






PEDAGOGY OF SOCIAL SCIENCES

INTRODUCTION


- The domain of Social Sciences at the elementary stage forms an important part of general education
 - The content of the subject area includes a broad understanding of human interaction with natural and social environment across time, space and institutions
- 


- **Social Sciences teaching promotes human values namely freedom, trust and respect for diversity by enhancing learner's ability to critically reflect on social issues having a bearing on individual and social well-being.**
 - **The subjects also inculcate other values such as empathy, equality, liberty, justice, fraternity, dignity, plurality and harmony.**
- 


- Every discipline in Social Sciences has its own method of investigation for arriving at conclusions through understanding, analyzing, evaluating and applying a logical and rational approach to understand the cause and effect relationship of events, processes and phenomena
 - Social Sciences lend themselves to methods of scientific enquiry, which are distinct from the natural and physical sciences.
- 

- The teaching and learning of Social Sciences attempts to integrate concerns pertaining to environment, peace, gender, SC & ST and other disadvantaged sections of the society in an infused manner across disciplines.

LEARNING OBJECTIVES

- Understand the relevance of Social Sciences in order to appreciate the phenomena of continuity and change.
 - Recognize the relevance of the subject in establishing inter-linkages with natural and social environment.
 - Appreciate the values enshrined in the Constitution of India such as justice, liberty, equality and fraternity .
- 

- **Classify and compare the cause and effect relationship in the context of occurrence of events, natural and social processes and their impact on different sections of society**
 - **Explain the concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our culture, heritage and art.**
- 


- Discuss the need for evolving plurality of approaches in understanding natural and social phenomena.
 - Create awareness and sensitivity towards diversity, gender disparity, needs of Children with Special Needs (CWSN) and marginalized sections of society.
- 

EXEMPLARS FOR TRANSACTION IN SOCIAL SCIENCES



THEME: GLOBE- LATITUDES AND LONGITUDES


LEARNING OBJECTIVES:

- Students will be able to identify/locate:
 - latitudes
 - longitudes
 - Difference between Latitude and Longitude
 - North Pole and South Pole
 - Equator
- 

- Tropic of Cancer
- Tropic of Capricorn
- Prime Meridian (0 Degree Longitude)
- locate places on the Globe with help of Latitude and Longitude
- locate places on Map and in Atlas through Latitude and Longitude

Some Suggestive Pedagogical Processes:

- Students should be given opportunities to use globe and map frequently
- Models such as globe, tactile map, 3D models of latitudes and longitudes along with latitude, longitude and grid on paper or drawing on blackboard may be used to engage students in transacting the theme.

- **Teacher should make effort to communicate with students in local language also to explain the concepts.**
 - **Discussions, questioning can be adopted for knowing the children's understanding of the theme.**
 - **Quiz can be organised on the theme involving mix groups of boys and girls.**
- 

THEME : SOURCES

- **The domain of Social Sciences is based on reservoir of sources that enable the learners to understand different subjects in-depth. Sources are mainly primary and secondary.**

DIAGRAMMATIC REPRESENTATION OF SOURCES


Primary Sources

Literary, Archaeological, Numismatics, Inscriptions, Oral accounts of survivors of movements, folk songs and folk lore etc.

Secondary Sources


Textbooks, Reviews based on primary sources in Journals, Periodicals, etc.

LEARNING OBJECTIVES:

- Identify variety of historical and archaeological sources giving examples of men and women wherever they have contributed as per the theme.
 - Interpret sources critically in their own language.
 - Evaluate the sources used in terms of their limitations.
 - Recognize the importance of using multiple sources to get a holistic picture
- 


Some suggestive Pedagogical Processes:

- While discussing the theme on sources you may make the class room teaching participatory, joyful and stimulating by linking it with the lived lives of the learners.
- You may constantly dialogue with the children, initiate activities in groups and pairs so that children are motivated to read more on sources, discuss sources critically, give their own interpretations, raise questions and add to the body of information.


