Chapter 14
Teacher Education and Pedagogy of Social Sciences: Review and Reflection

Mehnaz Ansari and Raisa Khan

Abstract Social science is an important part of the school curriculum. The content of social science discusses diverse concerns of society drawn from varied disciplines, i.e. history, geography, political science, economics, and sociology. The goal of social science cannot be realised without considering the diverse nature of Indian society. We all are social beings and must seek social adjustments and coordination with ecological surroundings. It is an area of study that helps to acquire essential information about the physical and social environments to seek adjustment. The significance of social science in the curriculum can be comprehended by inculcating human values that are essential for social adjustment and social development. It helps to preserve and sustain constitutional values; strengthen and uphold the democratic values of the country. It also helps to prepare vigilant citizens with an analytical and critical mind. This chapter begins with the conceptual understanding of social science in the light of NCF, 2005, and highlights the historical development and basic structure of social science at the school level. It also mentions provisions and recommendations as suggested by different policies and committees. The chapter deals in detail with the scope and importance of social science in the curriculum. It also discusses substantial pedagogical practices essential for the successful implementation of social science concepts into practice. Some constructive measures to bring desirable changes and improvement in pedagogical practices and assessment in social science are also discussed.

Keywords Social science · Social adjustment · Human and constitutional values · Pedagogical practices · Assessment

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Introduction

Education plays a significant role in bringing about significant changes in the behaviour and attitude of an individual. It provides an opportunity for maximum development of their potential to ensure individual, social, and national development at large. Integration of varied subjects in school curriculum works towards the realisation of objectives associated with the social and national interest. Social science as a discipline is no exception, it plays a significant role in satisfying social needs, ensuring better adjustment and better living of an individual according to the social structure. It facilitates learners to seek social adjustment, coordination, and cooperation with other members of society. "*Society maintains educational institutions to preserve and disseminate among its members such knowledge, skills, ideas, and habits that are essential to its perpetuation and its constant development*" *(Franklin)*.

Thus, the insertion of social science into the school curriculum helps students to understand the complex organisation and structure of society. Social science draws its subject matter from multiple disciplines to meet the desired demands of society. The development of social science was not a spontaneous event. It has evolved along with human development and is associated with the transformations and developments observed in the eighteenth century. There were many factors like industrialization, urbanisation, renaissance, technological advancement, etc. that brought revolutionary changes in society. The transformation in society brought varied social problems and challenges for human society the world over. Thus, to deal with these challenges, social science emerged as a possible solution to impede the devastation of society. During the eighteenth century, social science emerged as a formal discipline of study in higher education curriculum. It was a sincere effort to comprehend the existing social phenomenon and to predict the future of modern society. During the twentieth century, social studies was introduced as an important component of the school curriculum. Many organisations like UNESCO, UNICEF, UNDP, and the UNO emphasised on the teaching of social science more formally and systematically to foster healthy social living in the world. Universal Declaration of Human Rights, (1948), United Nation states, "*All Human beings are born free and equal in dignity and rights. They are endowed with reason and conscience, and should act towards one another in a spirit of brotherhood.*"

Conceptual Understanding of Social Science from a Policy Perspective

Social science is a study of humankind and its association with society, to recognise the value pattern and social relationship. It is helpful in recognising the importance of varied social institutions and their contribution to the process of development. The study of social science promotes an idea of integrity and contributes to the development of analytical and creative minds. The incorporation of social science in the

curriculum as a core discipline at different levels of schooling reflects the significance of the subjects in the life of an individual. Social science as a formal discipline is associated with different disciplines that are helpful to understand the interaction of humankind with their environment, i.e., historical, geographical, political, economic, and sociological aspects. Thus, it is a scientific and humanistic study of the society concerned with its origin, development, sustainability, and interaction at the local, national, and international levels.

Secondary Education Commission in 1952 endorsed that social science was a new term for the Indian Education system which aims to help students to adjust to their social environment and understand the development of society to its present form—to be able to understand the distinctions of functioning of the society and its sociocultural context.

