



Course Title: Pedagogy of Teaching Social Science

Credit Units: 4

Course Code:

Level: UG

| L | T | P/ S | SW/F W | TOTAL CREDIT UNITS |
|---|---|---------|-----------|--------------------------|
| 3 | 1 | - | - | 4 |

Course Objectives:

After completing this course the pupil-trainees will be able to

- Explain the concept, nature and scope of social science.
- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- Develop skills in preparation and use of support materials for effective social science teaching.
- Develop the ability to organize co-curricular activities and community resources for promoting social science learning.

Student Learning Outcome

- Pupil teacher will appreciate the need for teaching social science as an integrated discipline.
- Pupil teacher will enrich the knowledge of basics in history, civics, economics and geography.
- Pupil teacher will acquire skills in teaching social sciences.
- Pupil teacher will develop competencies for: designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- Pupil teacher will develop skills in preparation and use of support materials for effective social science teaching.
- Pupil teacher will develop the ability to organize co-curricular activities and community resources for promoting social science learning.

Course Contents/Syllabus:

| | Weightage (%) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| MODULE I : Nature of Social Sciences | 20 |
| Descriptors/Topics <ul style="list-style-type: none">• Concept, scope and nature of social science• Difference between social sciences and social studies• Aims and objectives of teaching social science at school level• Significance of social science as a core subject | |



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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <ul style="list-style-type: none"> • Role of social science teacher for an egalitarian society | |
| MODULE II : Curriculum and Instructional Planning | |
| Descriptors/Topics <ul style="list-style-type: none"> • Organization of social science curriculum at school level • Instructional Planning: Concept, need and importance • Unit plan and Lesson plan: need and importance • Procedure of Unit and Lesson Planning • Adaptation of unit and lesson plans for children with disabilities | 20 |
| MODULE III : Approaches to teaching of Social Science s | |
| Descriptors/Topics <ul style="list-style-type: none"> • Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts • Learning By Exposition: Advanced Organizer Model • Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project • Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI) • Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning | 20 |
| MODULE IV : Evaluation of Learning in Social Science | |
| Descriptors/Topics <ul style="list-style-type: none"> • Purpose of evaluation in social science • Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio • Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects • Construction of teacher made test • Diagnostic testing and enrichment techniques for children with disabilities | 20 |
| MODULE V : Social Science Teacher as a Reflective Practitioner | |
| Descriptors/Topics <ul style="list-style-type: none"> • Being a reflective practitioner- use of action research • Developing an Action Research Plan for solving a problem in teaching-learning of Social science • Case study- Need and Importance for a School Teacher • Development of a Professional Portfolio/ Teaching Journal • Competencies for teaching Social science to children with disabilities | 20 |

Pedagogy for Course Delivery:

- Lecture



- Tutorials
- Presentation and Discussions
- Demonstrations
- Seminar
- Workshop

Lab/ Practicals details, if applicable:

Course Work/ Practical/ Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools

Assessment/ Examination Scheme:

| | | |
|----------------|--------------------------|----------------------|
| Theory L/T (%) | Lab/Practical/Studio (%) | End Term Examination |
| 20 | N.A | 80 |

Theory Assessment (L&T):

| | | | | |
|-------------------------------------------|------------|---------|------------|----------------------|
| Continuous Assessment/Internal Assessment | | | | End Term Examination |
| Components (Drop down) | Class Test | Project | Attendance | End Term Examination |
| Weightage (%) | 10 | 5 | 5 | 80 |

Lab/ Practical/ Studio Assessment:

| | | | | | | | |
|------------------------|-------------------------------------------|--|--|--|----------------------|--|--|
| | Continuous Assessment/Internal Assessment | | | | End Term Examination | | |
| Components (Drop down) | | | | | | | |
| Weightage (%) | | | | | | | |



Text & References:

Essential Readings:

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.
- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.

Suggested Readings

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'S New Textbook Initiative*.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA.

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books