

EDU 10.13 PROFESSIONALISING SOCIAL SCIENCE EDUCATION

Contact Hours: 50 (Instruction) Maximum Marks: 50 (External: 40, Internal: 10)

Sl No	Units	Objectives	Content	Scope of Content	References
1	ICT Inputs in Social Science learning	To be well acquitted with uses of IT inputs in social science class room learning practices	<ul style="list-style-type: none"> • Computer aided teaching • E-learning and Technology mediated learning • Using presentation software • Module preparation for 	<ul style="list-style-type: none"> • Uses of Computers in instruction, learning, evaluation administration etc. • Conventione-learning systems were based on instructional packets, which were delivered to students using assignments. Assignments were evaluated by the teacher. New E-learning is a type of computer-supported collaborative learning (CSCL) system In contrast, the new e-learning places increased emphasis on social learning and use of social software such as blogs, wikis, etc. This phenomenon has been referred to as online learning communities • Different Presentation software and how to create a presentation. Animations and hyperlinks • E content is a digital self instructional material that can be 	<p>https://en.wikipedia.org/wiki/Educational_technology</p> <p>www.elearningnc.gov/about_elearning/what_is_elearning/</p>

			<p>E- content</p> <ul style="list-style-type: none"> Learning objects Tele conferencing and video conferencing- Audio , Video and computer mediated- Skype Educational websites and blogs Scope wiki , Navigation, GPS and Google map Use of INFLIBNET 	<p>transmitted over a computer network. The academic content of the module needs to be prepared by a subject matter expert. CEC format can be used for preparing the module</p> <ul style="list-style-type: none"> CEC Format (Home- Objectives-Text-Summary- Case studies-FAQ's-video and audio-assignments-quiz-refernces-glossary-links-download-contact) An electronic pedagogic resource – small – reusable – digital entities – deliverable over internet – single learning objective Point to point and multiple point – requirements for tele conferencing – software such as Skype Uses in classroom – availability of experts- interviews-flexible- tr point may be somewhere else Familiarize some relevant websites and blogs related to social science learning Familiarize wiki, Navigation tools, uses of GPS, Google map etc. mobile apps Hands on experience of using 	<p>MS office/PowerPoint</p> <p>www.cec.nic.in/e-content</p> <p>https://en.wikipedia.org/wiki/Learning_object</p>
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			<ul style="list-style-type: none"> • Edubundu • Free software in social science – IHMC concept map tools • M-learning • Social Medias as learning inputs – face book, whatsapp, Twitter, etc. • Virtual learning environment and virtual field trip 	<p>INFLIBNET or N List – ebrary, online journals, impact factor etc – Familiarize shodhganga</p> <ul style="list-style-type: none"> • Install and explore edubundu and its learning resources • Uses and advantages of free software – installation and utilization of IHMC C-map Tool for drawing C Maps • Learning across multiple contexts, through social and content interactions, using personal electronic devices. • M-learning technologies include handheld computers, notebooks, mobile phones and tablets. M-learning focuses on the mobility of the learner, interacting with portable technologies. Using mobile tools for creating learning aids and materials becomes an important part of learning • Create account in social media and create communities of learners • Simulated learning using digital platform - A virtual learning environment (VLE) is a Web-based platform for the digital 	<p>https://en.wikipedia.org/wiki/Videoconferencing</p> <p>https://en.wikipedia.org/wiki/GPS_navigation_software https://maps.google.com/</p>
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				<p>aspects of courses of study, usually within educational institutions. VLEs typically: allow participants to be organized into cohorts, groups and roles; present resources, activities and interactions within a course structure; provide for the different stages of assessment; report on participation; and have some level of integration with other institutional systems</p> <ul style="list-style-type: none"> • A virtual field trip is a guided exploration through the World Wide Web that organizes a collection of pre-screened, thematically based web pages into a structured online learning experience. 	<p>cmap.ihmc.us/</p> <p>https://en.wikipedia.org/wiki/M-learning</p> <p>https://en.wikipedia.org/wiki/Virtual_learning_environment</p>
2	Techno pedagogy of Social Science	To develop Skills in Techno pedagogy	<ul style="list-style-type: none"> • Techno pedagogy – meaning, need and scope • Technological Pedagogical Content Knowledge (TPACK) 	<ul style="list-style-type: none"> • Positioning educational technologies as the basis of teaching and learning process • Electronically mediated courses that integrates sound pedagogic principles – evolve form the intersection of technology and pedagogy • Technological Pedagogical Content Knowledge (TPACK) is a framework to understand and describe the kinds of knowledge needed by a teacher for effective pedagogical 	<p>www.tpack.org/</p> <p>www.citejournal.org/articles/</p>

