LALA JAGAT NARYAN EDUCATION COLLEGE

JALALABAD WEST

203

Social Science Education



D.El.Ed

2ND YEAR

NOTES

Unit 1: Nature of Social Sciences Social science: meaning, nature,

scope and importance; difference between social science and social studies,

relationship with other subjects ; Geography:-meaning need and and importance; History meaning need and importance; Civics meaning and need of civics, relationship between political science and civics;

Principles of curriculum construction and framework.

Unit 2: Important Concepts of Social Sciences

(i) Society: social change, social structure, social stratification,
(ii) (ii) Citizen and Citizenship,
(iii) (iii) State and its attributes
(iv) (iv) Differences between State and Society, State and Government, State and Nation,
(v) (v) Indian national movement(Non-cooperation, Rowlatte Act, Quit India, Ghadar Movement, Indian Socialist Republic Army and INA: basic concepts only), (vi) Solar system,
(vi) (vii) Composition of Earth,

(viii) Use of Map and Globe,

(vii) (ix) Latitudes and Longitudes,
(viii) (x) Demand and Supply,
(ix) (xi) Price Determination,

(x) (xii) Current Affairs- meaning and importance. It is suggested that any three consecutive chapters each from history, geography and social and political life sections of classes VI, VII and VIII from the PSEB books be used for detailed class room work on important concepts of social sciences

(xi) Unit 3: Children's Understanding and Teaching-Learning Materials Concept formation among children in middle/upper primary classes,case studies of children's understanding of concepts;Teaching-learning material-charts,models, graphs,diagrams,overhead projectors,slide projectors,PPTand text-books.

(xii) Unit 4: Pedagogy and Assessment Discussion method,comparison method,story telling method, role-play,problem solving and project method;Assessment concepts and types,qualitative and quantitative techniques for assessing learner's achievement,continuous and comprehensive evaluation(CCE).

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UNIT 1: NATURE OF SOCIAL SCIENCES

1. Social Science: Meaning

Social Science is the study of human society, human relationships, social institutions and the activities of people living together.

It helps us understand how people live, work, communicate, make decisions and develop their societies.

Definition: Social Science is a systematic study of human beings, their behaviour, relationships and social institutions.

Examples:

- **Studying the history of India.**
- **Understanding the geographical features of Punjab.**
- **Learning about the Indian Constitution.**
- **Studying the economic activities of farmers and workers.**

2. Nature of Social Science

The nature of Social Science explains its main characteristics.

1. **Study of Human Society: It studies individuals and groups living in society.**
2. **Scientific Approach: It uses observation, investigation, research and evidence.**
3. **Interdisciplinary: It includes History, Geography, Economics, Political Science and Sociology.**
4. **Dynamic Nature: Society continuously changes with time.**
5. **Practical Subject: It connects classroom knowledge with real-life situations.**

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6. **Human-Centred: It focuses on human behaviour, relationships and development.**
7. **Problem-Solving: It helps understand and solve social problems.**

Example: Studying unemployment helps students understand its causes and possible solutions.

3. Scope of Social Science

The scope of Social Science is very wide because it covers different aspects of human life.

Branch	Area of Study
History	Past events and civilizations
Geography	Earth, environment and resources
Political Science	Government and political systems
Economics	Production, consumption and distribution
Sociology	Society and social relationships
Civics	Rights and duties of citizens

Example: To understand poverty, we need Economics, Sociology, Geography and Political Science.

4. Importance of Social Science

1. **Develops social awareness among students.**
2. **Creates national unity and international understanding.**
3. **Develops democratic values.**
4. **Promotes equality and justice.**
5. **Develops critical and logical thinking.**
6. **Creates awareness about rights and duties.**

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7. **Helps students understand social and environmental problems.**
8. **Develops responsible citizenship.**
9. **Encourages respect for different cultures and traditions.**
10. **Prepares students to participate in community development.**

Classroom Example: A teacher organises a discussion on cleanliness in the village. Students learn about public responsibility, cooperation and community participation.

5. Difference Between Social Science and Social Studies

Social Science	Social Studies
It is a broad academic discipline.	It is a school subject.
It studies human society scientifically.	It teaches selected social science concepts to children.
It includes specialised branches.	It combines different branches.
It focuses on research and knowledge development.	It focuses on educational understanding and citizenship.
Mainly concerned with systematic study.	Mainly concerned with teaching-learning.

Example:

- **Social Science: Research on the causes of poverty.**
- **Social Studies: Teaching schoolchildren about poverty and its effects.**

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6. Relationship of Social Science with Other Subjects

Social Science is connected with many other subjects.

Social Science and Related Subjects

SOCIAL SCIENCE

History

Past events

Geography

Earth and environment

Mathematics

Statistics and population

Science

Environment and technology

Language

Communication and expression

Economics

Money and resources

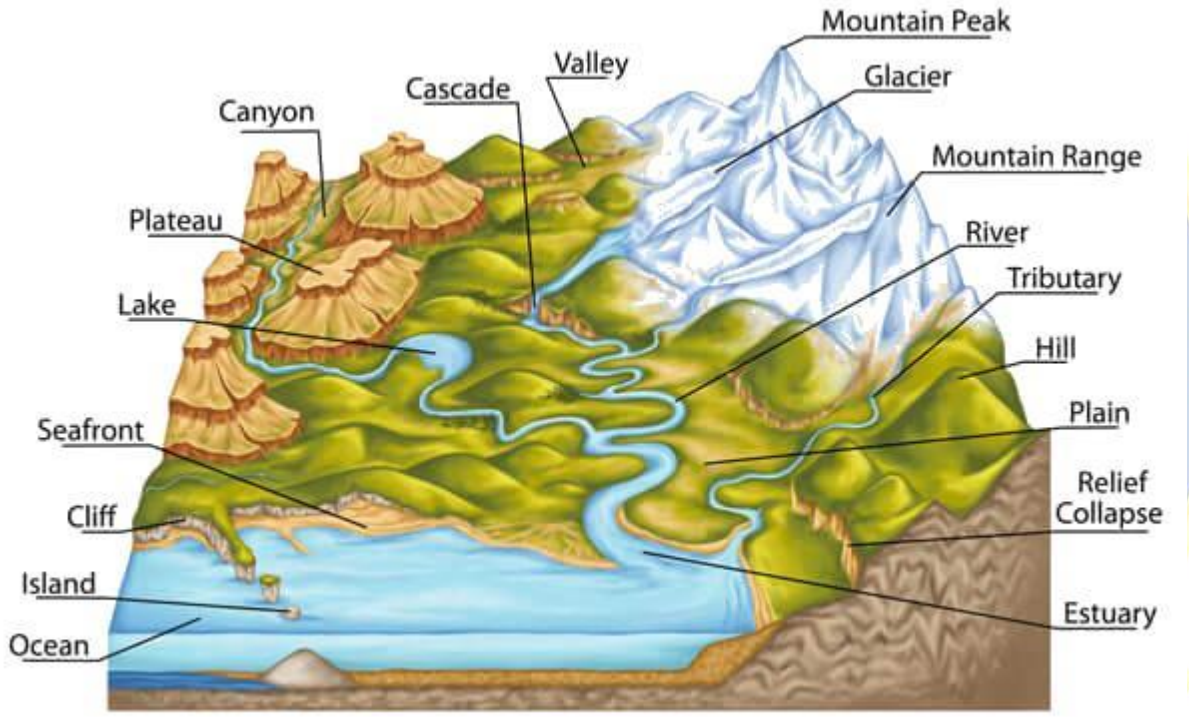
Examples:

- **Mathematics helps in calculating population growth.**

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- **Science helps in understanding climate and environmental pollution.**
- **Language helps students express historical and social ideas.**
- **Economics helps explain production and consumption.**

