



## A STUDY OF PEDAGOGICAL PRACTICES OF SOCIAL SCIENCES TEACHING AND ROLE OF TEACHER EDUCATORS AT THE UPPER PRIMARY LEVEL

Dr. RAJ KUMAR SRIVASTAVA

Lecturer, Deptt. of Curriculum, Material Development and Evaluation  
DISTRICT INSTITUTE OF EDUCATION AND TRAINING  
(DIET, SCERT) DILSHAD GARDEN , Delhi 110095

[rk.srivastava.1nov@gmail.com](mailto:rk.srivastava.1nov@gmail.com)

### ABSTRACT

*The study of human relationships is the core of social science education and it provides the basis for the study of History, Geography, Political Science and Economics. The present article focus on to analyses pedagogical practices in social science teaching in respect of NCF 2005. The article discussed about the existing pedagogy is used by social science teachers during teaching of social sciences at the upper primary level and how to improve teaching learning process. The article also highlighted NCF recommendations for the teaching and learning of social science education. It also suggests some pedagogical practices from the textbooks of social sciences as an example for the school teachers of social science. Finally the research article would provide certainly help in their classroom practices for the Social Science Teachers and INSET programme also.*

**KEY WORDS-** Social Science, Pedagogy, Constructivist, Classroom Practices, Teacher Educators.

### INTRODUCTION

Article 45 of the constitution of India: It is a provision for free and compulsory education for all children until they complete the age of 14 years. The 86<sup>th</sup> amendment was introduced to recognize elementary education to children of the age group 6-14 years as a constitutional right. Hence ,Right to Education act (RTE- 2009) provides the framework for free and compulsory education up to the age of 14 years. The NPE– PoA-1992 envisaged a child centered approach to promote enrolment and universal retention of children up to 14yrs of age and substantial improvement in the quality of education in the schools (PoA –P.77). Learning without Burden committee also pointed out that learning at school cannot become a joyful experience unless we change our perception of the child as a receiver of knowledge and more beyond the convention of using textbooks as the basis of examination. Therefore, the NCF-2005 has recommended a major change in the design of syllabus and textbooks which are based on learner centered approach.

National curriculum framework (NCF-2005) also recommended the **Constructivist** approach which focused on learner autonomy, flexible process, role of teacher as a facilitator and motivator, multiple exposure, creative learning and continuous process. According to this approach -Children construct their own knowledge through their experiences which is based on 5Es instructional process -1.Engagement 2.Exploration 3. Explanation 4.Elaboration and 5.Evaluation. It also talked about (i) connecting knowledge to life outside the school (ii) shift from rote learning is a comprehension learning (iii) teaching process to learning process (iv) overall development of children rather than textbook centric.

### Objectives of Study

- 1 To examine the existing pedagogical practices in the social science teaching.
- 2.To suggests ways to the improvement of teaching strategies for social science teaching.
3. To analyze the contents of social science in respect of pedagogy at the upper primary level.

### Methods

The present study is based on contents of social science at the upper primary level. It includes History ,geography, Political Science and Economics. There were used qualitative methods and classroom observations during the teaching social sciences. The Qualitative information recorded



during the INSET programme of Social Science also. The data for the study is taken from the social science teachers of government school of north east Delhi.

### **Social Science Education In Ncf 2005**

Social science education in our school education, children of class 3 to 5 learns Environmental studies as integrated with Natural Science, Environmental Science and Social Sciences while children studying in class 1-2, EVS is integrated with mathematics and language. Learning Social Science in schools at the upper primary level, students study History Geography, Political science and Economics as an interdisciplinary approach. At the upper primary level, books namely- Earth as a habitat-Class 6, Our Environment -Class 7 and Resources and Development- class 8, Our Past-class 6-8, Social and Political life -class 6-8. The approach of these books/contents are Learner Centred and teaching learning pedagogy are integrated and multidisciplinary.

National Curriculum Framework 2005, suggested that children should be engaged in activities to understand the environment through illustrations from the physical, biological, social and cultural sphere. At the upper primary stage in our system, Social Science content focused from History, Geography, Political science and Economics. The teaching of Social science must adopt method that promote creativity aesthetics and critical prospective, and enable children to draw relationships between past and present, to understand changes take place in society. Problem solving, dramatization, role play, project based learning, activity based learning, Illustration based learning narratives etc. are the some important pedagogy that are frequently used in teaching our social science in schools and social science education in the institute.

NCF also suggest that concepts should be clarified through lived experiences of individuals and communities. There is a need to focus on conceptual understanding rather lining up facts to be memorized for the examination. Relevant local contact should be part of the teaching learning process, ideally transacting the lessons through the activities drawing on local resources. It is the study of social relationship which create sense of human values such as civic sense ,citizen ship skills , trust , freedom, mutual understanding ,gender issues, respect for deprive section of society , respect for social and cultural diversity ,eco-friendly relationship and right and duties etc.