National Curriculum Framework, (1975), (pp. 19–24), *recommended that in initial classes, i.e. class 1st and 2nd social science should be taught as* the study of the environment. It should be introduced as the main subject in the consecutive classes. Environmental studies must discuss the natural and social environment. It also recommended the term social studies instead of social science at the primary stage. It also acknowledged that teaching social science would provide sufficient prospects to cultivate socially desirable attitudes, habits, and values among learners. At the middle level, social science should comprise history, geography, civics, and economics, and History, geography, and civics may be introduced as a separate discipline. At the higher level, economics may be introduced as a separate discipline. History and civics may formulate one group and geography and economics may present in another group that can be introduced in class VI and brought up to class X.

National Curriculum for Elementary and Secondary Education, (1988), (pp. 26–28) review brings no foremost changes in the syllabi of social science at upper primary with the statement that curriculum planners should not overlook its core components while designing the curriculum. The curricular review on page 27 states that the aim of social science is to enable learners to envision the present in the context of past development. The study of the social environment in social science should have three aspects, i.e. learning about, learning through, and learning for the social environment. In pre-primary education, the social development of the child is a primary objective that can be achieved through a series of activities and programmes that provide them maximum opportunities to interact with their physical and social environment. At Grade level I and II, the child should be introduced to the environment as a whole in Environmental Studies without any distinction between natural and social environment. From grade III–V, the concern for the environment should continue and the core area of study should be related to the physical and social domains of the environment. In the upper primary stage, social science should dwell on the content involving history, geography, civics, and contemporary issues. At the secondary stage, social science should constitute components of history, geography, civics, and economics which would help to develop an understanding of contemporary India.

The National Curriculum Framework for School Education, (2000), (pp. 62–67) suggested that social science is an integral part of education up to the secondary stage. It helps the students to understand society and grow into empathetic and peace-loving

human beings. It further suggested that the curriculum of social science should elicit its content from various subjects like history, civics, geography, economics, and sociology. It helps the learners to comprehend social science in a more meaningful way to understand their society. They need to be sensitised about contemporary issues and concerns of society. A comprehensive curriculum will help students engage in varied activities and gain meaningful learning experiences. It further suggested that at the primary level, the content should be from their immediate environment to help them relate to it. The discipline of environmental studies from grades III to V should deal with the social and natural environments of the students. At the upper primary stage, the students should be introduced to the social, political, and economic institutes and their functions. Secondary levels help them to understand the interdependence of humans and nature, the importance of taking care of the environment, and the effects of human interventions in the environment globally. Real life experiences of the students help them to understand the content through cross-disciplinary approaches. NCF further argues why civics should be replaced with Political Science as civics was introduced during the colonial period to teach obedience and loyalty to disloyal Indians, whereas political science dealt with developing a civic society and democratic citizens.

Nature of Social Science

The content of Social science discusses varied aspects of human development which is reflected in its varied disciplines. Understanding the interdependence of humans and the environment is valuable and meaningful for the students. Social science is a unique combination of different disciplines, i.e. history, economics, geography, political science, sociology, and anthropology. The study of each discipline is significantly different and provides a varied nature of knowledge to understand the social phenomenon.

The study of social science is considered a realistic study of society. Subject matter or learning experiences of social science have a scope to incorporate real-life experiences of a child in understanding the phenomenon as a whole.

The harmonious development of society is largely associated with the nature of human relationships that exist in society. The study of social science provides substantial assistance to inculcate, preserve, and transmit human and constitutional values to achieve national integrity.

It aims to develop a critical and creative mind in those who can reflect on a social issue that may hinder the process of social development. Social science follows a notion of pragmatic philosophy, principles of viability and utility based on social experiments and actions, and it is useful to serve the changing needs of society. In this context, only those ideas and principles are valid that can satisfy individual needs, social needs, and social aspirations.

The subject matter of social science reflects the composite structure of society. It helps to conceptualise the diverse nature of society; it also helps to realise the need

for social and constitutional values that are necessarily useful to create a conducive and progressive environment in the society and nation at large.

