

**CENTRAL UNIVERSITY OF HARYANA**  
**School of Education**

**Teaching Plan**

Programme: B.Ed.

Year: II

Course Code- SOE020212C3104

Credit: 04

Name of Teacher: Dr. Chand vir and Dr. Shankar Lal

Session: 2018-20

Semester-IV

Course Title: Pedagogy of Social Science

Maximum Marks: 100

**1. Teaching and Examination Scheme:**

Teaching Scheme (Unit wise Division of Teaching hours)				Examination Scheme		
				CIA	TEE	Total Marks
Unit No.	L	T/P	(L+T+P)	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
I	12	4	16			
II	12	4	16			
III	12	4	16			
IV	12	4	16			
<b>TOTAL</b>	<b>48</b>	<b>16</b>	<b>64</b>			

Legends: L- Lecture, T-Tutorial/Teacher Guided Student Activity, P- Practicum/Practical.  
CIA-Continuous Internal Assessment and TEE- Term End Examination

**2. Unit-wise Teaching Plan:**

Unit/Topic	Approximate Hours (Lecture/ Tutorial/ Practicum/ Practical)	Content Outlines/Teaching Points	Teaching Strategies	Learning Outcomes	Evaluation Strategies	Suggested Learning Resources
Unit-I Conceptual understanding, aims and objectives of Social Science (i) Concept, Need and Importance of Social Science	16 Hours	1.1 Concept of Social Science. 1.1.1 Need of Social Science 1.1.2 Importance of Social Science	Lecture cum Discussion	<b>On completion of this unit the students will be able to:</b> (i) Explain the concept, nature and importance of Social Science.  (ii) Appreciate the importance of teaching of Social Science at the	Students' will prepare assignment and present	1. Agrawal, J.C.: <i>Teaching of social studies</i> , Vikas Publishing House, New Delhi. 2. Bhattacharya, S. & Darji, D.R. (1966). <i>Teaching of social studies in indian schools</i> , Acharya Book Depot,

<p>(ii) Nature and Scope of Social Science and Place of Social Science in school curriculum</p> <p>(iii) Aims &amp; Objectives Teaching of Social Science</p> <p>(iv) Bloom taxonomy</p>		<p>1.2.1. Nature of Social Science 1.2.2. Scope of Social Science 1.2.3. Place of Social Science in school curriculum</p> <p>1.3.1. Aims and objectives of Teaching of Social Science 1.3.2. Differences between Educational and Instructional objectives of Teaching of Social Science 1.4.1 Bloom taxonomy of Instructional objective 1.4.2. Cognitive Domain 1.4.3 Affective Domain 1.4.4. Psychomotor and Conative Domain 1.4.5. Instructional objectives of social science at different levels</p>		<p>Secondary School level.</p>	<p>their views/ideas on Pedagogy of Social Science after complication of the unit.</p> <p>&amp;</p> <p>Unit test</p>	<p>Baroda.</p> <p>3. Binning, A.C.: <i>Teaching social studies in secondary schools</i>, McGraw Hill and Co., New York.</p> <p>4. Desai, D.B.: <i>Samaj vidyana shikhan</i>, Bal govind Prakashan, Ahmedabad.</p>
<p><b>Unit-II</b> <b>Methods, Planning and Instructional aids of Teaching Social Science</b></p> <p>(i) Narration cum discussion, role-play, Project method, Problem solving, storytelling, Source method (meaning, uses and limitations)</p> <p>(ii) Unit Plan: objective, needs and importance</p> <p>(iii) Lesson plan : objective, needs and importance</p> <p>(iv) Teaching Aids: Audio, Visual and Audio-visual (meaning, use, merit and limitation)</p>	<p><b>16 Hours</b></p>	<p><b>Method of Teaching Social Science</b> (meaning, uses and limitations)</p> <p>2.1.1 Narration cum discussion, 2.1.2 role-play 2.1.3 Project method 2.1.4 Problem solving 2.1.5 Storytelling 2.1.6 Source method</p> <p>2.2.1. Unit plan of Social science 2.2.2. Objectives of unit plan 2.2.3. needs and importance of unit plan</p> <p>2.3.1. Lesson plan of Social science 2.3.2 Objectives of Lesson plan 2.3.3 needs and importance of lesson plan</p> <p>2.4.1. Teaching Aids: (meaning, use, merit and limitation) 2.4.2 Audio</p>		<p>(i) Apply the methods and approaches for organizing Social Studies curriculum.</p>		<p><b>Web Resources</b></p> <ol style="list-style-type: none"> <li><a href="http://www.ncert.nic.in/new_ncert/rightside/links/pdf/focus_group/social_science1.pdf">http://www.ncert.nic.in/new_ncert/rightside/links/pdf/focus_group/social_science1.pdf</a></li> <li><a href="http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20SOCIAL%20SCIENCE.pdf">http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/1/TEACHING%20OF%20SOCIAL%20SCIENCE.pdf</a></li> <li><a href="http://www.ignouhelp.in/ignou-bes-142-study-material/">http://www.ignouhelp.in/ignou-bes-142-study-material/</a></li> <li><a href="http://www.ncert.nic.in/departments/nie/dees/publication/prin_material/ITPD%20Final%20june%2014.pdf">http://www.ncert.nic.in/departments/nie/dees/publication/prin_material/ITPD%20Final%20june%2014.pdf</a></li> <li>Learning curves: special issue in social science in schools, (2010), by AzimPremji Foundation <a href="http://azimpremjifoundation.org/pdf/LCXV.pdf">http://azimpremjifoundation.org/pdf/LCXV.pdf</a></li> <li>Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT <a href="http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf">http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf</a></li> </ol>

