



Government of Maharashtra

School Education and Sports Department

State Council of Educational Research & Training, Maharashtra

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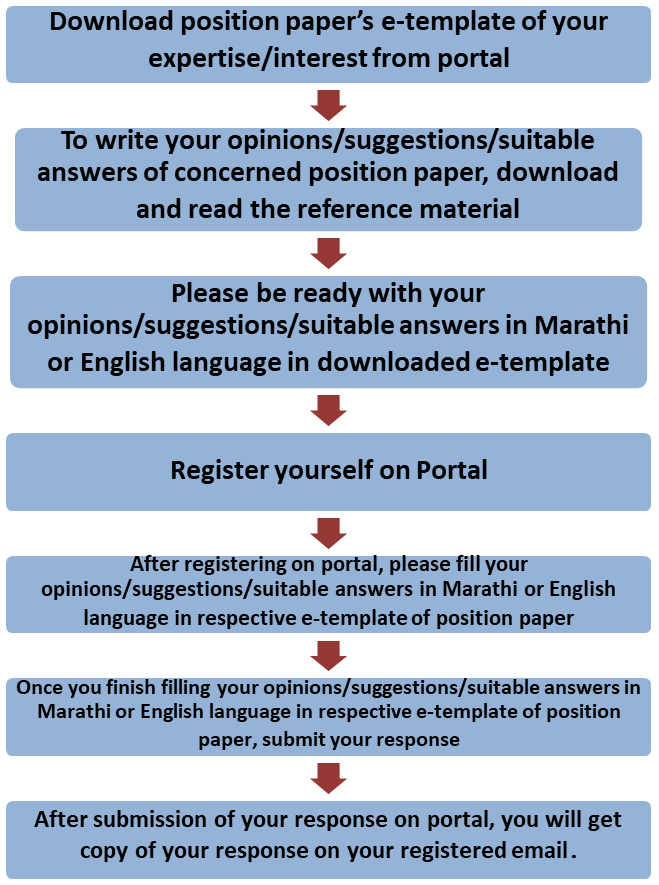
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**Procedure to give your contribution for Position Papers for**

**New Education Policy 2020**

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Last date of filling of your response is 30th May 2022

**Curriculum Development Department,**

**State Council of Educational Research and Training, Maharashtra, Pune**

# Social Science Education

**e-Template for the Position Paper of the Focus Group**

## Preliminary information

This section contains preliminary information regarding the focus group.

* 1. **Executive Summary/Abstract** (0-500 words)

1. Introduction
   1. **Introduction to Social Science Education**

(What is the present status/position regarding Social Science Education? This also needs to include a brief on historical perspective and prevailing practices at the National or State or UT level) (0-300 words)

# National Education Policy 2020 and Social Science Education

**(**Please respond to the NEP 2020 points on Social Science education, including any suggestions you may have regarding additions or modification-#1) (0-300 words)

# Current Challenges

**(**What are the problems currently faced in the curriculum and pedagogy of Social Science? #2) (0-300 words)

# Addressing Current Challenges

(How can we ensure in the new curriculum and pedagogy that the problems listed in

2.3 are addressed/overcome? What is currently being done well in Social Science Education, and how can these present good practices/innovations/initiatives be strengthened/ scaled up? #3 and #4) (0-300 words)

## Social Science Curriculum and Pedagogy: Cross Cutting themes

* 1. **Core Content in Social Science Curriculum**

**(**What would be the approach to moving social science education from emphasising recall and memory to emphasising evidence-based and critical thinking? How will the

content load be reduced? What would be the principles for determining core social science content? #5 ) (0-500 words)

# Social Science Curriculum for the Development of Constitutional values with Ethical and Moral Reasoning

**(**How will the social science curriculum incorporate the development of Constitutional values and social action through Constitutional means? Ethics and moral sensibilities are deeply rooted within local contexts and social realities. How will the social science curriculum integrate social science understanding with ethical and moral reasoning? #6, #8) (0-300 words)

