

**Position Paper**  
**On**  
**Social Science Education**  
**Executive Summary**

**Education, as a planned endeavor at personal level on a small scale institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring members of society. Social Science as a discipline has the unique capability of being able to look at both developmental and normative issues of the society. It includes a wide range of content drawn from the disciplines of History, Geography, Political Science, Economics and Sociology, therefore this is an indispensable part of the School curriculum which is essential to provide social cultural and analytical skills required to adjust in increasingly interdependent world. It is the only subject which deals with the issues of equality, justice, peace and dignity in society and polity. Social Science is necessary for fulfilling the constitutional goals.**

**In order to realize the above expectations, Social Science teachers need to be prepared to have the necessary skills, values, and attitudes so that they can inculcate the same in the learners. Till recently this expectation has not been realized due to several factors such as a perception that Social Science is a nonutility subject that merely transmits information and is bereft of the skills required to function in the real world. There is an urgent need to change the perception and this can be achieved only through a well planned and executed Elementary Teacher Education Programme. Such a programme has to deal with some major concerns. It is necessary that they be equipped to educate the children through perspective of gender equity, the perspective that develop values for peace, respect the rights of all, value work. In the present ecological crisis, promoted by extremely commercialized and competitive life styles. Teacher and children need to be educated to change their consumption patterns and the way they look at natural resources.**

**Teacher education institutions will need to reframe their programme courses to include the perspective, concept and strategies of inclusive education. There is also a need to develop sensitivity to bring and include girls in class room transactions. Teacher Education also needs to give greater thrust to provide inputs for enrichment programmes for education of gifted**

children. There is also a need to orient and sensitize the teacher to use ICT in a critically useful and developmentally appropriate way. The future teachers have to be acquainted with various strategies to involve the community in School Education Programme

The above concerns can be addressed by an endeavor to achieve the following objectives. Through Social Science Education the future teacher has to acquire the competency to-

- understand the learner with in their social, cultural and political contexts, their beliefs and treat all children equally.
- construct his/ her own knowledge as well as encourage children to construct knowledge.
- make learning a joyful and participatory activity.
- organize learner centered , activity based, participatory learning experiences.
- analyse and critically examine curriculum and text books and adapt curriculum to suit local needs.
- promote peace values – democratic way of life, equality, justice, liberty, secularism.
- be a reflective teacher who can improve his/her self professionally through reflective practices.
- consciously integrate various components of the curriculum-arts, value s, craft and creative activities.
- adopt techniques of continuous comprehensive evaluation and process based assessment.
- acquire the skills of using ICT in a meaningful way in classroom processes.
- ensure community cooperation and participation in classroom as well as school activities.
- use community resources purposefully for classroom processes.
- Skills to prepare and use verities of learning materials.
- Take up simple research activities to address quality issues.

In order to achieve the above objectives following alternatives have been suggested to be incorporated in the D.Ed programme.

It is suggested to introduce Content , throughout the course as fallows

- a) 1<sup>st</sup> to 4<sup>th</sup>/1<sup>st</sup> to 5<sup>th</sup> Std during First year

- b) 6<sup>th</sup> to 7<sup>th</sup>/8<sup>th</sup> Std during second year as the case may be such a programme has to be pedagogy based and transacted through an integrative approach.

‘SOCIAL SCIENCE EDUCATION ’ as suggested above can be introduced in first and second year course. As follows. specialization in any two school subjects during first year and the same to be continued during second year.

- c) Content not to be viewed as an isolated component but as an integral part of pedagogy.
- d) Pedagogy adapted is to be suited to the developmental stage and level of maturity of the learners. Eg: Activity based learning. Concept formation. Inquiry based learning, problem solving etc

A well thought out scheme of continuous and comprehensive evaluation needs to be evolved, based on constructivism for this purpose the teacher education institution may design, develop, and use varieties of instruments of evaluation.

#### **Proposed Curriculum And Pedagogy.**

Keeping in view the above listed objectives and the alternatives suggested on the basis of NCF-2005 and NCFTE-2009, the following curriculum and pedagogic areas are to be incorporated in D.Ed program.