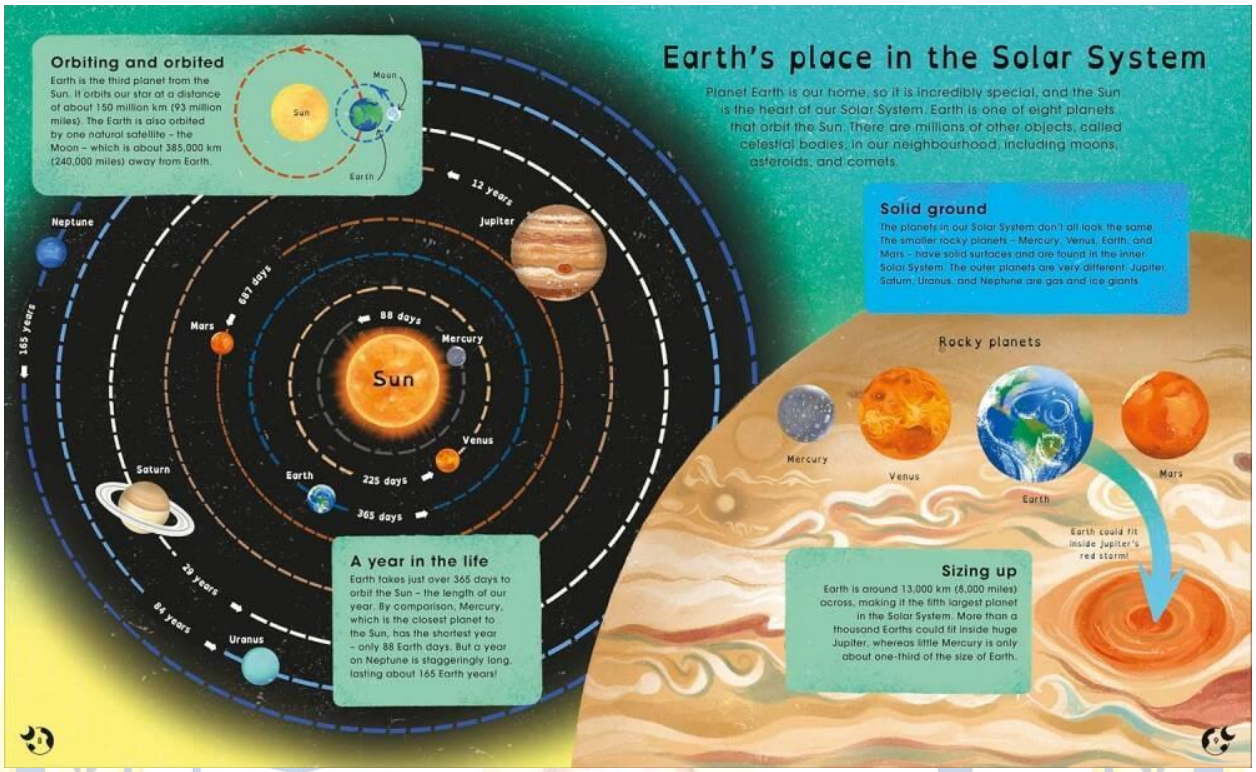
7. Geography: Meaning, Need and Importance



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Meaning of Geography

Geography is the study of the Earth, its physical features, climate, natural resources, environment and human activities.

The word Geography comes from Greek words:

- **Geo = Earth**
- **Graphy = Description**

Definition: Geography is the scientific study of the Earth and the relationship between human beings and their environment.

Need of Geography

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1. **To understand the Earth and its physical features.**
2. **To study climate and weather conditions.**
3. **To understand natural resources.**
4. **To know about population and settlements.**
5. **To understand environmental problems.**
6. **To develop map-reading skills.**

Importance of Geography

- **Develops environmental awareness.**
- **Helps in agriculture and planning.**
- **Creates awareness about natural disasters.**
- **Helps understand different countries and cultures.**
- **Promotes conservation of natural resources.**

Example: Students study the geographical conditions of Punjab to understand why agriculture is an important occupation in the state.

8. History: Meaning, Need and Importance

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Meaning of History

History is the systematic study of past events, people, civilizations and societies.

It explains how human society developed from ancient times to the present.

Definition: History is the study of past human activities based on historical evidence and records.

Need of History

1. **To understand our past.**
2. **To learn about great leaders.**
3. **To understand the development of civilization.**
4. **To know about freedom movements.**
5. **To learn from past mistakes.**
6. **To develop national identity.**

Importance of History

- **Develops patriotism.**
- **Promotes cultural understanding.**
- **Develops analytical thinking.**
- **Teaches values of courage and sacrifice.**
- **Helps understand social and political changes.**

Example: Studying Mahatma Gandhi teaches students the importance of truth, non-violence and peaceful struggle.

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9. Civics: Meaning and Need



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Meaning of Civics

Civics is the study of citizens, their rights, duties, government, democratic institutions and responsibilities.

Need of Civics

1. **To understand the Constitution.**
2. **To learn fundamental rights and duties.**
3. **To understand democratic government.**
4. **To develop responsible citizenship.**
5. **To understand the functions of local government.**

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6. To promote equality, justice and freedom.

Example: Students learn that voting is an important democratic responsibility.

Relationship Between Political Science and Civics

Political Science	Civics
It is a broad academic subject.	It is a part of civic and political education.
Studies state, government and political institutions.	Studies citizens, rights and duties.
Includes political theories and systems.	Focuses on practical citizenship.
More theoretical and analytical.	More practical and educational.

10. Principles of Curriculum Construction

A curriculum is the complete educational plan that includes learning objectives, subjects, activities, teaching methods and assessment.

Important Principles

1. **Child-Centred Principle: Curriculum should consider children's interests, needs and abilities.**
2. **Activity-Based Principle: Learning should include activities and practical experiences.**
3. **Flexibility: Curriculum should be adjustable according to changing needs.**

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4. **Correlation: Subjects should be connected with each other.**
5. **Social Relevance: It should reflect social needs and values.**
6. **Learning by Doing: Students should learn through practical activities.**
7. **Balanced Development: It should develop intellectual, social, emotional and moral abilities.**
8. **Continuity and Sequence: Learning experiences should progress from simple to complex.**
9. **Inclusiveness: Equal learning opportunities should be provided to all children.**
10. **Evaluation: Curriculum should be regularly reviewed and improved.**

Example: While teaching the topic of water, a teacher connects Geography, Science, Economics and environmental awareness.

11. Framework of Social Science Curriculum

A curriculum framework provides guidelines for selecting and organising educational content.

Main Components:

- **Educational aims and objectives.**
- **Selection of subject matter.**
- **Organisation of content.**
- **Teaching-learning methods.**
- **Teaching-learning materials.**
- **Assessment and evaluation.**

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- **Activities and projects.**

Mind Map – Unit 1

NATURE OF SOCIAL SCIENCES

Meaning

Study of human society

Nature

Scientific and dynamic

Scope

History, Geography, Economics

Importance

Awareness and citizenship

Related Subjects

Science and Mathematics

Curriculum

Objectives and methods

UNIT 2: IMPORTANT CONCEPTS OF SOCIAL SCIENCES

1. Society

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Meaning of Society

Society is a group of people who live together, interact with one another and share common rules, values, traditions and institutions.

Examples: Indian society, village society and urban society.

Characteristics of Society

1. **Society consists of people.**
2. **People have social relationships.**
3. **Society has common culture.**
4. **It follows social rules and traditions.**
5. **Society is continuously changing.**
6. **Cooperation and mutual dependence exist among people.**

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2. Social Change

Meaning

Social change refers to changes in the structure, values, traditions, relationships and institutions of society over time.

Causes of Social Change

- **Education**
- **Technology**
- **Industrialisation**
- **Urbanisation**
- **Globalisation**
- **Social reform movements**
- **Economic development**
- **Scientific discoveries**

Example: Earlier, many people communicated through letters. Today, mobile phones and the internet have changed communication patterns.

Importance

- **Removes outdated practices.**
- **Promotes equality.**
- **Improves living standards.**
- **Encourages new ideas.**
- **Supports social development.**

3. Social Structure

Meaning

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Social structure refers to the organised pattern of relationships, institutions, groups and roles within society.

Main Elements

1. **Family**
2. **Education**
3. **Religion**
4. **Economy**
5. **Government**
6. **Social groups**

Example: A family consists of parents, children and other relatives who have different roles and responsibilities.

4. Social Stratification

Meaning

Social stratification refers to the division of society into different social groups or levels based on factors such as income, occupation, education, caste and social status.

Types

- **Caste-based stratification.**
- **Class-based stratification.**
- **Gender-based inequality.**
- **Economic stratification.**
- **Educational differences.**

Example: Differences in income and educational opportunities may create economic and social divisions.

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Importance of Understanding It: It helps teachers promote equality, inclusion, respect and equal opportunities in schools.

5. Citizen and Citizenship

Citizen: Meaning

A citizen is a legally recognised member of a country who enjoys certain rights and performs duties towards the country.

Citizenship: Meaning

Citizenship is the legal relationship between an individual and a state, which provides rights and responsibilities.

Rights of Citizens

- **Right to equality.**
- **Right to freedom.**
- **Right against exploitation.**
- **Freedom of religion.**
- **Cultural and educational rights.**
- **Right to constitutional remedies.**

Duties of Citizens

1. **Respect the Constitution.**
2. **Respect the National Flag and National Anthem.**
3. **Protect national unity.**
4. **Preserve cultural heritage.**
5. **Protect the environment.**
6. **Promote harmony.**

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7. **Develop scientific temper.**
8. **Protect public property.**

Example: A responsible citizen follows traffic rules, respects others and participates in democratic activities.