- You may also take children for visit to museum, archaeological sites or interview a living legend in their family, neighbourhood and community especially in the context of getting information related to the India's freedom struggle and partition.
 - While conducting activities you may include Children With Especial Needs (CWSN).
 - You may use sources like tactile maps, diagrams, talking books, audio visual materials, brail etc.
- 

THEME: LIVELIHOODS

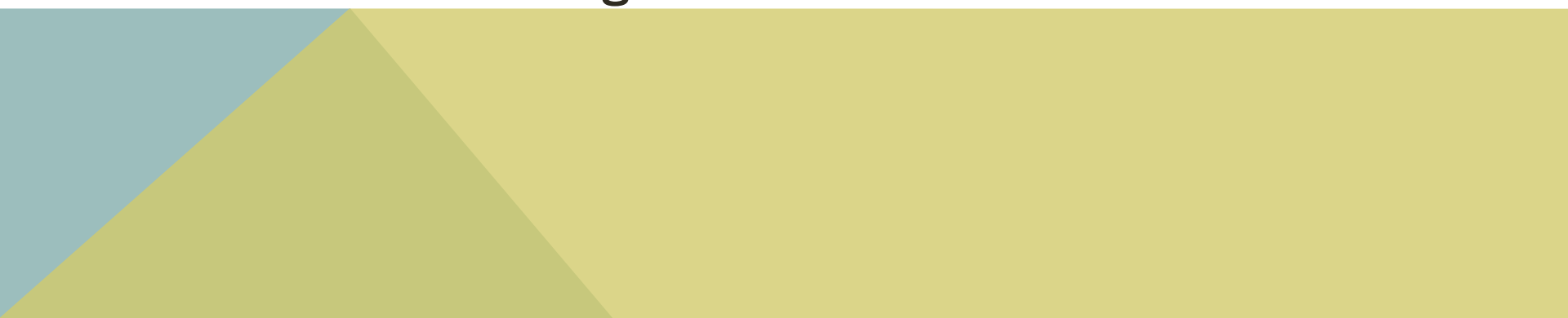
Learning Objectives:

- **Identify the different ways in which people earn their living in urban and rural areas**
 - **Examine whether people have equal opportunities to earn a living**
 - **Describe the similarities and differences in life situations and the challenges people face in different areas**
- 

SOME SUGGESTIVE PEDAGOGICAL PROCESSES:

- The theme ‘Livelihood’ is expected to enable the children to describe and understands the factors responsible for availability of different livelihoods undertaken in rural and urban areas by men and women.
 - You may engage children in mixed groups (boys, girls, trans gender children) and discuss different sources of livelihoods in their district and villages.
- 

- You may also motivate them to mention the issues and challenges associated with different types of livelihood.
- Case studies, audio-visuals on different occupations taken up by men and women from different socio-economic background may be shared and discussions can be organised to elicit children's perceptions on them.

- You may organize a visit to a nearby agricultural field to familiarize children with different type of agricultural activities performed by men and women.
 - If your school is located in urban are, students can be taken to construction sites, factories, officer or market places.
 - In addition to the above participatory approaches, survey method, role play on different occupations can be conducted.
 - Fairs can be organised in schools showcasing different products from rural and urban areas may be thought of while transacting the theme.
- 

CHECKLIST FOR SELF- ASSESSMENT

I will be able to	Some what	Good	Very good	Excellent
Use the module and examples and add more to it				
Interlink different domains of social sciences				
Conduct suggested activities and more				
Translate it in the language of learners				
Prepare Teaching-Learning materials- audio/video and so on				

Thank You

The bottom of the slide features a decorative graphic consisting of several overlapping geometric shapes. On the left, there is a teal-colored triangle pointing towards the center. To its right is a larger, light olive-green triangle pointing towards the right. The rest of the bottom section is filled with a solid, slightly darker olive-green color.