##### **A. School curriculum.**

- i. During First year 1<sup>st</sup> to 4<sup>th</sup> / 5<sup>th</sup> std themes : A deeper understanding of concepts and sub concepts included in the themes. Analysis of the content, enrichment of the same through field based and library based activities, school/classroom observation to generate content and episodes leading to resource readiness.
- ii. During Second year study of 6<sup>th</sup> and 7<sup>th</sup>/ 8<sup>th</sup> std Social Science syllabi for a deeper understanding of the content. A critical analysis of the syllabi and text books.
- iii. To sift the plug points suited to the integration of Peace Education, Value Education.
- iv. Relate the themes and content to local specific needs.

##### **B. Practical Inputs to understand the learner and the curriculum.**

- i. Observation of School activities and interactions with the learners.
- ii. Field surveys.
- iii. Projects.

- iv. **Group Discussions based on curriculum.**
- v. **Reflective activities to internalize and share their experiences and backgrounds.**
- vi. **Exposure to integration of various components of Social science , and with other Disciplines.**

**C. Pedagogy.**

- i. **Understanding the philosophical and epistemological bases of EVS and Social Science.**
- ii. **Approaches based on Constructivism.**
- iii. **Continuous and Comprehensive Evaluation – Selection, and interpretation.**
- iv. **Community participation in social science education.**
- v. **Understanding and practicing inclusive education and the values enshrined in the Constitution.**
- vi. **Developing and using learning materials , judicious use of locally available resources.**

**The major shifts proposed in Teacher Education Programme should cater to the expectations of NCF-2005 as follows**

- **Teacher centric fixed design to learner centric flexible process.**
- **Stress on teacher guidance and monitoring to one who can facilitate support and encourage learning.**
- **Passive reception learning to active participatory learning.**
- **Learning within in four wall of the class room to learning in the wider social context.**
- **Knowledge as ‘given’ and fixed to knowledge as evolved and creative.**
- **Short and few appraisal to multifarious and continuous appraisal not in the form of marks, but on a scale(qualitative) and the student’s achievement is evaluated and a continuum and she is placed according to her performance in various activities.**

**Teaching is a Profession and Teacher Education is a process of professional preparation of teachers. Preparing someone for a profession is an arduous task and it involves action from multiple fronts and perspectives. Apart from training the student-teachers in the necessary knowledge and skills and a good Teacher Education Programme should also endeavour to develop proper attitudes, values, and outlook towards teaching Profession .**

## **Position Paper On Social Science Education.**

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## **INTRODUCTION**

**Education, as a planned endeavor at personal level on a small scale institutional level on a large scale, aims at making children capable of becoming active, responsible, productive, and caring members of society. They are made familiar with the various practices of the community by imparting the relevant skills and ideas. Ideally, education is supposed to encourage the students to analyze and evaluate their experiences to doubt, to questions, to investigate- in other words, to be inquisitive and to think independently.**

**With this perspective Social Science encompass as diverse concern of society and includes a wide range of content drawn from the disciplines of history, geography, political science, economics, and sociology. The selection and organization of material into meaningful Social Science curriculum, and that will enable students to develop a critical understanding of society, is therefore a challenging task. The possibilities of including new dimensions and concerns are immense especially in view of the students own life experiences. The Social Science curriculum is vast and by its nature must involve transaction with understanding of the outside world.**

**There are several issues in teaching-learning of social science that impact the learning outcomes. Social Science is largely perceived as a body of facts with very little relevance to the life of the student. In pluralistic society like India, local context and content is vital in the classroom transaction in Social Science. Social Science also carries the unique position of being able to look at normative issues of the society, but in reality it is a different scenario.**

### **Past and Present Scenario:**

**In spite of the recommendations of various committees and commissions in the past and the present, the scenario remains the same and the vexed issues/problems remain unresolved such as,**

- 1. The prevailing perception of Social Science is that it is a non-utility subject as a**

result low self esteem governs the class room transaction process with both teachers and students feeling uninterested in comprehending its content.