6. State and Its Attributes



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Meaning of State

A State is a politically organised community of people living in a definite territory under a government with sovereignty.

Four Main Attributes of State

1. **Population: People living in the state.**
2. **Territory: A fixed geographical area.**

3. **Government: An institution that makes and implements laws.**
4. **Sovereignty: Supreme authority of the state to govern itself.**

Example: India has a population, defined territory, government and sovereignty.

7. Differences Between State and Society

State	Society
Political organisation.	Social organisation.
Has definite territory.	Does not require fixed political boundaries.
Has sovereignty.	Does not possess sovereignty.
Maintains law and order.	Maintains social relationships.
Government is essential.	Government is not essential to its existence.

8. Differences Between State and Government

State	Government
Permanent political organisation.	Changes periodically.
Includes all citizens and territory.	Includes governing institutions and officials.
Has sovereignty.	Exercises authority under the Constitution.
Broader concept.	A part of the state.

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Example: India continues as a state even when a new government is elected.

9. Differences Between State and Nation

State	Nation
Political concept.	Historical, cultural and emotional concept.
Has territory and sovereignty.	Based on common identity and belonging.
Requires government.	Does not necessarily require a separate government.
Has legal and political identity.	Has shared cultural or national identity.

Example: India is a sovereign state with a diverse population united by a shared national identity.

10. Indian National Movement

The Indian National Movement was the struggle of Indians against British colonial rule to achieve independence.

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A. Rowlatt Act (1919)

Meaning: The Rowlatt Act was introduced by the British government in 1919.

Main Features:

- **Allowed detention without trial in certain cases.**
- **Restricted civil liberties.**
- **Created widespread opposition among Indians.**

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Importance: Mahatma Gandhi organised a protest against this law. It became an important event in the freedom struggle.

B. Non-Cooperation Movement (1920–1922)

Meaning: It was a mass movement started by Mahatma Gandhi against British rule.

Main Objectives:

- **Oppose British injustice.**
- **Promote Swadeshi.**
- **Boycott British goods and institutions.**
- **Encourage national unity.**

Main Activities:

- **Boycott of foreign clothes.**
- **Boycott of government schools and colleges.**
- **Promotion of Khadi.**
- **Peaceful demonstrations.**

Example: People were encouraged to use Indian-made products instead of British goods.

Result: Gandhi withdrew the movement in 1922 after the Chauri Chaura incident.

C. Ghadar Movement

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Meaning: The Ghadar Movement was a revolutionary movement started by Indians living abroad, particularly in North America.

Main Objectives:

- **End British rule in India.**
- **Organise Indians living abroad.**
- **Encourage revolutionary nationalism.**

Importance: It created political awareness and encouraged the struggle for Indian independence.

D. Indian Socialist Republican Army (HSRA)

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The correct commonly used historical name is Hindustan Socialist Republican Association (HSRA).

Meaning: HSRA was a revolutionary organisation established in 1928 to fight British colonial rule.

Associated Leaders:

- **Bhagat Singh**
- **Chandrashekhar Azad**
- **Sukhdev**
- **Rajguru**

Main Objectives:

- **Establish an independent India.**
- **Promote socialist ideas.**
- **End colonial exploitation.**
- **Encourage revolutionary nationalism.**

E. Quit India Movement (1942)

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Meaning: The Quit India Movement was launched by the Indian National Congress on 8 August 1942.

Main Features:

- **Gandhi gave the slogan "Do or Die".**
- **People demanded an immediate end to British rule.**
- **Students, workers and ordinary citizens participated.**
- **British authorities arrested many national leaders.**

Importance: It became one of the most important mass movements against British rule.

F. Indian National Army (INA)

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Meaning: The Indian National Army was formed to fight British rule with the objective of achieving India's independence.

Important Leader: Subhas Chandra Bose became its prominent leader.

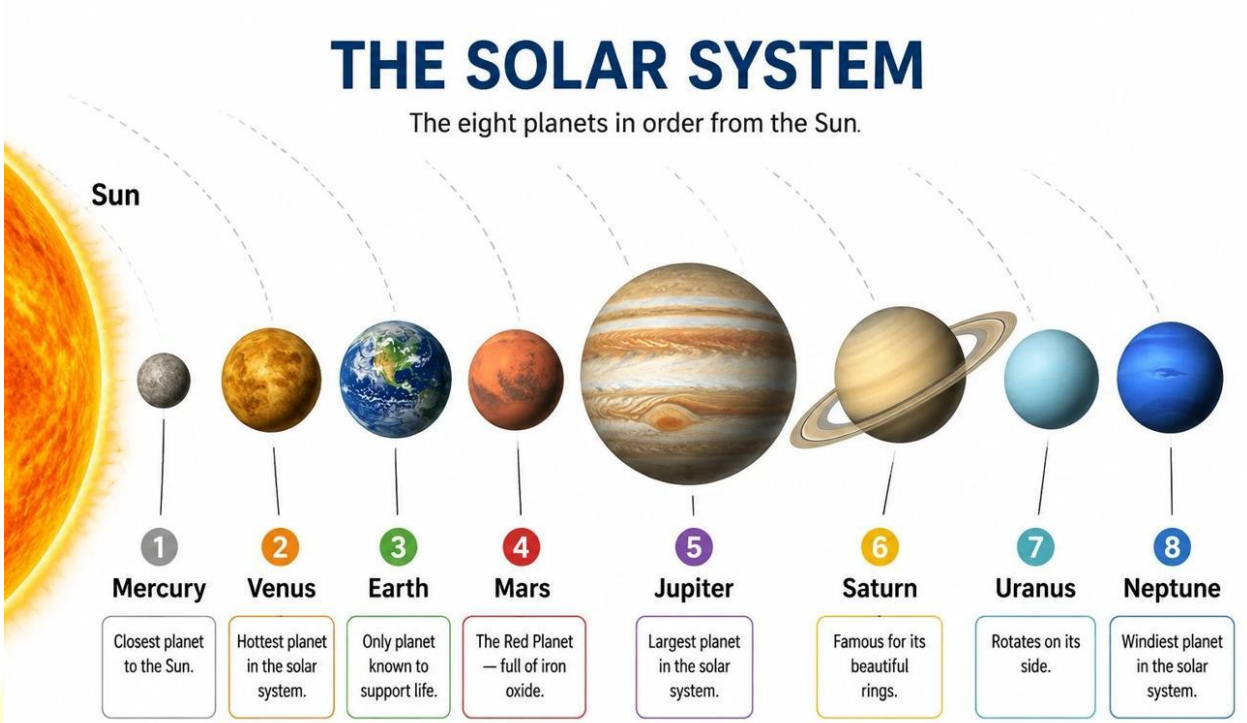
Main Features:

- **Encouraged Indian soldiers and civilians to support independence.**
- **Organised military resistance against British rule.**
- **Used the slogan "Give me blood, and I will give you freedom."**

Importance: INA trials after the Second World War created strong nationalist feelings in India.

11. Solar System

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Meaning

The Solar System consists of the Sun, eight planets, their moons, dwarf planets, asteroids, comets and other celestial bodies held together mainly by the Sun's gravity.

Eight Planets in Order

1. **Mercury**
2. **Venus**
3. **Earth**
4. **Mars**
5. **Jupiter**
6. **Saturn**
7. **Uranus**