		2.4.3. Visual 2.4.4. Audio-visual				
<p><b>Unit-III</b> <b>Basic teaching skills, Teacher, Resource center and Text book of teaching social science</b></p> <p>(i) Teaching skills : introductory, reinforcement, writing board, stimulus variation, probing questioning and Illustration with example</p> <p>(ii) Characteristics and qualities of Social Science teacher</p> <p>(iii) Need, importance and arrangement of Social Science Resource center</p> <p>(iv) Text book: Characteristics of good text book, analysis of text book in Social Science</p>	<b>16 Hours</b>	<p>3.1 Concept of Teaching Skills. 3.1.1 Introductory Skill 3.1.2 Reinforcement Skill 3.1.3 Board Writing Skill 3.1.4 Stimulus Variation Skill 3.1.5 Probing Questioning Skill 3.1.6 Illustration with Example Skill</p> <p>3.2.1. Characteristics of Social Science Teacher 3.2.2. Qualities of Social Science teacher</p> <p>3.3.1. Concept of Social Science resource centre 3.3.2 Need and importance of Social Science resource centre 3.3.3 Arrangement of Social Science Resource center</p> <p>3.4. Text book 3.4.1. Characteristics of good text book 3.4.2 Analysis of text book in Social Science</p>		(i) Develop skills to teach and evaluate Social Science.		<ol style="list-style-type: none"> <li>1. Mathias, Paul (1973). <i>The teacher's handbooks for social studies</i>, Blandford Press, London.</li> <li>2. Mehlinger. Howard, D. (ed.) (1981). UNESCO, <i>Handbook for the teaching of social studies</i>, Gareem Helm, London, UNESCO.</li> <li>3. Misra, S. &amp; Ranjan, A. (2011). <i>Teaching of social science: history, context, challenges in Saxena, V. (ed.) Contemporary Trends in Education</i>, Delhi: Pearson</li> </ol>
<p><b>Unit-IV</b> <b>Evaluation in Teaching Social Science</b></p> <p>(i) Meaning of evaluation and examination</p> <p>(ii) Tools of evaluation in social science (Check list, observation, interview)</p> <p>(iii) Types of test (Meaning, Construction, Merit, Limitation)</p> <p>(iv) Concept, Need and importance of</p>	<b>16 Hours</b>	<p>4.1.1 Concept and meaning of evaluation in Social Science. 4.1.2 Concept and meaning of examination in Social Science.</p> <p>4.2. Tools of evaluation in social science 4.2.1. Check list 4.2.2. observation 4.2.3. interview</p> <p>4.3. Types of test 4.3.1. Meaning and Construction 4.3.2. Merit and Limitation</p>		<p>(i) Critically examine the Social Science syllabus and develop skills to periodically modify and update the text books.</p> <p>(ii) Equip the student trainees with the skills of diagnostic and remedial teaching.</p>		<ol style="list-style-type: none"> <li>1. Greene, H.A., Jozgensen, A.N. Gerberi, J.R. (1959). <i>Measurement and evaluation in the secondary school</i>, Mongmans, Green and Co., New York.</li> <li>2. Holt, Rinchart and Winston (1967). <i>Handbook for social studies teaching</i>, The Association of Teachers of Social Studies .New York:INC</li> <li>3. Konli, A.S. (1996). <i>Teaching of social studies</i>, Anmol Publications Pvt. Ltd., New Delhi.</li> </ol>

diagnostic and remedial work in social science		1.4.1 Concept of diagnostic and remedial work in social science 1.4.2. Need of diagnostic and remedial work in social science 1.4.3 Importance of diagnostic and remedial work in social science				
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**Internal Assessment Strategies:**

The thirty marks have been allotted under Internal Assessment. The following activities will be executed under Internal Assessment:

S. No.	Activity	Mode	Weightage of Marks
1	Two Sessional tests will be conducted (Best one will be considered)	Written Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) and any other activity under Practicum	Assignment & Presentation (PPT)	15
3	Percentage of attendance		05
<b>Total Marks</b>			30