Scope of Social Science

The scope of social science can be analysed in two ways, one is the depth, intensity, and extensiveness of subject matter with experiences incorporated. On the other hand, the scope can also be measured in light of its functions, applications, and applicability in the present context. Considering the criterion mentioned above, we can conclude that the scope of social science is quite comprehensive to understand the realities of the world as a whole. It includes a varied nature of disciplines associated with every sphere of life as depicted and discussed below (Fig. 14.1).

History: It is a vital part of the social science curriculum that allows students to learn from the past while also developing a comprehensive view and understanding of the current situation. It is beneficial to be aware of noteworthy events that may have an impact on human growth and development. Recognising our roots, strengths, and accomplishments in the past provides us with a sense of pride and makes us learn from the past experiences of our ancestors.

Geography: It is a study of the physical and natural world around us which affect our lives and environment. Understanding the complexity of the physical and natural world is beneficial, as it allows us to become acquainted with and acclimatise to other cultures and environments.

Political Science: Its content and experiences of the students help in the inculcation of desirable habits, virtues, interests, attitudes, and skills among children for exercising civic responsibilities.

Economics: Understanding the economic structure and competence of a country is aided by studying Economics. It is vital to familiarise the student with current economic challenges and problems, as well as to foster an interest in participating in the economic rehabilitation process of society at all levels.

Fig. 14.1 Scope of social science
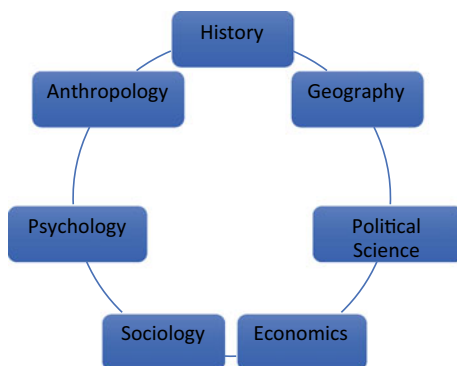
Sociology: The term sociology was introduced by French philosopher Auguste Comte in the year 1837. Sociology is the scientific study of society. It assimilates varied aspects of society that can be used for reconstruction and re-organisation of the society. It studies the interaction of humans with their society and becomes the subject matter of social science at a higher level. It facilitates learners to understand the social elements of varied cultures in a scientific manner. It is also significant to comprehend the importance of social institutions in the process of socialisation of an individual. The subject matter of sociology helps to develop some desirable traits and prepare the child for good social living.

Psychology: psychology is the study or science of human behaviour. Psychology as an independent discipline of social science being introduced at a higher level is a distinct field of study based on observation and social experimentation. It deals with the present behaviour of an individual and makes predictions based on present behaviour patterns in society. It helps to learn social skills that promote social sensitivity and belongingness. It provides opportunities to explore varied elements of society and conceptualise the relationship between human interaction, socialisation, and group behaviour.

Anthropology: the term anthropology is derived from the Greek words "anthro" meaning "human being" or humankind. It is defined as the study of humankind. Anthropology as a separate discipline under the domain of social science deals with diverse phases of human development and experience from early age to the present stage all over the world. It has some classifications like archeological studies, biological, cultural, and linguistic anthropologies that help to realise varied aspects of human development.

In the context of the social sciences curriculum at the secondary stage, National Curriculum Framework, (2005), (p. 53) remarks that the focus of the curriculum at the secondary stage should be on Contemporary India which would help students to develop a deeper understanding of the issues and challenges which the country is facing, as the aim of teaching this discipline is to relate its content to the daily lives of the students.

Aims of Social Science Education

Environmental Sustainability: The study of social science facilitates learners to conceptualise the relationship between the natural environment and human existence. It helps to realise the significance of preservation and conservation of natural resources. It also encourages understanding sustainability at a global level and learning to use natural resources to ensure a sustainable future.

Develop Critical Thinking and Analytical Skills: The study of social science provides extensive information about wide-ranging concepts, thoughts, and ideas discussed in varied contexts. It allows learners to establish a linkage between two or more related topics or situations to comprehend the phenomenon from a broad perspective. According to National Curriculum Framework, (2005), social science

helps students to become aware of social realities and also critically explore and question them.