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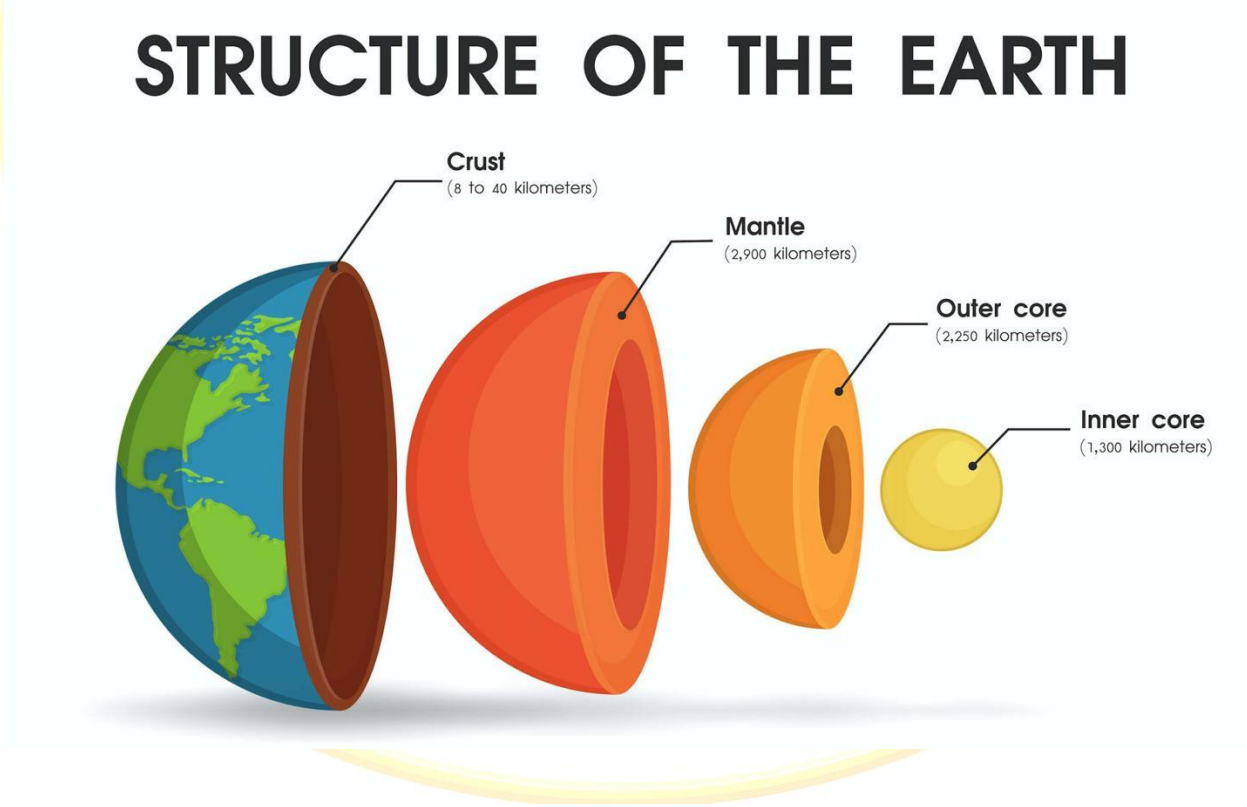
8. Neptune

Importance of the Solar System

- **Helps us understand space.**
- **Explains day and night.**
- **Helps understand seasons and planetary movements.**
- **Develops scientific curiosity.**

Example: Earth revolves around the Sun, completing one revolution in approximately 365¼ days.

12. Composition of Earth



Earth is made up of different layers.

Main Layers

1. Crust

- **Outermost layer.**
- **Thin and solid.**
- **Supports plants, animals and human life.**

2. Mantle

- **Located below the crust.**
- **Thickest major layer.**
- **Contains hot rocks that can slowly flow over geological time.**

3. Outer Core

- **Mainly composed of liquid iron and nickel.**
- **Helps generate Earth's magnetic field.**

4. Inner Core

- **Innermost layer.**
- **Mainly composed of solid iron and nickel.**
- **Extremely hot and under great pressure.**

Example: The Earth's crust is the layer on which we live.

13. Use of Map and Globe

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Map

A flat representation of the whole Earth or a part of it.

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Globe

A spherical model of the Earth.

Uses of Map

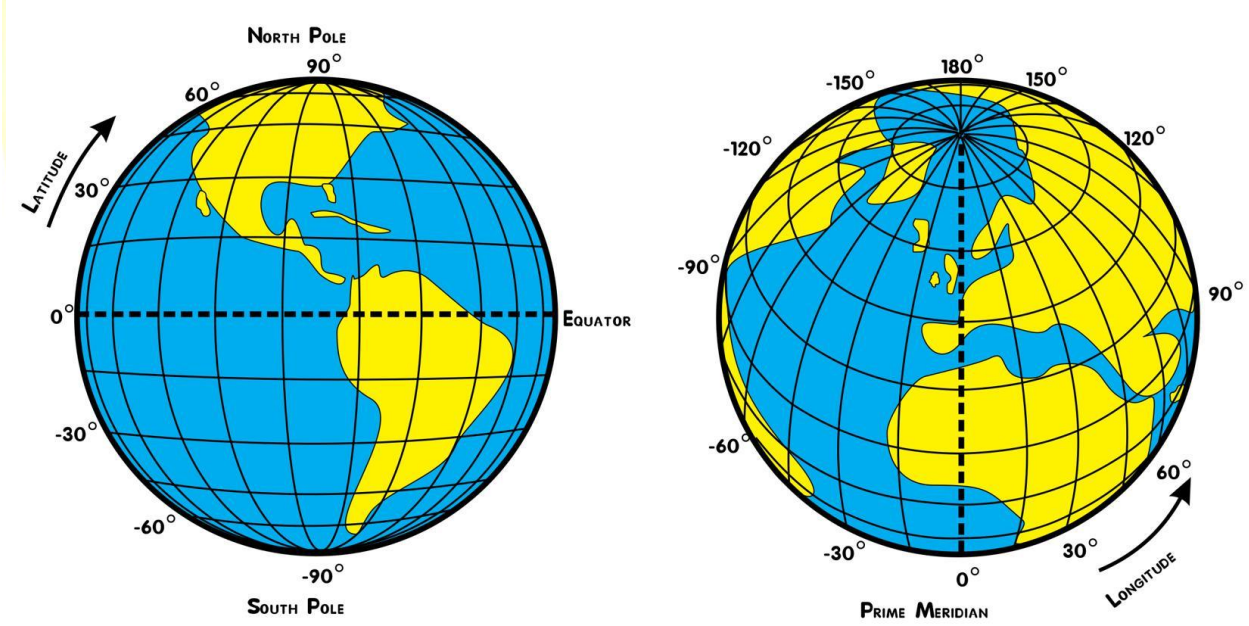
1. **Shows countries, states and cities.**
2. **Helps locate rivers and mountains.**

3. Shows roads and railway routes.
4. Helps understand distance and direction.
5. Useful in geographical studies.

Uses of Globe

1. Shows the actual spherical shape of Earth.
2. Explains continents and oceans.
3. Helps understand latitudes and longitudes.
4. Demonstrates Earth's rotation and revolution.
5. Helps understand the distribution of land and water.

14. Latitudes and Longitudes



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Latitudes

Latitudes are imaginary circles drawn around the Earth parallel to the Equator.

- **Equator: 0° latitude.**
- **North Pole: 90° N.**
- **South Pole: 90° S.**
- **They help locate places north or south of the Equator.**

Important Latitudes

- **Equator – 0°**
- **Tropic of Cancer – 23½° N**
- **Tropic of Capricorn – 23½° S**
- **Arctic Circle – 66½° N**
- **Antarctic Circle – 66½° S**

Longitudes

Longitudes are imaginary semicircles running from the North Pole to the South Pole.

- **Prime Meridian – 0° longitude.**
- **Eastern longitudes – East of the Prime Meridian.**
- **Western longitudes – West of the Prime Meridian.**

Importance

- **Helps locate places accurately.**
- **Helps calculate time differences.**
- **Helps in navigation.**
- **Helps in map reading.**

15. Demand and Supply

Demand: Meaning

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Demand refers to the quantity of a product that consumers are willing and able to buy at a particular price during a given period.

Law of Demand: Other things remaining constant, when price increases, demand generally decreases, and when price decreases, demand generally increases.

Example: If the price of mangoes decreases, consumers may purchase more mangoes.

Supply: Meaning

Supply refers to the quantity of a product that producers are willing and able to sell at a particular price during a given period.

Law of Supply: Other things remaining constant, when price increases, supply generally increases, and when price decreases, supply generally decreases.

Example: Farmers may supply more vegetables when market prices increase.

16. Price Determination

Price determination is the process through which the market price of a product is decided by the interaction of demand and supply.

Equilibrium Price

Equilibrium price is the price at which the quantity demanded equals the quantity supplied.

Demand
Supply
204060801002040608 0QuantityPrice
An increase in demand causes price to increase and quantity to increase.
Demand shift



Supply shift



Give feedback

Example:

Suppose the market price of apples is ₹100 per kg.

- **At ₹100, consumers want to buy 100 kg.**
- **Sellers are also willing to sell 100 kg.**
- **Therefore, ₹100 is the equilibrium price in this example.**

Factors Affecting Price

1. **Demand for the product.**
2. **Supply of the product.**
3. **Cost of production.**
4. **Consumer income.**
5. **Availability of substitutes.**
6. **Competition in the market.**

17. Current Affairs: Meaning and Importance

Meaning

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Current Affairs refers to important events and developments happening in the country and the world.

Main Areas

- **National news.**
- **International news.**
- **Education.**
- **Science and technology.**
- **Sports.**
- **Environment.**
- **Government policies.**
- **Economy.**

Importance

1. **Develops general knowledge.**
2. **Creates awareness about society.**
3. **Improves communication skills.**
4. **Develops critical thinking.**
5. **Promotes responsible citizenship.**
6. **Connects classroom learning with real life.**

Example: Discussing a new educational policy in class helps students understand changes in the education system.