2. There is a widespread belief that history merely transmits historical information and is too centered on the text ,which is required to be memorized for examination. The content of the text books are unconnected to daily realities and is viewed as providing unnecessary details about the past.
3. There is a perception that not many desirable job options are open to students specializing in the Social Science.
4. It is felt that the Social Sciences are bereft of the 'skills' required to function in the real world, which creates the impression that the subject is redundant.
5. The content of Social Science is as retention of information without comprehension.
6. It is often presumed that only natural and physical phenomena lend themselves to scientific inquiry and human sciences (History, Geography, Economics, Political Science etc.) cannot be by their very nature scientific.
7. Text books are seen as the major source of knowledge. This forecloses any possibility of innovation by an active participation of the learners.
8. The Social Science curriculum has hither to emphasized developmental issues. These are important but not sufficient to understand the normative dimensions like issues of equality, justice, and dignity in society and quality and thus creating a gap between the role of an individual in contributing to developmental issues.

Keeping the past and present status of Social Science Education there is a need to tune the teacher education program according to needs of the society.

#### **The Proposed Epistemological Frame:**

Based on the above considerations of popular perception the issues to be addressed in preparing future teachers are as follows.

1. To emphasize in the teacher education curriculum that Social Science is essential to provide social cultural and analytical skills required to adjust to an increasingly interdependent world and to deal with political and economic realities.
2. It is important to reinstate the importance of Social Sciences by pointing to their indispensability in laying the foundation for an analytical and creative mind.



3. It is necessary to empower the teachers and students and the local community to generate knowledge in their own real contexts to the content of Social Science by bringing relevant local content as a part of teaching-learning process ideally transacted through activities drawn from local teaching learning activities.
4. It is necessary to recognize in teacher education that Social Sciences lend themselves to scientific inquiry just as much as the natural and physical sciences do, as well as indicate ways in which the methods employed by Social Sciences are distinct to those of the natural and physical sciences.
5. It is important to create a teacher education program to widen the popular base for human values namely, freedom, trust, mutual respect and respect for diversity.
6. There is a need to select themes in the teacher education curriculum where different disciplinary approaches can facilitate an in-depth and multiple understanding of human values.
7. It is essential to accommodate in the teacher education curriculum multiple ways of imagining the Indian nation along with the national perspective and the local perspective through which the children can relate themselves to the nation to ensure a deeper and richer understanding of the nation.
8. There is a need to achieve a shift in focus from utilitarianism to egalitarianism that would address the normative concerns like issues of equality, justice, and dignity in society and polity.
9. There is an urgent need to restore self esteem to the Social Sciences by having them to address social and political issues in such a way as to awaken in the student-teacher a real concern for social justice.

Keeping the above considerations in view the vision of Social Science education of teacher education at elementary level is framed herewith.

#### **Vision of Social Science Education of Elementary Teacher Education:**

As we engage in the act of envisioning the role of the teacher and the shape of teacher education unfolding in the coming years to take note of movement of ideas globally that have led to current thinking on teacher education this vision is being framed.

**VISION:** A commitment to,

- a. **democratic forms of interactions during teaching-learning process.**
- b. **build the ability to construct one's own knowledge to deal with different contexts based on understanding and analysis of field experiences.**
- c. **ensure community based participatory activities.**
- d. **ensure active demonstrative approaches in developing activity based learning.**
- e. **create space for exploration into social issues to encourage rational thinking, reconceptualize citizenship training in terms of human rights and approaches of critical pedagogy.**
- f. **provide due place for evaluation of attitudes values, dispositions, habits and hobbies through appropriate quantitative as well as qualitative techniques.**

**This broad vision is a challenging task for the teacher education program, hence our current concern in curriculum development at elementary teacher education level is to make it an inclusive and meaningful experience for children requiring a fundamental change in how we think of learners and the process of thinking, therefore, the need to engage in detail with the underpinnings and applications of child centered educations. Hence constructive approach is the only appropriate way to achieve the vision.**

