



GURU RAM DASS COLLEGE OF EDUCATION



Under the aegis of DSGMC, Affiliated to GGSIPU, Recognized by NCTE
West Jyoti Nagar (Kardam Marg) ,Loni Road Shahadra-Delhi-110094
website: www.grdce.in

11th NATIONAL CONFERENCE

“EXPECTATIONS AND REALITY OF BEING A SOCIAL SCIENCE TEACHER: TRANSITION FROM PRE-SERVICE TO IN-SERVICE”

Organized by

IQAC CELL

& GRDCE SST CLUB VIVIDHA

01 MARCH 2023
HYBRID MODE:
GRDCE CAMPUS, DELHI & ONLINE MODE

CONFERENCE PROCEEDINGS

Dr. Arti Bhatnagar & Ms. Manvinder Kaur

CONFERENCE COORDINATORS

GURU RAM DASS COLLEGE OF EDUCATION

Delhi

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INTRODUCTION

CONCEPT NOTE

The National Focus Group on teaching of Social Sciences-NCF2005 explains in detail the expectations from social science curriculum and pedagogy. NCF2005 shifts the aim of social science teaching and learning from a utilitarian perspective to enabling education for social justice by developing a critical thinking ability in the learners, who are able to appreciate the inherent and natural diversity in society. Teachers are perplexed to deliver in classrooms a content rich descriptive subject as well as adhere to the broad curricular guidelines.

In this regard, GRDCE Delhi is organizing this conference in blended mode. This conference aims to foster dialogue on practices, implications and challenges for quality social science-teaching and school education.

OBJECTIVES

The 11th National Conference focused on developing the understanding of a teacher who moves from an intern to a full flagged teacher in a school. The objective of this conference was to understand the expectations of school from these teachers, the realities of being a full-time teacher, and the challenges and opportunities this transformation holds for them. The purpose behind organizing this conference was to improve pre-service teacher education program so that this transformation is less cumbersome and less stressful presenting a learning opportunity for teachers to be more effective in their future roles as successful social studies teacher.

CONFERENCE SUB -THEMES

- Impact of the Pre-Service training phase on the development of social science teachers
- Expectations from social science teachers in the Experiential classrooms
- Challenges faced by the socialscience teachers/learners
- Innovations in Social ScienceClassrooms
- Teaching in Online Social StudiesClassrooms during the Pandemic

CALL FOR PAPERS

Original and unpublished research papers/articles were invited from teachers, teacher educators, research scholars as well as independent researchers. Teachers of institutions, schools, and colleges run byDSGMC & other Sikh organizations were invited to present their papers. The research paper could fall under the given themes. However, researchers were free

to submit papers beyond these themes but the paper were to be related to school and teacher-education only.

On the 'Call for Papers', a total of 45 abstracts were initially received. The Selection Committee reviewed and invited 38 participants to present their papers , out of these, 32 participants sent their abstracts & papers for the conference. Later 28 papers were presented at the conference. The conference was conducted in blended mode and a total of 56 people from Delhi, Punjab, Haryana, Uttar Pradesh, Gujrat Jammu and other states participated online in the conference, students of GRDCE attended as offline participants . The papers focused on the various sub- themes of the conference.

A summary of the Opening Session, Key Note Address and Parallel Sessions organized for the conference is as follows.

CONFERENCE PROCEEDINGS

OPENING SESSION:

Welcome address by the Principal of the college, Dr.Neeraj Priya. The conference was held in a blended mode and hence the chief guest for the conference along with the principal of the college Dr. Neeraj Priya officially opened the conference on 01 march 2023 at 10.30.a.m.

In the welcome speech, Dr. Neeraj Priya pointed out the importance of the theme of the conference and welcomed the chief guest , Prof.(Dr.)Ashish Ranjan ,virtually through online mode. She also invited the chief guest to deliver the key note address.

CHIEF GUEST AND SPEAKER OF THE DAY

The Chief Guest and the Keynote Speaker for the Conference was Prof.(Dr.)Ashish Ranjan from the Department of Education, University of Delhi.. Prof . Ranjan is a renowned educationist who has worked tirelessly in the field of Teacher education especially Teaching of history, the aching of social studies, curriculum development and other areas of teacher education. He has also guided a number of research studies at M.Ed, M.Phil, and P.hd level. He has been in several government committees, policies, and reforms in education. He has been a pioneer in several projects of Govt. of India and has contributed in several journals of National and International repute. He has also authored books on Education.

KEY NOTE ADDRESS

Dr. Ashish Ranjan ,the chief guest of the Conference, delivered the keynote address and opened the conference online mode on google meet conference.

Dr. Ashish Ranjan spoke on the importance of social studies. Social studies evolve as dynamic epistemological tool for understanding society and social process. As development and displacement occurs concurrently in our society, Social studies takes into account continuity and change in the society. Social studies is a very important tool for nation building. NEP-2020 emphasizes on Indian knowledge system to promote nation building. Social studies have a deep relations to societal issues like gender concerns.

Dr. Ranjan, shared that there are stereotypes of pre-service transition to in-service Teachers. And popular stereotypes about SST enters classroom in-adherently. We as researchers in field must work to know what is needed from a Social studies teacher in a school. Famous historical personalities, like Gandhiji are not the only focal point in SST books now, other people, persons and events are finding place in the text book . Social studies teacher should rise above the ideological makeup and nourish more of the principles enshrined in the constitutions . Topics like hegemony, marginalization should be emphasized in Social studies lessons. There is a need to remove digitization and digital divide . Social studies like other subjects, has methodologies but that needs to be broken, there should be flexibility in planning. And there should be regular engagement with ideas, issues of social justice , equity and inclusion, issues of social justice , in the classroom.

According to Dr. Ranjan, during in-service phase ,we miss out greatly on planning healthy classroom interaction and dialogue in the classroom, it is too much focused on only lesson delivery. This absence leads to boredom in the classroom. There is weak alignment between textbook and pedagogical practices. This gap needs to be addressed, through dialogue between teacher and student. Reflective practice and eclectic pedagogy should be encouraged in Social science classrooms.

Dr. Ashish Ranjan emphasized the importance of SST in school education, the challenges faced by both pre-service and in-service teacher f and how can these be overcome. The address by the chief guest was indeed a key opener for the conference.