# Designing Contemporary Courses in Social Science Education

(What would be the approach to the design and content of courses on “Critical issues facing the community” and “Current Affairs”? How will these courses fit within the social science curriculum? How would the personal biases of the teachers be handled in these situations?#9) (0-300 words)

# Integrating Indian Knowledge Systems in Social Science Curriculum

**(**How will the social science curriculum incorporate Indian knowledge systems, heritage and culture into its content and pedagogy? How will Indian history and the freedom struggle be incorporated into the various stages of the school curriculum? How will local and relevant tribal knowledge systems, heritage, and culture be incorporated into the social science curriculum?#10 and #11) (0-300 words)

# Social Science Curriculum for 21st Century

(How can the social science curriculum be made more engaging, multidisciplinary, and its learnings relevant to the child and help in developing 21st century skills? What are other subject areas under the Social Sciences that should be introduced at the secondary stage to fulfil present day demands and needs and provide appropriate linkages with higher education? How can this be implemented? #12) (0-300 words)

# Developmental Stages (5+3+3+4) and Social Science Curriculum

**(**The 4-stage design of Foundational (ages 3-8), Preparatory (ages 8-11), Middle (ages 11- 14), Secondary (ages 14-18) is critical for realizing the vision of NEP 2020. In this section, please give specific proposals and illustrations for the 4 stages of this curricular area(0- 200 words))

# Core Learning Objectives of Social Science Education

(What are the core learning objectives and outcomes, i.e., key concepts, skills, values, dispositions, and capacities, that all students must develop in this subject by Grade 12? How should these capacities be developed across each stage (Foundational, Preparatory, Middle, Secondary? #13) (0-300 words)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage
       1. Classes IX and X (0 -200 words)
       2. Classes XI and XII (0 -200 words)
  1. **Pedagogy for the achieving Learning Outcomes in Social Science Education**

(For each of the concepts/capacities and stages described in 4.1 (for as many as possible), describe, stagewise, experiential/play-based/toy-based/discovery- based/experiment-based/art-based/sports-based/storytelling- based/interactive/less-textbook-centric/creative/ enjoyable activities and pedagogy that will enable students to develop these capacities through less rote and greater creativity and analytical/critical thinking. What specific strategies/provisions may be used for providing Social science education to Children with Special Needs#14)(0-300 words)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage
       1. Classes IX and X (0 -200 words)
       2. Classes XI and XII (0 -200 words)
  1. **Multidisciplinary and Interdisciplinary Experience in Social Science Education** (*Describe how to develop useful/interesting/illuminating horizontal connections in the curriculum and pedagogy of this subject (with other subjects and with “real life”) for each of these concepts (or for as many of these concepts as possible) that would promote a more holistic and multidisciplinary experience for students. #15*) (0-300 words)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage
       1. Classes IX and X (0 -200 words)
       2. Classes XI and XII (0 -200 words)
  1. **Stage-wise Integration of Indian Knowledge systems in Social Science Education** (*Describe ways in which each of these concepts (or as many as possible) can be rooted in India, such as through Indian and local traditions (including stories, poems, music, dance, drama, games, toys, etc. and Knowledge systems. #16*) (0-300 words)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage
       1. Classes IX and X (0 -200 words)
       2. Classes XI and XII (0 -200 words)
  1. **Local Knowledge in Curriculum and Pedagogy**

**(**Describe ways in which local knowledge and flavor could be included in the curriculum and pedagogy of this subject area #17) (0 -300 words)

# Inclusion for Children from SEDGs

(Approaches to inclusion for children from SEDGs that are necessary for this curricular area need to be elaborated #20) (0-300 words)

# Assessment in Social Science Education

(Describe how assessment in the subject may be transformed from one that primarily tests rote memorisation skills to one that is more formative, promotes learning and development, and tests higher-order capacities such as analysis, critical thinking, and conceptual clarity. Assessments should respond to the need for being formative and competency based and promoting learning. Different modes of assessment that are age appropriate should be illustrated for each stage. #21) (0 -400 words)

