



---

## **PEDAGOGY OF SOCIAL SCIENCE**

*Dr Suresh babu*

*Associate prof*

*Kotturuswammy college of teacher Education ,Karnataka*

*Email id- [sbellary@gmail.com](mailto:sbellary@gmail.com)*

### **ABSTRACT**

*The academic field often known as "social science" offers a systematic examination of the human condition in relation to societal issues when implemented in the context of secondary school. The greatest measure of a nation's greatness is not its population number but the calibre of its citizens. Each and every citizen must do their share to contribute to India's progress if the country is to maintain its democratic ideals and prosper. In the social sciences, teaching students to think critically and make reasonable decisions that benefit society at large is a central aim of education. In order to accomplish this, we must support young people as they learn to integrate into a global community and become contributing members of a democratic, multicultural society. Contentious issues have arisen around the very definition of social science education and its intended uses. A social science course is part of the curriculum with the other topics. It incorporates data from the fields of the arts, the hard sciences, and the social sciences that are both relevant and useful. What it achieves is this. Sociology is an integrated field of study that investigates how people engage with their environments on several levels. Education in the social sciences should initially assist students in becoming cognizant of the world they will spend the majority of their lives in, so they may develop into responsible citizens and understand the interdependence of nations, persons, and people. If we want our pupils to mature into productive members of society, we must do this. As part of its social studies programme, the school offers classes in the arts. Artistic expressions such as painting, sketching, music, dance, and stage production are all part of this subject.*

**Keywords :** *pedagogy , social science , education .*

### **INTRODUCTION**

It is intriguing to study social science because it has the ability to help in the development of social skills, attitudes, and patterns of behaviour. This is one of the reasons why social science



is so fascinating. One of the reasons why I find social science to be so interesting is because of this. In the academic field that is solely committed to the study of social science, the primary focus is on the investigation of society as well as the ways in which people interact with their surroundings in the past, in the present, and in the future. Helping young people acquire the ability to make decisions that are well-informed and reasonable for the benefit of society as a whole is one of the primary objectives of education in the social sciences. This is one of the essential purposes of education in the social sciences. In order to accomplish this objective, it is essential to offer help to young people in the process of acquiring the skills that are required to become citizens of a democratic, multicultural society that is a member of a global community that incorporates integration.

When applied to the context of secondary school, the academic field that is generally referred to as "social science" provides a rigorous analysis of the human situation in connection to those of society. It is not the amount of a nation's population that determines its greatness; rather, the individuals who make up that nation's population are the ones who are of the finest quality for that nation. In order to guarantee that India continues to be successful, it is very essential for each and every individual to play a meaningful role in the growth of the nation. This is especially true in a democratic country like India. Education should be delivered to individuals in a manner that will assist them in acquiring certain traits, values, and talents that are needed for both their own personal self-expression and the advancement of the country. Thus, it is commonly understood that education should be provided in this manner. Due to the fact that education should educate people how to get these things, this statement is true. due of the fact that society is always evolving, educational institutions have a responsibility to provide students with the skills necessary to deal with a broad variety of societal difficulties, such as cultural shifts and social discourse. This is due of the fact that society is constantly changing. Because it is a discourse that never comes to an end between the past and the present, social science is a vital component in the process of reaching this desired objective of education. This is because social science is a conversation that focuses on the past and the present. This discourse is going to be of tremendous aid when it comes to the process of constructing a better future for the nation as a whole.

## **Nature of social studies**

**1. Multidisciplinary education:** In addition to the other subjects, the curriculum also includes a course in social science. What it does is include information that is both important and applicable from the social sciences, the scientific or physical sciences, and the beautiful arts. This is what it accomplishes. This is an integrated field of research that studies the many ways



---

in which individuals interact with their surroundings on a variety of levels during the course of their lives.

**2. combined and united:** Not only does the area of social science encompass a wide range of disciplines, such as economics, geography, history, sociology, philosophy, psychology, religion, literature, and physiology, among others, but it also encompasses a unified and integrated form of all of these fields and how they are connected to the human condition. The framework of human civilization, the manner in which it has evolved over the course of time, and the manner in which individuals are structured into social groups are all directly impacted by this.