#### **Construction of knowledge:**

**Learning is active and social in its character hence we need our student-teachers to nurture and build on their active and creative capabilities, their inherent interests in making meaning, in relating to the world in 'real' ways through acting on it and creating and in relating to other humans, hence in the constructivists perspective learning is a process of the construction of knowledge. Initially, learners construct mental representations of external realities through a given set of activities. The structuring and restructuring of ideas are the essential features as the learner progress in learning. The engagement of learners through relevant activities can further facilitate in the construction of mental images of the relationships(cause and effect). However, there is a social aspect in the construction process in the sense that knowledge needed for a complex task can reside in a group situation. In this context collaborative learning provides room for negotiation of meaning sharing of multiple views and changing the internal representation of the external reality. Construction indicates that each learner individually and socially constructs meaning as he/she learns. Constructing meaning is learning. The constructivist perspective provides strategies for promoting learning by all. Because of these advantages NCF-2005 has stressed the need for inclusion of constructivism in the D.Ed curriculum. In this regard there is a need to train the student**

teachers at the elementary level to plan and execute practicum activities through constructive approach.

## **2. Specific Concerns:**

### **a. Position of Social Science in the curriculum:**

Social Science is a subject with various complex and contemporary issues, but a very-much neglected area in school education. Social Sciences should find due place and positions since it is the subject that provides Social, cultural and analytical skills required to adjust to an increasingly interdependent world, and to deal with political and economic realities. There is an urgent need to change the situation and prepare teachers who have the right attitude towards the subject and understand the importance of social science. Teacher education must focus on empowering the student teachers to reflect on current issues, understand learners background and beliefs and prepare the children to face the future with confidence.

### **b. Interrelationship Among Disciplines:**

Social science includes a wide range of content from History, Geography, Political Science, and economics as well as Sociology. But at present these disciplines are being treated as separate and water tight compartments . There is a need to treat all these components as integrated and help children learn social science as a single discipline.

### **c. Reflective Practices In Class-Room Process:**

Another concern expressed by NCF 2005 is regarding the class-room practices which are revolving around text books. A need for reflective practices in classroom process is to be emphasized. NCFTE 2009 also emphasizes “Pedagogic study of school subjects such as environmental education, history or geography could be based on organizing and planning for excursions, drawing upon local sources of evidence in history, projects on oral history, collection and presentation of specimens of rocks, leaves, stamps, flags, using reports, newspapers, documents, local maps, atlas, map drawing and reading in the classroom. These could be followed by reflective discussion, learning how to make observations, record them and analyse them. Such an approach would help forge linkages between the learner and her context, disciplinary content and the pedagogical approach.

### **d. Understanding the Change around us:**

A teacher functions within the broader framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. A teacher education

curriculum framework needs to be in consonance with the curriculum framework for school education, and a teacher needs to be prepared in relation to the needs and demands arising in the school context. As such, it needs to engage with the questions of the learner, the learning process and the content and pedagogy of educating teachers. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society.

Various changes has been witnessed in school education. The methodologies changed from time to time. The discussions about teacher centered Vs Child centered brought changes in learning process. Nali-Kali , Activity based approaches in teaching (Chaitanya,Chaitanya-2). ICT is influencing every walk of life. Unfortunately teacher-education has not upgraded it self to meet these changes.

**d. Concrete base towards Quality Education:**

Currently Teacher-Education curriculum not helping the student-teachers to have concrete knowledge in ensuring quality in class-room process. There is a big gap between what is learnt during pre service education and actual school practices. Breaking this cycle by introducing quality related concepts is top concern of Teacher-education and also pedagogy of social science.

**Collaborative efforts :**

At present teacher education classes are mainly lecture based with no scope for co-operative learning or group interactions. Providing such an experience through interactions, meetings, sharing workshops, which allows collaborative learning resulting effective practice of Social Science pedagogy. This will be a very effective complement to current expectations.

**e. Role of a teacher:**

In the constructivist class-room, the role of teacher changes from “transmitter of knowledge” to “facilitator of knowledge construction. So teacher education must provide experience to a Student –teacher to organize activities that help the children in clarifying ideas, providing rational explanations, challenging misconceptions.”

**f. Evaluation:**

Current assessment practices in Social Science give too much emphasis on marks and the position secured by a student in the class. They depend on test scores and term examination for determining the success. This system has resulted in teaching how to answer the questions instead of learning in meaningful way. So evaluation system also

needs to be revisited and change to process based evaluation.

### **3. Concerns as in Relevant Documents.**

#### **1) Perspective for Equitable and Sustainable Development:**

Education aims at development of future citizens. Who promote equitable and sustainable development for all sections of society and respect for all. It is necessary that they be educated through perspective of gender equity, the perspective that develop values for peace, respect the rights of all, value work. In the present ecological crisis , promoted by extremely commercialized and competitive life styles. Teacher and children need to be educated to change

their consumption patterns and the way they look at natural resources.

There is also an increasing violence and polarization, both with in children and between them, being caused primarily by increasing stress in society. Education has a crucial role to play in promoting values of peace based, on equal respect of self and others. The teacher need to be enquired to understand these issues and incorporate them in their teaching. The new teacher education curriculum will need to integrate these perspective.

#### **2) Role of community knowledge in Education:**

It is important for the development of concepts in children as well as the application of School knowledge in real life that the formal school knowledge is linked with community knowledge. This increases the relevance of education as well as the quality of learning. The teacher needs to be equipped to select and organize subject-content and learning experiences from the community for the class room.

We need to develop the capacity of teacher in identifying entry points in the curriculum and textual materials which call for contextualization and development of appropriate teaching-learning sequences and episodes based on the identified local specifics. These specifics may include community knowledge about technology, local occupations both form and non form, local folk culture including songs, festivals, fairs and games. As teacher develop curriculum materials and learning experience, informed by the perspectives enunciated above( Gender, Peace, Sustainable development) they will also learn, through actual participation the skills to identify

and process the specific for the purposes of meaningful curriculum transaction.

### **3) Systemic concerns of Teacher Education:**

The proliferation of sub-standard private T E institutions and the current state of teacher education programs are both serious impediments to fulfilling the objectives of the NCF 2005 and the RTE. The needs of contemporary Indian schools are not being addressed and not preparing teachers who can impart quality education in schools. They train teachers to adjust to a system in which education is seen as transmission of information. They take the school curriculum and text books as 'given' and train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats and fulfilling the ritual of delivering the required number of lessons (NCERT 2005)

### **4) Contemporary Concerns:**

- i) Inclusive Education:** we see an exclusion of children with disabilities of different kinds and learning difficulties. The Persons With Disabilities (Equal Opportunities, Protection and Full Participation) Act 1996 provides for free and compulsory Education up to the age of 18 years for all children with disabilities. To enable the implementation of this Act teacher education institutions will need to reframe their programme courses to include the perspective, concept and strategies of inclusive education. There is also a need to develop sensitivity to bring and include girls in class room transactions. Teacher Education also needs to give greater thrust to provide inputs for enrichment programmes for education of gifted children.
- ii) ICT in schools and e- learning:** The implementation of ICT is often not more than cosmetic it also often touted as panacea for shortage of teachers. These are detrimental to the learning of the child. Teacher education needs to orient and sensitize. The teacher to distinguish between critically useful developmentally appropriate and detrimental use of ICT. (NCFTE 2009)
- iii) Major concern is that of quality school education.**
  - **Need for replacing micro planning and planning upwards in place of top-down approach.**

- **Need for improving and strengthening academic leadership for schools and school monitoring through better role Of BRCs and CRCs.**
- **Active involvement of Community.**

#### **Concerns in the RTE:**

**RTE Act which provides for education as a fundamental right to all children between the age group of 6-14 years also details the need for appointing professionally qualified teachers and entrusts the responsibility of taking necessary steps to provide teacher education, on State Governments(See part VI of RTE Act –Annexure I)**

#### **4. Objectives**

**The concern expressed as above can be addressed by enlisting clear and specific objectives to be achieved during the elementary teacher education program. Through Social Science Education the future teacher has to acquire the competency to-**

- **understand the learner with in their sociocultural and sociopolitical contexts, their beliefs and treat all children equally.**
- **construct his/ her own knowledge as well as encourage children to construct knowledge.**
- **make learning a joyful and participatory activity.**
- **organize learner centered , activity based, participatory learning experiences.**
- **analyse and critically examine curriculum and text books and adapt curriculum to suit local needs.**
- **Promote peace values – democratic way of life, equality, justice, liberty, secularism.**
- **Be a reflective teacher who can improve his/her self professionally through reflective practices.**
- **consciously integrate various components of the curriculum-arts, value s, craft and creative activities.**

- adopt techniques of continuous comprehensive evaluation and process based assessment.
- acquire the skills of using ICT in a meaningful way in classroom processes.
- ensure community cooperation and participation in classroom as well as school activities.
- use community resources purposefully for classroom processes.
- skills to prepare and use verities of learning materials.