PROGRAM SCHEDULE

11TH NATIONAL CONFERENCE “EXPECTATIONS AND REALITY OF BEING A SOCIAL SCIENCE TEACHER: TRANSITION FROM PRE-SERVICE TO IN-SERVICE”

WEDNESDAY, 1st March,2023 -- ONLINE MODE on Google Meet

Inaugural Session Google Meet link

<https://meet.google.com/vnr-nmsa-yex>

TIME	PROGRAMME
10:30-10:45 a.m.	-Inauguration and Invocation -Conference Introduction
10:45-11:00 a.m.	Welcome Address by Dr. Neeraj Priya, Principal, GRDCE
11:00 a.m.-12 noon	KEY NOTE ADDRESS by Prof. (Dr.) Ashish Ranjan, Department of Education, University Of Delhi, Delhi.
12 noon -12.05pm	Vote Of Thanks (Key Note Address)
12.05 -1.10 p.m.	Technical Session-I, II & III(Parallel Sessions)
1.10-1.20 p.m.	Report Of the Conference
1.20-1.30 p.m.	Vote Of Thanks (For Technical Sessions)

Technical Session I: Challenges Faced by Social Science Teachers/Learners

Host: Himanshi Sain -- Chairperson: Ms. Neha Madan

Link: <https://meet.google.com/wxh-kdvs-rsn>

Time: 12:05 pm onwards

S.No.	Paper Id	Author Name	Paper Title
1.	SSTGR23302	Vaishnavi	Factors that have 'creamilised' social studiesin school
2.	SSTGR23303	Sarabjeet Kaur	Challenges faced by the social science teacher
3.	SSTGR23306	-Sonali -Diksha Gupta	Expectations and reality of being a social science teacher
4.	SSTGR23308	Aishwarya Mariyam Aji	Over crowded classroom a serious challenge faced by the social science teacher
5.	SSTGR23311	-Riya Aggarwal -Shubhi Arora	“The Reality of a Social Science Classrooms- Acomparative case study of two schools”
6.	SSTGR23315	Hema Bhardwaj	Expectations and Challenges in Social Science Teaching Learning Process
7.	SSTGR23318	Parul Uniyal	Gender Stereotypes in Secondary Textbooks
8.	SSTGR23319	Bhagya S	Expectations and lacunas in teacher education to produce the multidimensional Social Science Teacher
9.	SSTGR23321	Dr. Vijayshri Bhati	CHALLENGES FACED BY THE SOCIAL SCIENCETEACHERS/LEARNERS
10.	SSTGR23322	Suchita	Challenges Faced by Social Science Teachers:An Analysis
11.	SSTGR23337	Anita Sharma	Language Efficiency Vs Teaching Efficacy of Social Science Teachers
12.	SSTGR23338	Sangam	Problems of SST Learners

Technical Session II: Innovations in Social Science Classrooms

Host: Vanshika Vashistha -- Chairperson: Ms. Sangam

Link: <https://meet.google.com/dag-nxxk-ctv>

Time: 12:05 pm onwards

S.No.	Paper Id	Author Name	Paper Title
1.	SSTGR23307	Nazama	Social Science Learning in the COVID -19 pandemic by using Internet Media
2.	SSTGR23317	Abhishek Ashok Vaghela	Innovative teaching methods for social science-fishbowl technique and oral narratives
3.	SSTGR23320	Neha Madan	Art Integration- Meeting Expectations of Experiential Classrooms in SocialSciences
4.	SSTGR23323	-Dr. Chiter Rekha -Manoj Kumar	A Study Of The Role Of K-Yan In The LearningOf Social Science Subject
5.	SSTGR23324	Dr.Vijay Kumar	Innovations in Teaching of Social Studies: AnIrreplaceable subject in 21stCentury
6.	SSTGR23326	Dr. Geeta Pathak	Interdisciplinary Instructional Approach: Teaching Mathematics and History using Timelines
7.	SSTGR23327	-Jyoti -Sonal -Nitika	Research Of Social Science In The 21st Century
8.	SSTGR23329	-Shubham -Sangam Jha	Teaching Of Social Science With Art Integration
9.	SSTGR23334	-Nikita -Shivani Sharma -Simran	Delivery of instructions In Social Science
10.	SSTGR23336	Bhawana Sharma	Role & Responsibility of Social Study Teacher w.r.t Young and Adult Learners

Technical Session III: Innovations in Social Science Classrooms

Host: Ritika Ishtwal -- Chairperson: Dr. Neeraj Priya--

Link: <https://meet.google.com/uid-xmfz-tzy>

Time: 12:05 pm onwards

S.No.	Paper Id	Author Name	Paper Title
1.	SSTGR23301	Nikunj R. Vagadia	Construction and Effectiveness of Drama Based Learning Programme on Achievement in Accountancy
2.	SSTGR23304	Dr. Almas Parveen	Innovations in social science classrooms
3.	SSTGR23305	Rajani Upadhyay	NEP 2020: Enhancing Innovation in classroom Learning with metacognitive strategy
4.	SSTGR23309	-Kritika Goyal -Sakshi Jain	Attitudinal Change and Knowledge development in Social science During Pre-Service Period
5.	SSTGR23310	Majaz Mansoor Siddiqi	Analyzing the Impact, Awareness and Motivation of E-Learning Effectiveness Through SWAYAM (MOOCs)
6.	SSTGR23312	-Kanishka Yadav -Bhagyavi Bisht	Making sense of the Social Science teaching in the technological age: Optimizing the potential of digital revolution
7.	SSTGR23313	-Tanya Keer -Aparna Mishra	Study of the challenges and strategies for effective Social Science teaching: Exploration through the lenses of trainee teachers
8.	SSTGR23316	-Shweta -Pallavi Giri	Towards meaningful engagement with History through story telling method
9.	SSTGR23314	-Ritika Ishtwal -Yashika Thakur -Himanshi Sain	"Moving beyond the expectations – Untying the knots of barriers in the teaching of Social Studies"
10.	SSTGR23325	Ishita Chugh	Understanding the contours of professional development among social science teachers vis-a-vis the challenges faced by them in the Era of Education 4.0

ABSTRACTS OF THE PAPERS PRESENTED IN THE 11th GRDCE NATIONAL CONFERENCE

“EXPECTATIONS AND REALITY OF BEING A SOCIAL SCIENCETEACHER: TRANSITION FROM PRE-SERVICE TO IN-SERVICE”

ABSTRACT-1

ANALYZING THE IMPACT, AWARENESS AND MOTIVATION OF E-LEARNING EFFECTIVENESS THROUGH SWAYAM (MOOC’S)

Majaz M. Siddiqi,

Ph.D. Scholar at D/o Educational Studies (DES), Jamia Millia Islamia

One of the primary forces behind the rapid adoption of innovative educational technology in India is the proliferation of massive open online courses, often known as MOOCs. SWAYAM, Indias very own homegrown massive open online course platform, was just released by the Indian government (Study Webs of Active-Learning for Young Aspiring Minds). The introduction of SWAYAM courses has been done with the intention of making education more accessible, equitable, and of higher quality for everyone. The effectiveness of the SWAYAM portal is contingent on the extent to which potential users are informed about the existence of the site and its potential for fostering skills that facilitate lifelong learning. Through SWAYAM, this research examines the impact, awareness, and motivation of e-learning effectiveness (MOOCs). Even though this research highlights the many benefits of MOOCs, their acceptability and completion rates continue to be poor, especially in less developed countries. In the same way that the future is a notion that is founded on probability and chance, massive open online courses (MOOCs) might be considered as a risk, which could either turn out to be an asset or a failure. Without a shadow of a doubt, massive open online courses (MOOCs) have shown their enormity of good consequences, which need administrators, teachers, and policymaker working within the framework of academic institutions to appropriately examine, consider, and treat the topic. There are enormous amounts of money sitting dormant in the accounts maintained by the MOOC providers, ready to be put to good use.

