

**National Seminar**  
**on**  
**RESEARCH IN SOCIAL SCIENCES EDUCATION**  
**IN INDIAN SCHOOLS**

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**Organized by**  
**DEPARTMENT OF EDUCATION IN SOCIAL SCIENCES,**  
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**ABSTRACTS**

# **RESEARCH IN SOCIAL SCIENCES EDUCATION IN INDIAN SCHOOLS**

## **Introduction**

Learning Social Science in schools begins at class 3 and comprises of themes mainly from history, geography, political science and economics. In classes 11 and 12, besides these subjects, students also learn sociology, psychology, business studies, accountancy, human ecology and family sciences, entrepreneurship, media studies, legal studies and many subjects as optional courses. This cluster of subjects occupies an important place in school curriculum and forms the core of India's liberal education. Nevertheless teaching social sciences faces a number of challenges –curricular load, relatively low career motivation, conventional teaching and learner assessment practices.

Social science curricular materials receive wide attention in many democratic countries including India. It is not infrequent to see in media critical views on social science curricular materials. Only a few of these are based on research or critical reading of curricular materials. This seminar is an opportunity for researchers, teachers, teacher educators and social scientists to share their research evidences for better understanding of India's school social science curriculum. The NCERT develops model school curricular materials. The proceedings of the seminar would help NCERT to relook at the existing social science syllabus and curricular materials.

## **THEMES**

### **1. Social Science Curriculum**

Each social science has its own knowledge, information, skills, perspectives and methods of investigation. Selecting, organising and presenting social science content in textbooks is a major challenge for curriculum developers. Curricular load is another major concern. Whether the social sciences can be taught using thematic, integrated, subject-wise, student-centric or teacher-centric approach needs research evidences. While several policy statements have recommended an integrated or interdisciplinary

syllabus, breaking the disciplinary framework is another challenge confronting curriculum developers. However, this has been tried out with varying degree of success in some states such as Kerala, Andhra Pradesh, Telangana and Chhattisgarh. It is important to discuss these experiences and learn lessons for curriculum development in future.

An important question as to when disciplinary knowledge begins to make sense and contribute meaningfully to children. This needs to be addressed by developmental psychologists, sociologists and social scientists.

Some assumptions within the frameworks of social science disciplines need reflection and revisit. For example, historians can reflect on the question of whether there is a need to present history primarily through chronological approach and cover all epochs and regions with equal emphasis. Geographers can also ask themselves the need to introduce and focus on physical geography in the initial stages of learning geography. The same can be said of other social sciences viz., Political Science, Sociology and Economics.

Indian social science curriculum developers need to study how other countries introduce social sciences to young children and compare with Indian social science curriculum.

## **ABSTRACTS OF PAPERS SHORTLISTED FOR PRESENTATION**

### ***1.1 Title: Globalization and Citizenship Education in Social Science Education: Teacher Education Curriculum in India and USA***

**Author:** Vaibhav Jadhav, Post-Doctoral Researcher, Department of Educational Policy, Research, and Administration, University of Massachusetts, Amherst, USA.

**Abstract:** Globalization and Citizenship Education is covering all the aspect of human values. These values are more useful for sustaining the globe as our home. Citizenship education can develop understanding of global governance social responsibilities, global issues, and connections between global, national and local among the students. Globally, every country feels to discuss the relationship between education and citizenship. The

world needs to understand the context of citizenship education. Further the author argues that teacher education should be implemented as a process- productively to spread the value of civic and citizenship education among the entire society. Besides that, this kind of education to help pre-service teachers become effective citizens as well as teachers, those need to acquire reflective cultural, national, and global identifications. A growing sense of interdependency and interconnection within the globe is concerns that are more constructive so merely teacher education is precisely way to fostering this value among the next generation. This paper examines the nature of Globalization and citizenship education offered in the social sciences teacher education program at a teacher education institution in India and United States of America. It analyses social science education related subject syllabuses to find out how pre-service teachers are trained about teaching citizenship education in schools when they graduate.

## **1.2 Title: *Integration of Techno-Pedagogical Practices in Social Science Teaching: Redefining TPACK Framework***

**Author:** Alphonsa Joseph, Research Scholar, Department of Sociology, University of Kerala.

**Abstract:** Teaching is considered as a complex and ill-structured activity especially in the 21<sup>st</sup> century with the rapid growth of information and communication technologies (ICT). This complexity has been furthered again with the integration of technology in the teaching process. The paper intends to find a compatible solution encompassing teaching within the framework of integrating technology into the content and pedagogical knowledge and examine the ways teachers endorse the technological, pedagogical and content practices in Social Science teaching. This is examined by using Technological, Pedagogical and Content Knowledge analysis (TPACK) (Mirshra & Koehler, 2006) as a framework to explore the technology integration practices in Social Science education. The very framework is built upon the Pedagogical Content Knowledge (PCK) of Lee Shulman ,which conceptualizes on the inclusion of technological knowledge in teaching process. The TPACK framework is instrumental to the teachers for effective teaching

with the inclusion of technological knowledge. The insertion of technology in education is reshaping or transforming the teaching/ learning paradigm and not just an add-on to the existing system of education. The utilization of technology modifies the pedagogical techniques and in turn pedagogy provides the basic requirements to the effective integration of technology, hence there is a reciprocal interaction among the two. The paper also propose to depict the multifaceted integration of three important aspects of knowledge ie. Content knowledge, pedagogical knowledge and technological knowledge. The interaction of these three bodies of knowledge provides us theoretical as well as experiential knowledge on how we can successfully integrate technology into the teaching of Social Sciences. This study also analyses how technology supports teachers in identifying the learners with content specific understandings and conduct effective blending of technology in the classroom context. The focus group discussion data of student teachers who are presently undergoing the school based teaching practice were utilized to assess the teacher's knowledge about the integration of technological knowledge into the pedagogical and content knowledge in the school education. 'Inclusion of the excluded techniques' in teaching was observed as an effective strategy for the development of TPACK in student teachers, which would in turn enhance the integration of technology in teaching and it makes the complex activity of teaching into a fascinating bustle.

## **2. Role of Textbooks and other curricular materials in the larger scheme of teaching social sciences**

Both central state government agencies develop social science textbooks. These textbooks account for only a small share of the total textbook market in India. A large share of textbooks, workbooks and guidebooks lies with private publishers. The post-1990s has witnessed an explosion of multimedia resources for most curricular areas including social sciences mostly in the private sector. Textbooks come with CDs/DVDs. The Information and Communication Technology (ICT) industry also bombards schools

with many hardware and software materials. They also include teacher support materials such as smart boards and phones.

Such diversity of materials raises a number of questions. How do these traditional and modern curricular materials/gadgets impact the classroom practices and social science learning? How are these social science textbooks and other print and non-print materials developed by the market players and used in schools? To what extent do these materials meet the expectations of the goals of social science education as suggested in curricular policy documents? What research evidence is available from Indian schools that provide indications on the improvements in social science learning due to use of ICT materials? What challenges do curricular material developers / publishers face while developing the materials? What are the differences and similarities between curricular materials published by private and government agencies? How national and state level policy documents guide development of social science syllabus and textbooks? Approach followed by state government agencies to develop syllabus and textbooks vary. It is necessary to document these approaches and their influence on teaching-learning of social sciences.

