

PEDAGOGY OF SOCIAL SCIENCE

Maximum Marks: 100

External: 70

Internal: 30

Design of the Course

- Unit 3 includes a field-based assignment of observing the teaching of social sciences; analysis and reflection on the observations in consultation with peers and faculty.
- Unit 4 also has a field-based assignment with the aim to orient the prospective teacher to the process of using concepts and skills in generating content from local contexts and the direct use of source materials.
- The educator can choose at least 4 to 5 readings from the list of essential readings for discussion in groups enabling a close reading of texts and debates on perspectives.
- The remaining can be given for self reading to students and also used for assignments. Advanced readings are optional and intended for teacher educators.
- In-depth work on selected chapters/units of recommended textbooks is to be conducted by the teacher educators to enable a strengthening of content-knowledge as well as providing a model for working with subject content to the prospective teachers. As far as possible, a different set of topics from recommended textbooks and other resource books is to be used for school internship work and assessment related exercises, so that the prospective teacher has extensive opportunity to revisit and work on subject knowledge.

Rationale and Aim

The contents of social science/social studies as a school subject are based on a certain understanding about their nature and purposes. Instead of treating these as natural and given, this course introduces student-teachers to different perspectives about these subjects. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It asks and suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

Engaging with the nature of diverse disciplinary would form the basis to understand that its purposes are historical and social in character. Analysis of textbooks and curriculum may help students understand how various perspectives about society, children and social science shape these documents and pedagogic devices and how they may be alternatively conceived and transacted in classroom. Reading how

children conceptualize and understand the subject matter of different social science components and the ways in which different textbooks and teaching methods allow or obstruct development of abilities for individual/collective reflection would provide a meaningful avenue for student teachers to develop their own understanding of social sciences and appropriate pedagogies.

Specific Objectives

This course would help the learner to:

- develop knowledge and skills to critically understand and analyse the society we live in and the individual-society interface, by drawing upon the disciplines of sociology, history, geography, political science, economics and psychology.
- build skills to gather, interpret and analyse data
- critically analyse social science school curriculum, syllabus and textbooks
- know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner
- develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values.

UNITS OF STUDY

UNIT 1: Nature of Social Sciences

- Scope and Nature of Social Studies.
- Role of Social Studies in developing children's understanding of their social context and social realities.

It is suggested that the readings be given to students to study at home and then read together and discussed in class by the teacher educator.

UNIT 2: Important concepts of Social Sciences

Understanding change and continuity, interconnections, time perspective and chronology in India from the earliest times to the present, experiences and perspectives of marginalized groups, gender, diversity of experiences, different sources of knowledge, historical imagination; socio-spatial interaction through the following

- Society: social structure, social stratification, community and groups.
- Civilization: history, culture,
- State: authority, nation, nation-state and citizen,
- Region: resources, space and people
- Market: Exchange.

It is suggested that any three consecutive chapters each from history, geography and social and political life sections of classes VI, VII and VIII from the NCERT and or the Eklayya books be used for detailed class room work on important concepts of social sciences

UNIT 3: Children's Understanding, Teaching-Learning Materials and Classroom Processes

- Cognitive development and concept formation among children of upper primary classes and significance of these factors for curriculum and pedagogy.
- Construction of Social Science knowledge and classroom interaction.
- Different types of teaching - learning materials for Social Sciences including community and local sources.
- Analysis of Social Science textbooks to understand the perspective about the subject.

It is suggested that the readings be given to students to study at home and then read together and discussed in class by the educator.

UNIT 4: Pedagogy and Assessment

- Teaching Methods: Discovery, projects, narrations, comparisons, observation, dialogue and discussion.
- Concept of data, its sources and evidence in different social science disciplines.
- Dominant methods of evaluation and alternative ways to evaluate learning.

It is suggested that the readings be given to students to study at home and then read together and discussed in class by the educator.