## Foundational stage (0 -200 words)

* + 1. Preparatory stage (0 -200 words)
    2. Middle stage (0 -200 words)
    3. Secondary stage
       1. Classes IX and X (0 -200 words)
       2. Classes XI and XII (0 -200 words)
  1. **Social Science Education and Multilingual Perspective**

(Communication is given due importance in NEP 2020, from the early stages (“show and tell”) to more sophisticated forms of communication (both oral and written) in higher stages. How will the social science curriculum develop such communication capacities? Describe practices by which students may achieve bi- or multi- lingual proficiency in the discussion of this subject. #7 and #19) (0 -300 words)

# Time allocation for Social Science Education in School Time Table

## (Time to be allocated (in percentage) for Social Science Education in the time table across the stages also keeping in view bagless days-internship, practical’s, experiential learning, etc.?) (0 -300 words)

* + 1. Foundational stage (0 -200 words)
    2. Preparatory stage (0 -200 words)
    3. Middle stage (0 -200 words)
    4. Secondary stage (0 -200 words)
  1. **Family and Community Participation in Social Science Education**

**(**Describe ways in which families and local communities could be involved in the teaching and learning of this subject area #18) (0 -300 words)

# Educational Technology for Social Science Education

**(**Describe ways in which technology could be used to enhance teaching-learning in this subject in an effective and equitable manner? #23) (0 -300 words)

# Teacher Capacity Building

**(**How should teacher capacity, support, and education be re- formed in order to effectively enable all the above transformations? #24) (0 -300 words)

# Enabling Conditions for Quality Social Science Education

**(**What enabling conditions (e.g., school culture, practices, infrastructure, equipment, governance, etc.) should be in place in order to effectively enable all the above transformations? #25) (0 -200 words)

## School Culture and Practices (0 -200 words)

* 1. Infrastructure and Equipment (0 -200 words)
  2. Human Resource – Teaching as well as supporting (0 -200 words)
  3. Teaching Learning Material (0 -200 words)
  4. Technology related (0 -200 words)
  5. School Governance(0 -200 words)
  6. School Complex (0 -200 words)
  7. Any other (0-200 words)

1. **Guidelines for Textbook and TLM Developers**

(Describe the approach to textbook and TLM development keeping in mind the curricular and pedagogical shifts #22) (0-500 words)

## Foundational stage (0 -200 words)

* 1. Preparatory stage (0 -200 words)
  2. Middle stage (0 -200 words)
  3. Secondary stage (0 -200 words)

1. **Role of Various Agencies for providing Quality Social Science Education in Schools**

(What roles, various agencies for example, SIETs, SCERTs, DIETs, CTEs, IASEs, NIEPA, NCERT, KVS, NVS, CBSE, School Education Boards, Universities, CSR initiatives, philanthropic organizations, NGO, SIEMAT, local administration etc., can play in providing Social Science education at different stages in schools?) (0-200 words)

## Local organisations (0 -200 words)

* 1. State level organisations (0 -200 words)
  2. National level organisations (0 -200 words)
  3. Any other (0 -200 words)

1. **Specific Recommendations for the National/State Curriculum Frameworks**

(What are your specific recommendations for four curriculum frameworks with regard to Social Science Education?) (0-300 words)

## Specific recommendations for NCF/SCF ECCE (0 -200 words) **10.2**Specific recommendations for NCF/SCF SE (0 -200 words) **10.3**Specific recommendations for NCF/SCF TE (0 -200 words) **10.4**Specific recommendations for NCF/SCF AE (0 -200 words)

1. **Any other Comments and Suggestions on this Theme**

(In this subsection, please provide other suggestions about Social science Education that are not covered in the above questions. It is recommended that these suggestions are in alignment with the vision and specific anchors provided above from the NEP 2020). (0 - 200 words)

## Bibliography and References

(Please include references (research papers, studies, pilots, or anecdotal evidence) throughout to help substantiate recommendations wherever applicable. A bibliography would also be most helpful for easy reference.)

(Here, the system will allow the user to insert references in the APA format while filling up the document and will collate all the references in this section.)

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## Annexures

(Not mandatory. Please put in a title for an annexure along with a one- line description)