**3. A practical area within the social sciences:** Students at educational institutions are exposed to the applied branch of the social sciences, which is referred to as social science. The purpose of this introduction is to implant in students the right mindsets, sensitivities, and abilities that are essential for them to become responsible citizens.

**4. Dynamic topic:** With regard to the field of social science, there is a continuous process of change. Because social processes and issues are continually shifting, it is always developing. This is because of the fact that it is always changing.

**5. Pragmatic approach:** The pragmatic attitude that serves as the foundation of the social science teaching method not only assists students in making the necessary social adaptations that they will need in the future within their families, towns, nations, and globally, but it also satisfies the present demands of a particular society and humanity because it is the foundation of the method.

**6. Emphasis on modern human existence:** When contrasted with the study of human history, social science places a larger emphasis on the challenges that are now being faced by modern-day humanity.

**7. Investigation of communities:** To be more specific, the study of communities on all levels is the focus of the area of social science, with a special emphasis on the human condition and the social environment within the community.

**8. Investigation of the relationship web:** In the field of social science, the investigation of the complex web of interactions that develop between members of the general public and the environment in which they live is considered to be the realm of study. When students are provided with assistance in the acquisition of social skills and attitudes, they are able to comprehend the numerous aspects that comprise social life.



---

**9. Preparation for social living:** Education is the fundamental goal of social science, with the end goal being to provide students with the skills necessary to lead socially healthy lives. Students have the opportunity to develop habits, attitudes, and values that are desired in society throughout this time period. Not only do they get a comprehensive understanding of the working of social and political institutions, but they also have the chance to have these experiences.

**10. Creation of responsible citizens:** For students to become responsible citizens and recognise the interconnectedness of nations and individuals as well as between people, education in the social sciences must first aid students in obtaining an awareness of the world in which they will spend the rest of their life. This is necessary in order for students to develop into responsible citizens.

### **Scope of social studies**

Despite the fact that the field of social science has a very broad and vast scope, this does not imply that the number of programmes that may be taken in the field of social science is limitless and unbounded.

Within the realm of social science, there is a diverse assortment of topics that are included, including the following:

**1. Study of interpersonal relationships:** According to this particular field of research, the analysis of human relationships is the primary emphasis of the investigation. Because the study of the social sciences and the humanities is beneficial in developing a practical grasp of how people interact with one another, it is essential to include the study of these subjects within the curriculum. From the earliest beginnings of modern society to its most remote frontiers, the social sciences encompass the entirety of modern civilization. They begin with the origins of modern society and extend all the way.

**2. Studying the scientific sciences functionally:** an investigation of the natural and physical sciences, including chemistry, physics, botany, zoology, and physiology, with an emphasis on practical application. When it comes to the natural sciences and the social sciences, there is a connection that exists between them. In spite of the fact that chemistry has been instrumental in the eradication of a significant number of diseases, history has also been of aid to the field of chemistry. History has been of use to the field of chemistry by offering historical records of the ways in which people in the past treated ailments of this kind. The information included in these tales might be used as a basis for more inquiry and investigation.



---

**3. Studying the beautiful arts functionally:** An integrated study of the fine arts is incorporated into the social studies curriculum. This study encompasses a variety of artistic disciplines, including but not limited to painting, drawing, music, dance, and dramatisation.

**4. Analysis of current events:** Current affairs are events that deal with the difficulties and anxieties that we are currently experiencing, and each of these events has a historical background. The events that are recognised as current affairs are called "current affairs." We are obligated to consider the social structure of the community as well as the role that social forces played in the construction of that structure in light of the contemporary issues that we are currently facing.

**5. Study of foreign policy:** The study of foreign policy is one of the topics that are studied in classes that are devoted to the social sciences. This action is taken with the purpose of promoting harmony and fraternity around the world. By gaining an awareness of the independence of countries as well as the connections that exist between them, it may be possible to expedite the process of international harmony.