A growing concern has been the substitution of textbooks and other such materials by 'guide books'. How do we understand the proliferation of guide books etc and what role do they play in children's learning and understanding?

Social science is expected to help in inculcating constitutional values in students. Does such an emphasis enable or hinder social science learning and should they be given primacy over the latter? It is also important to study the kind of values that prevalent text books and other materials promote consciously or tacitly. A few studies assessed the extent social science textbooks brought out by a few state and central government agencies have integrated values into textbooks. Such studies are scarce in the case of textbooks published by private publishers.

## **ABSTRACTS OF PAPERS SHORTLISTED FOR PRESENTATION**

### **2.1 Title: *Enriched Self Learning Materials of Social Science of National Institute of Open Schooling (NIOS) for Promoting Internalization of Life Skills***

**Authors:** 1. Dr. Rajesh Kumar, National Institute of Open Schooling, India  
2. Ms. Asheema Singh, National Institute of Open Schooling, India  
3. Ms. Shveta Gupta, National Institute of Open Schooling, India

**Abstract:** NIOS has a unique standing in the field of school education. It provides educational opportunities to those who do not enrol in traditional schools either due to some constraints or as a matter of choice. Open learners are essentially self-learners with no teachers to guide, hence the learning materials in NIOS assume further importance and are popularly known as '*teachers in print.*' Considering life skills enhancement as an important value addition in improving quality of learning materials, NIOS made a conscious decision to integrate life skills within the Social Sciences Self Learning Materials (SLM).

After a pilot of three life skills integrated lessons in 2009, NIOS integrated life skills in the curriculum and twenty seven lessons of Social Sciences SLM at secondary level and made it available from the academic session 2012 -13.

These lessons provided several opportunities for developing abilities of critical thinking, problem solving, decision making, team work and other life skills. The built in learning junctions where activities based on the specific content help promote life skills.

This paper focuses on a study of learning junctions included in the Social Sciences SLM which engage learners in experiential learning to construct knowledge along with life skills development.

### **2.2 Title: *Impact of Adapted Social Studies Lessons on Learning in Children with Hearing Impairment***

**Authors:** 1. Palnaty Vijetha, Lecturer in Special Education, All India Institute of Speech and Hearing, Mysore.  
2. Malar, All India Institute of Speech and Hearing, Mysore.

3. Rajkumar, All India Institute of Speech and Hearing, Mysore.
4. Leelarani, All India Institute of Speech and Hearing, Mysore.

**Abstract:** Textbooks are a vital tool in formal education for teachers and learners. Children with hearing impairment find difficulty in using school textbooks due to their delayed language development. Therefore, to make them understand the lessons meaningfully adaptation technique can be used. The present paper employed a comparative experimental design to investigate the effectiveness of self learning adapted lessons versus textbooks among children with hearing impairment studying in special schools at secondary school level in enabling better understanding of social studies lessons in Kannada and Telugu. In the experimentation process, lessons from geography, history, civics and economics from textbooks of Karnataka and Andhra Pradesh State Education Boards were used. A total of 165 children with hearing impairment from four special schools were selected and stratified based on their grades and medium of instruction. Based on random basis, participants were divided into two groups, users of textbook and users of adapted lessons. Users of self learning adapted lessons gained significantly better comprehension than their peers who used textbook. Adapted lessons were found to exert all round positive impact on promoting learning in social studies. Thus, implying adapted textbook content help to enhance learning in social studies lessons among children with hearing impairment.

### **2.3 Title: *Computer Assisted Teaching: Effectiveness on secondary level students in Social Science***

**Authors:** 1. Latika Thapliyal, Research Scholar, Department of Education, HNB Garhwal (A Central) University, SRT campus, Tehri, Uttarakhand.

2. Prof. Sunita Godiyal is a Professor, Dept. of Education, HNB Garhwal (A Central) University, SRT campus, Tehri, Uttarakhand.

**Abstract:** The purpose of the study is to find out the effectiveness of computer assisted teaching in social science and to compare it with the conventional teaching method. The investigation was undertaken by using quasi experimental method. The sample consists

of 540 students of secondary level. The total sample was divided into two groups, one is designated as the experimental group, treated with conventional teaching and the other group was designated as the experimental group, treated with computer assisted teaching. An achievement test on social science was administered on the students and their scores were analyzed by using mean, S.D. and t- test. The findings of the study revealed that computer assisted teaching improves the understanding and enhances the achievement of the low achievers and middle achievers and to some extent in the high achievers students significantly.

#### **2.4 Title: *Children's response to Social Science Textbooks: A Case Study of Kendriya Vidyalaya***

**Author:** Anjali Surehatia, (MCD) teacher.

**Abstract:** An increased participation of diverse children in the schools has changed the composition of classrooms today. In view of this the national level policies and programmes have highlighted the need to address the learning needs and potentiality of the children from culturally diverse background. In addition, the curriculum has also changed to cater to the needs of all the children.

The present paper thus seeks to understand the various approaches through which the cultural diversity of children in schools is being addressed. The study also attempts to look into the reasons due to which addressing cultural diversity of children remains a challenge. The significance of the present paper lies in the fact that a micro level study that focus on the school and classroom based practices and processes facilitates an understanding towards the aspects that acts as barriers to meaningful school participation and learning of children from different cultural diverse groups.

#### **2.5 Title: *Impact of ICT in teaching of Civics: An Analysis in High School (Bihar)***

**Author:** Vijay Shankar Vikram, Assistant Professor, Department of Education, Magadh University, Bodh Gaya, Bihar.

**Abstract:** The present paper analyses the impact of Information and Communication Technology in high school teaching of civics. Civics is a subject that touches our lives

every moment of our existence. Teaching today is no more the same process or practice that it used to be in the past. Subject expertise alone is not sufficient for good teaching. Often, it is observed that most of the teachers either they are science teachers or social science teachers use traditional method like lecture and chalkboard for teaching at high school level. The provision of ICT training, workshop, conference etc. for science teachers have been conducted by many state government as well as central government. But, such types of provisions are very less for social science teachers in our state and country. In this context, uses of ICT in teaching of civics have become more important and relevant.

The survey method has been used in the present research paper. The present study is based on both primary and secondary sources. Primary data collected from 100 students and 50 teachers through schedule. It also examine that how interaction of ICT can improve attendance and attention of students in classroom of high school? This paper tries to find out that how new teaching and learning methods will allow the students to do things faster, better, smarter and entirely different from the traditional teaching method of civics. It also makes the classroom teaching easy, clear, interesting and scientific. It also enables the teacher to make learning more concrete, effective, integrated, interpretive, inspirational, meaningful and more vivid. This study will help the education institutions to know about the effectiveness of ICT in the teaching-learning process especially in civics at high school level.

