Bachelor of Education (Special Education) – Intellectual Disability / Visual Impairment

A-4 Stream Based Pedagogy

Pedagogy I- Foundation in Social Science Pedagogy

Course Code: A-4 (Part-II)

**Semester – II**

Credits: 04

Marks: 100 (External: 70, Internal: 30)

Contact Hours: 15 Weeks

**Introduction of the course:**

This course explores the evolutionary framework of social science. It develops competencies in teachers to understand the importance and pedagogical practices in social science curriculum. It addresses the knowledge and understanding of the methodologies, approaches to teach and evaluations in social sciences at secondary level for students with disabilities. The course also focuses on various skills professional development and competencies that teachers need to develop and enrich.

**Learning Outcomes of the Course:**

 Prospective teachers twill be able to address the following questions:

1. What is the nature and philosophy of Social Science?
2. What is his/her reflective understanding of contemporary society and the relevance in teaching of social science in schools?
3. What is the status of learning social science at secondary school level?
4. What are the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices?
5. How does one evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers?

Unit I **Evolutionary Framework of Social Science (12 hours)**

* An Overview of the Foundations of each Discipline:

a) History and Geography- Temporal and Spatial Dimensions.

b) Political science and Economics – The Systems and Processes of Society.

* Specialised Knowledge versus Inter Disciplinary Knowledge
* Trajectory of Social Science Evolutionary Process: Philosophical and Theoretical discourses
* Concept of Social Science and Social Studies
* Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit II **Social Science in Schools (12 hours)**

* Challenges in the development of Social Science Curriculum
* General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary, multi-disciplinary and fused frameworks
* Cross Cultural perspectives and issues in social science
* Teaching Social Science: Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives

Unit III **Pedagogical practices in** **Social Science Curriculum (12 hours)**

* Social Science and Indian School Curricula in search of new Directions.
* Review different Commissions/Committees Reports
* National Curriculum Frameworks- 1988, 2000, 2005 and 2023
* Critical Review of Social Science Text books of Secondary Stage curriculum
* Concerns in Teaching Social Science: Diversity, Gender and Special Needs Children

Unit IV **Contexts in Social Science instruction and Evaluation (12 hours)**

* Inclusive Classroom
* Development of Unit Plan: Thematic mapping of curricular content
* Challenges in evaluation: Assessing learners' perspectives on various social issues, Assessing learners' action for a social change at the individual level

Unit V **Professional Development of Social Science Teacher (12 hours)**

* Social Science Teacher as A Reflective Practitioner
* In-Service Teacher Development Programmes

Suggested Practicum

1. Collaborative projects on selected cross curricular areas taken from school syllabus: written assignments on issues, seminar presentation, action research with peers' involvement.
2. Establishment and Enrichment of Social Science Resource Centre
3. Enrichment of the subject areas like geography, history, political and social life and  economics.
4. Engagement with curriculum policies/documents and curriculum frameworks.
5. Critical appraisal of existing social science curriculum and text book at school level
6. Development of Unit / Thematic Plan.
7. Organizing field trips as learning experience.

Suggested Readings

* Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
* Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.
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* 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.
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* Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erilbaum Associates Publishers, London.

**Keywords: Cross-cultural Perspective,Reflective Practitioner, Inclusive Classrooms**