Cultural Preservation and Transmission: Culture has a great influence on society and education as well. The subject matter of social science helps to preserve, transmit, and promote significant aspects of culture. It helps to bring desirable traits of behaviour to accept and respect diverse and multicultural aspects of Indian society.

Develop Desirable Traits for Good Citizenship: The subject matter of social science contributes to developing desirable knowledge, attitude, values, and characteristics among learners to be good citizens. It facilitates learners to develop the right understanding of political ideologies, legal orders, constitutional laws, fundamental rights, duties, etc. It enables learners to become good, civilised, responsible, and reflective citizens to address social, political, and civic affairs. National Curriculum Framework, (2005), also highlights the responsibility of social science to inculcate social and democratic values among students.

Develop Moral and Social Character: The study of social science aids in the development of children's moral and social character. The child's social behaviour is influenced by society's social norms and ideals. Trust, respect, caring, sympathy, cooperation, and tolerance are examples of these virtues. As a result, studying social science makes individuals aware of these social norms and values, as well as assists them in realising their significance. National Education Policy, (2020), emphasises on development of constitutional values at all levels of Education.

Cultivate a Sense of Collaboration and Cooperation: The foundations of social structure are cooperation and interdependence. The study of social science aids in the comprehension of the complexity of social structure. It also aids in the recognition of the importance of mutual trust, cooperation, and interdependency in promoting individual and social well-being.

Develop the Right Understanding with the Right Attitude: Social science enables learners to perceive any event or situation with the right understanding. It helps to develop positive attitudes about oneself, one's family, society, nature, and the nation as a whole. National Curriculum Framework, (2005), reiterates that Education cannot function in isolation, as it is part of society. National Education Policy, (2020), also emphasises on the importance of ethical decisions by teaching students at a young age the difference between right and wrong.

Ensuring Better Adjustment with the Environment: Change is a ubiquitous phenomenon. By its very nature, society is progressive and prone to change. Social science is a discipline that helps an individual in adjusting to a changing environment. It also helps to prepare students as social agents and enables them to bring desirable changes in society. NCERT (1969) rightly stated that the main aim of social science is to make students aware of their social processes and structures and prepare them to bring about social change in the country.

Promote a Feeling of National Pride: The ultimate goal of social science education is to cultivate national character in the service of nation-building. Emotional integrity must be cultivated to develop a sense of national integrity. The study of social science aids in the development of national or democratic values that are woven into the philosophy of India's democratic system.

Foster International Understanding: The study of social science aids in the understanding of our past and allows students to appreciate the evolution of various cultures, their nature and structure, and their involvement in the global economy. It is also important to understand the implications of unique historical events that have had a huge impact on the lives of people across the world. National Education Policy, (2020), asserts that School education will help to develop a scientific temper, aesthetic sense, communication, ethical reasoning, digital literacy, knowledge of India, and knowledge of critical issues facing the community and the world.

Uphold Democracy and Promote World Peace: Peace is not only the absence of war or violent clashes. It does, however, manifest itself in a healthy and respected social culture as well as a harmonious partnership. In the age of globalisation, to achieve personal and universal peace, the teaching of social science, with a variety of co-curricular activities, aids in the global recognition of the values of human rights and world peace.

Develop the Sense of Social Sensitivity: Social sensitivity is linked to emotional concerns about maintaining harmonious human connections within a group, social institutions, and society as a whole. It is the ability to empathically observe, understand, and interpret social situations. Social science subject material and experiences have considerable potential to serve this goal. National Curriculum Framework, (2005), says that social science should make the students critical and alert towards the social forces that threaten the values of the country.

Place of Social Science in School Curriculum

The importance of social science in the curriculum can be realised in terms of changing social needs that demand a higher level of aesthetic sensibility and social sensitivity among children. Although social science tends to be considered as less utility in comparison to natural sciences, still, the scope of social science is extremely extensive and embraces a strong position in the school curriculum as an academic discipline to develop an ability to explore and question social, political, economic, and environmental realities. Thus, the study of social science is a distinct field of study that is concerned with society and human relationships. It is helpful to provide the desired knowledge to understand our past, to identify the present needs, and to envisage the future. Aforesaid, purposive subject matter and learning experiences of social science presented a subject matter of related discipline in a correlated and integrated way to achieve the desired outcomes.