## ***2.6 Title- An Evaluation of 9<sup>th</sup> Standard Social Science Textbook of Madhya Pradesh State Corporation in Terms of Students and Teachers' Reactions***

**Authors:** 1. Archana Kumari, Assistant Professor (Contractual), School of Education, DAVV, Indore.

2. Shanti Tejawani, Principal, Shri Vaishnav College of Teachers Training, Indore.

**Abstract:** Present study entitled evaluation of 9<sup>th</sup> standard social science textbook of Madhya Pradesh State Corporation in terms of students and teachers' reactions that

comes in the area of curriculum evaluation. In curriculum textbook is one of the important aspect. Textbook evaluation plays an important role in the process of teaching and as it can uncover the strength and weaknesses of textbooks in general, and their relevance to a specific context in particular. It helps teacher to understand the textbooks so that they can amend their teaching to suit the course aims and learners' need. The objectives of the study were: (i) to study the students' reaction towards the textbook of social science for 9<sup>th</sup> class. (ii) to study the teachers' reaction towards the textbook of social science for 9<sup>th</sup> class. The target textbook for evaluation was 9<sup>th</sup> class social science book published by Madhya Pradesh State Corporation. A close ended questionnaire was developed by the researchers in which 17 items were included. The items are related to the content of the book, organisation of the content, learning reinforcing material, Physical structure of the book etc. Questionnaire was administered on 13 social science teachers and 48 students of 9<sup>th</sup> class of three government and two private schools' teachers and students. The present study was descriptive survey in nature. The sample was taken from three randomly selected government and two private schools of Indore City recognised by Madhyamik Shiksha Mandal Bhopal. After the collection of the data, scoring was done. Then statement wise percentages was calculated and the results were indicated with graphs. The findings of the study revealed that (i) The teachers' reaction towards the items with respect to content presentation i.e. content conformation with syllabus, logical arrangement of content, supporting independent study, adequacy of coloured graphics, interrelatedness of questions with topics and regarding the physical dimension of book i.e. print clarity were found favourable whereas for adequacy of exercises on topics, references in the book, appropriateness of graphics, key points and summary and legible font size the teachers and students' reaction were found average favourable. Mostly some of the aspects of physical dimension of book likewise quality of pages printing and binding of the book were not supported favourably by both teachers and students. So that improvement is needed in that particular aspects.

## ***2.7 Title: A Study of Social Science Textbook from the Gender Perspective at Elementary Level***

**Author:** Divya Baranwal, Research Scholar, Guru Gobind Singh Indraprastha University, Dwarka, New Delhi.

**Abstract:** In the Indian context, **textbooks** are one of the important repositories of knowledge. They promote creativity imagination and critical thinking among children. It is imperative that textbooks should try and mirror social reality and should be free from biases, stereotypes and all derogatory practices impacting the status of girls and women. Gender, Curriculum and Textbooks are closely related. Textbooks writers should consciously address gender concerns so that the knowledge domain constructed in different disciplines reflects gender justice, harmony and peace. When we are talking about the Social sciences textbooks, it encompass diverse concerns of society and include a wide a range of content, drawn from the disciplines of history, geography, political science, economics and sociology. In this paper, an effort has been made to find out how does the textbook represent the gender inclusive and gender sensitive content, visuals, exercise? Whether textual materials related to all disciplines address contributions and achievement of men and women in an adequate and balanced manner and to analyze the content, visuals, exercise of the NCERT Social Science Textbooks in terms of gender perspective.

### **3. Social Science Classroom Practices and Processes**

Questions associated with the classroom practices adopted by different kinds of teachers and schools in the teaching of social sciences are very important. To what extent do they seek to pass on a mass of information? To what extent they promote active participation of students in the process of generating knowledge? How dialogue with community help in improving the quality of learning experiences? To what extend do the classrooms encourage alternative thinking and questioning by students and going out of the classroom to engage with social reality around them?

Social science classrooms are not static or uniform. They change with the topics being taught. Indian classrooms are also seasonal – change with months. In the initial months of the academic year, social science teachers spend more time to explain concepts and provide scope for discussion and explore knowledge outside the classroom. As the academic year ends, teachers and students grapple with examinations. They spend more time on revision and reinforcement of concepts. Is this same in all schools? Research is also required to understand the marginalized of social science classrooms and learners’ perspectives after or at the time of using textbooks. The nature of classroom becomes complex when different teachers teach one course – Social Science / Social Studies. Every teacher brings in different perspective of their subject. Other questions deserve exploration are: How students cope with different teachers teaching one course? How much time teachers and students talk in the social science classes? What is the nature of questioning by students and teachers and why? What kinds of materials are available to students and teachers for use in the social science classroom? How are they different from other subjects? Social sciences are sought after in some school systems and marginalized in a few others. Does this affect the way social science teachers and students get engaged in schools?

Social science classrooms are not far removed from political, social and educational ideologies. Research is required to understand how teachers and students deal with and resolve various political and cultural perspectives inbuilt in social science syllabus and textbooks.

## **ABSTRACTS OF PAPERS SHORTLISTED FOR PRESENTATION**

**3.1 Title:** *The Creative Dramatics as Method of Teaching and its Effectiveness on Achievement in Social Science, Creative Sense and Joyfulness of Learning*

**Author:** Dr. Sankaranarayanan Paleeri, Assistant Professor and Head, Dept of Social Science Education, NSS Training College, Ottapalam, Kerala.

**Abstract:** Creative drama is something that all engage in daily for learning. In education, creative drama is a way of learning, a means of self-expression, a therapeutic technique

and a social activity rather than an art form. Creative Dramatics combines all the arts, such as drama, music, dance, movements, rhythm, communication, puppets, masks, drawings, role-plays, mono-act, miming, mimicry, simulation and vignettes for the purpose of teaching learning process. Teaching through creative drama is a viable method for social science teaching in a student centered way. Creative Dramatics is a compendium of Activities, Simulations, Mockups, Games, Oral performances, Percussion Concerts, Videos, Interactive videos and Presentations. The method makes use all these techniques for enthusiastic transaction of contents.

The thematic part of this paper aims to constitute a theoretical frame work of Creative Dramatics as a method of teaching for social science at secondary level. The other objectives are to find out the effectiveness of Creative Dramatic Method of Teaching on achievement in Social Science among secondary level school students, and to see the effectiveness of Creative Dramatic based teaching on developing Creative Sense and Joyfulness of Learning

The study conducted in a randomly constituted homogenous sample of 80 students (Control Group and Experimental Group) of standard IX who studies Kerala State Syllabus. Achievement test in Social Science, Observation cum Opinion schedule for teachers, and Joyfulness of Learning Inventory for students were the tools used for the study.