Keywords: Online Courses, SWAYAM, Students, MOOCs, Digital, Innovation, Universities.

ABSTRACT -2

FACTORS THAT HAVE 'CREAMILISED' SOCIAL STUDIES IN SCHOOLS

**Ms. Vaishnavi,
Teacher, Dashmesh Public School, Delhi**

'Creamilisation' of Social Studies has happened over time. There have been many layers over it like a layer of boredom layer of confusion, a layer of being a difficult subject along with giving it an anti-heroic status among students. This paper focuses on the 'dual perspective of teachers and students that make this subject difficult to teach and to be preached. Many issues are a part of this debate. Whether the mistake is on the preaching part of the learning part or some disguised part. The majority of student sends say found it boring. Only one-fourth were found to get good marks and ironically 2% were conceptually clear about the concepts. This means that the problem is with not teaching but a vague strategy and a need to choose the correct technique of teaching. Practicality in teaching should be integrated. Being a sensitive issue, one aspect can be followed with many other wide subtopics associated with it. Thus, we find that the process 'creamilisation' of social studies starts in middle school and achieves its zenith in high school and starts disintegrating itself after school ends and students realise its beauty quite later. It can be seen as a vicious cycle that can be ended by creating a correct creative course of action.

Keywords: Creamilised, Boredness

ABSTRACT-3

Attitudinal Change and Knowledge development in Social Science during Pre-service Period

Ms. Kritika Goyal * & Ms. Sakshi Jain
Trainee Teachers, Guru Ram Dass College of Education, Delhi**

The aim of social science education is to help learners improve their social tendencies by adopting social and universal values, support character development, raise good citizens, and enhance academic efforts and achievement. Social science directly relates to values education and intends to teach at least one value in every chapter. The goal of this paper is to understand the real changes and development in the field of social science as a branch or study of the human behavior. The paper discusses the transitional phase from Preservice to In-service teacher, how their attitude changes and their understanding and perspectives become clearer about social science. The need for knowledge development and creation is yet required for making social science an equivalent subject or a valued subject. We will discuss that how social science is taken for granted and for a teacher, only the content knowledge is not enough -she

has to be updated with much more things. As we know that -social science is a vast subject therefore we have numerous methods, techniques and criteria for studying social science which every teacher has to follow in her or his classroom to make teaching and learning process easier and more familiar. This study aimed at identifying social sciences teachers' attitudes toward education, analyse difference in attitudes based on diverse variables and examine teacher views on social science education.

Keywords: Attitude, pre-service and in service

ABSTRACT-4

ART INTEGRATION- MEETING EXPECTATIONS OF EXPERIENTIAL CLASSROOMS IN SOCIAL SCIENCES.

Ms. Neha Madan

Assistant Professor, Guru Ram Dass College of Education, -Delhi

Human society is a web of correlation of one aspect with another with interdependency on each other be it social, educational, political, or technological advancement. In the educational aspect all the subjects and disciplines are in co-relation with one another having their own significance. The same goes with social sciences as an important part of the curriculum from primary to higher educational levels as social science carries normative responsibility to create and widen the popular base for human values, namely freedom, trust, mutual respect, respect for diversity, etc. Thus, social science teaching basically should be aimed at the holistic development of the learner in this era of the 21st century which emphasizes experiential learning, making classrooms realistic and joyful for learners. To achieve these entire have proof that Art Integration in classroom teaching can be a boon, especially in social science as a subject as art either visual or performing can make learning experiential for learners. In this paper, the researcher would like to express the role of art integration in meeting expectations of the experiential classroom in social sciences by emphasizing on various strategies which can be implemented in classrooms on the basis of self-observations and experiences.

Keywords: Experiential learning, Art Integration, 21st-century skills.

ABSTRACT-5

CONSTRUCTION AND EFFECTIVENESS OF DRAMA BASED LEARNING PROGRAMME ON ACHIEVEMENT IN ACCOUNTANCY

Nikunj R. Vagadia,

Teacher, N.N. Kansagra Field Marshal Highschool, Veraval (Shapar), Rajkot

The New Education Policy is introduced after a long duration 35 years in India. We have a lot expectation from it in the years coming. As per NEP 2020 the role of a teacher in education goes beyond teaching. A teacher has to carry out the part of being a parent, counselor, mentor, role model, and so on. For fulfillment of the above philosophy of the NEP 2020, the researcher has constructed a 'Drama Based Learning Programme' on Accountancy of standard 11th for a single unit namely: 'Dual Effects of Transactions and Types of Accounts', to study the effectiveness, compare to the 'Conventional Method of Teaching' on achievements of the Accountancy subject. The population of the sample were 27 Grant – In – Aid, Gujarati Medium Higher Secondary Schools of the Rajkot ehsil. One higher secondary school was selected purposively and a class was selected randomly, containing 70 students.

From which two equal groups were formed. Each group had 35 students in it. From which, one group was treated as the Controlled Group where another group was treated as an Experimental Group. The Controlled group was taught by the Conventional Method of Teaching, where an Experimental Group was taught by the Drama Based Learning Programme. The data was analyzed using t – score, which was 15.34. It rejects the null hypothesis and show that, the Drama Based Learning Programme.

Keywords: Drama Based Learning Programme

ABSTRACT-6

NEP 2020: ENHANCING INNOVATION IN CLASSROOM LEARNING WITH META COGNITIVE STRATEGY

**Ms. Rajani Upadhyay,
Research Scholar University School of Education,
Guru Gobind Singh Indraprastha University, Delhi**

The National Education Policy 2020 seeks to make India a global knowledge giant by re-vamping the country system. As part of the NEP, there will be a dramatic change in how schools, universities, and teachers are prepared for and approach their work with students. Together, learning and metacognition can have a powerful impact on both students and educators. To better meet the needs of their diverse student bodies, teachers everywhere are rethinking traditional models of leadership and embracing technological innovations that make classrooms more dynamic, interactive, and inclusive. Curriculum development, course design, and testing that is up-to-date and results in a guide for the student to self-correct applicable teaching, and other benefits accrue when teachers constantly try new things and apply what they learn.

