

Social Science Teacher - Revamp Is The Need Of Hour

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Abstract: It is well known saying that teacher is the national builder. To be able to discharge such a high responsibility, it is very necessary that the teacher must become conscious of his role towards society. The world including India allocates sufficient budget, spends human energy and invests on 200 plus working days of an academic year on the most precious members of our society, our future, the children aged five years to eighteen years in schools. Myself as a social science teacher are not sure what really happens in the Indian school classrooms. Schools are sacred institutions wherein the seeds of our country are sown, to be irrigated, nurtured and grown to provide the most important 'human resources' of future India. Sadly, much too often, social studies courses are regarded as relatively unimportant subject matter, whether in elementary school, middle school, or high school. This perception leads to diminished attention paid to social studies as a serious subject area, yet in the overall development of the intellect of students, no other subject matter content holds as much promise

The present paper dealing with development of social science at the secondary level, throws light on the development and challenges of social science in general, with special attention to problems faced by social science teachers in this fast changing society.

Keywords: Education, social science, Teacher.

I. INTRODUCTION

Social Science is a compulsory subject up-to secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and human outlook. Throughout the history, education is considered as an important instrument for development in all spears of human and social living. Education, particularly quality education in any given society reflects the quality of living of its people. Indian education has undergone many changes due to several socio-political considerations to meet the emerging needs of the society particularly during the pre and post-independence period. It is strange to observe that the changes brought into Indian education system have failed to respond to its societal needs causing an unprecedented dissatisfaction regarding the relevance of education among the cross section of its people. Thus, achieving education for all with quality has emerged as a need and challenge before educational planners and practitioners in India.

National Curriculum Framework-2005 (NCF-NCERT) was an attempt at the national level to provide a roadmap for the quality school education. The constructivist approach that the national curriculum framework envisages the quality concerns in school education. The baseline philosophy of this constructivist approach was to enable each and every child not only to facilitate them to think but also build a structure of knowledge. This endeavor will ultimately translate one's vision of creating a knowledge society a reality.

The quality concerns in school education demand a change in the teaching activity of the teachers. The change in teaching requires a paradigm shift from the traditional methods of teaching to the innovative strategies including the integration of technology, etc. The shift from traditional methods to new innovations in teaching strategies will definitely result in achieving quality in education. The advent of constructivist approach in teaching is a new development in our Indian classroom context. Though there is lot of material available which delineates about the constructivist approach as an effective teaching learning strategy. However, not many studies were conducted so far in this country, how best the

constructivism in teaching by the classroom teacher facilitates effective and accelerated learning among the students. Keeping this in view, the present researcher made an attempt to observe transacting the content of social science in a constructivist approach and its corresponding impact on the learning of the students. The emerging results of such a study will definitely facilitate the educational planners in general and more particularly the classroom teachers at secondary level to use this approach extensively in order to achieve quality in education. Accordingly, the curriculum planners and the classroom teachers will have a paradigm shift in their domain of academic activity

II. OBJECTIVE OF STUDY

- ✓ To know about the responsibilities and future challenges of teacher of the subject of Social Science.
- ✓ To suggest remedies to overcome the responsibilities and future challenges of the teacher of the subject of social Science.
- ✓ To make the teacher of social science aware about his responsibilities towards the society.
- ✓ To study the place of constructivist approach in teaching social science at School level.

III. COLLECTION OF DATA AND ANALYSIS

The data for this study paper has been collected by the investigator from various literature and direct observation and through visits to the teachers and students involved in the subject of Social science and have been analyzed in terms of its objectives.

IV. SOCIAL SCIENCE TEACHER- EXPECTATIONS & WEARING TOO MANY HATS

In comparison to the teachers of other subjects, the teacher of social science subject carries more important responsibilities which include construction of national integrity, construction of secular society, development of international understanding, conservation of national heritage, partnership in the development of nation economy, formation of an ideal society and ideal citizen along with various responsibilities related to education and studies, such as perfect and complete understanding of content removal of limitations of curriculum and textbooks, true information and understanding of prevailing issues, universal education through correlation, complete understanding and information about mapping skills the understanding of history and incidences, etc. Today, the teacher of social Science is found to be unconcerned towards the above stated things. The teachers do not know about the geography of country. The students are found to be unclear about places of their districts and talukas. Moreover, a teacher of social Science has the responsibility to bring true understanding and awareness in the students about country's and society's serious problems

related to pollution, water wastage, power conservation, terrorism, regionalism, communalism, nationalism and so on.

V. FUTURE CHALLENGES IN FRONT OF SOCIAL SCIENCE TEACHER

Today, when the progress of the world is at its climax the world is facing many serious questions and problems. Indifference or avoidance such problems will lead the world towards disaster. The country and society face many problems which are Maintenance of national integrity, Languageism and regionalism, Communalism and casteism, International tension and differences, Terrorism, Economic disparity and groupism, Pollution and water problem, Energy crisis, Destruction of forest etc. The following points are few challenges which emerged in front of the social science teacher.