18. Teaching Three Consecutive Chapters from PSEB Classes VI, VII and VIII

The syllabus suggests selecting three consecutive chapters each from History, Geography and Social and Political Life from PSEB textbooks.

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Purpose

- **To understand children's learning levels.**
- **To develop subject knowledge.**
- **To connect different concepts.**
- **To select suitable teaching methods.**
- **To develop teaching skills.**

Suggested Classroom Approach

Subject	Classroom Activity
History	Prepare a timeline of historical events.
Geography	Locate important places on a map.
Social and Political Life	Conduct a classroom discussion on democracy.

Example: While teaching a chapter about local government, students can conduct a mock village council meeting.

Mind Map – Unit 2

IMPORTANT CONCEPTS OF SOCIAL SCIENCES

Society

Change, structure, stratification

Citizenship

Rights and duties

State

Population, territory, government, sovereignty

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National Movement

Gandhi, Ghadar, HSRA, INA

Geography

Solar system, Earth, maps

Economics

Demand, supply, price

Current Affairs

National and international events

PSEB Textbooks

Class VI, VII and VIII

UNIT 3: CHILDREN'S UNDERSTANDING AND TEACHING-LEARNING MATERIALS

1. Concept Formation Among Children

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Meaning of Concept Formation

Concept formation is the process through which children develop an understanding of objects, events, ideas and situations by observing, comparing, experiencing and classifying them.

Children develop concepts through their surroundings, family, school, friends and practical experiences.

Example: When children observe different types of trees, they understand that trees may differ in size, shape, leaves and fruits but all belong to the category of plants.

Stages of Concept Formation

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1. Observation

Children observe objects, people and events.

Example: Observing different types of houses.

2. Identification

Children identify similarities and differences.

Example: Identifying houses made of bricks, wood and mud.

3. Comparison

Children compare different objects or situations.

Example: Comparing village life and city life.

4. Classification

Children group objects according to common characteristics.

Example: Classifying animals into domestic and wild animals.

5. Generalisation

Children develop a general understanding of a concept.

Example: Understanding that different houses provide shelter to people.

Characteristics of Concept Formation

1. **It is a continuous process.**

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2. It develops through experience.
3. It depends on children's age and maturity.
4. It involves observation and thinking.
5. It develops through interaction.
6. It moves from concrete experiences towards abstract understanding.
7. It differs from child to child.

2. How Children Understand Social Science Concepts

Children understand Social Science concepts through their everyday experiences.

Important Factors

- Family background.
- Social environment.
- Previous knowledge.
- Language and communication.
- School environment.
- Teaching methods.
- Learning materials.
- Peer interaction.

Example: A child living in a village may already understand farming, crops and irrigation through personal experience. A child living in a city may learn these concepts through pictures, videos and classroom activities.

3. Case Studies of Children's Understanding of Concepts

Meaning of Case Study

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A case study is a detailed investigation of an individual or a small group to understand their knowledge, behaviour, experiences and learning difficulties.

Objectives

1. **To understand children's previous knowledge.**
2. **To identify learning difficulties.**
3. **To understand individual differences.**
4. **To improve teaching methods.**
5. **To develop child-centred learning.**

Example 1: Understanding the Concept of a Map

Situation: A teacher asks a student to draw a map of the classroom.

Observation: The child draws the classroom, blackboard, doors and windows but does not understand directions.

Teacher's Action: The teacher uses a simple floor plan and explains directions through practical activities.

Learning Outcome: The child gradually understands the meaning of direction and location.

Example 2: Understanding Democracy

Situation: A teacher asks students how the class monitor should be selected.

Observation: Students suggest that the teacher should select the monitor.

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Teacher's Action: The teacher organises a classroom election.

Learning Outcome: Children understand voting, choice, participation and democracy.

Example 3: Understanding Social Equality

Situation: Students discuss the importance of equal opportunities.

Observation: Some children believe that certain activities are meant only for particular groups.

Teacher's Action: The teacher organises mixed-group activities and discusses equality.

Learning Outcome: Students learn cooperation, respect and equal participation.

4. Teaching-Learning Materials (TLM)

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Meaning of Teaching-Learning Materials

Teaching-Learning Materials are the resources used by teachers to make the teaching-learning process interesting, effective, meaningful and understandable.

They help children learn through seeing, hearing, observing and doing.

Importance of TLM

1. **Makes teaching interesting.**
2. **Simplifies difficult concepts.**
3. **Develops curiosity.**
4. **Improves memory and understanding.**

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5. Encourages active participation.
6. Supports learning by doing.
7. Develops creativity.
8. Helps children with different learning needs.
9. Connects classroom learning with real life.
10. Makes abstract concepts easier to understand.

5. Types of Teaching-Learning Materials

A. Charts



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Meaning: A chart is a visual teaching aid that presents information through pictures, diagrams, words, tables and symbols.

Types:

- **Picture charts.**
- **Flow charts.**
- **Timeline charts.**
- **Comparison charts.**
- **Classification charts.**

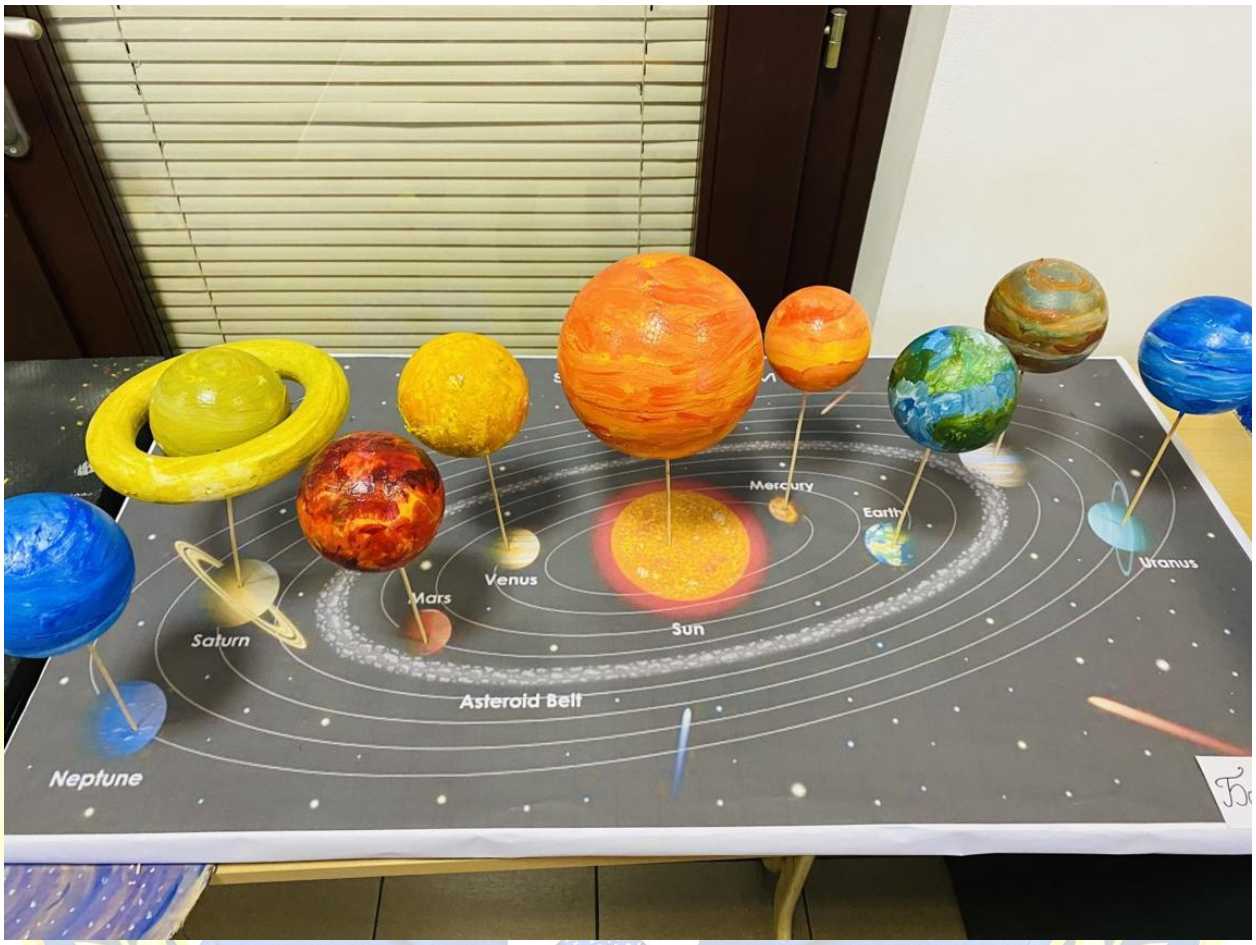
Uses:

1. **Presents information clearly.**
2. **Saves teaching time.**
3. **Helps revision.**
4. **Makes concepts easy to remember.**

Example: A chart showing the important events of the Indian National Movement.