Keywords: NEP 2020, metacognitive strategies, technology use, and integration, innovative classroom techniques.

ABSTRACT-7

SOCIAL SCIENCE LEARNING IN THE COVID-19 PANDEMIC BY USING INTERNET MEDIA

Ms. Nazama* & Dr. Parvesh Lata**

***Research Scholar, School of Education, G.D. Goenka University, Gurugram-
**Associate Professor & Head of the Department, SCHOOL Of Education, Gd Goenka
University, Gurugram-122103,**

The coronavirus (COVID-19) pandemic has prompted stay-at-home orders and quarantines to shift traditional face-to-face learning to online learning as well as significantly increase the utilization of digital gadgets. As a result, many students who had never taken an online course were forced into an unfamiliar area. The educational system saw a significant upheaval as a result of COVID-19, not just in India but across the globe. Institutions worldwide, including in India, switched to virtual classes, suspending traditional classroom instruction. The positive impact of internet media on social studies learning during the covid 19 pandemic is that children quickly find out information about social studies and children can quickly complete assignments. Students were more inclined to use the internet to take online classes, communicate with others, and carry out tasks like shopping in this unexpected COVID-19 situation. Due to these factors, students accessed the internet more frequently, which during the pandemic led to psychological, social, and educational issues. Students who study social sciences gain knowledge about the outside world. Students have more time and space to learn about culture during COVID-19, as well as additional events that are connected to their social science curriculum. With the assistance of a review of relevant literature for a better understanding, this essay aims to give comprehensive information regarding social science learning during the COVID-19 epidemic utilizing internet resources.

Keywords: Internet, Covid-19, Pandemic

ABSTRACT-8

THE REALITY OF SOCIAL SCIENCE CLASSROOM

Riya Aggarwal* & Shubhi Arora**
Trainee Teachers, Guru Ram Dass College of Education, Delhi

The paper presents an overview of prevailing pedagogic practices of social science in India. It also offers an understanding of the obstacles in achieving an effective system of student-teacher interaction in actual humanities classroom which appear as hindrance in the achievement of optimal results. Social Science is a very important subject at school level and

there is a great need to establish the everyday importance to this subject. However, it faces many challenges, not only as a discipline rather with reference to its pedagogic process also. The analysis of teachers' interview revealed that the teaching of social science reflects teacher's own biases and beliefs; dominated by deficit model of thinking and learning. Against this backdrop the paper tries to find a solution to the problem associated with the issue of objectivity in teaching Social Science. The student interviews on the other hand proved as a resource to find the problems faced by them in understanding the various themes dealt by the teachers in the classroom. Hence, the dual perspective has helped us in understanding the problem from both the sides. This study tries to find the gaps that exist between the knowledge imparted by the teachers and the understanding developed by the students in this process.

Keywords: Teachers Attitudes , Students Attitudes, Classroom ,Social Science

ABSTRACT-9

A STUDY OF THE ROLE OF K-YAN IN THE LEARNING OF SOCIAL SCIENCE

Dr. Chitra Rekha* &Mr. Manoj Kumar**

***Assistant Professor DIET(South West) Ghumanhera/ SCERT, New Delhi**

****TGT Social Science Teacher, GBSSS, Moti Bagh-1, New Delhi**

The importance, inquisitiveness, allurements, and aliveness of any subject mostly depend on the content, curriculum, and learning methods adopted by the teachers. Social science is a subject related to society. It includes History, Geography, Political Science, Economics, etc. Social science is a very interesting subject but due to the vast content, instead of taking interest in social science, students feel disinterested and dull. The vast content of history, and difficulty in remembering historical dates and events, it is not found useful and relevant in the daily life of students. The same thing applies to some extent to political science and geography, etc. Apart from this, the second main reason is the use of theoretical and bookish teaching-learning methods in place of innovative, child-centered, and digital technology-based teaching methods by the teachers to finish the curriculum on time. Technology has its own special importance in making teaching-learning interesting. K-YAN (Knowledge Vehicle) is a digital device. Students can understand the subject content effectively by watching and listening, with this objective, K-YAN was given in Delhi Government Schools. This research study was conducted on 7th-class DoE school students. The objective of this was to study the role of K-YAN in teaching-learning of social science and to study the perception of students and teachers about K-YAN. It was found in this research that understanding can be developed in the students in a better way through K-YAN, and interest in social science subjects can be awakened in the students by reducing the habit of cramming.

Keywords: K-YAN, Teaching learning Methods, Social Science

ABSTRACT-10

UNDERSTANDING THE CONTOURS OF PROFESSIONAL DEVELOPMENT AMONG SOCIAL SCIENCE TEACHERS VIS A-VIS THE CHALLENGES FACED BY THEM IN THE ERA OF EDUCATION 4.0

Ms. Ishita Chugh

Ph.D. Scholar, Department of Educational Studies, Jamia Millia Islamia, Delhi

Social Science teachers act as a bridge between learners and the society to shape their views towards society. Social science as a subject is a crucial component to be taught to learners while paving a way to attain the aims and objectives of social science. However, in order to be a social science teacher, a strong foundational base is required to understand each and every aspect of society in detail. However, as per researches that are being done in the area of school education and social sciences, there are a large number of teachers who still are comfortable with teaching while using the technology in their classrooms. They face many challenges. Thus, the present paper holds its essence while identifying the existing challenges of social science teaching in schools and thereby, suggesting the provisions to mitigate these challenges. These challenges have been unfolded through a systematic review and analysis of related literature. Some of these challenges are not being able to assess students through technology, not trained enough to teach through different applications, lack of expertise in creating content on laptop, etc. Thus, the paper presents an overview of the challenges that social science teachers face while teaching through technology and the continuously increasing demands of teaching through the use of technology to deal with the dynamic demands of society in 21st century and the ways to overcome those challenges.

Keywords: Contours, professional development, technology

ABSTRACT-11

MOVING BEYOND THE EXPECTATIONS – UNTYING THE KNOTS OF BARRIERS IN THE TEACHING OF SOCIAL STUDIES

Ms. Yashika Thakur,* Ms. Himanshi Sain, &Ms. Ritika Ishtwal***
Trainee Teachers, Guru Ram Dass College of Education, Delhi**

The aim of this paper is to provide a forum of discussion to throw light on the problems and solutions in the area of social science. The problems are there and so are the solutions but the solution takes time. This paper includes an analysis based on the experience in a real classroom.