The significance of social science in the curriculum:

- It is necessary to understand human development and its existence in the present scenario.
- It is helpful to realise the importance of time, space, and their impact on human development and the progress of society.

- It helps to nurture the desired values and attitudes among children to be good and civilised citizens.
- It is necessary to develop the feeling of patriotism and brotherhood among the citizens of a country as well as a global citizen, i.e. cultivating the spirit of internationalism.
- It helps to build national character and cultivate the right attitude.
- It is important to acquire an understanding of the past to comprehend the present in the right context.
- It is helpful to develop a broad and liberal outlook to perceive the world from different perspectives.
- It is helpful to develop an outlook of appreciation towards multiple cultures (multiculturalism) that contribute to the process of social development.
- It is significant to develop sensitivity towards environmental issues and challenges.
- It is necessary to develop a feeling of tolerance and appreciation for diverse religions and religious practices in India.
- It is helpful to develop an aesthetic sense towards natural resources and encourage the justified use of valuable natural resources.
- It is important to develop a sense of belongingness for the environment to encourage sustainable development.
- It is helpful to understand the development of varied civilizations in India.
- It is essential to comprehend the living conditions of people in different parts of the globe.
- It is important to understand the existence and evolution of humans in varied climatic conditions.
- It is helpful to comprehend the importance of the physical and social environment for survival.
- It is helpful to understand the economic issues and challenges and to justify their roles in the process of economic development of the country.
- It is helpful to nurture and provide an impulse to contribute to the process of economic growth by making the students aware of and develop an understanding of the economic policies and to realise their influence on economic growth and development.
- It is helpful to compare the economic affairs of different countries all over the world to comprehend the economic efficiency of the nation.
- It is necessary for the realisation and protection of humans and their fundamental rights and also to make them aware of their fundamental duties.
- It helps to realise the importance of democratic values to strengthen democracy in India by imparting knowledge and preparing them as good and civilised citizens.
- It is helpful in the development of social and political consciousness.
- It is necessary to satisfy the need for democratic socialism and secularism.
- It is necessary to understand the complexities of social structure and the scope of social development.
- It is relevant to realise the value of social institutions, i.e., family, school, and society in the process of socialisation and social development.

Suggested Pedagogical Practices in Social Science

The quality of a nation may ensure by its quality citizens and quality of education is ensured by the quality teachers. The selection of appropriate pedagogical practices and resources may determine the extent of quality teaching as well as teacher effectiveness.

Methews, N. S. (1999) while talking about quality education emphasised on the quality of teachers, he said that it is important to have quality teachers if one wants quality education. Thus, there's a dire need for sincere efforts by the teachers while selecting the activities and resources to achieve the desired level of learning outcomes in terms of conceptual knowledge, attitude, and behaviour of the learners.

Some selected pedagogical practices are discussed below:

Experiential Learning: it advocates the acquisition and integration of life experience into the teaching–learning process to acquire new knowledge. It is the process to draw inferences from direct experiences. National Education Policy, (2020), advocates new teaching–learning processes having interactive and fun classrooms, having room for exploration, and experiential learning. National Curriculum Framework, (2005), stresses the need for relating the content to students' daily life. Here, the focus of learning is on the ability to use acquired knowledge in varied contexts. To achieve the required level of outcome, a teacher must follow a systematic procedure including the activities like planning, inferring, analysing, sharing, and experiencing to facilitate learning. Carl Roger stated that Experiential learning leads to personal change and growth. He stated that all humans have a natural potential to learn and the teacher is only a facilitator. The teacher facilitates students to comprehend the phenomenon at their own pace. Here, learners are the centre of all activities, and the teacher plays a significant role as a guide and facilitator. The teacher must provide an opportunity for independent thinking and reflection. Here, learning takes place through observation, critical thinking, and meaningful activities A teacher must take care of varied aspects and characteristics of learners in relation to their developmental stages as discussed below (Fig. 14.2).