## 5. Position of Social Science

Social Science education is of equal importance if not more as compared to science education of mathematics education. Therefore, it has to take equally important position in the elementary teacher education program. The theme needs to be introduced as specialization course during both first and second year of the D.Ed program so that the student teachers are equipped with knowledge, skills, and attitudes necessary to meet the expectations of all the stakeholders, to gain mastery over both content and pedagogy-during first year as EVS education and second year as Social Science education. The practicum work and related activities all have to be at par with other school subjects. s

## 6. The existing system, a critique and alternatives

| The existing system   | Critique  | Suggested Alternatives  | Justification   |
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| <p><b>1. Content.</b><br/>EVS and Social Science Syllabi from 1<sup>st</sup> to 7<sup>th</sup> Std is introduced as Content enrichment course during the first 2 to 3 months to be revised through various strategies like Self study, Group Discussions, Assignments, Quiz and so on in about Forty hours.<br/>(The expectations were that the student teachers would be helped to</p> | <p>The Content Enrichment Programme faced several hurdles and problems due to the following factors.</p> <ol style="list-style-type: none"> <li>1. Delay in admission process. Which makes students keep oncoming through the first two months even after the official commencement of the course. The new comers would miss the major part of the</li> </ol> | <p>It is suggested to introduce Content , throughout the course as follows</p> <ol style="list-style-type: none"> <li>a) 1<sup>st</sup> to 4<sup>th</sup>/1<sup>st</sup> to 5<sup>th</sup> Std during First year</li> <li>b) 6<sup>th</sup> to 7<sup>th</sup>/8<sup>th</sup> Std during second year as the case may be.</li> </ol> <p>Such a programme has to be pedagogy based and transacted through an integrative approach.</p> <p>‘SOCIAL SCIENCE EDUCATION ’ as suggested above can be introduced in first and second year course. As follows specialization in any two school subjects</p> | <p>So far Content and methodology have always been treated separately. Although the title of the course has been “CONTENT BASED METHODOLOGY”</p> <p>The student teachers have to be trained to understand analyse and reorganize the Content with a view to generate and adapt suitable learning experiences in elementary schools.</p> <p>Pedagogy based content will help the student teachers to discuss and generate simple but</p> |



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| <p>review and enrich their knowledge of Content before going for practice teaching. This was based on the fact that the D.Ed students will have passed the Pre-university course and they only need to revise and be able to analyse the Content through the strategy. they don't have to learn the Content.)</p> | <p>programme.</p> <p>2. Many students lack the knowledge of basic concepts and ideas and therefore scheduled forty hours are not sufficient.</p> <p>Revising seven year syllabi within forty hours is found to be a very difficult task for student teachers.</p>  | <p>during first year and the same to be continued during second year.</p> <p>c) Content not to be viewed as an isolated component but as an integral part of pedagogy.</p> <p>Pedagogy adapted is to be suited to the developmental stage and level of maturity of the learners. Eg: Activity based learning. Concept formation. Enquiry based learning, problem solving etc.</p>   | <p>practical episodes that will act as lesson plans.</p>   |
| <p><b>2. Methodology:</b></p> <p>The syllabus covered all the traditional methods and approaches as well as the Chaithanya approach which has been currently in practice in Karnataka</p>   | <p>Most of the methods of teaching learnt in theory are not being practised. The student teachers are briefly familiarized with the chaithanya approach which is practised.</p> <p>Most of the methods introduced are teacher centric.</p> <p>There is no scope for introducing the latest developments in classroom transactions.</p> | <p>The pedagogy course needs to be open ended to facilitate introduction of any latest developments.</p> <p>The pedagogy to cover constructivist and interactive approaches such as</p> <ul style="list-style-type: none"> <li>• Concept attainment.</li> <li>• Activity Based Learning.</li> <li>• Roleplay and Dramatisation.</li> <li>• Inducto-deductive Reasoning.</li> <li>• Problem Solving.</li> <li>• Social Inquiry.</li> <li>• Projects and guided study.</li> <li>• Field visit and Reporting.</li> </ul> <p>Equip the student teachers to use ICT in a critically useful and developmentally appropriate way in the class.</p> | <ul style="list-style-type: none"> <li>• Concerns expressed in NCF2005. and NCFTE 2009.</li> <li>• The traditional methods of teaching and learning are based on the view that knowledge is external and 'given' whereas constructivist view knowledge as subjective and based on the learner. Therefore approaches to teaching-learning have to be active, meaning full, facilitated by social interactions based on the learners beliefs and previous knowledge. Teacher Education programme needs to cater to the above shifts instead of teaching</li> </ul> |