### **Objectives of Social Sciences**

As suggested by NCF 2005 that the objectives of social science teaching at the upper primary level are to-

1. Develop an understanding about the earth as the habitat of mankind and other forms of life.
2. Initiate the learner into a study of her/his own region ,state, and country in the global context.
3. Initiate the learners into a study of India's past with references to contemporary developments in other parts of the world.
4. Introduce the learner to the functioning and dynamics of social and political institutions and processes of the country.

Keeping in these objectives, the contents of social sciences at the upper primary level comprises from the History, Geography, Political Science and Economics. These subjects contents focuses on lived experiences of individuals and communities. It also emphasis on balanced perspectives between the environment, resources and development at different level, from local to global. The pedagogical approach of social science at the upper primary level is learner centered and activity based learning. The teaching of social sciences at the upper primary level adopt pedagogical



practices through problem solving, role playing, and dramatization, and critical thinking and analysis.

The pedagogical approaches for the teaching of social science at the upper primary level are-

1. Child friendly learning activities through own experiences.
2. There should be freedom for learning
3. Active engagement of learners through variety of teaching learning activities.
4. Creative and integrated teaching learning process .
5. Learning beyond the textbooks of social science.
6. Shift from rote learning to comprehensive learning through illustrations
7. Provides multi-opportunities to the children
8. There should be continuous assessment through various assessment techniques.
9. The role of teachers as facilitator, and motivators.
10. Should be joyful and stress free teaching learning process

### Observation Of Existing Pedagogical Practices

S no.	Existing Pedagogical Process	How to improve learning Process
1	Pedagogical process is learner centered	There is a need for more and more child friendly learning and joyful & stress free learning through involvement of children.
2	Using CAL and ICT Lab with internet connections from time to time.	Encouraging and promoting use of ICT and computer Aided Learning during the leaning process.
3	Local trips, Field visits and outside excursions and workshops organized	The outside visits should connect with the integration of existing curriculum and frequently organized.
4	Meetings of parents of trainees organized once in year.	Institute should be more familiar with the parents and they should be free to interact with the faculty from time to time.
5	Shift from rote learning to comprehension learning and based on constructivism approach	There is need to conduct the capacity building programme /workshops on same topic particularly elementary teachers and trainees as well.
6	Value education workshops, Celebration of cultural festivals, and discussion on social and cultural values.	The concept of humanization; implemented in our institute it should be more effective to inculcate human values in our multicultural societies.
7	Craft education is integrated with the subjects at the primary level, craft based workshops are conducted for the trainees	Craft and work education papers being taught with the integration of history, Geography, social and environment studies which focused on aesthetic and creative leaning should be more effective.
8	Workshops, presentation and group activities based on various theme.	More qualified facilitators/professionals should interact with the trainees.
9	Yoga and meditation session in the morning assembly.	Physical activities and practical work should be done on compulsory basis.
10	Introduces critical thinking and transformative learning (CTTL) for the trainees and happiness curriculum for the school education	To need the training/Orientation of CTTL at the institute level and monitoring/guidance should be done by experts in this area.
11	Academic leadership skills	More autonomy should be given to the academic leaders.
12	Continuous assessment by the teachers	The concept of self evaluation should be implemented at the govt. level.
13	Individual teachers teaching classes/	The concept of co teaching/team teaching should be framed at the school level.

### Pedagogical Practices of Social Science Education

For example, teaching History at the class 6<sup>th</sup> level there is a topic 'Traders'. The trainees will explain his/her topic through constructive pedagogy during their SEP .Trainees will explain



through showing world map and locate silk route of the ancient traders .Trades were use this route form central East Asia to the West Asia because they could take benefits from Taxes and protected themself .Here children can interlink the present trading route with the old trading route. They can prepare projects for the trading route and products , their prices and profits , challenges with their local shopping commodity , whole sale commodities , Garments , electronics items etc. Social science trainees/ teachers can integrate with the Geography. They can identify in the World map India on international highway of trade and commerce. They can also recognize neighboring countries.

History teachers can discuss in the class through a life based example that what people ate the kinds of clothes , they wore the houses in which they lived .We can find about the lives of hunters herders ,farmers ,rulers,, merchants ,priests, crafts persons ,artists ,musicians and scientist etc. through video films, and discussions should take place in the class. They can integrate through interview of present farmers as how they are living, discussion about their crop, their production, profits and their problems. Here the learners can identify the seasonal crop by the farmers.