Cognitive Abilities: Cognitive abilities will help the students to determine their specific needs. The mental horizon of an individual may differ with respect to the knowledge and experience acquired that may influence their learning and level of achievement.

Physical Characteristics: The growth and development of the students have a direct impact on their learning style. While selecting the learning resources and activities, a teacher must consider the varied degrees of physical differences of learners.

Personality and Learning Style: Every child is unique and their learning style may differ. Understanding personality facilitates the educator to recognise the varied pattern of learning styles and select appropriate teaching methods and strategies.
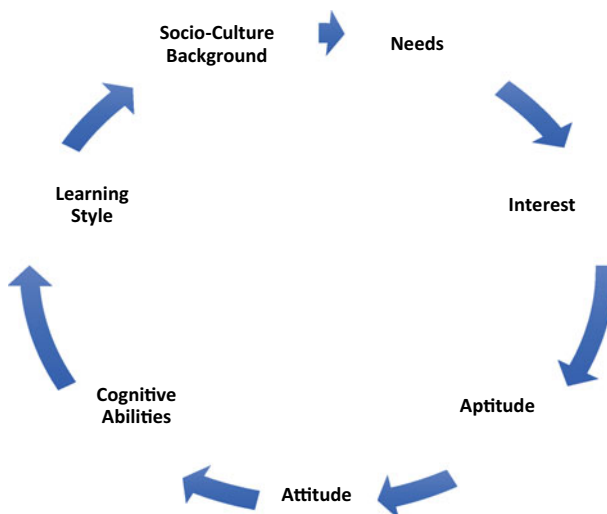
Fig. 14.2 Considerations for experiential learning

Socio-Cultural Aspects: A school with its own distinctive culture also reflects the diverse culture of Indian society. Cultural experiences may influence the teaching/ learning processes and academic achievement of learners. A teacher must consider the sociocultural aspects of the learners to facilitate their learning and to ensure the accomplishment of desired learning outcomes.

Problem-Solving: It is a learner-centric and problem-oriented method of teaching social science. It is based on the assumption that a problem does not occur without a reason, the problem leads to response and learning. The process is initiated with the identification and realisation of the problem. The inability to find out the solution to a specific problem encourages them to sincere investigation of the problem by specific means, i.e. self-study, discussion, survey, practical, etc.

Learners attempt to find out the possible solution of the problem with continuous efforts and the viability and validity of the solution may be further verified based on its applicability and reliability in the solution of similar problems in other identical situations.

Steps involved in the learning by problem-solving: Identification of the Problem: The problem encountered should confirm the requirements of the prescribed syllabus and have some social utility. It should be designed according to the abilities and capacities of the students and must provide maximum opportunities for serious exploration of the problem.

Understanding the Problem: Here, a clear understanding must be provided to the students through situations by which they may comprehend the problem in light of specific objectives. It must provide insight into the actions, possible solutions, and limitations of the problem.

Collection of Data/Information: Here, the learners must be encouraged to collect data or information from varied sources like libraries, surveys, fieldwork, or any other means available for them.

Analysing the Data and Drawing Inferences: At this step, the learners summarise the data collected in tabular or graphical form and draw inferences to understand the problem from a broad perspective.

   Thus, the problem-solving method brings a scientific attitude among learners. It helps to develop various skills like observation, analysis, reasoning, imagining and social skills, etc. It enables learners to make logical decisions to solve the complexity of life on the personal front.

Learning through Integration: Integrated learning facilitates the learner to understand two or more concepts together. It draws subject matter from multiple subjects and is presented in an integrated form for a better understanding of the phenomenon. It is helpful to develop multiple sets of skills and experiences to accelerate the process of learning. It is an approach based on the assumption that the mind is a unit that perceives things or thoughts as a whole, not as a part. It also advocates that students are not inactive listeners but they are active members playing a significant role in the process of knowledge construction. There are many factors like past experiences, needs, and attitudes that may influence their perception. The conventional method of teaching social science did not use integrated approach instead taught each branch of social science in isolation. The integrated approach covers the limitations of conventional methods of teaching social science and helps to create a learning environment across several disciplines. An integrated approach enables learners to establish connections across the disciplines of social science that can be extended to varied academic disciplines like science, mathematics, art, and language. It provides a holistic view for conceptual understanding. The role of the teacher is projected to be that of a facilitator that provides constructive and resource-based learning strategies to establish relationships between two or more concepts independently.