The study reached on the findings:

- Creative Dramatic Method of Teaching is effective in enhancing achievement in Social Science among secondary level school students
- The Creative Dramatics Teaching Method has high Impact on Developing Creative Sense of Students
- The Creative Dramatics method effectively develop students Joyfulness of Learning

The paper suggests Creative Dramatics a suitable teaching method for social science. The creative Dramatics is not suggested yet by any authorities for our schools. The method is dynamic for making students enthusiastic, creative and joyful. Particular uses are there for the method in teaching topics like Freedom Movement, National Integration, Civic

Rights and Kingdoms/Reigns. The method must be suggested to our school system as a best method of teaching.

### **3.2 Title: *Social Science Classroom Practices and Processes***

**Author:** Smt. R. Sethubai, Principal, Smt Narbada Devi J Agarwal Vivekananda Vidyalaya Jr College, III Main Road, MKB Nagar, Vyasarpadi, Chennai.

**Abstract:** The whole world is looking at India now as every Indian brain possesses tremendous power, which is beyond compare. Children's life at school must be linked to their life outside the school. All schools are aiming at providing child centered learner oriented education in the modern scenario.

Demonstration of physical models; discussions and examples used in the class to drive the concepts in a lively way. Case study of history lesson with a comparative study on enlightened nationalism example: Mahatma Gandhi and Lucis XIV and extreme Nationalism example: Hitler and Mussolini.

Relevant illustration apt for the current scenario in History, Civics and Economics based on the facts and content provided in the lesson. Kindle the creativity among the students by engaging them in preparation of charts, collage, models to make the class quiet interesting. It leads to student - teacher interaction and student to student learning. Scope should be given to do the projects as group activities in the school itself to avoid parental involvement in the project at home.

As a part of Social Science, Environmental Education plays a vital role in shaping the children as a responsible citizen of tomorrow. Nature album, preparing their own year calendar, with birth anniversaries of freedom fighters. Sample of Mock parliament, online quiz competition etc. will make the subject more attractive.

Concept of 'Reuse Reduce and Recycle' in geography spirit of conservation of natural resources, respect for all things of environment are core values of the subject. 'Fun to do activities' given in the textbooks will help children to pursue these activities with interest instead of feeling as burden and boredom.

Compulsory Heritage tour from VI to X Std with relevant proof of photographs, participation certificate and portfolio of the student, to know the essence of our rich and varied heritage. The educational tour should be made meaningful with the licensed guide to transact values of the site with reference to date and events. Not only fact and dates but also inspiring stories of successful rulers and the achievement of nations can be taught in the subject.

Out of 9 periods 2 can be allotted for practical activities every week with 40 Minutes duration in Social Science Lab. Suggestion of various activities that can be adopted in Social Science Lab.

Branches of Humanities and Social Science are teacher oriented subject, marks are important no doubt but mark is not be all and end all. The subject should bring out the desired behavior in the minds of the students.

For economic projects case studies on 'Education and health sector of developing countries' and 'Neighbours of India' can be given. Different types of tourism like medical tourism, Eco tourism, Business tourism, spiritual tourism can be given as project and assignment.

Case Study: While teaching history A history teacher can only explain the origin of our national flag from its inception to the present day: Ratio of our national flag like 1:2, 2:3 or 3: 5. Rare fact's to be highlighted such as: Karnataka Khadi Gramodyog Samyukta Sangha is authorized to manufacture our national flag etc.

There are different methods of teaching practice by Social Science teacher such as age old lecture method demonstration method, Micro teaching allotment of project and assignment etc. The learning capacity of the students should be taken into consideration while selection the language and method etc. Generally speaking education is preparation for life to help one to stand on his own. Digital media may be used to depict the topography of various regions and the effect of climate.

### **3.3 Title: *Social Science Classroom Practices and Processes***

**Author:** Mrinalini Dayal

**Abstract:** Never underestimate the potential of a social science classroom, packed with all the vital ingredients for active learning. Social science classrooms are child-friendly spaces, where active learners construct their own knowledge in creative and flexible ways and are led towards the zone of proximal development. A disconnect, has been seen between the learning objectives set for the particular social science lesson and the learning outcomes achieved at the end of the lesson. Classroom practices fall short of measuring these objectives and outcomes achieved against the Bloom's Taxonomy. The how to and the extent teachers transact information in the textbooks, gets limited to merely remembering, understanding and application. There is a need to align instructional objectives, learning outcomes and measure these against the Bloom's taxonomy. The teacher always has been at the helm of the learning experience and ensures that learners reach the zone of proximal development. Practices, like revision and reinforcement of concepts to attain higher levels of learning are path breaking. They discourage rote memorization and encourage optimal use of higher order thinking skills. These instill critical faculties and a broader outlook and enable learners to become good citizens, independent thinkers and progressive human beings contributing to nation building.

### **3.4 Title: *Social Science Classroom Practices and Process***

**Author-** Shweta Singh, TGT (Social Science), Salwan Public School, Gurgaon.

**Abstract:** Education researchers, often in and around schools of education, have written volumes about how to improve teaching and learning. Many of these ideas are extremely promising but too few are firmly established by rigorous empirical research, replicated in different areas. The problem is not the researchers; the problem is the almost unique (and probably underappreciated) difficulty of doing research in this area. Methodologically, we have a large number of students, but the unit of analysis for a teaching intervention is the professor or class.

### **3.5 Title: *Classroom Observation of Economics Teaching***

**Author:** Prachi Nadda, Research Scholar, Department of Education, Himachal Pradesh University.

**Abstract:** Teaching economics has always been challenging for teachers, as it not only requires the teachers to impart knowledge and concepts to the students effectively like any other subject but it also demands that the teachers make the teaching interesting as most of the curriculum involves lots of concepts, theories and laws. Generally it is seen that students find teaching confined only to lecturing as uninteresting which leads to inattention and lack of clarity of concept among the students. Consequently this may lead to increase in the anxiety level of the students during the time of examination thereby resulting in a decline in their academic performance. In the present study classroom observation of economics teaching in class eleven was made by making a comparison of two school boards in the light of NCF (2005) re-commendations. The study revealed that in majority of the sampled schools of both the school boards the teacher dominated the classroom activity whereas the students were mere passive listeners. In view of this it is suggested that teacher should make use of a combination of curriculum transaction strategies namely-instructional methods, teaching aids, evaluation techniques, surveys, projects, field trips etc so that the interest of students is developed and sustained in the subject.

### **3.6 Title: *Teachers, Textbooks and the construction of citizenship: Looking at social science Classroom Processes***

**Author:** Rupamanjari Hedge, Ph.D. Research Scholar, Zakir Hussain Centre for educational Studies, JNU.

**Abstract:** Based on a year-long ethnographic study conducted in a State-run co-educational school in Delhi, this paper explores how Social Science teachers in middle school indulged in memory practices to construct their notions of citizenship with regard to certain marginalized communities in India, namely the *Adivasis*. It argues that although the textbook constituted the primary pedagogic tool in the teaching-learning

process, it was not the only factor which contoured the classroom discourse. Rather the teachers appeared to be drawing from various social arenas - their individual experiences from childhood and youth, their collective memory formed by the prevalent discourse in popular media, the legacy of the 'textbook culture' (Kumar 1988), their location within a specific socio-cultural context with its particular ethos and values– which coalesced to form their social memory which provided them the lens through which they read the textbook and transacted it. This coupled with the lacuna in in-service teacher education created a space for 'cultural politics' to come into play thereby resulting in 'multiple reading' (Apple: 2000) of the textbook and the construction of marginalized groups like the *Adivasis*, as the 'other', reinforcing, in the process, the very stereotypes and inequalities which the NCF 2005 Social Science curriculum and textbooks have attempted to challenge.