UNIT 5: Field-based Project (Any two)

- Map any locality based on the distance and directional relationship from your educational institution. Mark out institutions, historical monuments, banks, local market, and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location. Try to see the linkages between various institutions that exist in this locality.
- Through field visits, understand a slum in terms of its Economics, Subsistence, Politics and Historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
- Trace two final consumer products from their raw form. Study the processes that are involved in changing it to the final, finished product. Study how various factors of geography, economics, politics and history have influenced them. Also see the intermeshed relationship that exists between them.

- Around any particular social science theme, event, date or a phenomenon, weave an oral history project. Through interviews and conversations, understand and give space to the voice of people, and their interpretation and understanding of your subject. Analyze their reliability by comparing these versions from other sources. Use this project to understand the plural versions of history that are available. Also study how certain versions become dominant while cornering other ones.
- Study the transport needs of community by analyzing different kinds of vehicles people own. Examine their relation with the gender and Socio Economic standard. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing, also assess the economic and environmental aspects of various forms of transport.
- Explore how cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/serial/novel and so on can be used in the teaching of social science.

Mode of Transaction

- Teachers should organize discussions, group work, projects and field-based projects.
- Individual and group presentations of issues and concerns raised in assignments.
- Classroom discussions.
- Students will select any textbook from Classes VI-VIII Social Science textbooks for content analysis.

Essential Readings

Unit 1

1. Batra, Poonam (2010) Introduction in Poonam Batra (ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, Sage: New Delhi pp. 3-41.
2. Bhattacharya, Neeladhari (2009). Teaching History in Schools: The Politics of Textbooks in India. *History Workshop Journal*. 67(1), pp. 99-110.
3. Chakravarty, Uma (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*. Tulika Books: New Delhi Chapter on: History as Practice: Introduction, pp. 16-30.
4. Eklavya, (1994), *Samajik Adhyayan Shikshan*: Ek Prayog. Eklavya: Hoshangabad.
5. Jain, Manish (2005). Social Studies and Civics: Past and Present in the Curriculum. *Economic and Political Weekly*, 60(19), pp. 1939-1942.
6. NCERT. (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. NCERT: New Delhi. pp. 1-19.

7. Sunny, Yemuna (2009) Legitimised Knowledge: Political Connotations in Geography in Ravi S Singh (ed) Indian Geography in the 21st-Century: The Young Geographer's Agenda, Cambridge Scholars' Publishing: UK 2009, pp. 108-127.
8. Sunny, Yemuna (2010) Sveekrat Gyan: Bhoogol Mein Nihit Rajneitik Sanketaarth. Sandarbha Sept- Oct. 2010, pp. 59-76.

Unit 2

1. Social Science Textbooks for classes VI, VII and VIII, New Delhi: NCERT 2006-2008.
2. Social science Textbooks for classes VI, VII and VIII, Madhya Pradesh: Eklavya.1993-2004.