B. Models

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Meaning: A model is a three-dimensional representation of a real object or concept.

Uses:

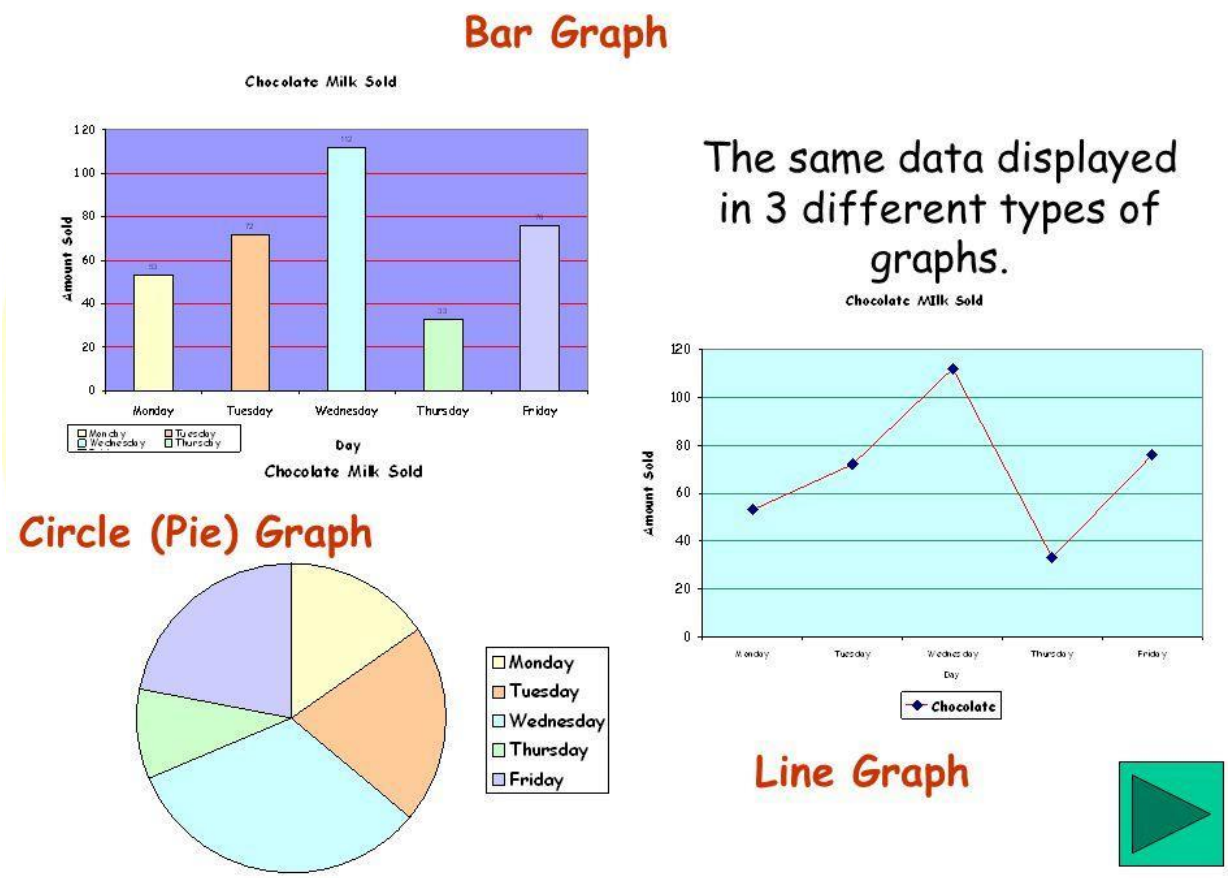
- **Explains complicated concepts.**
- **Provides visual understanding.**
- **Encourages practical learning.**
- **Develops observation skills.**

Examples:

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- **Solar system model.**
- **Globe.**
- **Model of the Earth's internal structure.**
- **Model of a village.**

C. Graphs



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Meaning: A graph is a visual representation of numerical information.

Types:

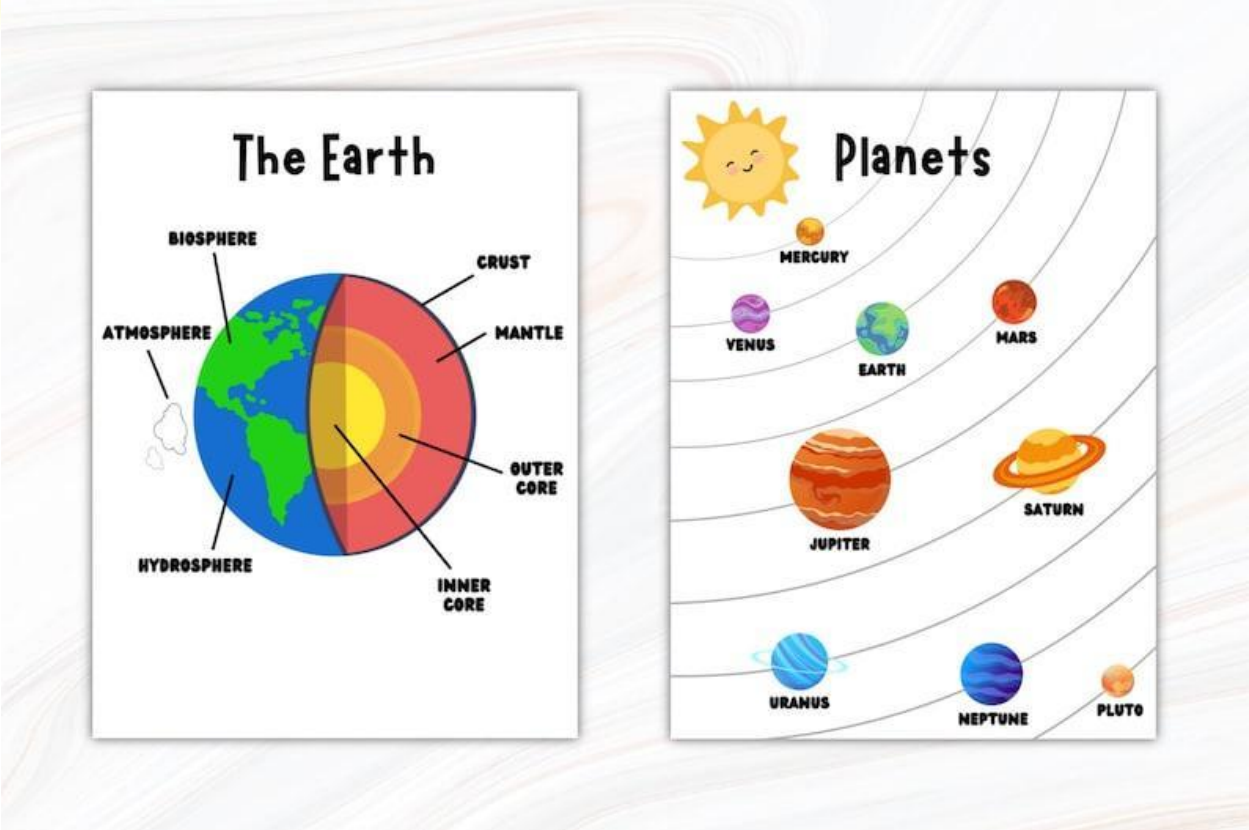
1. **Bar graph.**
2. **Line graph.**
3. **Pie chart.**
4. **Histogram.**

Uses:

- **Compares data.**
- **Shows population growth.**
- **Explains economic information.**
- **Makes numerical information understandable.**

Example: A bar graph showing the population of five Indian states.

D. Diagrams



Meaning: A diagram is a simplified drawing used to explain the structure, working or relationship of different parts of something.

Uses:

1. **Explains difficult topics.**
2. **Shows relationships.**
3. **Improves understanding.**
4. **Helps in revision.**

Example: A diagram showing the four layers of the Earth.

E. Overhead Projector (OHP)



Meaning: An overhead projector is an educational device used to project information written or printed on transparent sheets onto a screen.

Uses:

- **Displays notes and diagrams.**
- **Shows maps and charts.**
- **Supports group teaching.**
- **Makes information visible to the whole class.**

Example: A teacher projects a map of India on the classroom screen.

F. Slide Projector



Meaning: A slide projector is a device used to display photographic slides on a screen.

Uses:

1. **Displays historical photographs.**
2. **Shows geographical locations.**
3. **Provides visual experiences.**
4. **Supports classroom explanation.**

Example: Showing photographs of ancient Indian monuments.