### **3.7 Title: *Study of Classroom Practices in Teaching of Social Sciences in High School***

**Author:** Annapurna Madhuri is a Resource Person at the Academy for Creative Teaching, Bangalore.

**Abstract:** Social Science is a branch of study that deals with human beings, their behaviors, relationships, resources they possess and use, and institutions they require to enable and ensure smooth functioning of community and society at large. The paper explores student centered classrooms involving teacher-student thinking, feelings, commitments, actions and interactions which tend to create an environment favorable for learning. The study highlights need to switch to non-traditional methods of instruction in social sciences to create student-centered, lively classrooms through active learning practices. An attempt has been made to identify effectiveness of involving students in the learning process, with special emphasis on Presentations, group discussions, Interviews and data collection from secondary source. The sample consists of 41 students of class VIII, coming from diverse multi-lingual and multi-cultural backgrounds, observed and assessed on parameters such as gathering information, participation in classroom discussion prior and during execution of the task and on basis of their presentation skills.

The average marks scored on each activity range from 6.2 to 8.5 out of 10. The implications of the study lie in understanding the important role played by social science, as a subject to inculcate work ethics and further benefits teachers to adapt classroom practices to prepare children adjust to requirements of highly skilled and globally thinking citizenry in the 21<sup>st</sup> century.

### **3.8 Title: *Putting the Citizen at the Center of Civics Education in India***

**Authors:** 1. Vinita Singh, We the People Abhiyan.

2. Bhakti Bhave, We the People Abhiyan.

3. Kamini Jayashree Suhas, We the People Abhiyan.

**Abstract:** This paper highlights the need to incorporate methods and tools within the Civics and Political Science curriculum such that students have the relevant knowledge and skills to function effectively in a democracy. Practical application also builds necessary attitudes of positivity, perseverance and collaboration. The paper describes the approach and methods that We, The People (WTP) is using since last 4 years in schools in National Capital Region - NCR and Maharashtra – in private and government schools. It presents details of a research study underway that focuses on measuring and evaluating the impact of WTP's method and approach on student knowledge, skills and attitudes. While the research results are awaited, there is clear indication that there is a demand from students and teachers for project work and other methods that can make Civics education more practical and skill oriented. This will expectantly prepare our students for life in the world's largest democracy.

### **3.9 Title: *Effects of Activity Based Approach on the Learning Achievement of the Learner in Geography***

**Authors:** 1. Prasanta Kumar Rath, Sr. Teacher Educator, DIET, Jajpore, Odisha.

2. Lopamudra Kar, Assistant Teacher, Atibadi Jagannath UPS, Kapileswarpur, Brahmagiri Puri, Odisha.

**Abstract:** Geography is a field of science devoted to the study of the lands, the features, the inhabitants and the phenomena of Earth. Study of geography is important to

understand the geography of past times and how geography has played important roles in the evolution of people, their ideas, places and environment. The teaching strategy should be change as per the interest of children. It depends upon the classes, standard and requirement of the children. There is no need to take same type of techniques applied in all classes. The traditional teaching method has no better impact than the activity based approach. Activity based approach is very effective than the traditional approach. This approach increases interest among the students. So, they can gain basic ideas, know the management of teaching learning materials, know learn from their peer during group work which is impossible in traditional approach. Because the traditional approach is the teacher centered approach. This study tries to identify the effects of activity based approach. Data have been collected through pre-test, 10 days intervention and post-test among 30 students selected randomly.

### **3.10 Title: *Impact of Remedial Teaching in Geography on the Learners at Elementary Stage***

**Authors:** 1. Alok Rana, Teacher Educator, Government ETEI, Fakirpur, Odisha.

2. Sachidananda Mishra, Principal, Government ETEI, Athagarh.

**Abstract:** The present study is based on the remediation programme for the low achievers in geography. The problem of the study “Impact of Remedial Teaching in Geography on the Learners at Elementary Stage”. The objectives of the study are to identify the learning difficulties of the learners of class –VI in geography; to design and extend remedial intervention to help in overcoming the learning difficulties of the learner and to study the remedial intervention on learners’ achievements. The researchers took Anandpur U.P. School in Keonjhar district of Odisha as sample school. Twenty class – VI students having low achievement in geography (less than fifty percent) were selected to form the sample. The remedial intervention was given for a period of four weeks in specific topics i.e. i) Longitude and Latitude ii) factors affecting a temperature of a place and iii) climate and variation in rain fall. During intervention pair work, group work, peer tutoring, inter and intra group discussion, correction by peers, use of TLMs & ICT

strategies were adopted. Then a Post-Achievement Test was administered on both the groups. The result of the Post-Test was compared with the Pre-Test score. The results revealed that the students who undergone remedial teaching using innovative techniques and strategies showed significant development in the topics concerned. Thus the study proved as an effective one.

### **3.11 Title: *Effects of Learner Centered Approach in Developing the Concepts of Local Self Government in Primary Classes***

**Author:** 1. Pratima Rautray, Teacher, Janla Nodal, U.P. School

2. Santosh Kumar Parida, Senior Teacher and State Resource Person, RTE-SSA, Odisha, Bhubhaneshwar.

**Abstract:** The paper discusses on the working of the local self Government as a Course Content of social science. The Primary School children take recourse to wrote memory even if they fail to conceptualise the concepts like democracy, representative absolute majority etc. The students of Class-IV studying in primary class are at the concrete operational stage if any concept can be presented during class room transaction with clarity they can comprehend the working of the local self Government at the grass root level. Every efforts has been taken to deal the selected topics through varieties of activities in which learners participated in the learning process. The objectives of the study were (i) To familiarize the students with the functioning of three-tier Panchayati Raj system at the village level, Block level and District level, (ii) To observe the nature of participants of the students during various activities conducted during intervention, (iii) To study the performances/ Progress of the students in understand the concepts through oral and written test. The topic selected for the experiment was Gram Panchayat. The sample consisted of 40 students of class-IV. The intervention conducted over a period of 4 weeks taking recourse to the following techniques like Mock Panchayat, Role Play and Question Answer. It was a single group pre-test and post-test design with the strategy (test-teach-test). The findings of the study revealed that (1)The activity based methods of teaching exerted good effects on the achievement of the learners (2) Activity based

participation made the students very active and they took keen interest in the assignments  
(3) The average gain in the post test was up to the satisfaction has investigations. The study has wider implication for the students, teacher and teacher educators.

