview of its evolution, challenges, and opportunities. Secondly, we will delve into the evaluation and assessment of teaching and learning processes, recognizing their invaluable implications in the professional development of teachers.

Learning Outcomes

After completion of the semester prospective teachers will be able to:

1. Describe various resources and equipment in teaching social science.
2. Enumerate the advantage and disadvantage of different methods of teaching social science.
3. Explain the evaluation process in teaching and learning social science

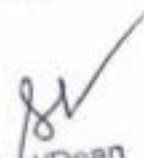
Number of Units: 3

Weeks 15 = 30 hours

Unit 1: Pedagogical practices in Social Science Curriculum (6 weeks = 12 hours)

- Social Science and Indian School Curricula in search of new Directions.
- National Curriculum Frameworks- 1975,1988, 2000, 2005.
- Concerns in Teaching Social Science: Diversity, Gender and Special Needs
- Critical Review of Social Science Text Books from class 6th to 10th.

Unit 2: Evaluation in Social Science (5 weeks = 10 hours)


Head/Dean
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- Instruction, Evaluation and professional development in the context of social Science .
- Challenges in evaluation: Assessing learners' perspectives on various social issues, Assessing learners' action for a social change at the individual level.

Unit 3: Professional Development of Social Science Teacher (4 weeks = 8 hours)

- Social Science Teacher As a Reflective Practitioner.
- In - Service Teacher Development program.

Practicum/ Suggested Projects / Assignments (Any two)

1. Critical appraisal of existing social science curriculum and text book at school level
2. Organizing field trips as learning experience.
3. Collection and Maintenance of relevant instructional resources.

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

Essential/Suggested Readings:

- 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. Sage Publications India Pvt. Ltd. New Delhi. 3
- Bining, A.C. & Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- 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.
- Haydn Terry, Arthur James and Hunt Martin. (2002), Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
- Haydn Terry, Arthur James and Hunt Martin. (2002), Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- NCERT.(2005) National Curriculum Frame Work-2005. New Delhi NCERT.

- NCERT.(2006).Position Paper - National Focus Group on teaching of Social science.New Delhi: NCERT.

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil if not given

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, and 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 and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Social Science, Evaluation, Professional Development


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