Generalizing the issues may or may not benefit the teacher and student but creating respect toward the subject is the foremost step. The paper outlines the problems of textbook reading, the medium of learning, the ratio of students in the classroom, the availability of resources in the school, and the lack of interest in the subject. Tackling all the problems has been a target but the reasons behind the failure and not being able to implement the lesson plan the way they are planned, remain a topic of concern. As for the solution we have the motive to present this paper.

Keywords: Untying, Barriers, social science

ABSTRACT-12

EXPECTATIONS AND CHALLENGES IN SOCIAL SCIENCE TEACHING LEARNING PROCESS

**Ms. Hema Bhardwaj,
Assistant Professor, Guru Ram Dass College of Education, -Delhi**

In this paper the presenter at first presents the need of Social Science subject in Education. For the answer to this question the presenter suggests that Social Science is basically the scientific study of Human Society and Social Relationship. It deals with the growth, development, behavior resources, and historical, geographical, political fact. We all are living in a society with diversified culture and socio- economic backgrounds to lead a peaceful and progressive life, to reach this scenario it becomes very important to include Social Science in school Curriculum. This paper further shows the role of a teacher in our life and school environment. A child even at home follows his/ her teachers teaching, principles and even they try to speak, work and behave like their teachers. So the SST teacher is supposed to teach the pupil how to think objectively. The teacher should introduce amongst student the right value of life. Next as there is need of SST teacher in school, the parents and learners have their own expectations from the teachers to inculcate. In this study the presenter also presents the challenges in teaching learning of social science. All other subjects deal with a particular aspect and has a limited criteria to explain to students whereas history has to give an overview of all aspects, past to present. A big challenge for the teacher is to be able to connect to the students, understand their needs and work as per their requirements. Some other challenges include subject utility, qualified and quality teachers, size of class ,management of time and physical fitness too. This paper further presents the effect of COVID-19 in Social Science teaching and learning, how an interactive teaching learning was effectively working before COVID-19 and the crucial and worst condition of teaching learning effected after COVID-19.

Keywords: scientific study, class management, interactive teaching and learning.

ABSTRACT-13

INNOVATIVE TEACHING METHODS FOR SOCIAL SCIENCE- FISHBOWL TECHNIQUE AND ORAL NARRATIVES

Mr. Abhishek Vaghela
Trainee Teacher, A.G Teachers College, Ahmedabad

In this paper, research has put focus on innovative methods of teaching the social science subject. The objective of this research is to break the monotonous way of teaching the concepts of social science in a formal classroom setting at elementary school level and aims at creating a learning environment for the students outside of the four walls of the classroom. This research emphasizes on the concept of learning by doing and tries to incorporate bi-directional teaching processes along with hands-on activities. This research aims to increase active engagement of students through innovative teaching methods like fishbowl technique and oral narratives to increase the interest of school students in social science at the elementary level. Observation was done while implementing fishbowl technique and oral narratives in the classroom setting to teach certain topics of social science. Although implemented on a small sample, with the use of this technique a considerable change was seen in the classroom dynamics and behavior of students in the context of learning. The outcome of implementation of these innovative teaching methods was examined. This study shows a positive impact related to the overall learning and understanding of social science concepts of students at elementary school level. Real-life implementation of these techniques also result in creating a democratic and active social science classroom and uplifting the overall classroom environment. This research can be applied in a wider perspective at all academic levels for positively increasing the engagement and interest of students in social science and for better learning of social science concepts.

Keywords-Innovative teaching techniques, Fishbowl technique, Oral narratives, Social science classroom

ABSTRACT-14

OVERCROWDED CLASSROOM: A SERIOUS CHALLENGE FACED BY A SOCIAL SCIENCE TEACHER

Ms. Aishwarya Mariyam Aji
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Overcrowding in Classrooms is a serious challenge for a Social Science Teacher is the subject of this research project. A significant issue I encountered during my internship at Prakarsh deep School was a packed classroom. Because of this, it became difficult to focus on certain children,

especially because the school included special needs students, at one point. There were 50 students in my class overall. Therefore, the main goal of this essay was to address the issue and provide a solution. In a classroom that is too packed, the number of pupils is more than is ideal, which makes the teaching and learning process difficult. started by going to the classroom. I discovered that perfect discipline was hard to uphold. Students were engaged in private conversations. At first, I attempted to exert authority, but no one shared my concern. Then I discovered that the overcrowded classroom was the main issue. Every classroom shall maintain a 30:1 ratio, as stated explicitly in NCF 2020. I spoke with the vice principal of the school, and she informed me that there are more pupils and fewer classrooms. Both the infrastructure and the schools negligence in accepting additional students could be clearly identified as serious deficiencies. The possible answer to my observation that, despite being difficult, an overcrowded classroom can be worked with proper preparation and strategizing. In an overcrowded classroom, the instructor often focuses on finishing the curriculum rather than making improvements. I adjusted my teaching methods to better manage the students throughout my presentations.

Keywords: Overcrowded classrooms, NPE-2020, strategizing

ABSTRACT-15

CHALLENGES FACED BY SOCIAL SCIENCE TEACHER'S AND LEARNERS

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As we all know that in our society there are so many preconceptions related to social science content. Social study may be accepted as a non-scientific, non- utility, irrelevant, and ill-famed subject by society. It is considered that its content is very lengthy basically in history. It has very limited carrier options. So, we can say that social science teaching and learning affects a lot due to the various conceptions related to its subject matter or contents. So here is the responsibility of social science teacher to infuse moral and mental energy in the child so that it can make the child think and deal independently with the various forces of society without compromising his/her individuality. But there so many challenges which hindered to achieve the objective of social science teaching. A teacher who is already teaching in classroom, refers in -service teacher are directly engages in teaching. On the other side, pre service* teacher refers to them who are going through the process of becoming teacher. Various challenges that are faced during the teaching-learning process are: Problem-related to the uncertainty of objective Evaluation should be in such a way that may be clearly defined in behavioural terms problems related to the instructional material: There is a lack of instructional material related to social science teaching. Arranging resources enquire expert teachers as well as the expenditure from school ends, Problems related to the unavailability of trained or experienced: Trained and experienced teachers are required for quality education which is a

major problem related to social study teaching.

Keywords: Challenges, Preservice, in service

ABSTRACT-16

GENDER STEREOTYPES IN SECONDARY TEXTBOOKS

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Textbooks and learning materials might perpetuate a disproportionate focus on gender, according to the 2016 Global Education Monitoring study. Gender stereotypes around in textbooks around the world, with men portraying doctors and women portraying nurses. The insidious impact that preconceptions can have on young learners was highlighted by UNESCO Gender Programme Manager Phuong Nhung. Gender stereotypes will become more entrenched in students' minds as they get older if they continue to be exposed to gender-stereotypical pictures in textbooks.