				<p>practice in a technology enhanced learning environment. The idea of pedagogical content knowledge (PCK) was first described by Lee Shulman (Shulman 1986) and TPACK builds on those core ideas through the inclusion of technology.</p> <ul style="list-style-type: none"> • Technological pedagogical content knowledge refers to the knowledge and understanding of the interplay between CK, PK and TK when using technology for teaching and learning 	v9i1general1.pdf
3	Professionalising Social Science Teacher	To be a professional social science teacher	<ul style="list-style-type: none"> • Teaching as a profession • Teacher as a Mentor and Mentoring Skills • Professional Ethics • Qualities of a social science teacher • Ways and means of improving 	<ul style="list-style-type: none"> • Why teaching is considered as a profession? • A mentor is a person who gives a younger or less experienced person help and advice over a period of time. • Mentoring skills - Have the desire to help - Be motivated to continue developing and growing - Have confidence and an assured manner - Ask the right questions - Listen actively - Provide feedback • NCTE listed teacher Ethics • Personal and professional qualities • Seminars, workshops, publications, research etc 	<p>https://www.mindtools.com/pages/article/newCDV_24.htm</p> <p>Kumar, S. P. K & Noushad P P. (2009). Social Studies in the</p>

			professionalism <ul style="list-style-type: none"> • Social science teacher and teacher accountability 	<ul style="list-style-type: none"> • Basics of teacher accountability 	classroom: Trends and methods. Calicut. Scorpio publishers
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EDU 09.13 PEDAGOGIC PRACTICES IN SOCIAL SCIENCE

Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20)

Sl No	Units	Objectives	Content	Scope of Content	References
1	UNIT 1 Micro and Macro Teaching Practices (20 Hours)	To develop skills for effective teaching (by micro teaching)	<ul style="list-style-type: none"> • Teaching-Meaning, Definition, Principles and Functions 	Discuss meaning of teaching, give and explain some definitions of teaching. Discuss the general and Psychological principles of teaching. Functions of teaching <ul style="list-style-type: none"> • Diagnostic Function • Remedial Function • Motivational Function • Preservative Function 	S.K. Mangal and Usha Mangal (2011). Essentials of Educational technology. PHI Learning