Suppose The trainees are teaching a content of class- 7<sup>th</sup> from the geography book, the life in the Ganga-Brahmaputra Basin .The trainees during their S.E.P. schools, they first discussion about the concept of River Basin with life based examples. They can use physical map on India and locate Ganga – Brahmaputra Rivers and their tributaries. Here is the need to clearly depict the rivers by the using a regional method because it is a part of regional geography. Therefore, they can use a flow cart including location, Tributaries, Land scape, climate, vegetation and wild life, Population, Crops, Industries and impotent tourist places. Teacher trainees should interrelate with Yamuna River which flow in Delhi and it is tributaries of Ganga River. Why river plain is most fertile and densely populated? Trainees should discuss in the class during their school experience programme .

In class 8<sup>th</sup> , a trainees teaching a political science content – ‘**parliament**’ ,they should develop the concept of parliament through the parliamentary activities conducted during the parliament session and they can conduct an interview with the politician and discussion take place among the student .Teachers teaching this topic through the presentation of the parliamentary activities , visits parliament house during the session . They clarify the concept through flow chart of parliament including no. of MPs in Lok Sabha and Rajya Sabha. Then they can be able to list the functions of parliament. Teacher can give the following project activities such as – 1. Name of parliaments of different countries of world; 2. Use of audio - visuals during the parliamentary session; 3. Name of regional and national parties; 4. How to pass bills and making laws etc. After discussing these topic students will be able to think critically that how parliament is functioning and they can relate with their daily life situations.

The topic – **understanding of advertisement teaching in class 7<sup>th</sup>** from the economics, teachers can explain this topic through the examples of advertisements and their objectives. Teachers can conduct a group discussion on the role of advertisement in our life and their pros and cons in our society where as teachers teaching means of communication, they can understand this content through the different newspapers, T.V. channels on different social & environmental issues. Students can learn this content through the different means of communications in their present life. They can also discuss in the class about the role of media and communication in our society.

While teaching **minerals and energy resources** lesson of class 8<sup>th</sup> through map method, the teachers can discuss first the distribution of different minerals and their mines. After that teachers



will locate the important mineral mines in the political map of India. Here the students can learn about important minerals and their uses. They critically think about that why and how to conserve minerals and energy resources.

The lesson namely **Women Change the World** at the class 7 of Political science starts the topic with few success personality of women like teacher, farmer ,engineer ,scientist ,pilot, leaders ,musician doctor etc,and children can collect an images of these women personalities. They can discuss their role in their special field. In this lesson ,social science teacher can adopt their pedagogical practices through problem solving, role playing ,success story, case study and group discussion. **Market around us** lesson explained different type of markets around like weekly, retail, and whole sale. Teachers can teach this topic by the different examples of weekly, wholesale and retail markets and can compare the cost of items between each others. They can discuss through questioning like as-What are the different types of shops in you neighborhood?. Why are goods sold in permanent shops costlier than those sold in the weekly markets or by roadside hawkers ?.

There is lesson of class 7 in geography textbook- **Environment** which can be teach with the help of different environmental components and can give exercise that look at your surroundings and make a list of their uses,make a list of different uses of water in our daily life .While lesson **Inside our earth** can be teach with the help of earth diagram or video of interior of the earth .Rocks and minerals of this lesson can be delivered with different types of rock models and minerals and differentiate between them with their characteristics. They can collect different rocks during excursion or pictures of rocks. Teacher can explain rock cycles ie, transformation of rocks.

### **Role Of Teacher Educators**

The Capacity Building Programme is the integral part of any professional institution for the academic growth and development. Education is a lifelong learning process. According to R.N. Tagore, “A teacher can never truly teach unless he is still learning himself”. The objective of the capacity building programme is to orient faculty about the innovations in the field of education and pedagogical practices .It also focused on their professional skills and content enrichment for the quality teaching and learning. It provides an opportunity to share what we are doing in our profession and what new things they could provide us. Therefore, capacity building programme will be made mandatory for faculty members and adequate training reserves will be provided as suggested in NPE 1986 The Delores commission report on international education recommended that education throughout the life is based on four pillars i.e. (i) **Learning to know (II) Learning to do (iii) Learning to live together (iv) Learning to be.** Therefore, capacity building programme should be continue for improving their contents as well as their pedagogical practices.

The role of teacher educators are very crucial for the social teachers capacity building from time to time and enriched their professional development. The role of Teacher educators are as fallows-

- 1.Providing their classroom inputs in a suggestive manner
- 2.Contents enrichment programme.
- 3.Providing refresher course and reference materials
- 4 Observation of their pedagogical practices in the class
- 5 Research on curricular areas of social science
- 6 Assessment techniques for the students

### **Conclusions**

The pedagogical practices /techniques of social science teaching at the upper primary level is learner centred approach which can use project, activity, debate, workshop, role play ,group discussion,



field trip ,MCQ, models ,chart, survey, narration etc for the teaching of different concepts of social science. The social science teachers must use these teaching techniques for the joyful and behavioral change which would be help for the social development. The social science teachers can improve their teaching methods during teaching of social science contents. It will be also useful for Pre-Service and In- Service teachers.

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