#### **The ideals of social science education**

Taking the area of social science as a discipline into consideration, there are a great deal of good features linked with it. It is possible to identify a few values that are universal; these values are the key results that are achieved via activities that are done consciously.

**1. Disciplinary Principles:** Educating yourself in the field of social science is an excellent approach to educate your thinking. Through the study of social science, one may build their memory as well as their imagination in the same manner that they grow their geography and literary skills. Students who study social science have the opportunity to develop their capacity for critical thinking across the course of their education. A few examples of these abilities include the capacity to compare and contrast, to examine data and draw conclusions, to evaluate evidence, to establish links between causes and consequences, and to discriminate between fact and fiction. It is essential to acquire these lessons throughout one's life.

**2. Values of Information:** The discipline of social science is a great informational gold mine that has the ability to provide direction for a number of subjects, such as the arts, language and literature, politics, social and political life, economic development, and philosophical self-reflection. It is not only a contribution to the facts, but it also disproves conservative views and concepts that have been predetermined throughout history.



**3. Values in Education:** The discipline of social science offers aid in locating scientific discoveries and advancements in mathematical method within the historical circumstances that are relevant to them. It is possible that youngsters may acquire a more robust comprehension of science and mathematics, as well as a more extensive awareness of the significance of history, via the stories of transportation and communication, tools and machines, food and medicine, and geographical discoveries. The telling of stories to youngsters about various elements of history is one way to attain this goal.

**4. Moral Principles:** Within the realm of social science, moral ideas are transmitted. As a result of the diffusion of this kind of information, individuals are able to benefit from it in their day-to-day lives since it gives them insights that are taken from previous instances that may direct our own wants and behaviours. The ethical foundations that define what defines good and evil are covered in this course.

**5. Cultural Principles:** When it comes to the process of civilising the human mentality, it is quite probable that social science will prove to be an effective instrument. We learn that cultures have undergone significant transformations over time, which enables us to appreciate and accept a variety of applications. Having this knowledge enables us to appreciate the ways in which innovations and shifts in conduct have influenced the course of human history.

## OBJECTIVES

1. Recognise the importance of social science education.
2. Learn how to use social science instruction to instill national and international ideals.
3. To promote global comprehension.
4. To foster civic intelligence and democracy.

## RESEARCH METHODOLOGY

In recent years, academics have been employing the fundamental concepts of objective hermeneutics in order to provide a novel interpretation of hermeneutics for the goal of resolving grounded theory concerns in research. As a consequence of the fact that the concept of "objective" is becoming less significant in the modern world, the emphasis has switched to the social creation of knowledge. For the purpose of gathering information that is not necessarily organised, it is anticipated that the researchers who are working here will travel to the area under investigation in the capacity of outsiders. There are three basic approaches that may be utilised in order to complete the task of interpreting unstructured data. These strategies include open coding, axial coding, and selective programming. According to Strauss's recommendation,





---

the first phase involves the use of open code, with a particular emphasis placed on the sequential arrangement of the text. The following phase in the process involves the researchers searching for meaning clusters and concepts that are extremely condensed in order to establish links between the numerous individuals and units. The third stage, which is known as theoretical sampling, involves looking for unfavourable situations that may be used to widen, modify, and contradict the interpretation. This should be done in order to ensure that the interpretation is accurate.

The method of analysis was carried out in a nonlinear way, with several research sections being switched amongst one another both during and after the process of gathering the data. First, line-by-line coding was utilised in order to carry out the fundamental analysis, and then, after that, theme coding was carried out. During the course of the inquiry, a total of 884 subjects surfaced, which were ultimately reduced to 27 themes after being narrowed down. Through consistent comparison, this was successfully done. The pedagogical content beliefs of history (PCBH) were the primary independent variable that was investigated in this particular piece of study.