G. PowerPoint Presentation (PPT)



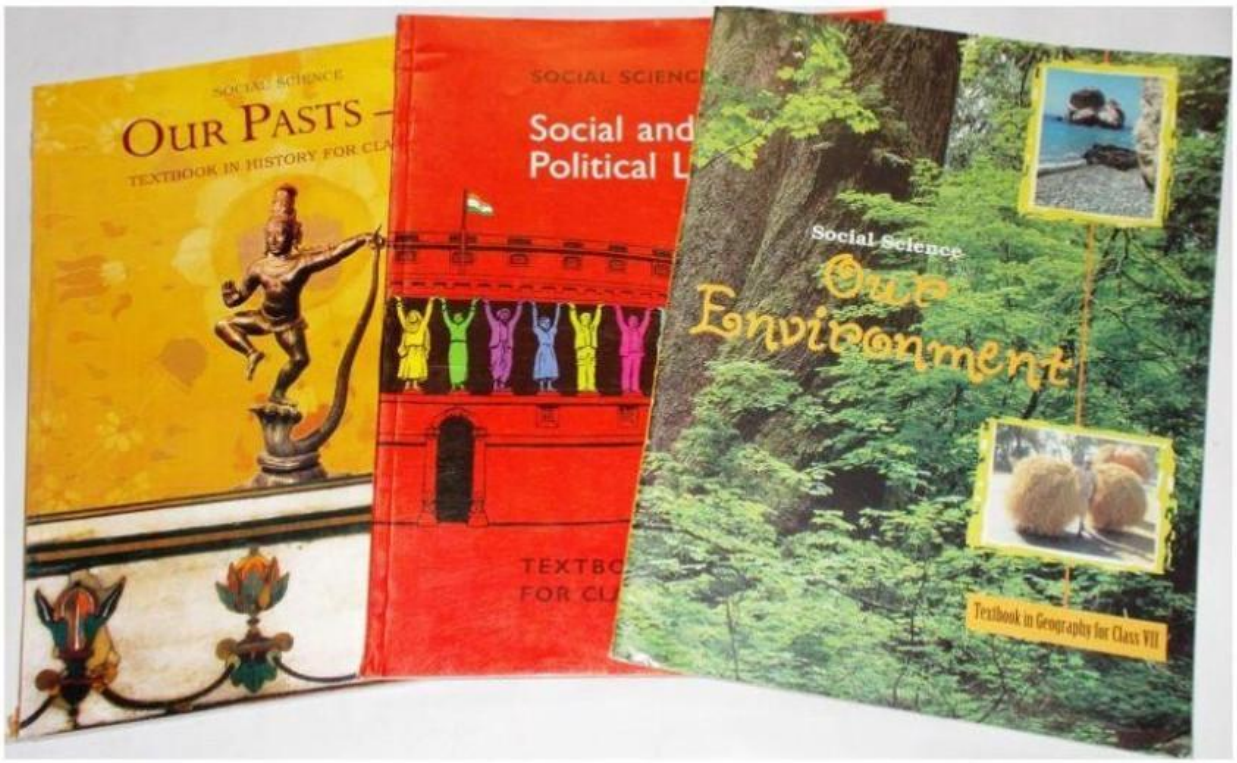
Meaning: PowerPoint is presentation software used to display information through slides containing text, pictures, diagrams, animations and videos.

Advantages:

- **Makes teaching attractive.**
- **Presents information systematically.**
- **Combines text and pictures.**
- **Supports multimedia learning.**
- **Helps explain complex concepts.**

Example: A teacher prepares a PPT on the Indian Constitution with pictures, important dates and key features.

H. Textbooks



Meaning: A textbook is a printed or digital educational resource containing organised subject matter according to the prescribed syllabus.

Importance:

1. **Provides systematic knowledge.**
2. **Follows the curriculum.**
3. **Helps students prepare for examinations.**
4. **Provides exercises and activities.**
5. **Supports independent learning.**
6. **Provides reference material for teachers.**

Example: PSEB Social Science textbooks for Classes VI, VII and VIII.

6. Qualities of Good Teaching-Learning Materials

A good teaching aid should be:

- **Simple and clear.**
- **Accurate and relevant.**
- **Attractive and interesting.**
- **Suitable for children's age.**
- **Economical and easily available.**
- **Durable and safe.**
- **Related to learning objectives.**
- **Inclusive and accessible.**
- **Easy to use.**

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7. Teacher's Role in Using TLM

1. Select materials according to the topic.
2. Consider children's age and ability.
3. Explain the material clearly.
4. Encourage students to participate.
5. Ask questions based on the material.
6. Connect the material with real-life experiences.
7. Evaluate whether learning objectives are achieved.

8. Mind Map – Unit 3

CHILDREN'S UNDERSTANDING AND TLM

Concept Formation

Observation, comparison, classification

Children's Learning

Experience and interaction

Case Study

Study of individual learning

Charts

Visual information

Models

3D representation

Graphs & Diagrams

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Data and structure

OHP & Slides

Projection aids

PPT & Textbooks

Digital and printed resources

UNIT 4: PEDAGOGY AND ASSESSMENT

1. Meaning of Pedagogy

Pedagogy refers to the art, science and practice of teaching. It includes teaching methods, classroom activities, learning experiences and strategies used by teachers to help children learn effectively.

Example: A teacher uses storytelling, discussion, role-play and project work to teach the Indian National Movement.

Importance of Pedagogy

1. **Makes learning effective.**
2. **Encourages student participation.**
3. **Develops critical thinking.**
4. **Promotes creativity.**
5. **Supports individual differences.**
6. **Makes classroom teaching interesting.**
7. **Connects theory with practice.**

2. Discussion Method

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Meaning

The discussion method is a teaching method in which teachers and students exchange ideas, opinions and information about a particular topic.

Steps

1. **Select the topic.**
2. **Introduce the topic.**
3. **Ask questions.**
4. **Encourage students to express opinions.**
5. **Allow different viewpoints.**
6. **Summarise the discussion.**
7. **Draw a conclusion.**

Advantages

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- **Develops communication skills.**
- **Encourages critical thinking.**
- **Builds confidence.**
- **Promotes cooperation.**
- **Develops democratic values.**

Limitations

- **Requires more time.**
- **Some students may not participate.**
- **Discussion may move away from the topic.**
- **Requires proper classroom management.**

Example: A teacher conducts a discussion on "Importance of Fundamental Rights in India."

3. Comparison Method

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Meaning

The comparison method is a teaching method in which students compare two or more objects, events, situations or concepts to identify similarities and differences.

Steps

1. **Select two or more topics.**
2. **Explain the characteristics.**
3. **Identify similarities.**
4. **Identify differences.**
5. **Prepare a comparison table.**

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6. Draw conclusions.

Advantages

- **Develops analytical thinking.**
- **Improves observation.**
- **Makes concepts clear.**
- **Develops reasoning skills.**

Example: Comparing rural and urban life.

Rural Life	Urban Life
Smaller settlements.	Larger settlements.
Agriculture is often important.	Industry and services are often important.
Lower population density in many areas.	Higher population density in many areas.
Fewer specialised facilities in some areas.	More specialised facilities in many areas.

4. Storytelling Method

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Meaning

Storytelling is a teaching method in which the teacher explains concepts through interesting stories, events and experiences.

Characteristics

1. **Simple language.**
2. **Interesting presentation.**
3. **Proper sequence of events.**
4. **Use of expressions and voice.**
5. **Moral or educational message.**

Advantages

- **Develops listening skills.**

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- **Improves imagination.**
- **Makes learning interesting.**
- **Helps remember historical events.**
- **Develops language skills.**

Example: A teacher narrates the story of Rani Lakshmibai to teach students about the Revolt of 1857.

5. Role-Play Method



Meaning

Role-play is a teaching method in which students act out different roles to understand a particular situation, event or concept.

Steps

1. **Select the topic.**
2. **Assign roles to students.**
3. **Explain the situation.**
4. **Allow students to perform.**
5. **Discuss the performance.**
6. **Provide feedback.**

Advantages

- **Develops confidence.**
- **Encourages participation.**
- **Develops communication skills.**
- **Improves social understanding.**
- **Promotes cooperation.**

Example: Students perform a role-play of Parliament in which some act as members of the ruling party and others as opposition members.

6. Problem-Solving Method

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Meaning

Problem-solving is a teaching method in which students identify a problem, investigate its causes, consider possible solutions and select the most appropriate solution.