			<ul style="list-style-type: none"> • Phases of Teaching • Maxims of teaching • Teacher behaviour • Teaching skills 	<ul style="list-style-type: none"> • Evaluative Function • Transmissive Function • Progressive Function <ol style="list-style-type: none"> 1. The Pre-active phase (Planning Stage) 2. The Interactive phase (implementation Stage) 3. The Post-active phase (Evaluation Stage) <ul style="list-style-type: none"> • From Known to Unknown • From Simple to Complex • From easy to Difficult • From Concrete to Abstract • From Particular to General • From Indefinite to Definite • From Psychological to Logical • From Whole to Parts • From Near to Far • From actual to Representative <p>Discuss the types of teacher behaviours and the need of a desirable behaviour in the classroom. Give an idea about the teaching skills. Discuss the need for teaching skills. Explain and demonstrate the following 8 core teaching skills with components in your classrooms</p> <ol style="list-style-type: none"> 1. Skill of Introducing the Lesson 2. Skill of Explaining 3. Skill of Illustrating with Example 4. Skill of Stimulus Variation 5. Skill of Fluency in Asking 	<p>Kumar, S. P. K & Noushad P P. (2009). Social Studies in the classroom: Trends and methods. Calicut. Scorpio publishers</p> <p>Passi, B.K (1976). Becoming better teacher: A micro teaching approach, Ahmadabad: sahitya Muundranalya</p>
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			<ul style="list-style-type: none"> • Micro teaching – Meaning, Definition, Phases, Micro Teaching Cycle, Link Practice and • Preparation of micro teaching Lesson plan 	<p>Questions</p> <ol style="list-style-type: none"> 6. Skill of Probing Questions 7. Skill of Using Black Board 8. Skill of Reinforcement <p>Micro teaching, its meaning, Definitions, Phases of Micro teaching</p> <ol style="list-style-type: none"> 1. Knowledge Acquisition Phase (Pre active phase) 2. Skill Acquisition Phase (Interactive phase) 3. Transfer Phase (Post active phase) <p>Micro Teaching Cycle with pictorial representation</p> <p>Link Practice and its need and scope</p> <p>Give an idea about the Preparation of micro teaching Lesson plan for each skills</p>	<p>Singh and Sharma. Micro teaching teory and practice. National Psychological Corporation, Agra</p>
2	UNIT 2 Pedagogic analyses (20 Hours)	To have a hands on competency in preparing pedagogic analysis of social science	<ul style="list-style-type: none"> • Meaning and Definition • Need and objectives of pedagogic analysis • Stages and steps of pedagogic analysis • Analysis of learning objectives/learning out comes • Content analysis- 	<p>Discuss Meaning and Definition of Pedagogic analyses</p> <p>Discuss the Need and objectives of pedagogic analysis</p> <p>Stages and steps of pedagogic analysis</p> <p>Analysis of learning objectives/learning out comes</p> <p>Objective Based Instruction</p>	<p>Kumar, S. P. K & Noushad P P. (2009). Social Studies in the classroom: Trends and methods. Calicut. Scorpio publishers</p>

			<p>Importance, Elements and Methods of Content analysis</p> <ul style="list-style-type: none"> • Constructivist Learning Design <ul style="list-style-type: none"> • Critical pedagogy and social science 	<p>Discuss the Importance, Elements and Methods of Content analysis</p> <p>Differentiate behaviourist approach and constructivist approach</p> <p>Discuss the Constructivist Approach and Paradigm Shift</p> <p>What are the main changes</p> <p>The constructivist learning design</p> <ol style="list-style-type: none"> 1. Situation Rich and varied situations in the class 2. Grouping Grouping of students and learning materials 3. Bridging Relate the new knowledge with the life outside the school and previous knowledge of the learner 4. Questions Class progress through questions Along with teacher questions there should be student questions also 5. Exhibiting Presentation of the knowledge for the entire group 6. Reflecting Return to the experience Teacher want to consolidate the constructed knowledge for the entire class <p>Critical pedagogy is a teaching</p>	
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			<p>Classroom</p> <ul style="list-style-type: none"> • Selecting and Sequencing learning activities 	<p>approach that attempts to help students to question and challenge domination, believes, and practices. Discuss the following</p> <ul style="list-style-type: none"> • Banking System of Education • The Culture of Silence • The Culture of Freedom • Pedagogy of the oppressed • The Culture of Freedom • Cultural Action for Freedom • Basic Principles of Critical Pedagogy <ol style="list-style-type: none"> 1. Problem Posing Education <ul style="list-style-type: none"> ▪ Man teach each other mediated by the world outside ▪ Teach social problems of the society 2. Humanization <ul style="list-style-type: none"> ▪ The vocation of each individual is to become more fully human, configured as an emancipation from oppression 3. Praxis <ul style="list-style-type: none"> ▪ Power and to know how to take action against oppression 4. Liberatory education <ul style="list-style-type: none"> ▪ Raises student consciousness ▪ Prepare them to engage in larger social struggle for liberation <p>How to select learning activities Things to remember when selecting</p>	
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			<ul style="list-style-type: none"> • Inclusion of diverse needs of the learner • Recent changes in social science teaching in the state of Kerala 	<p>the learning activities</p> <p>The need of sequencing the learning activities</p> <p>Important points to remember while sequencing</p> <p>The individual difference of the learner</p> <p>The scope of the inclusion of diverse needs of the learner</p> <ul style="list-style-type: none"> • Learning the treasure within • Delor's commission report • basic spirit was Education for All • In 1996 introduced 4 pillars of education • DPEP was a land mark • SSA • Process based • Constructivist paradigm • Learner centered pedagogy • Open ended text book • CCE • Inter disciplinary curriculum • MI Based teaching • Issue Based Curriculum 	
3	UNIT 3 Planning of Instruction (15 Hours)	To acquaint with Planning of instruction	<p>Needs and importance of planning</p> <p>Levels of planning - year plan, unit plan and lesson plan</p>	<p>Acquaint student teacher with the Planning of instruction</p> <p>Discuss the Needs and importance of planning</p> <p>Discuss the year plan, unit plan and lesson plan elaborately.</p> <p>Ensure the understanding of the matter</p>	<p>Kumar, S. P. K & Noushad P P. (2009). Social Studies in the classroom: Trends and methods. Calicut. Scorpio publishers</p>