- ✓ Negative Past Experiences with Social Studies.
- ✓ Lack of Interest in Teaching Social Studies.
- ✓ Selecting What to teach.
- ✓ Confusion over the nature of Social Studies.

VI. REMEDIES TO FULFILL RESPONSIBILITY

The teacher of social Science should have adequate knowledge related to various subjects like history geography, political science, economics, sociology and culture. The teacher may be a graduate in any subject but he should acquire knowledge of other subjects. The teacher should be expert in map skill whether there are units in curriculum or textbook the teacher should develop various skills related to maps by explaining in details about various places in his district, taluka and country and about natural things. A teacher should be well aware of daily incidences and should provide true and appropriate knowledge; a teacher should give complete and true information through correlation. If the curriculum or textbook does not have certain necessary details, the teacher should provide complete details to the students. A teacher should not worry about unnecessary or repetitive details in the curriculum but he should deeply understand and explain the details.

A teacher of social science should know the future challenges with or without the help of the content provided in the text book. A teacher should give priority to future problems of the society and the nation. If the curriculum contains such things the teacher should lay more emphasis on them, and should on correlation through co-curricular activities. The teacher should explain with emphasis and illustrations the matters related to strengthening of national unity among students, maintaining secularism, removal of regionalism, casteism and communalism international understanding, removal of economical differences, awareness of pollution and water wastage conservation of energy, unity against terrorism etc. In my view there are three major concepts involved here.

First, you must understand the content of the social studies at a level appropriate to that which you intend to teach. To understand content means more than mere memorization of

facts. To understand content for a teacher means that you can explain it in more than one way to others, whether the content concerns facts, generalizations, principles, themes, and so on. To put it bluntly, you do not understand subject matter content unless you understand it in more than one way. For example, if your understanding of the causes of the American Revolution is limited to catch-phrases such as "taxation without representation," and the Intolerable Acts, you do not understand the causes in sufficient depth to explain them to others. So, the first concept involved in becoming a good social studies teacher is that you understand in more than one way the content of what you are to teach. You arrive at this level by reading, thinking, reflecting, and yes, teaching. Also, after many years of reflection, it is obvious that the very best social studies teachers have an insatiable appetite for their subject area; they read a lot, they are wonderfully curious about how our social fabric came to be and how our values and institutions shape our world. There is no other way to put it.

Second, you must be able to translate the content you so understand to make it learnable, interesting, and challenging for students at the age and grade level you are teaching. It requires rearranging what you know. This applies to social studies more than any other content area simply because social studies as a discipline lack any widely agreed-upon structure. For example, you may thoroughly understand the events, chronology, and causes of World War II. You may have taken one or more courses at the college level that dealt with World War II, and you may also have independently read several books about the war. This does not mean that what you "know" is in a form that a typical 4th, 8th or 11th grader can readily understand. You will need to look at the specific curriculum you are supposed to implement and integrate what you know with the objectives or what is intended students learn. The tyranny of "following the book" has historically produced several generations of students who have at best a poor understanding of social studies.

Third, you must consider pedagogy. This means that you not only understand the content in more than one way, can translate it into a form understandable, learnable, challenging, and interesting to your students, but that you also have the skills to actually teach the content. Pedagogy without subject matter content isn't worth very much. Simply "knowing about" teaching methods won't do. There is probably no more important skill required in teaching social studies than the ability to explain events, ideas, principles, and social interrelationships. In some ways, good social studies teaching rest on the ability to tell stories well. For social studies, this story telling ability is grounded in the depth and awareness of the connective possibilities of the content. Helping students make new connections, to find challenge and meaning in social studies content is what excellent social studies teachers do every day. They are able to do it because they understand in more than one way what they are teaching and are able to draw upon this knowledge to make any lesson an adventure for their students. They adjust the content in a myriad of ways as the situation requires. They are never stuck, never at a loss to show or tell students something new, different, or interesting about what they are learning. For these fortunate teachers, teaching social studies is a true joy.

VII. CONCLUSION

Teacher and his education are very significant aspects of any nation. The education gives a new shape to the individual and the nation as well. It is a well known saying that teacher is the nation builder. The quality of teacher education programme needs to be up graded. Still teacher education has not come up to the requisite standards. Today, every field of life is faced with tension. During such times, public mentality can be formed against many question and problems through the subject of social science. Today's students are tomorrow's citizens. So they are provided with true information and are directed towards proper direction, such problems can be solved, and the intensity of the problems can be minimize. Along with the government and education department it is the prime duty of all the people and institutions involved in education to make attempts in this direction. Deeper understanding of social science together with knowledge of the contemporary world and that of yesterday will enable our young students to lead a well-balanced social life that will eradicate caste discrimination, religious fanaticism and social barriers and empower them to work towards the betterment of our society.

Lastly I came to this conclusion that Centre and States Governments should join the hands to bring the quality and improvement in the teacher education, and then bright future of teacher education is possible. This article would be helpful to State and Centre Governments policy maker budget allotment and best educationists to bring reforms in teacher education.

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