#### **4. Understanding Children and their Social World**

Indian children represent one of the most diversified, hierarchical, multicultural and multilingual societies in the world. Their learning styles, needs and pace vary and hence call for flexibility in learning strategies. For developing better understanding of their learning of social sciences, their learning styles need to be researched and documented. It is also essential for developing different kinds of social science curricular materials addressed to diverse kinds of students. Educational Researches suggest that children already possess knowledge of society in which they live and teachers can help children to make connections between what is taught as social science concepts and the life outside the school. Is this happening in the minds of children? How children learn social science concepts? What kind of knowledge children bring to social science classroom from their social life which would be helpful to understand social science curricular contents? How do children perceive of social sciences today? How do children from diverse social and personal backgrounds respond to and receive the social science textbooks?

#### **ABSTRACTS OF PAPERS SHORTLISTED FOR PRESENTATION**

##### **4.1 Title: *Perception of Secondary School Students towards History Studies***

**Authors:** 1. Ms. Anju Chaplot, Assistant Professor, Thakur Shyamnarayan College of Education & Research, Kandiwali.

2. Ms. Shashikala B. Yadav, Ph.D. Research Scholar, Department of Education, University of Mumbai.

**Abstract:** Social studies encourage students to learn and analyze about international, national and local society. It incorporates major disciplines; History, Geography, Economics and Civics. A good knowledge of History is the basic foundation for

enhancing social values in students. History trains students to be well-informed citizens, critical thinkers and link past with the current society. Perception plays central role to gain knowledge in the process of education. It has capability to either promote or inhibit learning amongst students. Low perception of students towards any subject is of great concern for the educationalists. Thus the present paper discusses perception of secondary school students towards History studies. It compares the perception of students towards History studies on the basis of Gender, Standard and Zone. Survey method was used. Rating scale on Perception towards History studies was constructed by researchers and the final test consisted 35 items. Its reliability index as per Cronbach alpha is 0.76 and Spearman-Brown Prophecy is 0.82. Sample consists of 238 students affiliated the Maharashtra state education board. Data was analysed using descriptive statistics i.e. mean, median, mode, standard deviation, skewness, kurtosis and inferential statistics i.e. t-test. Findings revealed that there is no significant difference between perception towards History studies on the basis of Gender, Standard and Zone. Thus the study contradicts the general view of people that History is marginal subject compare to other subjects.

#### **4.2 Title: *Strategies of Including Visually Impaired Students in a Social Science Classroom***

**Author:** Ziyauddin, TGT (SOST), KV1 AFS Chakeri, Kanpur, UP.

**Abstract:** Study of social sciences and humanities help students to learn civic competence. In our school, social science provides coordinated, systematic study drawing upon such disciplines as economics, geography, history, political science, psychology, and sociology, as well as appropriate content from the mathematics and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. It is the matter of celebration that we are the most diverse society in the world. But Because of some misunderstanding, this diversity makes clashes in some units of our society. It is only social science which claims to

remove these misunderstandings. Social science aware students about the physical and social aspect of the world and also motivates them to work for the betterment of these aspect. Due to plural nature of society, our classroom is also divers. This diversity exist due to different needs of our children. Due to different need of our children the accountability of teachers has increased in classroom. As different needs of children, it is the responsibility of teachers to adopt new strategies for class room activities. In this article, some suggestions has made by the writer for teachers to accommodate in classroom for the benefit of children of visuall impairment. These suggestions are helpful for both general and special teachers. It is observed that some classroom activities have made no sense for the students with visual impairment.

It generally happens with non verbal activities like map skill and activities related figures and images .Did we ever thought that why it happens? Most of the time teachers left this matter and accept it as limitation of these types of students. Is it true? Obviously answer is no. It is not a matter of their limitation but our strategic limitation in a inclusive classroom.

#### **4.3 Title: *Children's' Understanding of Social Science***

**Author:** Rishabh Kumar Mishra, Assistant Professor, Department of Education, MGAHV Wardha.

**Abstract:** Recent shifts at the level of theories, practices and policies have reverberated the agency of an individual as a student in the process of education, learning and schooling. Now learners are considered as active social being situated in their socio-cultural context. The interface between the learners and their context shapes learners' ideas and identity and contributes in constructing a rich and vivid fund of knowledge. The fund of knowledge is amalgamation of various discourses interfacing at intermental and intramental plane of the learners. Against this backdrop the present research work takes learners' understanding of social science as a case in point and tries to provide an insider's perspective how the out of school discourses unfold in the everyday life of the learners coming from lower socio-econmoic class and how the out school enagagment

contributes in meaning making with reference to social science concepts. Thus the objectives of the research are to explore the nature of out of school discourses and to analyze the students' everyday knowledge with reference to the concepts of social science. Keeping the above mentioned objectives in mind the present research adopts a qualitative research design. Kaleidoscopic image of out of classroom discourse can be understood only by using an emerging research methodology guided by the field and the theory. This methodological assumption guided present study. The present research provides a thick description of the out of school discourses and their role in the formation of everyday knowledge in social science.

#### **4.4 Title: Social Science Curriculum Teaching and their Difficulties: Understanding Children's Participation from Different Social Background**

**Authors:** 1. Dhaneswar Bhoi

2. Neelima Rashmi Lakra

**Abstract:** Social science curriculum teaching and the difficulties face by the students and in their class room. How the cultural reproduction theory help some of the students for understanding easy and how the absence of this factors leads difficulties in teaching learning process of some communities. How the social background determined the childrens' understanding and participation in classroom. It examines the contemporary reality of schooling of children belonging to Scheduled Caste and Scheduled Tribe communities who have been historically excluded from formal education – the former due to their oppression under caste feudal society and the latter due to their spatial isolation and cultural difference and subsequent marginalisation by dominant society. There are thus sharp differences between these two categories of population in terms of socio-economic location and the nature of disabilities. However, there is also growing common ground today in terms of conditions of economic exploitation and social discrimination that arise out of the impact of iniquitous development process. Concomitantly, the categories themselves are far from homogenous in terms of class, region, religion and gender and what we face today is an intricately complex reality.

Bearing this in mind this paper attempts to provide a contextualised understanding of the field situation of the education of SC/ST children and issues and problems that directly or indirectly have a bearing on their future educational prospects.

**Key Words:** Educational Attainment, Social Science Difficulties, Social Background, Scheduled Tribes, Policies, Pedagogy and Practices.

### **5. Understanding Social Science Teachers and their Social World**

Social science teachers enter school from diverse social backgrounds and with varied educational qualifications. To what extent does the social background of the teachers impact their teaching of the subject especially sensitive social themes? To what extent do the service conditions of the teachers (a large number of them being temporary, contract or 'guest' teachers) affect the teaching of the subject? It is also common to find teachers with only post graduation degree teach in some school systems. Teachers with one or two subject background teach middle and secondary level social science courses. It is alleged that social science teachers lack the competency to teach all the four subjects effectively due to their lack of subject knowledge in other two-three subject areas. Also syllabus and textbooks change from time to time. The question arises is that how social science teachers cope with these issues? It is essential to understand how these teachers cope with the changing nature of learners, social science syllabus and textbooks.