Keywords: Gender stereotypes, UNESCO.

ABSTRACT-17

CHALLENGES FACED BY THE SOCIAL SCIENCE TEACHER & LEARNERS

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Teacher Education for preparing humane & professional teachers in the digital age needs to be holistic. Along with content methodology there is a need to integrate emotional competencies, such as, self-awareness and self-management, social sensitivity and social management. There is a need to integrate life skills, such as, self-awareness, empathy, interpersonal relationship, effective communication, critical thinking, creative thinking, decision making, problem solving, and coping up with emotions and stress. There is a need to integrate human development climate through trust, risk taking, openness, reward, responsibilities, top support, feedback, team spirit and collaboration. There is a need to integrate spiritual intelligence dimensions, such as, knowledge of God, religiosity, soul or inner being, self awareness, quest for life values, etc. An important issue, which is being faced by the teachers of social science in many of the higher learning institutions, is non seriousness of one section of the students who are pursuing undergraduate and post graduate programmes in social sciences. The teachers are able to perceive the poor capacity and capability of the students who are joining social science stream either out of compulsion or out of no other

choice is the reason for their non seriousness. They are below the level of an expected standard and as a result they are not serious in their studies. Further, they are not drawn towards these programmes out of their own interest and passion but because of compulsions and circumstances. General impression has been created among the stakeholders that social science programmes are not professionally oriented to specific jobs. Like professional courses, the social science students cannot expect job offer in the campus itself. High profile student in social science are able to see the fine job opportunities available for social science programmes. They find jobs in governing institutions, administrative arrangements, civil society organizations, business organizations, media and other agencies. Students who got degrees in development administration and social work are in corporate world.

Keywords: Empathy, Critical Thinking, Self- Awareness

ABSTRACT-18

INTERDISCIPLINARY INSTRUCTIONAL APPROACH: TEACHING MATHEMATICS AND HISTORY USING TIMELINES

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Interdisciplinary instruction develops strong systems of engaging and efficient whole student experiences. Interdisciplinary instruction relies on multiple content cogs working together to develop student knowledge, problem-solving skills, self- confidence, self-efficacy and a passion for learning while supporting students various learning styles, diverse backgrounds, interests, talents, backgrounds, and values. Keeping this as an objective, the researcher employed a quasi experimental study to use Timelines as a tool of interdisciplinary instructional approach for teaching Mathematical & History concepts. The Sample taken was 186 Class VI students in 4 (2 public and 2 private) schools of Delhi. The controlled group was taught with traditional learning technique whereas the experimental group was provided with Timeline enhanced Activities. In the study, the Mathematics Achievement Teat (MAT) & HAT (History Achievement Test) were prepared and employed to check the effectiveness of Timelines on overall achievement in History & Mathematics. The results revealed that Teaching the concept of Number line using Historical Timelines not only gives sense to mathematical ideas but it even helps in giving a better content clarity to historical events too. The study recommends the bridge between different disciplines which will result in shifting instruction and assessment from alien content area learning to interdisciplinary. This will provide educators and students unique opportunities to explore learning that is both relevant and interesting to them - cultivating an environment that excites learners and sparks continuous curiosity.

Keywords: Interdisciplinary Instruction approach, Mathematics Learning, History Learning, Timeline

ABSTRACT-19

ART INTEGRATION IN SOCIAL SCIENCE

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Social Science as a subject is a content loaded, theoretical and a redundant subject. Since NCF 2005 1 such claims were acknowledged and efforts have been made by the curriculum forming committees to enhance the approaches and to retain the lost importance of the subject. In New Education Policy 2020, use of Art Integration is stressed upon and teachers are expected to involve students into artistic form of teaching learning practice. Art Integration technique in social science is expected to provide depth to the cultural context and enhance learning. Based on Interviews with in – service teachers and reflection of pre - service teachers on Art Integration in Social Science for different classes we have come to assess the success rate of new suggestion in terms of Teaching Process. This paper focuses on the effective and appropriate use of Art integration in live school classroom and records perspective of Students and Teachers respectively. Further research is needed to identify ways of making teaching of Social Sciences a subject of choice and to analyze success of Art Integration in different scenarios of classroom teaching.

Keywords: Art integration, NEP-2020

ABSTRACT-20

ROLE & AND RESPONSIBILITY OF SOCIAL STUDY TEACHER W.R.T YOUNG AND ADULT LEARNERS

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Worldwide the code of professional ethics in teaching profession focuses on the responsibility of teacher in relation to learners, teachers, school and society. These responsibility increases in case of social studies (S.St) and EVS teacher. It is expected from teacher to be a role model of all the values and ethics and transmit the same in young learners. In grade 1 and 2 children are small and they are not aware of values and skills like sharing, caring, expression, cooperation, anger management, adjustment and so on. The teacher is expected to teach such values to learner, so that they can adjust in school environment. Another reason is to build a learning base for learner. So that in primary classes and upper primary classes learner can accommodate and assimilate properly with social science and science

syllabus. Here, firstly the article will provide a brief about the role and responsibility of Social Study teacher w.r.t young learners. In primary classes S.St subject is taught in two ways firstly as separate subject, or secondly via EVS subject in an integrated way. Here, it is the responsibility of teacher is to raise social base of learner by increasing their harmony with self, society and environment. The learner learns about social values, ethics and duties relating with nature protection, social welfare and self-management. Secondly, the paper will discuss about the role and responsibility of Social Study teacher w.r.t upper primary class learners. At upper primary classes students take S.St as dull, less practical and difficult subject and thus take less interest in subject. Although it is a myth but still it affect learner and increase responsibility of teacher of raising interest in subject. Further, the article will discuss the expectations from teachers relating to be a role model of character, intellectual, brilliant, reflective practitioner, master of various knowledge domain, updated in information, follower of duties and responsibilities and so on are discussed. So, overall, the paper will discuss the role & responsibility of social study teacher w.r.t young and adult learners.

Keywords: Young Learner, Social Study, role and Responsibility.

