

**Bachelor of Education (B.Ed.)**

**Title of the Course: P 2.17 B: Social Science**

**(Semester: II)**

**Credits: 2**

**MM: 50 (External: 35 Internal: 15)**

**Contact Week: 15**

**Introduction of the Course**

**To enable the prospective teachers to:**

- Understanding the pre-conceptions and misconceptions in the social sciences.
- Exploring the idea of critical pedagogy in the context of social sciences.
- Enquiring the controversial issues in social sciences and exploring the ways of discussing the same in the classrooms.
- Devising techniques for making classrooms inclusive in nature.
- Understanding different teaching-learning materials to make classrooms more engaging and innovative.
- Developing appropriate evaluation mechanisms in social science.

**Learning Outcomes:**

After completion of the course, student will be able to:

1. Understand the pre-conceptions and misconceptions in the social sciences.
2. Explore the idea of critical pedagogy in the context of social sciences.
3. Enquire the controversial issues in social sciences and exploring the ways of discussing the same in the classrooms.
4. Devise techniques for making classrooms inclusive in nature.
5. Understand different teaching-learning materials to make classrooms more engaging and innovative.
6. Develop appropriate evaluation mechanisms in social science.

**Number of Units: 3**

**Weeks 15 = 30 hours**

**Unit 1: Issues and Challenges in Teaching-learning of Social Science (7 weeks = 14 hours)**

- Pre-conceptions and misconceptions in Social Science
- Critical pedagogy in action.
- Controversial issues in Social Science
- Handling of diametrically opposite opinion and interpretation on numerous critical issues
- Teaching children with special needs
- Democratic Classroom
- Social sciences and Global challenges related to marginalization, migration, violence, environmental problems and financial crisis

  
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**Unit 2: Resources in Social Science****(4 weeks = 8 hours)**

- Teaching Learning Materials: Need and objectives; collection and preparation
- Use of ICT in Social Science Classroom (Both audio-visual, Braille and Sign language)
- Social Science Resource room: Need, Establishment, components and management.

**Unit 3: Evaluation and Assessment in Social Science****(4 weeks = 8 hours)**

- Philosophical discourse of evaluation and assessment;
- Need of assessment in social science
- Formative assessment: Concerns, context and Challenges
- Summative assessment: Concerns, context and Challenges
- Continuous and Comprehensive Evaluation System: Concerns, context and Challenges

**Practicum/ Suggested Projects / Assignments (Any Two)**

- Organisation of Opinion Forum
- Survey in the locality on specific aspect of the society.
- Creating Resource room in social science
- Tapping sources, preparing materials and framing meaningful assignments for effective teaching and learning of Economics

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

**Essential/ Recommended Readings**

- Apple, M. W. (1988). Teachers and Texts. New York: Routledge
- Apple, M.W. & Beane, J. A. (2013). Democratic Schools: Lessons from the chalk face. Bhopal: Eklavya
- Azim Premji University. (2013). Assessment in school education: Learning Curve, Issue XX, August 2013. Bangalore: APU
- Benton, Ted (2001). Philosophy of Social Science: the philosophical foundations of social thought. New York: Palgrave. Edited by Ian Craib
- Bining, A.C. & Bining, D.H. (1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- Farooqui, F. (2020). Ek School Manager Ki Diary. Bhopal: Eklavya
- Gallanvan & Kottler, Ellen (2008). Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- Hamm, B. (1992). Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).

- Hooykaas, R. (1987). The Rise of Modern Science: When and Why? *British Journal for the History of Science* 20(4): 453-473
- Illich, I. (2022). *Deschooling society*. New Delhi: Aakar books
- Jenkins, K. (2023). *Re-thinking History*. London: Routledge/Atlantic
- Kumar, K (2023). *Learning to live with the past*. Calcutta: Seagull books.
- *Learning to Teach History in the secondary school, A companion to school experience (2nd Edition, 2002) By Terry Haydn, James Arthur and Martin Hunt, Pub.- Routledge, Falmer, (Taylor and Francis group), London, New York.*
- Nawani et.al. (2022). *Reflections on Educational Practice*. Bhopal: Eklavya
- Nawani, D. (). *Teaching-Learning Resources for School Education*. New Delhi: Sage Publication
- Pathak, A. (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. New Delhi: Aakar Books.
- Pathak, A. (2019). *Recalling the forgotten: Education and moral quest*. New Delhi: Aakar books
- Pathak, S.P. (2005), *Teaching of History- The Paedo Centric Approach*, Kanishka Publishers, New Delhi.
- Popper, Karl. (1971). *The Open Society and its Enemies*. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). *Order Out of Chaos: Man's New Dialogue with Nature*. Batnam Books.
- Sibia, Anjum. (2008). *Life at Mirambika: A free progress school*. New Delhi: NCERT
- Wagner, P. (1999). *The Twentieth Century – the Century of the Social Sciences?* World Social Science Report.
- Wallerstein, I, et al., (1996). *Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences*. Vistaar Publications, New Delhi.
- Wong, H.M. and Teras, M. (2023). *Student Self-Assessment*. New York: Routledge
- Zevin, J., (2000), *Social studies for the twenty first century*, Lawrence Erlbaum Associates Publishers, London.

### 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

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, Evaluation and Assessment