Indian teacher education institutions (TEIs) offer bachelor and diploma programmes based on the guidelines provided by National Council of Teacher Education (NCTE). Research is needed to analyse social science courses offered by these institutions and to look into their classrooms. Analysing textbooks used in these institutions would help in understanding the ways through which social science teachers are prepared in India. One can also explore questions like - are there any differences in social science classroom practices in teacher education institutions run by private and government institutions? Are there any differences between social science students and teacher educators and others in terms of learning opportunities?

Developing teachers' professional capacity in a regular manner is a recent phenomenon. – beginning from District Primary Education Programme. While most government school teachers receive inputs as part of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), only a few private schools offer capacity building programmes on their own. Studies looking into the nature and impact of these activities using unconventional and modern research methods can unveil the professional capacity building measures of social science teachers. This is required for both secondary and higher secondary level teachers.

Effectiveness research – how specific pedagogical approaches used by social science teachers help students learn social science better is one of the least researched areas in educational research.

## **ABSTRACTS OF PAPERS SHORTLISTED FOR PRESENTATION**

### ***5.1 Title: Social Science Virtual and Traditional Laboratories for Knowledge Construction***

**Author:** Sunita Kathuria, Ph.D. Scholar, Guru Gobind Singh Indraprastha University, Dwarka.

**Abstract:** Education is a continuous process with no definite origin and ending. It is sum total of infinite experiences and interactions with environment and people around us. According to John Dewey, true learning comes through experiences and to provide true experience in school, laboratories plays a significant role by fostering creative, original, analytical, critical, structural and communicative skills. Laboratories (Labs) are not only a medium for teachers to transact the curriculum but also a workshop and a place of learning which helps in knowledge construction for evolving causal knowledge in the arena of physical and life sciences, Labs are commonly used as a methodology but the acceptance of Labs has been much leisurelier in the Social Sciences (Falk and Heckman, 2009).The prevailing perception about Social Science is that it is dull, uninteresting, meant for rote memorising and is the domain of weak students. The treatment given to social science has led to the formation of such concepts in the minds of people. But, with

the changing time and thirst of learning, equal treatment is demanded by Social Science as a discipline from the very beginning of school education. The knowledge construction of Social Science also requires practical approach. The study aims at determining the relationship between Social Science Labs and the effective way of mastering better performance of social Science in Government and Private schools. The benefit of different equipment and approaches used by the social science teachers in laboratory at elementary stage has been studied and is represented in the present paper. With the changing paradigm in education in digital age, the awareness and attitude of teachers towards using Social Science Virtual Museum and Laboratory in schools at elementary stage is also presented in this paper.

### **5.2. Title: *Understanding social world through school garden***

**Authors:** 1. R. Rajesh, Primary School Teacher, Government Primary School, Sivaranthagampet, Puducherry.  
2. B. Suganthi, Primary School Teacher, Government Primary School, Kalitheerthalkuppam, Puducherry.

**Abstract:** The paper deals with the theme of “understanding children and their social world”. In this paper author deals how he understand the social world (gender, religion, family, economics, caste, linguistic, behavior) of the students and how teacher is bringing the students’ experience and narratives to social science classroom to make the students understand the subject and to connect it with their immediate environment. In the course of creating a herbal garden in the school the author has tried to integrate understanding social world of students. This paper suggests that understanding social world of students is possible to be integrated to teaching.

### **5.3 Title: *A Study to Understand How Multiple Approaches of Teaching Helps in Attaining the Objectives of a Particular Theme (Food)***

**Authors:** 1. B. Suganthi is a Primary School Teacher at Government Primary School, Kalitheerthalkuppam, Puducherry  
2. R. Rajesh is a Primary School Teacher at Government Primary School, Sivaranthagampet- Puducherry

**Abstract:** The goal of environmental studies is to make learners and future citizens into knowledgeable yet culturally, socially, emotionally and environmentally sensitive individuals who will respond to challenges with critical thinking and problem solving attitudes (NCF, 2005)

The target competencies are: 1. Observation 2. Identification and Discovery of facts / Application of skills. EVS deals with multiple themes, each theme can be taught through various approaches. This paper tries to understand how multiple approaches to teaching a theme help in attaining objectives of EVS. Theme of food was taken up. In this project, initially the students were taken to field visit to get direct exposure to attain the observation and identification skill. Then, they were encouraged to participate in the community lunch, so that they receive hands on experiences through public, parents and community workers. A food festival was celebrated in the school involving parents and community. This project helped in increasing interest in student to learn EVS. This paper also tries to conclude that multiple approaches are inevitable for teaching any theme in EVS.

**5.4 Title:** *Impact of In-Service Training at Secondary Level: A Road Map for Future*

**Author:** Mr. Pradeep Kumar Mishra, U.G.C Research Scholar, RIE, (NCERT), Bhubaneswar.

**Abstract:** The study was a combination of meta-analysis and follow-up study of in-service teacher training program provided under Rastriya Madhyamika Shiksha Abhiya (RMSA in comparative perspective. The study was delimited to all social science teacher working in the secondary schools of Ganjam, Bhadrak and Koraput, Sambalpur and Khurda, Odisha who received in-service training during the years 2014–2015. Along with it a systematic review of literature was done to see the effect of in-service teacher training at secondary level through meta-analysis. The sample of the study was consisted of 50 social science teachers who were tested before and after the in-service teacher training under RMSA in the year 2015. Ten students-each 5 from class 9 and class 10 were selected from each of the school selected for sample. Performance test of teachers,

Classroom Observation Schedule, Teacher's observation schedule, focus group discussion were used to gather data which was further analysed with descriptive statistics like mean and standard deviation inferential statistical technique like students' "t" test. The result of in-service teacher training programme was compared with the meta-analysis to have a critical analysis of the same. The findings of the study showed that in-service teacher training program provided by RMSA has significant effect on the performance of social studies teachers. The findings coming from meta-analysis showed that the research studies adopting the Pre-post comparative Research Design has more effect size of in service training program than any other research design in South Asian region.

### ***5.5 Title: Discrepancy between Teaching Competencies expected and in Practices of Teachers Teaching Economics at Higher Secondary Schools***

**Authors:** 1. Dr. Payal Bhatia, Assistant professor, Shri I.J.Patel M.Ed.course, Mogri, Anand.

2. Dr. Chhaya Goel, is a professor, CASE at the M.S. University of Baroda, Vadodra.

**Abstract:** Economics Education at school level is exposed to many challenges, like, global competition, technological up gradation, quality enhancement, cost consciousness, and new combination of the cost of production. The schools are now realizing the growing disparities between what they impart to economics students and what the demands of the employment market are. But results of Seventh All India Education Survey (2002) shows that at the higher secondary stage, Economics is being opted by large number of students; it emerges as the most popular social science subject. Despite its importance and popularity, development of economics curriculum remains a major challenge. Economists as well as economics educators in the country seem to be disinterested in the teaching-learning process of this dynamic subject. There is hardly any research to investigate economics classroom processes (Srinivasan,2010).The basic purpose of writing this research paper is to draw attention of students, teachers, economics teacher educators, and related authorities about what is being practiced in Economics classes of Standard XI. Competencies of teachers teaching Economics were

studied under four functional areas i.e. planning, presentation, pupils' participation, evaluation. Findings of this research revealed that economics teachers are still lacking impractical side related with aids and industries, and activities. Lacune in developing students' attitude in Economics was also found.