ABSTRACT-21

LANGUAGE EFFICIENCY VS TEACHING EFFICACY OF SOCIAL SCIENCE TEACHERS

Ms. Anita Sharma

Assistant Professor, Guru Ram Dass College of Education, -Delhi

The study of social and physical environment activities is known as social science. In essence, it is the scientific study of human society or the study of human connections. It is crucial because studying it gives us insight into the world we live in. Social science studies typically concentrate on how people interact with one another in society. Social science educates students about their environment and historical events. Communication & interaction is the key tool to teach Social sciences. But the main component of Communication, i.e, Language Efficiency is often ignored. A social Science teacher needs language efficiency to transact the concepts in a better way. Several studies have examined the relationship between language proficiency and teachers' beliefs about their pedagogical capabilities, commonly known as self-efficacy. This meta-analytic study will examine the relationship between language proficiency and teaching self-efficacy and will analyze the role of various moderators such as teaching degree, teaching experience, and type of self-efficacy/proficiency measures to understand the Teaching efficacy of Social Science Teachers.

Keywords: Language Efficiency, Teaching Efficacy, Social Science Teachers

ABSTRACT-22

A Study on Impact of Entrepreneurial Mindset Education on Professional Development of Social Science Teachers

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The purpose of this paper is investigating the Impact of Entrepreneurial Mindset education on development of Social Science Teachers at their training tenure. For that purpose, trainee teachers were taught using a variety of teaching techniques, including educator-centered and learner-centered in the classroom. Both qualitative and quantitative research methods were used to acquire the data. Findings indicated that Entrepreneurship education teaches essential life skills such as an innovative approach to solve a problem, resolve real world problems, collaboration and working with a team, communication as well society needs, Geographical environment for run any business, economic growth, history of particular area and their impact on existing business and new business ideas. The outcomes of this study showed that encouraging entrepreneurship among trainee teachers can help them to develop their pedagogy, skills, awareness of correlation with business study and professional development as social science teacher.

Keywords: Entrepreneurial Mindset, Trainee Teachers of Social Science, Directed Approaches.

ABSTRACT-23

MAKING SENSE OF THE SOCIAL SCIENCE TEACHING IN THE TECHNOLOGICAL AGE: OPTIMIZING THE POTENTIAL OF DIGITAL REVOLUTION

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With emerging constructivist paradigm of learning, Teachers and educators are no more the sole entity of information but they act as a facilitator and as a facilitator they need to know the importance of emerging technology and its use to make learning and teaching for upper primary more effective and experiential. The problem occurred at the time of the pandemic which brought a huge loss to the education system of our county and now its time to boost our education industry by outsourcing technology by learning the trends with students. Social science is a vast subject with diverse range of learning domains. Students come across various concepts and topics that could not be explained without diagrams and structural analysis. Teachers from “ Sage of Stage “ still stick to the old strategies and methodologies whereas,

enrichment of the students can be done through creative learning by using economical and feasible sources introduced by technology. The introduction of various E-tools to educators can bring a positive change to the process and that could be done by taking and making some minor steps. E-sources can develop major changes in the learning process and could make it easier for educators to promote multisensory engagement and experiential learning within a classroom by adapting technological development. This paper throws light on some of the most powerful digital tools that can transform the teaching learning experience and make learning social science more engaging and meaningful.

Keywords: Technology integration, effective Social Science Learning

ABSTRACT-24

TOWARDS MEANINGFUL ENGAGEMENT WITH HISTORY THROUGH STORY TELLING METHOD

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History as a subject forms important part of curriculum and is a critical concern for educators envisioning it as a platform to connect the human mind with rich cultural heritage of country in particular and human civilization in general. Like any other subject, effectiveness of the learning in History subject also to a great extent is determined by the methods used by the teacher for creating meaningful learning experiences in the classroom. Unfortunately, the subject that has such a rich potential to transform the whole dynamics of relationship of man with his past and with the way humanity has evolved over a period of time has often been considered very dull and boring subject by the student. Among other factors, use of outdated traditional methods by teachers in general, have been found by researchers as having significant impact in this regard. The present paper makes an attempt to explore the importance of the use of Story-telling method of History Teaching on the basis of extensive review of literature Towards the end, useful suggestions are recommended in order to make Learning of History more enriching, engaging and meaningful experience for learners at school level. This will be make India, in real sense capitalize on its unique rich historical legacy for which it is been known to the world but unfortunately being not appreciated by its own people.

Keywords: History Learning, Innovative Methods, Story-telling

ABSTRACT-25

RESEARCH OF SOCIAL STUDIES IN THE 21ST CENTURY SOCIETY

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Trainee Teachers, Guru Ram Dass College of Education, Delhi

Social Studies is a key tool in this changing world. It serves as the foundation of social development across the country and acts as an agent of change that transforms an individual into an effective citizen of the nation. Moreover, the role of social studies in developing the learners' literacy and effective engagement as a citizen of the country. teachers are encouraged to make the teaching of Social Studies contextualized, indigenized, and localized to make it responsive and relevant in the current setting.

Keywords: Research, Social Science teaching, New innovations

ABSTRACT-26

CHALLENGES FACED BY THE SOCIAL SCIENCE TEACHER

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Lets recall these words, "The bigger the challenge the bigger the oppurtunity for growth. To be successful you must accept all the challenges that come up your way you just cannot accept the one you like." The social science deals with good emphasis laid on systematic reform and all over the world institution recommends that student life at school must meet the requirements of subjects at all levels wherever the child passes through the way. The Social science today teaching challenges to make teacher to create deep interest. The curriculum of social sciences with varied objectives and comprehensive programes for subjective and the the whole area of experiences - the family,the community,the nation and the world, help bridge the wide gulf between the schools and the outside world. It is very clear that the nature of knowledge in Social Sciences is Subjective. Dealing with subject. Knowledge is very challenging because teachers have to deal without bias. Social Science deals with diversity and one of its aims is also to make people understand the diversity with acceptance. The paper deals with an overview of experience of problems we faced in understanding the concepts.

Keywords: Social Science teaching, Problems, general opinions, remedies

ABSTRACT-27

INNOVATIONS IN SOCIAL SCIENCE CLASS ROOMS

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*** Lecturer, Institute of Vocational studies, Sheikh Sarai, New Delhi**

****Principal, Institute of Vocational studies, Sheikh Sarai, New Delhi**

In recent years, there has been a growing interest in exploring innovative approaches to teaching and learning in social science classrooms. These innovations include incorporating technology, using primary sources when teaching social sciences, integrating hands-on activities, collaborations with local organizations such as museums, and encouraging students to follow current events. In this research paper, we delve into the various innovations that have been implemented in social science classrooms and examine the benefits and challenges of each approach. Through a review of relevant literature and case studies of successful implementation, we aim to provide a comprehensive overview of the state of innovation in social science education. We also offer recommendations for educators seeking to incorporate these innovations into their own classrooms. Our findings suggest that while each approach has its own unique benefits and challenges, the use of innovative teaching methods can lead to improved student engagement and achievement in the social sciences. Overall, this research paper provides valuable insights for educators looking to enhance their teaching practices and create a more dynamic and engaging learning environment for their students.