Constructivist Approach: Constructive approach of learning influenced by social constructivism was proposed by the Russian psychologist Lev S. Vygotsky. The basic idea of the constructive approach is that learning is a process where active learners are able to construct their knowledge on the bases of their previous knowledge and experiences. Here, the focus of learning should be knowledge construction instead of the transmission of knowledge from one to another. The teacher must ensure continuous engagement of learners and provide maximum opportunities for interaction, reflection, and experience. Some suggestive activities of constructive classrooms are discussion, viewing films and documentaries, experiments, field visits, projects, and surveys. The guiding Principles of the constructive approach are presented and discussed below (Fig. 14.3).

Engage: A teacher must create a learning environment to engage learners in meaningful activities to comprehend the phenomenon. These activities must be designed

Fig. 14.3 Guiding principles of constructive approach

according to the grade level of the students. NEP 2020 provides a list of problem-solving activities and games, viz. *word puzzles, that involve spatial reasoning, wordplay, strategy, logic, arithmetic, and play with large numbers.*

Explore: At this stage, a teacher must provide maximum opportunities to explore or investigate an extensive range of experiences. This stage allows learners to conceptualise the concept through experience and observations.

Explain: This stage focuses on the conceptualisation of facts and concepts within the unit of the study. It may include formal terms, explanations, and definitions of the concepts which have been investigated and explored.

Elaborate: A teacher must encourage students to assimilate their prior knowledge and experiences with new knowledge. Assistance must be provided to employ or extend the concept in different situations. Here, a learner attempts to establish a connection between two or more contents to comprehend the phenomenon from a broad perspective.

Evaluate: It includes the evaluation of conceptual understanding and applications of skills acquired during the process.

Thus, constructive learning as pedagogical practice follows a learner-centred approach that encourages learners' autonomy in the teaching–learning process. It promotes self-learning through intrinsic motivation and reinforcement techniques. Teachers play a significant role to create a suitable learning environment and provide space for self-learning. It also suggests innovative, unique, and varied evaluation techniques mainly focused on peer and self-assessment. Here, Learning and assessment are linked together and learners continue to learn throughout the assessment process. Evaluation techniques are meant for learning not for learners.

Learning through Dialogue: Dialogue is one of the significant techniques to engage the learner in constructing the knowledge. In general, dialogue is an exchange of ideas and views between two or more people. Dialogue in the teaching–learning process is termed a pedagogical communicative social relationship. It is an association of students and teachers based on some emotional concerns like trust, respect, affection, empathy, tolerance, appreciation, patience, etc. The dialogue process assumes that learning is a social activity that supplements interaction and reflection. It enables learners to think independently in a creative, conducive, democratic, and progressive environment. The dialogue can be constructed in many ways like one to one, within the members of one group, and among the members of different groups. There are some suggestive methods to facilitate learning through dialogue like discussion, demonstration, brainstorming, role-play, debate and tutorials, etc. Here, a teacher

plays a significant role as a planner, organiser, guide, facilitator, motivator, resource person, and a democratic leader.

Thus, it can be concluded that dialogue is an interactive method of learning that is centred around the learners to realise the desired learning outcomes related to the specific theme or content discussed. Dialogue promotes democratic and collaborative learning that may overcome the limitations of conventional classrooms. Here, a teacher plays a significant role to carry out a successful discussion and lead the discussion in a desirable direction.