Unit 3

1. Tolstoy, Lev (1987) Shikshashaastriya Rachnayein. Pragati Prakashan, 1987: excerpts on experiences of history teaching in *Sandarbha*, 20, Nov.-Dec.1997. pp. 79-89.
2. Tolstoy, Lev (1987) Shikshashaastriya Rachnayein, Pragati Prakashan, 1987; excerpts on geography teaching in *Sandarbha*, 26, Nov. 1998-April, 1999, pp. 85- 93.
3. George, Alex M. (2004) Children's Perceptions of Sarkar: The Fallacies of Civics Teaching, *Contemporary Educational Dialogue* 1: 2, 228-257.
4. Sunny, Yemuna. (2008) Experience and Science in Geography Education. Economic and Political Weekly, June 14, 2008. pp. 45-49.
5. Eklavya Team (2010) Dynamics of Knowledge and Praxis: A View from the Field in Batra, Poonam (ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, Sage: New Delhi. pp. 265-286.
6. George, A. and A. Madan (2009) *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. Sage: New Delhi. pp. 31-57.
7. Articles on Social Science Education in Sandarbha (available as a separate collection from Eklavya, Bhopal):
 - a. Paliwal Rashmi and Yemuna Sunny (1994) Aaya Samajh Mein. Sandarbha 1, September 1994, pp. 20-25; Sandarbha 2, November-December, 1994, pp. 43-47.
 - b. Madan, Amman (1995) Naagrik Shaastra ki Pustakon Mein Naagrikon ki Chhavi. *Sandarbha* 5, May-June 1995, pp. 88-94.
 - c. Paliwal, Rashmi (1995) Jo Gaurishankar ki Samajh Mein na Aaye. *Sandarbha* 7, September-October, 1995. pp. 47-52.
 - d. Sunny, Yemuna (1996) Bhoogol. Schooli Kitaabein aur Kuchha Anubhav. *Sandarbha* 8-9, November-February, 1995-96. pp. 51-58.
 - e. Paliwal, Rashmi (1996) Ek Kitaab Nai Bhi Purani Bhi. Sandarbha 1, March-April, 1996, pp. 82-94.

f. Paliwal, Rashmi (1997) Paryavaran Kyaa, Kyaa Nahin. Sandarbha 19. September-October, 1997 pp. 47-56.

Unit 4

1. Batra, Poonam and Disha Nawani (2010) Social Science Texts: A Pedagogic Perspective in Batra, Poonam. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, Sage: New Delhi. pp. 197-262.
2. Paliwal, R. (2010) Assessment of Social Science in Schools: Our Experiences, Experiments and Learning. *Learning Curve*, Issue XV, August 2010. Azim Premji Foundation: Bangalore, pp. 95-105.
3. Jayashree. (2010) Beyond Retention: Meaningful Assessment in Social Science. *Learning Curve*, Issue XV, August 2010. Azim Premji Foundation: Bangalore, pp. 106-110.
4. Sripama (2010) Role of Projects, Field-work and Discovery in Assessment. *Learning Curve*, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp.118-120.

Advanced Readings

1. Kumar. Krishna. (1996) *Learning from Conflict*, Orient Longman: New Delhi pp.25-41 and 79-80.
2. Ratnagar, Shireen.(2001) *Bhartiya Itihaas Ke Srote*. Bhag 1. Eklavya: Bhopal.
3. Pathak, Avijit (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers: Delhi. Ch: Sociology of School Knowledge: Texts and Ideology pp. 109-148.
4. Pathak, Avijit (2009) *The Moral Quest in Education*.
5. Balagopalan. Sarda (2009) Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State in S. Vandiyar et. al. (ed.) *Thinking Diversity, Building Cohesion: a transnational dialogue on education*, Rozenburg Publications: Amsterdam..
6. Billinge. M., et al. (ed) (1984). *Recollections of a Revolution: Geography as spatial science*, Macmillan: London.
7. Carr, E. H. (1961). *What is History?* Penguin: England. .
8. Geetha, V., Selvam S., Bhog D. (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu*, Nirantar: Delhi.
9. Hursh, W., D. and E. Wayne Ross, (2000). *Democratic Social Education: Social Studies for Social Change*, Falmer Press: New York. Ch 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, pp 135-148.
10. Mehlinger, Howard D. (ed.) (1981) *UNESCO Handbook of Social Studies*. UNESCO Publications: France.

11. Ross, E. Wayne (ed.) (2006) *The Social Studies Curriculum: Purposes, Problems, and Possibilities*. Albany: State University of New York Press: New York, Ch 1: The Struggle for the Social Studies Curriculum, pp 17-36.
12. Paliwal, Rashmi and C.N. Subramaniam. (2006) Contextualizing the Curriculum. *Contemporary Education Dialogue*, Volume 4:1, Monsoon 2006, pg. 25-51
13. Shiksha Vimarsha Itihaas Shikshan: Visheshank. November-December 2008, Digantar, Jaipur.