### **Research Quality**

Whether or whether the research can be trusted. Credibility, dependability, transferability, and confirmability are some of the criteria that have been suggested for qualitative research. It is generally agreed that dependability and transferability are the most important characteristics among these five factors that contribute to credibility. In addition to this, they provided a number of suggestions with the purpose of enhancing the credibility of qualitative research, which are detailed below.

Activities that are taken in order to maximise the possibility that long-term engagement and continuous field observation would result in accurate findings are referred to as "extended participation in the field." Due to the nature of this situation, it is essential to triangulate a number of different research procedures, data, and approaches.

Reviews by Peers: It is essential for researchers to engage in everyday interactions with individuals who are not participating in research. This gives them the opportunity to discuss their working ideas and conclusions with these folks, as well as to expose any blind spots that they might have.

Auditing is a method that is used to verify reliability, which refers to the extent to which interpretations can be reconstructed from the facts. Consequently, an audit trail is described in



line with the suggestions made by Flick (2009) for the purpose of verifying the dependability of procedures in the future domains.

1. The information that has not been processed, in addition to the documentation and collecting of that information
2. The process of reducing the amount of data and synthesising the outcomes through the use of summaries, theoretical notes, memoranda, and other materials; summaries, brief case summaries, and so on.
3. The framework of established and applied categories (themes, definitions, and relationships), findings (interpretations and inferences), and reports generated with their integration of concepts and connections to the body of existing literature; process notes are utilised in order to reconstruct the data and the results of the synthesiser.
4. documentation pertaining to intents and attitudes, which may include, but are not limited to, research hypotheses, individual remarks, and participant expectations;
5. Specific information on the creation of the instruments, including the pilot version and the draft plan, is included in the document.

## RESULT

Prior to students going on to complete an internship, universities ask them to prepare a theory paper on either the teaching and pedagogy of history or social studies during the second semester of their respective academic programmes. Students are expected to demonstrate that they have a proper comprehension of the theoretical underpinnings of history instruction through the completion of this paper. Out of the entire number of universities, there are 22. Four of these universities give pedagogy for social studies, while the remaining 18 institutions offer pedagogy and teaching for history. The Understanding Disciplines paper series has a single social science category that covers a few topics, including nature, scope, aims, and objectives. These topics are addressed under the single social science category. When compared to other curricula, this is one of the few areas in which the Bachelor of Education programme at BHU is slightly distinct from other programmes. While there is the opportunity to learn about history, particular subjects are covered.

**Table 1 Universities offering pedagogy of Social Studies and History**

University	Numbers	Offering pedagogy of social studies	Offering pedagogy of history





Central	4	0	4
State	16	12	16

There are many reasons why education in social studies should be provided, but one of the most important reasons is because social studies are subjects that encompass a number of different disciplines (a). Teachers at the secondary level are expected to teach all four topics: economics, political science, geography, and history. Secondary teachers are responsible for teaching all four subjects.

It should be emphasised that having a textbook that incorporates social science is a very different thing from just lowering the borders between various topics. Although everyone talks about integration, George claims that no one has been able to create a model textbook for the discipline of social science. This is despite the fact that everyone discusses integration. There were a variety of textbooks that were used in the subject of social science, and these works are being used now. When it comes to removing obstacles in the classroom setting of social science courses, cross-referencing has proven to be the most effective strategy. This is in contrast to the implementation of an integrated social science curriculum. There is a distinct historical backdrop that can be found in each and every branch of the social sciences, and history in particular has been acknowledged as a distinct academic study for a great length of time. In spite of the fact that a number of academic fields, such as sociology, economics, political science, and history, came into existence throughout the 19th century, history was still considered to be a distinct academic field. This is due to the fact that the many approaches that are utilised by the various fields of study that fall under the umbrella of social science, such as economics, geography, political science, and history, frequently serve as arguments for the preservation of boundaries. The acquisition of a more comprehensive understanding of society is one of the key objectives of the social sciences; nonetheless, it is essential to keep in mind that different academic viewpoints place varied emphasis on fundamental ideas. In the event when one of the primary objectives is to impart to pupils an understanding of the history of processes, then the significance of differentiation becomes much more essential.