Keywords: social science innovations, geography, civics, history, classrooms

ABSTRACT-28

STUDY OF THE CHALLENGES AND STRATEGIES FOR EFFECTIVE SOCIAL SCIENCE TEACHING: EXPLORATION THROUGH THE LENSES OF TRAINEE TEACHERS

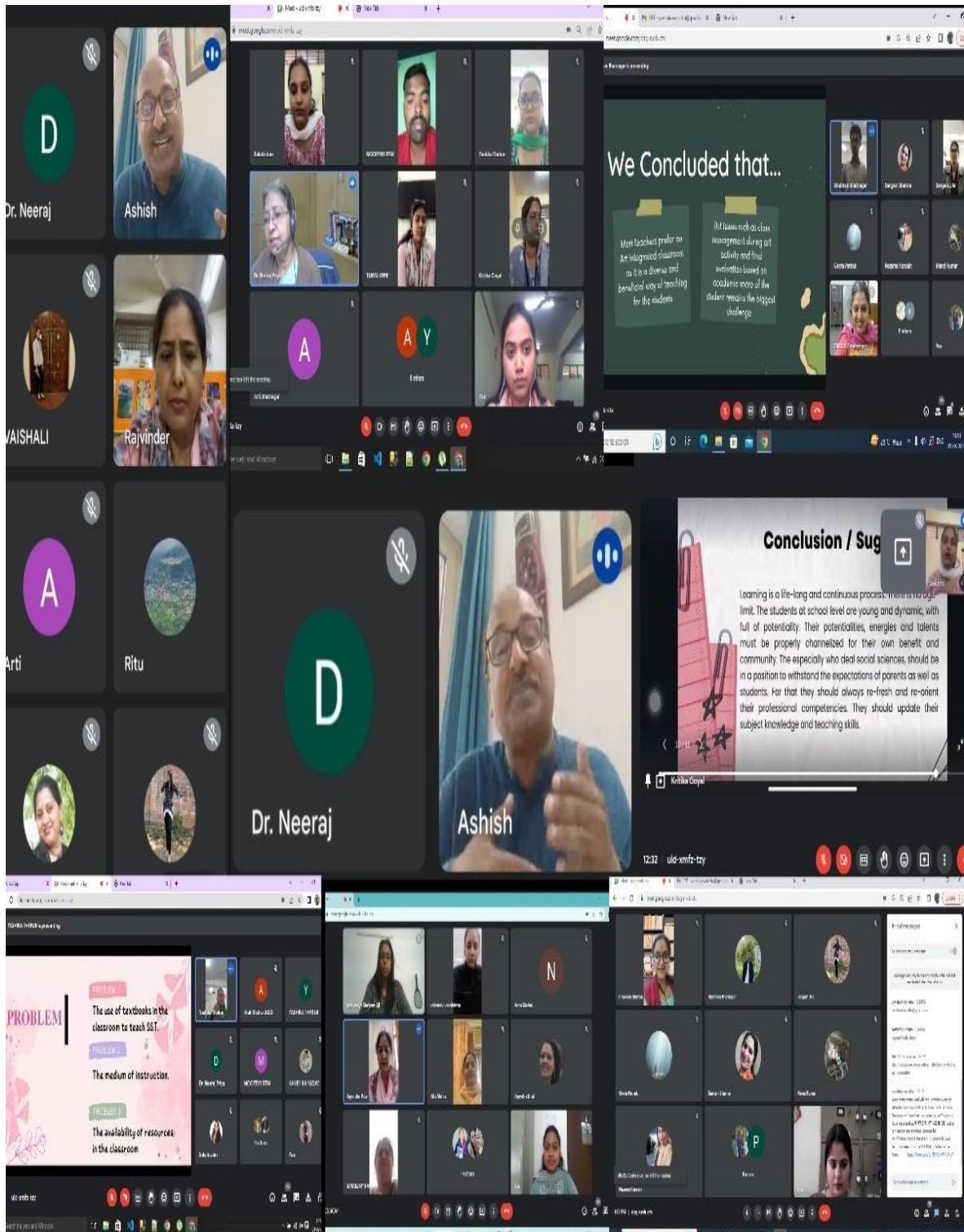
Ms. Tanya*and Ms. Aparna**

Trainee Teachers, School of Education and Humanities, Manav Rachna University

Teaching of Social Science has witnessed a massive change over the past couple of decades. On one hand, technology has drastically improved the learning dynamics making knowledge more accessible and engaging. On the other hand, India being a developing country suffers from its own set of challenges from the perspective of Social Science teaching. This paper makes an attempt to explore the perspective of budding teachers on this very important aspect concerning the challenges and barriers with respect to social science teaching. Apart from this, the trainee teachers' views about the best strategies and practices are also incorporated in this paper. The purpose of this paper is to make sense of the internship experience of trainee teachers. The primary tool for data collection will be self constructed semi structured questionnaire, findings of which will be analyzed through the technique of thematic analysis. The findings will throw the useful insight into challenges and important strategies as being explored by aspiring teachers in the context of teaching of Social Science.

Keywords: Challenges, Strategies, Teaching of Social Science, Trainee Teachers-

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ABOUT THE CONFERENCE

Largely, the role of a teacher in education goes beyond teaching. In today's world, teaching has different faces, and a teacher has to carry out the part of being a parent, counselor, mentor, role model, and so on. Social science is a vital subject, since it's the study of human beings and humanity's history as well as structure. The social science teacher due to the nature of this subject is also donning many hats. She has to be a historian at one time and an experienced cartographer at another, she needs to be abreast with current affairs and also be instilling civic values in her students.

CONCEPT NOTE

The National Focus Group on teaching of Social Sciences-NCF2005 explains in detail the expectations from social science curriculum and pedagogy. NCF2005 shifts the aim of social science teaching and learning from a utilitarian perspective to enabling education for social justice by developing a critical thinking ability in the learners, who are able to appreciate the inherent and natural diversity in society. Teachers are perplexed to deliver in classrooms a content rich descriptive subject as well as adhere to the broad curricular guidelines.

In this regard, GRDCE Delhi is organizing this conference in blended mode. This conference aims to foster dialogue on practices, implications and challenges for quality social science-teaching and school education.

SUB THEMES:

1. Impact of Pre-Service training phase on development of social science teachers
2. Expectations from social science teachers in the Experimental classrooms
3. Challenges faced by the social science teachers/learners
4. Innovations in Social Science Classrooms
5. Teaching in Online Social Studies Classrooms during Pandemic



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Full Paper Submission (Soft Copy) with PPI	24 th February 2023
Last Date For Registration	27 th February 2023

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