Steps

1. **Identification of the problem.**
2. **Understanding the problem.**
3. **Collection of information.**
4. **Finding possible solutions.**
5. **Evaluating alternatives.**
6. **Selecting a suitable solution.**
7. **Reviewing the result.**

Advantages

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- **Develops logical thinking.**
- **Improves decision-making.**
- **Develops creativity.**
- **Encourages independent learning.**
- **Connects education with real life.**

Example: Students identify the problem of water wastage in school and suggest ways to conserve water.

7. Project Method



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Meaning

The project method is a teaching method in which students learn by completing a practical task or project based on a real-life problem or situation.

It is associated with the educational ideas of William H. Kilpatrick.

Characteristics

1. **Learning by doing.**
2. **Child-centred approach.**
3. **Practical activities.**
4. **Cooperation and teamwork.**
5. **Connection with real life.**
6. **Development of creativity.**

Steps

1. **Providing a suitable situation.**
2. **Choosing the project.**
3. **Planning the project.**
4. **Executing the project.**
5. **Recording observations.**
6. **Evaluating the project.**
7. **Preparing the report.**

Advantages

- **Develops practical knowledge.**
- **Encourages teamwork.**
- **Improves problem-solving ability.**
- **Develops responsibility.**
- **Promotes creativity.**

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- **Makes learning meaningful.**

Example: Students prepare a project on "Water Resources in Punjab" by collecting information, photographs and maps.

8. Difference Between Teaching Methods

Method	Main Focus	Example
Discussion	Exchange of ideas	Fundamental Rights
Comparison	Similarities and differences	Rural and urban life
Storytelling	Learning through stories	Freedom fighters
Role-play	Learning through acting	Mock Parliament
Problem-solving	Finding solutions	Water conservation
Project	Practical work	Village survey

9. Assessment: Meaning and Concept

Meaning

Assessment is the systematic process of collecting, analysing and interpreting information about students' knowledge, skills, understanding, attitudes and learning progress.

It helps teachers understand what students have learned and what additional support they need.

Objectives of Assessment

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1. **To measure learning outcomes.**
2. **To identify strengths and weaknesses.**
3. **To improve teaching methods.**
4. **To provide feedback.**
5. **To monitor progress.**
6. **To identify learning difficulties.**
7. **To support individual development.**

10. Types of Assessment

A. Formative Assessment

Meaning: Formative assessment is conducted during the teaching-learning process to monitor students' progress and improve learning.

Examples:

- **Oral questions.**
- **Class tests.**
- **Homework.**
- **Classroom activities.**
- **Group discussions.**
- **Worksheets.**

Importance: It provides regular feedback and helps teachers improve their teaching.

B. Summative Assessment

Meaning: Summative assessment is conducted at the end of a unit, term or academic year to evaluate students' overall learning achievements.

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Examples:

- **Final examinations.**
- **Term-end examinations.**
- **End-of-unit tests.**
- **Annual examinations.**

Importance: It measures the overall achievement of students.

C. Diagnostic Assessment

Meaning: Diagnostic assessment identifies specific learning difficulties and their possible causes.

Example: A teacher gives a short test to find out why students are unable to understand map directions.

D. Placement Assessment

Meaning: Placement assessment is conducted before instruction to determine a student's existing knowledge and appropriate learning level.

Example: A teacher checks students' previous knowledge before starting a new chapter.

11. Qualitative and Quantitative Techniques of Assessment

A. Qualitative Assessment

Meaning: Qualitative assessment focuses on the quality of students' learning, behaviour, participation, skills and attitudes rather than only numerical marks.

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Techniques:

1. **Observation.**
2. **Interview.**
3. **Anecdotal records.**
4. **Portfolio.**
5. **Checklist.**
6. **Project work.**
7. **Classroom discussion.**
8. **Student self-assessment.**

Example: A teacher observes whether a student participates in group discussions and respects others' opinions.

B. Quantitative Assessment

Meaning: Quantitative assessment measures students' achievements through numerical scores, marks, percentages and grades.

Techniques:

1. **Written examinations.**
2. **Multiple-choice questions.**
3. **Objective-type tests.**
4. **Short-answer questions.**
5. **Long-answer questions.**
6. **Standardised tests.**

Example: A student obtains 40 marks out of 50 in a Social Science test.

Difference Between Qualitative and Quantitative Assessment

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Qualitative	Quantitative
Descriptive in nature.	Numerical in nature.
Focuses on learning quality.	Focuses on measurable achievement.
Uses observation and interviews.	Uses tests and marks.
Measures attitudes and participation.	Measures knowledge and performance through scores.
Gives descriptive feedback.	Gives marks, percentages or grades.

12. Continuous and Comprehensive Evaluation (CCE)



Meaning

Continuous and Comprehensive Evaluation (CCE) is an approach to assessment that aims to evaluate students' overall development throughout the teaching-learning process rather than depending only on final examinations.

Meaning of Continuous

Continuous means regular and ongoing assessment throughout the academic year.

It includes:

- **Class tests.**
- **Oral questions.**
- **Homework.**
- **Assignments.**
- **Classroom activities.**
- **Projects.**

Meaning of Comprehensive

Comprehensive means evaluating different aspects of students' development.

It includes:

A. Scholastic Areas

- **Subject knowledge.**
- **Understanding.**
- **Reading and writing.**
- **Problem-solving skills.**
- **Academic performance.**

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B. Co-Scholastic Areas

- **Social skills.**
- **Communication.**
- **Cooperation.**
- **Creativity.**
- **Values and attitudes.**
- **Participation in sports and cultural activities.**

Objectives of CCE

1. **To reduce examination stress.**
2. **To evaluate overall development.**
3. **To identify learning difficulties.**
4. **To provide regular feedback.**
5. **To improve teaching-learning practices.**
6. **To encourage activity-based learning.**
7. **To develop individual abilities.**

Advantages of CCE

- **Promotes regular learning.**
- **Identifies weaknesses early.**
- **Encourages all-round development.**
- **Reduces dependence on one final examination.**
- **Improves teacher-student interaction.**
- **Supports child-centred education.**

Example: A teacher assesses students through written tests, classroom participation, map work, projects, oral questions and group activities throughout the year.

Teacher's Role in CCE

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1. **Prepare an assessment plan.**
2. **Observe students regularly.**
3. **Maintain progress records.**
4. **Provide constructive feedback.**
5. **Identify learning difficulties.**
6. **Use different assessment methods.**
7. **Inform parents about learning progress.**
8. **Support students according to their needs.**

13. Mind Map – Unit 4

PEDAGOGY AND ASSESSMENT

Teaching Methods

Discussion

Comparison

Storytelling

Role-play

Problem-solving

Project method

Assessment

Formative

Summative

Diagnostic

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Placement

Assessment Techniques

Qualitative

Quantitative

CCE

Feedback

Complete Syllabus – Quick Revision Mind Map

SOCIAL SCIENCE EDUCATION

D.El.Ed – 2nd Year

UNIT 1

Nature of Social Sciences

- **Meaning and nature**
- **Scope and importance**
- **History, Geography, Civics**
- **Curriculum framework**

UNIT 2

Important Concepts

- **Society and citizenship**
- **Indian National Movement**

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• **Solar System and Earth**

• **Maps and economics**

UNIT 3

Children's Understanding

• **Concept formation**

• **Case studies**

• **Charts and models**

• **PPT and textbooks**

UNIT 4

Pedagogy and Assessment

• **Six teaching methods**

• **Types of assessment**

• **Qualitative and quantitative**

• **CCE**

Important examination questions

These questions are useful for preparing long-answer and short-answer questions.

Unit	Important questions
1	**Define Social Science. Explain its nature, scope and importance.**

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1	Differentiate between Social Science and Social Studies.
1	Explain the need and importance of Geography, History and Civics.
1	Discuss the principles of curriculum construction.
2	Explain social change, social structure and social stratification.
2	Explain the four attributes of a State.
2	Describe the major movements of the Indian National Movement.
2	Explain latitudes, longitudes, maps and globes.
2	Explain demand, supply and price determination.
3	Explain concept formation among children with examples.
3	Discuss the importance and types of teaching-learning materials.
3	Explain the uses of charts, models, graphs and PPT.
4	Explain the discussion, storytelling and role-play methods.
4	Describe the project and problem-solving methods.
4	Differentiate between qualitative and quantitative assessment.
4	Explain Continuous and Comprehensive Evaluation (CCE).

How to write a good D.El.Ed examination answer

For a long-answer question, follow this sequence:

1. **Meaning and definition.**
2. **Introduction to the topic.**

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3. **Main characteristics or features.**
4. **Objectives or importance.**
5. **Types or principles, wherever applicable.**
6. **Suitable classroom example.**
7. **Diagram or mind map.**
8. **Conclusion.**

Note: The diagrams and photographs included above are visual study references. You can practise drawing the mind maps, Earth layers, Solar System, maps and teaching-method diagrams in your examination notebook.

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