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|   |  |   | <p>continuing to be ritualistic.</p> <p>The implementation of ICT is cosmetic and touted as panacea for shortage of teachers.</p> <p>Use of computers is many times limited to computer literacy and not CAL.</p>  |
| <p><b>3.Practicum :</b></p> <p>During first year the student teachers are expected to give a 6 lessons in EVS and 3 multi grade teaching lessons in Lower Primary Stage.</p> <p>During second year ‘Content based methodology of teaching social science ‘is optional.</p> <p>Those who opt for this title take 16 classes in social science for HPS classes.</p> <p>Assessment : The title is assessed both internally and externally. Each student teacher submits two assignments and takes four tests along with maintaining practice teaching related records and materials for internal assessment.</p> <p>External examination is conducted by</p> | <p>The student teachers exposure to content analysis in relation to pedagogy is very less. There is a gap between the regular school practices and that of the pre service teacher education practice.</p> <p>The lesson plan format and teaching practices are fixed and rigid and prescriptive. It is more examination oriented. Most of the methods and techniques are neither demonstrated nor practiced .</p> <p>Internal assessment is highly subjective and not continuous and comprehensive. The assessment does not reflect the competencies or skills acquired.</p> <p>Most of the questions are theoretical and not application oriented and Content based.</p> | <p>The Practicum activities should match the practices and needs of the schools. The student teachers have to be oriented to practice integrated approaches to introduce “Education for Peace” Environmental friendly life and local specific concerns.</p> <p>There is need to allow flexibility in the lesson plan format. A thorough restructuring of practicum work regarding-</p> <ol style="list-style-type: none"> <li>1.the number of lessons</li> <li>2. duration of each session.(period)</li> <li>3. suitable weightage for practicing different approaches including Nali-kali, ( multilevel and multigrade) integrated lessons.</li> </ol> | <p>Such focused practicum would help to remove the following misconceptions.</p> <p>There is a feeling among majority HMs and Teachers that allowing practice teaching is waste of time and useless.</p> <p>There is very little synergy between the schools and the teacher education institutions.</p> <p>The Attitude of student teachers toward practicum activities is that it is a burden and not useful when they become regular teacher.</p> |

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| <p><b>KSEEB.</b></p>   |   |   |  |
| <p><b>4.Assessment:</b></p> <p>1. Every student teacher is expected to maintain a diary i.e daily record of Content Course for assessment</p> <p>An internal examination is held during the fifth month of the course.</p> | <p>Reflections from the field says that</p> <ol style="list-style-type: none"> <li>1. The maintenance of the daily records is monotonous and burdensome</li> <li>2. Content Enrichment examination is not serving the purpose for which it was intended. It has become too simple and mechanical. The Content mastery is not being tested.</li> <li>3. There is a tendency among student teachers to rote learn only for the sake of content enrichment examination. This is in no way helping improve teaching-learning process in the schools.</li> <li>4. The theory examination is highly knowledge based and there are very few application oriented items.</li> </ol> | <p>A well thought out scheme of continuous and comprehensive evaluation needs to be evolved, based on constructivism for this purpose the teacher education institution may design, develop, and use the following instruments of evaluation.</p> <ul style="list-style-type: none"> <li>• Observational Schedules and Records</li> <li>• Checklist</li> <li>• Project Reports</li> <li>• Seminars</li> <li>• Discussions</li> <li>• Open-ended questionnaire and interviews.</li> <li>• Oral and written tests, profiles, reflective diaries.</li> <li>• Student profiles</li> <li>• Reflective diaries</li> </ul> | <p>Continuous and Comprehensive Evaluation will bring about meaningful correlation between theory and practice. It will also lead to qualitative assessment.</p> |