Learning through Art and Drama: Art is a creative expression of ideas, imagination, experience, and perceptions in a variety of ways, i.e. visual or performance art. The application of art and drama in the teaching of social science helps to connect an individual with society or to reflect upon social issues. National Education Policy, (2020), states that Arts must be included in the teaching–learning process to develop creativity, innovation, and humanity in students. Art acts like a sponge where social, economic, environmental, cultural, and psychological experiences are engrossed. Whereas it also reflects as a fountain where all these experiences converge in various forms of art, i.e. visual or performing art. Knowledge and application of art are necessary to develop aesthetic sensibility and critical thinking among children. Reflection and expressions through art and drama provide an opportunity to investigate, explore, discover, reflect, and express at their own pace with full freedom, Reflections and expressions through art and drama provide an opportunity to investigate, explore, discover, reflect and express at their own pace with full freedom, it promotes the frequent use of mental faculties like reasoning, observation, imagination, analysis, synthesis, generalisation, and conclusion. There are varied forms of art that can be employed to teach diverse nature of content in social science. The art forms can be categorised as visual and performing art. Visual art that can be aesthetically observed by seeing or viewing, i.e. drawing, painting, sculpture, poster, collage, etc. Performing art is a communicative idea that interacts with the facial expressions and body gestures of an individual that reflects in the form of actions like drama, theatre, dance, musical recital, puppetry, etc. Drama and theatre are the most effective, interesting, and interactive methods to discuss contemporary social issues that may directly touch the public forum. The importance of theatre as discussed in National Curriculum Framework, (2005), points out how it is the least utilised art form.

Thus, the integration of art must be a part of the social science curriculum at all levels. Learners must be encouraged to learn about varied art forms of Indian culture. The teachers' role is to accept the ideas of children and provide a platform for creative expression and allow them to explore all possibilities to understand the existing phenomenon and express it in their way. Field trips or excursions must be organised to understand the realities of the outside world. It will be helpful to widen their mental horizon concerning the facts and principles already established. Heritage crafts along with various art pieces/articles, and sculptures must be an important component of a social science lab at school premises.

Learning through Community: The community has two distinct meanings—as a small social unit that shares common values; in another sense, a community is a cluster of individuals sharing a collective geographical area. The subject matter of social science reflects upon the prevailing culture of the existing community. There are many resources available in the community that can be utilised by the social science teacher as instructional resources. These resources can be categorised in many ways like sources of geographical interest, religious interest, historical interest, economic interest, sociocultural interest, scientific interest, etc.

Integration of community resources in the teaching of social science may ascertain to develop social sensitivity among the students and prepare them for effective social living. Facilitating student learning through community participation may be organised by two major approaches, i.e. activities to bring the school to the community and activities to bring the community to the school. To bring community to school, a social science teacher may conduct the activities like the formation of an alumni association, formation of the parent–teacher association, invited talks, celebration of festivals and national days, organising fairs and exhibitions, etc. For bringing the school to the community, a teacher may organise the activities like field visits, community surveys, projects, community service programme, etc.

Concept Mapping: Concept mapping as a teaching strategy was developed by Joseph. D. Novak with his associates at Cornell University in 1970. Novak developed the idea of a hierarchical representation of a concept framework called "cognitive map" or "concept map" (Novak, 1991). The technique emerges as a beneficial approach for meaningful learning in the area of science and other related areas of knowledge. Concept mapping is a technique that never considers the concept in isolation. It is a visual and graphical presentation of data or information to establish linkage between the concepts with associated sub-concepts, issues, and ideas that allow learners to envisage in multiple directions to facilitate conceptual understanding. A good concept map should include the nodes, connecting lines, and levels on lines.

Summary

Social science is an area of knowledge that deals with humans and their association with society, to understand their value patterns and social relationships. It helps to understand the complex organisation and structure of society. Although the scope of social science is very extensive, it helps to understand the realities of the world. It includes varied nature of disciplines that aim to subsidise or mobilise social needs, environmental sustainability, economic efficiency, and political stability. To realise the aim of teaching social science, the subject matter of each discipline must be integrated with social realities. Here, the teacher plays a significant role as a reflective practitioner and critical pedagogue to develop analytical and creative minds. Some

innovative pedagogical practices can be employed to achieve the desired level of learning outcomes in relation to conceptual knowledge, attitude, and skills.

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