			<p>Lesson plan/ Teaching manual- meaning, need and characteristics</p> <p>Steps of lesson planning</p> <p>Constructivist Lesson Planning</p>	<p>Discuss the meaning, need and characteristics of Lesson planning</p> <p>Discuss the Steps of lesson planning</p> <p>Stress on the constructivist learner centered lesson planning</p>	
4	UNIT 4 Resources of teaching and learning social sciences (18 Hours)	To provide familiarization with resources for teaching and learning social science	<p>Social science Text book</p> <p>Work book and hand book/Teacher text</p> <p>Reference materials and supplementary readings</p> <p>Audio visual technology and mass media</p> <p>Computer as a learning resource</p> <p>Community resources and ways of utilizing community resources</p> <p>Social science laboratory, Museum and Library</p>	<p>Purpose, how to use, advantages, Qualities of a good Work book, merits and demerits. Hand book, elements of hand book</p> <p>Discuss Different Reference materials and supplementary readings</p> <p>Audio visual technology in social studies, scope – merits and demerits. Mass media, types – effective use</p> <p>Merits of Computer as a learning resource, offline and online learning resources, effective use, precautions while using</p> <p>Types of Community resources, classifications of Community resources and ways of utilizing community resources – taking school to the community, bringing community to the school.</p> <p>Social science laboratory, objectives, infrastructural needs of Laboratory</p> <p>Social science Museum – different materials needed, effective use</p> <p>Social science Library – objectives,</p>	<p>Kumar, S. P. K & Noushad P P. (2009). Social Studies in the classroom: Trends and methods. Calicut. Scorpio publishers</p>

			<p>Student Centers in the Class room</p> <p>Social science club</p> <p>Maps, Globes and Time line</p>	<p>different library materials</p> <p>Student Centers in the Class room, needs,</p> <p>Social science club – needs, use,</p> <p>Maps – types, elements, purpose, map reading skills, effective use.</p> <p>Globes – merits,</p> <p>Time line – types, cite examples</p>	
5	UNIT 5 Evaluation in Social Science (17 Hours)	To understand the Evaluation techniques and prepare Achievement Test as per the existing state syllabus pattern in Social science	<p>Evaluation and Assessment</p> <p>Process Evaluation and Product Evaluation</p> <p>Continuous and Comprehensive Evaluation</p> <p>Construction of Achievement test</p> <p>Writing different types of test items- Objective, Short answer and Essay</p> <p>Writing higher order questions</p> <p>Diagnostic Test</p> <p>Evaluation of Non-cognitive Domain</p>	<p>Concept and Meaning of Evaluation and Assessment, difference, types of evaluation</p> <p>Meaning of Process Evaluation and Product Evaluation, merits and demerits</p> <p>Continuous and Comprehensive Evaluation, meaning, importance, characteristics, techniques.</p> <p>Steps of Achievement test, Qualities of a good test.</p> <p>Writing different types of test items- Objective, Short answer and Essay type items.</p> <p>Writing higher order questions</p> <p>Diagnostic Test and remedial teaching</p> <p>Evaluation of Non- cognitive Domain, objectives in assessing, difficulties in assessing, assessment tools and techniques (Observation, inventory, attitude scales, performance tests, etc)</p>	<p>Kumar, S. P. K & Noushad P P. (2009). Social Studies in the classroom: Trends and methods. Calicut. Scorpio publishers</p> <p>Patel, R. N. (1997) Educational evaluation. Himalaya Publishing House, Delhi</p>

			Question Bank Computer Based Assessment	Question Bank Computer Based Assessment, needs	
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