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**7. Proposed Curriculum And Pedagogy.**

**Keeping in view the above listed objectives and the alternatives suggested on the basis of NCF-2005 and NCFTE-2009, the following curriculum and pedagogic areas are to be incorporated in D.Ed program.**

**A. School curriculum.**

- i. During First year 1<sup>st</sup> to 4<sup>th</sup> / 5<sup>th</sup> std themes : A deeper understanding of concepts and sub concepts included in the themes. Analysis of the content, enrichment of the same through field based and library based activities, school/classroom observation to generate content and episodes leading to resource readiness.**
- ii. During Second year study of 6<sup>th</sup> and 7<sup>th</sup> / 8<sup>th</sup> std Social Science syllabi for a deeper understanding of the content. A critical analysis of the syllabi and text books.**
- iii. To integrate Education for Peace, Value Education, Health Education, Art & Craft Education.**
- iv. Relate the themes and content to local specific needs.**

**B. Practical Inputs to understand the learner and the curriculum.**

- i. Observation of School activities and interactions with the learners.**
- ii. Field surveys.**
- iii. Projects.**
- iv. Group Discussions based on curriculum.**
- v. Reflective activities to internalize and share their experiences and backgrounds.**
- vi. Exposure to integration of various components of Social science, and with other Disciplines.**

**C. Pedagogy.**

- i. Understanding the philosophical and epistemological bases of EVS and Social Science.**
- ii. Approaches proposed are as follows,**
  - Process based learning [logical sequence].**
  - Brain Mapping.**
  - Collaborative learning.**
  - Field based learning.**
  - Learning based on SLM.**
  - Use of ICT.**
  - Reflective practices.**
  - Integration with performing Arts, such as dance, drama, music and drawing, value education, peace education, and work education.**
- iii. Continuous and Comprehensive Evaluation – Selection, and interpretation.**
- iv. Community participation in social science education.**
- v. Understanding and practicing inclusive education and the values enshrined in the Constitution.**
- vi. Developing and using learning materials, judicious use of locally available**

resources.

#### **8. Desirable Measures:**

- **The revised Social Science syllabus (2008) of Karnataka Government needs to be reconsidered since many of the expectations of NCF-2005 are yet to be addressed.**
- **To equip the teachers educators to meet the challenges of teacher education.**
- **To integrate as many disciplines as possible in a meaningful way.**
- **Use as many curricular sites as possible.**
- **Develop modules based on constructivist to be used as resource materials by teacher educators and teachers.**
- **To reduce the undue importance given to the text books.**

#### **9. Proposed Shifts from,**

- **teacher centric fixed design to learner centric flexible process.**
- **stress on teacher guidance and monitoring to one who can facilitate support and encourage learning.**
- **passive reception learning to active participatory learning.**
- **learning within in four wall of the class room to learning in the wider social context.**
- **knowledge as 'given' and fixed to knowledge as evolved and creative.**
- **short and few appraisal to multifarious and continuous appraisal not in the form of marks, but on a scale(qualitative) and the student's achievement is evaluated and a continuum and she is placed according to her performance in various activities.**

**Conclusion: Teaching is a Profession and Teacher Education is a process of professional preparation of teachers. Preparing someone for a profession is an arduous task and it involves action from multiple fronts and perspectives. Apart from training the student-teachers in the necessary knowledge and skills and a good Teacher Education Programme should also endeavour to develop proper attitudes, values, and foresighted outlook towards teaching profession .**

#### **References:**

- I. NCF-2005 document-NCERT.**
- II. NCF-2005 position paper by National Focus Group In Social Sciences –NCERT.**
- III. NCFTE-2009 document-NCTE**
- IV. RTE Act-2008**
- V. EVS and Social Science syllabus-2008, DSERT Government Of Karnataka.**

**Annexure.**

**Part VI RTE Act.**