## **6. Learning and Assessment in Social Sciences**

During the last decade, considerable change took place in the arena of school examination system. The RTE Act has mandated CCE and an overall atmosphere that is not intimidating or traumatising for students at least up to class VIII. The nature of assessment flows from the objectives of education and also from the overall social perspective as implicit in the principle of universal and compulsory elementary education. Barring a few studies which analysed the question papers, there is a lot to be studied about how students studying Social Sciences are assessed. Issues that require educational researchers' attention are: the nature and impact of Continuous and Comprehensive Evaluation (CCE) on Social Science education; how are students studying in state, national and international boards assessed; classroom assessment; various forms of assessment in Social Sciences; analysis of performance of students in Social Science in comparison to other subjects; analysis of Social Science questions and question papers, projects, models and power point slides prepared by students and teachers; activities conducted in social science classrooms; analysis of Social Science answer scripts of upper primary and secondary level students, teachers and students' questions in Social Science Classrooms; use of ICT in Social Science assessment.

School-based assessment practices, Board examinations and post-examination trauma during the last two decades have become most stressful for students, parents and teachers than in the past. How they perceive assessment practices meant for social science subjects in the school system.

## **ABSTRACTS OF PAPERS SHORTLISTED FOR PRESENTATION**

### **6.1 Title: *Quality Dimensions in Evaluating Social Science***

**Author:** Dr Ramakanta Mohalik, Associate Professor in Education, RIE, Bhubaneswar.

**Abstract:** Evaluation is an integral part of teaching-learning process. It becomes difficult to think of formal education without evaluation. It is a systematic process of collecting, analyzing, and interpreting evidences of students progress and achievement for the purpose of taking variety of decisions. The main purpose of evaluation is to enhance quality of teaching (teacher) and learning (student). Evaluation in social science must gauge what children have learnt in terms of concepts, rules and generalizations, and their ability to use this knowledge for problem solving and application in the real life situations. The traditional evaluation that measure lower mental abilities like memory, retention and reproduction of facts/information should be discarded.

The tools like well prepared multiple choices items, matching items, very short answer items, interpretative exercises, essay test, projects, assignments, discussion etc are suitable to measure cognitive skills in social science like comprehension, application, analysis, synthesis, judgment, critical thinking and problem solving. The different issues like objectives should be tested and its weightage, forms of questions are suitable for measuring learning outcomes in social science, preparing questions covering whole syllabus, making questions suitable for all categories of learners, providing appropriate options in multiple choice items and choices in essay questions, right ways of arranging test items in test for promoting positive effect on students during examination, making ideal answer and scoring key and who should prepare questions for public examination, etc are pertinent for qualitative improvement of social science evaluation. The nature of social science content demands more flexibility to students in answering and to in scoring the essay questions. The examination reform should be linked to teacher preparation.

### **6.2 Title: *School Based Assessment: An Exploration in Elementary Schools***

**Author:** Dr. Gulshan Mufeed, Asst. Professor (Education), GGSIPU, Institute of Vocational Studies, Sheikh Sarai.

**Abstract:** Assessment has become an indispensable part of educational process which helps in channelizing, speeding up and inspires the entire education process. In order to bring out the improvement in the quality of the education and the holistic development of the child, assessment process should focus adequately on both scholastics and co-scholastics areas of development. Assessment is a form of communication and should be seen as an integral part of teaching and learning. Assessment also provides information about students learning through a number of procedures and these procedures used to retain information about students' performance. Assessment can focus on an individual learner or group of learners, an institution or the educational system as a whole. Assessment for learning can be recognized as central to classroom practices, being the central point, teacher becomes the heart of whole assessment. Teachers need to be sensitive and empathetic as all assessments can contribute to learner motivation. Therefore it is necessary to discuss with teachers and convince them that assessing child is not a separate activity nor it is a burden which requires additional effort or time. It needs to be woven into the teaching learning process as an integral part. This study was conducted to study the notion of teachers regarding school based assessment at elementary level; different means of school based assessment used by teachers at elementary level and purpose for which school based assessment is done.

### **6.3 Title: *A Comparative Study of Questions given in 8<sup>th</sup> Std. textbooks of different Publications at the point of view of CCE***

**Authors:** 1. Dr. Shobhana Vishwanath Joshi, Professor and Head, Department of Education, Dr. B.A.M. University. Aurangabad.

2. Dr. Ganesh Virbhadra Shetkar, Associate Professor, Govt. B.Ed. College, Buldana.

**Abstract:** The concept of the CCE brought a revolutionary change in teaching – learning process. Teachers have to do evaluation for all three domains means comprehensively. There are minimum five objectives as per three domains which are assessed for testing comprehensive development. There are different types of questions that are used for

assessment of different objectives. History is a very important subject under Social Sciences. NCERT is an authentic body for preparing and assigning the textbooks for school education. These books are prepared by studied experts and educationalists. It is assumed that the book published by an authentic publication like NCERT must fulfill the criteria's of CCE. Exercises given in NCERT book should fulfill the expectations from CCE. This research had tried to compare and find out the book which gave different types of questions for assessing all objectives under the three domains. It is found that the History book 'Our Past part-I' of 8<sup>th</sup> std. published by private publication is fulfilling more the expectations of the CCE. But it is appreciated that, the question/activity compulsorily given for each lesson. It is also seen that the matter also differs from the matter given in the NCERT book. As an Apex body, the NCERT should have complete control on books and fulfillment of criteria's of CCE.

#### ABOUT US

The National Council of Educational Research and Training (NCERT) is an organisation established by the Government of India under the Registration of Societies Act 1860 to assist and advise central and state governments on policies and programmes for qualitative improvement in school education. The Department of Education in Social Sciences is a constituent of NCERT at the National Institute of Education, New Delhi. We develop model syllabi, textbooks and other curricular materials in history, geography, political science, economics, sociology, accountancy and business studies for schools. Off late we began working in a few new areas such as health and physical education, yoga, human ecology and family sciences, undergraduate level pre-service teacher education courses and dictionaries. The department also undertakes studies investigating different dimensions of social science education in schools. During the last few years we began developing curricular materials for differently abled school students promoting inclusive education and e-contents – computer based learning materials as a support material. We promote activities to help India attain its demographic goal by housing National Population Education Project (NPEP) and disseminate knowledge and awareness on Adolescent Reproductive and Sexual Health (ARSH) in the school system.