As a result of the fact that the pedagogy of the subject matter falls under the purview of the social sciences and is merged into a single pedagogy paper, the ability to highlight the particular difficulties and distinctions that are associated with the area is severely restricted. As an illustration, the modifications that have taken place in each of the four subfields of social science are unique from one another in terms of both their type and the amount to which they



have occurred. There have been significant alterations made to the subjects of economics, political science, and history as a result of the National Curriculum Framework 2005. On the other hand, the content and purpose of geography textbooks have remained unchanged without any modifications. On the other hand, when it comes to political science, the goal is to teach students how to draw democratic ideas from their everyday experiences while also taking justice into consideration. This is the purpose. Historical research, on the other hand, does not concentrate on justice because of the extremely different nature of the subject matter. Instead, the major purpose of history is to provide readers with tools that will aid them in appreciating the method by which historians collect information about the past. The section that states "Aims and objectives of teaching social sciences" translates to "Instructional objectives of teaching social sciences" . Regarding the second point, the answer is essentially the same: other strategies need to be developed to deal with this problem if the social sciences have been taught in schools with the separation of disciplines intact and if teachers are required to teach all four courses rather than just two during their internship for their Bachelor of Education degree. This is because the separation of disciplines must be maintained. The theoretical education of a number of different subjects that are included under the umbrella of the social sciences is not something that should be attempted since it is not advantageous.

## CONCLUSION

Social science is one of the most extensive areas of research that may be conducted. The discipline of social science is fascinating because it has the potential to provide assistance in the development of social abilities, attitudes, and patterns of behaviour. This is one of the reasons why social science is so appealing. The study of society and the ways in which humans interact with their surroundings in the past, in the present, and in the future is the focus of the academic discipline wholly devoted to the study of social science. When discussing the teaching of history, it is essential to place a greater emphasis on the concepts and disputes that underpin it, rather than only focusing on the general goals of social studies. This is because the discourse around the teaching of history is crucial. The objectives of teaching history, the typology of aims of teaching history, the manner in which disciplinary goals collide with oppressive and progressive goals, and other themes of a similar kind are some examples of the arguments and concepts that are included in this category. The significance of these theoretical arguments lies in the fact that they pose a challenge to the conventional wisdom regarding the characteristics of history textbooks and the connection between nationalism and politics. One of the most important aspects of the discussions is this. It is essential to teach students about the link between the history of the nation and the history of the school, and to problematize this relationship in order to make students aware of views that are harmful to them.



---

## REFERENCES

1. Adler, S. (2015). A field study of selected student teacher perspectives towards social studies. *Theory and Research in Social Education*, 12, 13-30.
2. Ashby, R., & Lee, P. (2017). Children's concepts of empathy and understanding in history. In C. Portal (Ed.), *The history curriculum for teachers* (pp. 62-88). London: The Palmer Press.
3. Barton, K. C. (2016). Did the evil just run out of justice? Historical perspective taking among elementary students. Paper presented at the annual meeting of the American Educational Research Association, New York.
4. Barton, K. C. & Levstick, L. S. (2015). *Teaching history for common good*. London: Lawrence Erlbaum Associates Publisher.
5. Becker, C. (1910, October). Detachment and writing of history, *Atalantic Monthly*, 524-36.
6. Bhattachary, N. (2015). Teaching History in Schools: The Politics of Textbook in India, *History Workshop Journal*, 67, 101-110.
7. Blumer, H. (2016). What is wrong with social theory, *American sociological review*. Vol. 19, No. 1 (Feb.1954), pp. 3-10 Carr, E. H. (2008). *What is history*. New Delhi: Penguin India.
8. Carretero, M., (2016). *Constructing patriotism: Teaching history and memories in global worlds*. Charlotte: Information age Pub.
9. Carretero, M., Asensio, M. & Moneo, M. R. (2013). *History education and construction of national identities*. Charlotte: Information age Pub.
10. Charmaz, C. (2016). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications.