



Far Western University
Faculty of Education
Professional Bachelor of Education Program

Course Title: **Curriculum, Assessment, and Planning of Social Science Education**

Course No.: SS.Ed. 424

Nature: Theoretical

Level: P.B.Ed.

Credit: 3

Semester: Second

Teaching Hours: 48

1. Course Introduction

This course provides a foundational understanding of Social Science and Social Studies, emphasising their nature, scope, and relevance in education. It examines the global and local evolution of these disciplines, highlighting their role in fostering civic responsibility, critical thinking, and democratic values. Learners will explore the foundations and structure of the Social Science curriculum, approaches to curriculum design, and the contextualization of secondary education in Nepal. The course also covers various assessment methods, tools, and challenges, including competency-based and value-based assessment. Finally, it introduces curriculum planning processes in Nepal, guided by the National Curriculum Framework and local adaptation needs.

2. General Objectives

The objective of this course is to develop a comprehensive understanding of the nature, scope, and significance of Social Science and Social Studies in education. It aims to equip learners with the knowledge and skills necessary for curriculum development, instructional design, and assessment practices at the secondary school level in Nepal, while fostering critical thinking, civic responsibility, and democratic values.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• Define the concept of social science and identify its major components.• Explain the meaning, scope, and objectives of social studies.• Describe the concept and importance of social education.• Analyze the main aims of social science such as promoting civic responsibility, critical thinking, and democratic participation.• Establish the relationship between Social science and Social studies• Justify the relevance of social science and social studies in school education.	<p>Unit 1: Nature and Scope of Social Science and Social Studies (10 Hrs)</p> <p>1.1 Concept and context of Social science and its components</p> <p>1.2 Meaning, Scope and Objectives of Social studies</p> <p>1.3 Concept of Social Education</p> <p>1.4 Main aim of social science (civic responsibility, critical thinking, democratic participation)</p> <p>1.5 Relationship between Social science and Social studies</p> <p>1.6 Relevance of Social Science and social studies in school education</p>

<ul style="list-style-type: none"> • Explain the nature of social science and the structure of its disciplines. • Describe the disciplinary structure of social science subjects. • Identify organizing concepts and generalizations within subjects like Economics, Geography, History, Political Science, Sociology, and Anthropology. • Analyze the relevance of social science in addressing contemporary social issues. • Discuss the impact of major changes in the social environment. • Identify key issues and drivers of social change. • Explain the interrelationship between social change, democratic values, and institutions. • Discuss the philosophical and theoretical foundations of curriculum development in social science and social studies. • Analyze the vertical and horizontal correlation of content in the curriculum of social science and social studies. 	<p>Unit:2 Foundation of Social studies/Social science curriculum (10 Hrs)</p> <p>2.1 Social science and its Nature</p> <p>2.1.1 Structure of ‘<i>discipline</i>’</p> <p>2.1.2 Organizing concept and generalization of social science subject (Economics, Geography, History, Political science, Sociology and Anthropology)</p> <p>2.1.3 Relevance of social science to Contemporary issues</p> <p>2.2 Social Environment</p> <p>2.2.1 Major change in social environment</p> <p>2.2.2 Key issues of social change</p> <p>2.2.3 Social change, Democratic value and institution</p> <p>2.3 Foundations of curriculum development of social science and social studies</p> <p>2.4 Organization of the contents in social science and social studies (Vertical and horizontal correlation of the content)</p>
<ul style="list-style-type: none"> • Explain the meaning, nature, and scope of social science curriculum • Distinguish between various curriculum design approaches. • Compare discipline-oriented approaches including multidisciplinary, interdisciplinary, alternate unit, broad-field, and core programs. • Explain individual-oriented curriculum approaches. • Describe learner-centered approaches to curriculum design. • Analyze society-oriented curriculum planning. • Review the secondary education curriculum of social science and social studies in terms of objectives, scope, and sequencing. • Evaluate the contextualization of the curriculum in the Nepalese educational context. <ul style="list-style-type: none"> • Develop the model curriculum of Social science/ social studies 	<p>Unit:3 Curriculum Organization in social studies and Social Science (10 Hrs)</p> <p>3.1 Meaning, nature, and scope of social science curriculum</p> <p>3.2 Designing approaches</p> <p>3.2.1 Discipline oriented curriculum (Multi-disciplinary and interdisciplinary approach: Alternate unit approach, Broad- field and Core programme approach)</p> <p>3.2.2 Individual oriented approach</p> <p>3.2.3 Learner oriented</p> <p>3.2.4 Society oriented</p> <p>3.3 Analytical study (Review) of secondary Education curriculum of social science and social studies</p> <p>3.3.1 Objectives</p> <p>3.3.2 Scope</p> <p>3.3.3Sequence</p> <p>3.4 Contextualization of secondary Education curriculum of social science and social studies in Nepalese education</p>

	3.5 Preparation of Model curriculum of Social science/ Social studies (Project work)
<ul style="list-style-type: none"> • Distinguish the Assessment and Evaluation • Use various assessment tools such as tests, rubrics, portfolios, projects, and case studies. • Implement competency-based assessment techniques in classroom settings. • Identify and address challenges in assessing attitudes and values in social science. • Apply strategies for student self-assessment and peer-assessment. • Analyze current assessment practices and reforms in social science/social studies. 	Unit:4 Assessment in Social Science Education (10 Hrs) 4.1 Difference between Assessment and Evaluation 4.2 Tools: tests, rubrics, portfolios, projects, case studies 4.3 Competency-based assessment 4.4 Assessment challenges in Social Science/social studies (evaluating attitudes and values) 4.5 Student self-assessment and peer-assessment strategies (Project work in peer-assessment) 4.6 Assessment practices in social science/social studies: issues and reforms
<ul style="list-style-type: none"> • Explain the concept and significance of curriculum planning. • Review the National Curriculum Framework (NCF, 2076) and its guiding principles. • Illustrate the curriculum development process and cycle in Nepal, including needs assessment, formulation, piloting, implementation, evaluation, and revision. • Formulate the local-level curriculum and explain its adaptation. • Identify and evaluate key challenges in curriculum planning at the secondary level in Nepal. 	Unit:5 Curriculum Planning Process of Secondary School Level in Nepal (8 Hrs) 5.1 Concept and importance of curriculum planning in social studies 5.2 Review National Curriculum Framework (NCF, 2076) and its guiding principles for social science/studies 5.3 The curriculum development process and cycle in Nepal (needs assessment, formulation, piloting, implementation, evaluation, and revision) 5.4 Local-level curriculum formulation and adaptation (Project work) 5.5 Challenges in curriculum planning

Note: The figures in the parentheses indicate the approximate teaching hours for the respective units

4. Methods and Techniques

Mode of Instruction: The course is completed using various methods and techniques, including lectures, group discussions, inquiry and problem-solving, project work, case study, simulation, seminars, and reflective writing.

Types of Learning Activities: Students should attend lectures, participate in group discussions and seminars, complete specific assignments, review social studies curriculum, read recommended and reference books and journals, develop and present papers in the classroom, and collect feedback from teachers and peers.

Teaching Learning Strategies

unit	Teaching learning strategies
Unit 1: Nature and Scope of social science and Social Studies (10Hrs)	<ul style="list-style-type: none"> • Lecture and Explanation – to introduce foundational concepts. • Group Discussion – for exploring the aims and relevance of social science. • Concept Mapping – to visualize components and scope of social science and studies. • Case Studies – on the evolution of social studies in Nepal and the world. • Question-Answer Sessions – to develop critical thinking and civic awareness.
Unit:2 Foundation of Social studies/Social science curriculum (10 Hrs)	<ul style="list-style-type: none"> • Interactive Lecture – to explain the nature and structure of social science disciplines. • Panel Discussion/Debate – on the relevance of social science to contemporary issues. • Comparative Analysis – to examine different disciplines (e.g., history vs. geography). • Brainstorming – on key issues of social change. • Project Work – Analyzing curriculum foundations or tracking societal change over time.
Unit 3 Curriculum Organization in social studies and Social Science (10 Hrs)	<ul style="list-style-type: none"> • Workshop Method – for curriculum design exercises. • Charting and Diagramming – to explain different curriculum approaches. • Case Analysis – of existing secondary level curriculum in Nepal. • Group Presentations – to review objectives, scope, and sequence of curriculum. • Experiential Learning – through simulations of curriculum contextualization.
Unit:4 Assessment in Social Science Education (10 Hrs)	<ul style="list-style-type: none"> • Demonstration – of assessment tools like rubrics, portfolios, and case studies. • Role Play – to practice peer- and self-assessment strategies. • Workshop – on developing competency-based assessments. • Critical Reflection – on challenges in assessing values and attitudes. • Action Research – small-scale studies on school assessment practices.
Unit:5 Curriculum Planning Process of Secondary School Level in Nepal (8 Hrs)	<ul style="list-style-type: none"> • Lecture with Visual Aids – to explain the curriculum development cycle and NCF. • Document Analysis – of the National Curriculum Framework (NCF, 2076). • Group Work – to explore local-level curriculum adaptation strategies. • Problem-Solving Tasks – on challenges in planning. • Field Visits or Interviews – with curriculum planners or education officers (if feasible).

5. Evaluation Scheme

5.1 Internal Evaluation

40%

Internal Evaluation will be conducted by the course teacher based on the following activities:

a) **Attendance and Participation in class activities:** 5+5=10 marks

b) **Assignment I: Reflective Notes and Class presentation:** 5+5= 10 marks

(Reflective notes on 2 to 4 questions given by the teacher at the end of every unit and presentation on any two questions among them)

c) **Assignment II: one Term paper/ Essay/Project and Interview:** 5+5=10 marks

(Logical essay/term paper/project on the topics chosen by student and approved by the teacher and an interview)

d) **Mid-term exam:** 10 marks

5.2 External Evaluation (Final Examination)

60%

The Office of the Controller of Examinations will conduct the final examination at the end of the semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5	30
Group C: Long answer questions	2 with 1 'or' question	2 × 10	20

References

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- पण्डित, दिननाथ (२०७१), सामाजिक अध्ययन शिक्षण । श्रीमती राजकुमारी पण्डित ।
- पन्त, तुलाराम (nd)..., सामाजिक अध्ययन शिक्षण । पाठक्रम विकास केन्द्र ।
- पाँडे रामकुमार (२०५४), सामाजिक शिक्षा सिद्धान्त र शिक्षण । रत्नपुस्तक भण्डार



Far Western University
Faculty of Education

Professional Bachelor of Education Program

(Pedagogy and Material Development in Schools: Teaching of Social Studies)

Course Title: **Teaching Social Studies**

Nature: Theoretical

Course No.: SS.Ed. 425

Credit: 3

Level: P.B.Ed.

Teaching Hours: 48

Semester: Second

1. Course Introduction

This course is designed to equip prospective Social Studies educators with both theoretical knowledge and practical competencies essential for effective classroom instruction. It emphasises the formulation of instructional objectives and the planning, along with the selection of curriculum-aligned content. The course explores a range of teaching methods and strategies, highlighting the distinctions between teacher-centred and student-centred approaches. It also promotes the integration of technology and community resources to enhance learning experiences.

In addition, the course covers the development and effective use of instructional materials, as well as the design and implementation of evaluation tools. Emphasis is placed on both formative and summative evaluation techniques to support student learning and instructional improvement. Ultimately, the course aims to prepare educators who can foster critical thinking, civic responsibility, and meaningful engagement in Social Studies. It supports the development of reflective, competent, and culturally responsive teachers capable of planning, implementing, and evaluating Social Studies curricula in diverse educational settings.

2. General Objectives

The general objectives of this course are as follows:

- To develop a deep understanding of the nature, goals, and significance of Social Studies education in fostering informed, responsible, and active citizenship.
- To enable learners to effectively design and implement instructional objectives and lesson plans that align with the Social Studies curriculum.
- To equip learners with the knowledge and skills necessary to select and organize appropriate, relevant, and interdisciplinary content, utilizing community and local resources.
- To promote the application of diverse, student-centred, and contextually appropriate teaching methods and strategies in Social Studies instruction.
- To enhance learners' ability to effectively use a variety of instructional materials, evaluation tools to improve quality of teaching and student learning outcomes in Social Studies.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• Discuss teaching as a system, a process, and an art, highlighting how these perspectives contribute to effective instruction and learner engagement.	<p>Unit 1: Foundations of Teaching Social Studies (10 Hrs)</p> <p>1.1 Teaching as a system and process</p> <p>1.2 Teaching as an Art</p>

<ul style="list-style-type: none"> • Explain the scope of Social Studies teaching, including its overarching aims and core contributions to citizenship education, particularly in shaping informed, responsible, and active citizens. • Identify and articulate the primary goals of teaching Social Studies, with a focus on instructional strategies that support citizenship education and democratic participation. • Review and evaluate the evolution of Social Studies teaching in the global as well as the Nepalese context. a field of study. • Discuss the general and psychological principle of teaching in the context of social studies teaching 	<p>1.3 The scope of social studies teaching in developing citizens</p> <p>1.3.1 Aims of Social Studies teaching</p> <p>1.3.2 Core Contributions to Citizenship</p> <p>1.3.3 Instructional Strategies for Citizenship Education</p> <p>1.4 Evolution and review of Social Studies teaching in the Global and Nepalese context</p> <p>1.5 Principle of teaching in social studies</p> <p>1.5.1 General principles of teaching</p> <p>1.5.2 Psychological principles of teaching</p>
<ul style="list-style-type: none"> • Discuss Bloom’s Taxonomy and the Revised Taxonomy of Educational Objectives in the context of Social Studies, emphasizing their relevance to setting clear cognitive goals and promoting higher-order thinking. • Define instructional objectives and learning outcomes within the framework of Social Studies education, highlighting their role in guiding teaching and assessing student achievement. • Differentiate between general objectives, specific objectives, and learning outcomes, explaining their distinct purposes and how they contribute to effective lesson planning and curriculum alignment. • Formulate measurable instructional objectives using appropriate action verbs based on Bloom’s Taxonomy to ensure clarity, precision, and assessability in learning expectations. • Align instructional objectives with national curriculum goals and competencies in Social Studies, ensuring that teaching strategies and assessments support broader educational standards and learner development. 	<p>Unit:2 Setting Instructional Objectives in Teaching Social Studies (10 Hrs)</p> <p>2.1 Setting instructional objectives and learning outcomes</p> <p>2.1.1 Define instructional objectives and learning outcomes</p> <p>2.1.2 Concept of general objectives, specific objectives, and .Instructional objectives</p> <p>2.2 Revised New Blooms’ Taxonomy of Educational objective</p> <p>2.3 Formulation of measurable instructional objectives and specific objectives at different levels of educational objectives for the Social Studies teaching</p> <p>2.4 Curriculum analysis align instructional objectives with national curriculum goals and competencies in social studies.</p>
<ul style="list-style-type: none"> • Review and analyze various teaching methods and techniques commonly used in Social Studies instruction, including both traditional and innovative approaches. • Explain the application of appropriate teaching methods and techniques in Social Studies contexts to enhance student engagement and learning outcomes. • Differentiate between student-centred and teacher-centred teaching approaches, and evaluate their 	<p>Unit:3 Teaching Strategies and planning in Social Studies (10 Hrs)</p> <p>3.1 Overview and Application of Teaching Methods and Techniques in Social Studies</p>

<p>effectiveness in promoting meaningful learning experiences;</p> <ul style="list-style-type: none"> • Apply effective questioning strategies to promote higher-order thinking skills during class discussions, group activities, and assessments; • Identify various types of technology and multimedia tools (e.g., videos, interactive maps, virtual tours, presentation software) applicable to the teaching of Social Studies. • Integrate multimedia resources effectively into lesson planning and instructional delivery, ensuring alignment with learning objectives and student needs. • Discuss the Pedagogical shift in teaching social studies, • Design comprehensive instructional plans, including annual plans, unit plans, and lesson plans, and demonstrate their effective use in organizing and delivering Social Studies content. 	<p>3.1.1 Lecture Method</p> <p>3.1.2 Discussion Method</p> <p>3.1.3 Project-Based Learning</p> <p>3.1.4 Observation and case study</p> <p>3.1.5 Problem solving and Inquiry-methods</p> <p>3.1.6 Community visit and survey</p> <p>3.2 Use of Questioning Techniques and Critical Thinking Strategies</p> <p>3.2.1 Types of Questions</p> <p>3.2.2 Effective Questioning Strategies</p> <p>3.2.3 Critical Thinking Strategies</p> <p>3.3 Incorporating Technology and Multimedia in Social Studies</p> <p>3.3.1 Types of Technology Tools</p> <p>3.3.2 Multimedia Integration</p> <p>3.3.3 Best Practices and Challenges</p> <p>3.4 Pedagogical shift in teaching social studies</p> <p>3.5 Designing annual plans, unit plans, and lesson plans and its uses for teaching social studies</p>
<ul style="list-style-type: none"> • Identify different types of instructional materials used in social studies teaching. • Analyze criteria for selecting appropriate instructional materials based on content, level, and context. • Demonstrate how to use textbooks and teacher guides purposefully in lesson planning and delivery. • Interpret and apply maps, charts, graphs, and timelines in teaching geographic and historical content. • Use audio-visual aids (e.g., videos, radio clips) to illustrate abstract or complex social studies concepts. • Integrate digital resources and multimedia (e.g., YouTube, educational apps, interactive websites) to promote active engagement. • Identify locally available materials that can be adapted for use in social studies instruction. • Explain the importance of cultural relevance and contextual appropriateness in selecting or developing materials. • Create simple, low-cost teaching aids (e.g., community maps, models, photo displays) using local resources. 	<p>Unit:4 Instructional Materials and Resources (8 Hrs)</p> <p>4.1 Types and selection criteria of instructional materials</p> <p>4.1.1 Types of instructional materials</p> <p>4.1.2 Selection criteria</p> <p>4.2 Using textbooks, maps, charts, audio-visual aids, and digital resources effectively</p> <p>4.2.1 Textbooks and teacher guides</p> <p>4.2.2 Maps, charts, and graphs</p> <p>4.2.3 Audio-visual aids</p> <p>4.2.4 Digital resources</p> <p>4.3 Developing locally available and culturally relevant teaching materials and its uses</p> <p>4.3.1 Importance of local and cultural relevance</p> <p>4.3.2 Sources of local materials</p> <p>4.3.3 Examples of locally developed materials</p> <p>4.4 Utilizing community resources and field trips to enhance learning</p>

<ul style="list-style-type: none"> • Encourage students to participate in creating instructional materials that reflect their own environment. • Identify community resources (people, institutions, places, events) that support the teaching of social studies. • Plan and organize meaningful field trips aligned with curriculum goals and learning outcomes. • Develop strategies for using guest speakers, local experts, and artifacts to enrich the curriculum. 	
<ul style="list-style-type: none"> • Discuss the basic concept of Evaluation, assessment and measurement in social studies • Explain the features of effective Evaluation (validity, reliability, fairness, practicality) in social studies. • Identify the purposes of Diagnostic evaluation and remedial teaching in teaching social studies • Apply the formative and summative evaluation and distinguish between them in social studies • Identify various tools and techniques for conducting formative assessments (e.g., observation, questioning, peer-assessment). • Formulate the different types of objective test items (multiple choice, matching, true/false, and completion). • Formulate the different types of subjective test items (short-answer, long-answer, essay-type) in align with Lower and higher thinking questions. • Explain the guidelines for test construction in social study • Develop a specification (blueprint) chart for preparing balanced test papers. • Explain the importance of timely, constructive, and actionable feedback. • Identify methods of providing individual and group feedback. 	<p>Unit:5 Evaluation and Assessment in Social Studies Teaching (10 Hrs)</p> <p>5.1 Principles and purposes of Evaluation and assessment in social studies</p> <p>5.1.1 Basic concepts: Measurement, Assessment, and Evaluation in social studies</p> <p>5.1.2 Features of effective Evaluation in social studies: Validity, reliability, fairness, practicality, feasible in terms of time and resources.</p> <p>5.1.3 Diagnostic evaluation and remedial teaching in social studies</p> <p>5.2 Differentiate formative and summative evaluation</p> <p>5.2.1 Formative assessment</p> <p>5.2.2 Summative assessment</p> <p>5.3 Construction of test items: objective and subjective types</p> <p>5.3.1 Objective-Type Items: Multiple choice, true/false, matching, fill-in-the-blanks</p> <p>5.3.2 Subjective-Type Items: Short answer and long answer/essay</p> <p>5.3.3 Lower level and Higher-level thinking questions</p> <p>5.3.4 Guidelines for test construction</p> <p>5.4 Using feedback to improve teaching and learning outcomes</p> <p>5.4.4 Importance of Feedback</p> <p>5.4.5 Types of Feedback</p> <p>5.4.6 Feedback Strategies</p> <p>5.4.7 Construction of rubric and specification chart</p>

Note: The figures in the parentheses indicate the approximate teaching hours for the respective units

4 Methods and Techniques

Mode of Instruction: The course is completed using various methods and techniques, including lectures, group discussions, inquiry and problem-solving, project work, case study, simulation, seminars, and reflective writing.

Teaching Learning Strategies

unit	Teaching learning strategies
1	<ul style="list-style-type: none"> Lecture and Explanation – to introduce teaching as a system, process, and art. Brainstorming & Group Discussion – on the purpose and scope of social studies. Case-Based Learning – on models like ADDIE and ASSURE. Demonstration/Simulation – of instructional models in classroom settings. Interactive Charts/Flow Diagrams – to visually explain teaching models.
2	<ul style="list-style-type: none"> Mini-Workshops – for writing general, specific, and instructional objectives. Interactive Lecture – on Bloom's and revised Bloom's taxonomy. Hands-on Activities – to align objectives with curriculum goals. Peer/Group Work – for formulating measurable objectives at various levels. Curriculum Document Analysis – to map objectives to national standards
3	<ul style="list-style-type: none"> Method Demonstrations – for lecture, discussion, project-based, inquiry, etc. Role Play & Field Practice – for community visit and surveys. Critical Thinking Exercises – using questioning techniques. Multimedia Presentations – to show integration of technology tools. Lesson Planning Workshops – for annual, unit, and lesson plans. Peer Review & Feedback – on developed teaching plans.
4	<ul style="list-style-type: none"> Show-and-Tell Sessions – for textbooks, maps, charts, AV aids. Practical Demonstration – of using digital tools in social studies. Material Evaluation Tasks – to apply selection criteria. Local Resource Mapping Project – to identify community and cultural materials. Field Visit or Community Resource Identification – for practical experience. Group Work – to create culturally relevant sample materials
5	<ul style="list-style-type: none"> Lecture & Discussion – on principles, types, and purposes of evaluation. Case Study Method – to differentiate and apply formative vs. summative assessment. Rubric Development Activities – to ensure validity and reliability. Assessment Simulation – using sample student work for diagnostic evaluation. Reflection Activities – on assessment fairness, feasibility, and improvement.

5 Evaluation Scheme

5.1 Internal Evaluation

40%

Internal Evaluation will be conducted by course teacher based on following activities:

a) Attendance and Participation in class activities: 5+5= 10 marks

b) Assignment I: Reflective Notes and Class presentation: 5+5= 10 marks

(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them)

- c) **Assignment II: one Term paper/ Essay/Project and Interview:** 5+5=10 marks
(Logical essay/term paper/project on the topics chosen by student and approved by the teacher and interview)
- d) **Mid-term exam:** 10 marks

5.2 External Evaluation (Final Examination)

60%

The Office of the Controller of Examinations will conduct the final examination at the end of the semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5	30
Group C: Long answer questions	2 with 1 'or' question	2 × 10	20

References

General References

- Culbert, J. C. & Others (). *Social studies concepts and generalizations: A framework for curriculum development*. Office of Education (DREW), Washington, D.C.
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- ढकाल, केशवराज (२०७२), सामाजिक अध्ययन शिक्षण । क्वेस्ट पब्लिकेशन ।
- पण्डित, दिननाथ (२०७१), सामाजिक अध्ययन शिक्षण । श्रीमती राजकुमारी पण्डित ।
- पन्त, तुलाराम (लम)..., सामाजिक अध्ययन शिक्षण । पाठक्रम विकास केन्द्र ।
- पाँडे रामकुमार (२०५४), सामाजिक शिक्षा सिद्धान्त र शिक्षण । रत्नपुस्तक भण्डार

References for Teaching Social Studies

Unit I Understanding the Nature, Goals, and Importance of Social Studies Education

- Jarolimek, J. (1993). *Social Studies in Elementary Education* (8th ed.). Macmillan.
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- NCSS (2010). *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. National Council for the Social Studies.

Unit II Designing Instructional Objectives, Annual, Unit, and Lesson Plans

- Aggarwal, J. C. (2009). *Principles, Methods and Techniques of Teaching*. Vikas Publishing.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives: Handbook I – Cognitive Domain*. Longmans.
- Ornstein, A. C., & Lasley, T. J. (2000). *Strategies for Effective Teaching*. McGraw-Hill.

Unit III: Selecting and Organising Interdisciplinary Content Using Local and Community Resources

Government of Nepal, Ministry of Education (2019). *National Curriculum Framework for School Education, 2076 (2019)*.

Sunal, C. S., & Haas, M. E. (2011). *Social Studies for the Elementary and Middle Grades: A Constructivist Approach*. Pearson.

UNESCO (2017). *Education for Sustainable Development Goals: Learning Objectives*.

Unit IV: Applying Diverse, Student-Centred Teaching Methods and Strategies

Kochhar, S. K. (2008). *Teaching of Social Studies*. Sterling Publishers.

Martorella, P. H., Beal, C. M., & Bolick, C. M. (2005). *Teaching Social Studies in Middle and Secondary Schools* (5th ed.). Pearson.

Tinning, R., Kirk, D., Macdonald, D., & Hickey, C. (2001). *Teaching and Learning Strategies in the Social Studies*. McGraw-Hill.

Unit V: Using Instructional Materials and Assessment Tools Effectively

Gronlund, N. E. (2006). *Assessment of Student Achievement* (8th ed.). Pearson.

Kizlik, B. (2012). *Instructional Materials: Definition, Types, and Characteristics*. ADPRIMA Education.

Nitko, A. J., & Brookhart, S. M. (2014). *Educational Assessment of Students* (7th ed.). Pearson.

UNESCO (2016). *Teacher Policy Development Guide*.



Far Western University

Faculty of Education

Professional Bachelor of Education Program

(Pedagogy and Material Development in Schools: Teaching of Economics)

Course Title: **Teaching of Economics**

Nature: Theoretical

Course No.: Eco.Ed.425

Credit: 3

Level: P.B.Ed.

Teaching Hours: 48

Semester: Second

1. Course Introduction

This course is designed to equip prospective teachers with the knowledge and skills required to teach economics effectively. It focuses on developing an understanding of economics as a discipline, along with pedagogical strategies for teaching economics at the secondary education level. The course aims to enhance students' competencies in line with the reviewing secondary school economics curriculum. It includes a review of prescribed textbooks to deepen understanding of economic issues and promote the use of appropriate teaching strategies and techniques in economics education. Additionally, the course emphasizes the study and analysis of evaluation methods used in the assessment of economics education.

2. General Objectives

The course aims to assist prospective teachers by providing insights into various aspects of teaching economics, such as setting instructional objectives, developing models for the secondary-level curriculum, reviewing prescribed books, and helping them acquire effective pedagogical skills and teaching strategies and planning. In addition, the course helped teachers develop the skills to assess students' abilities using various evaluation techniques.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none">• Discuss economics as a discipline.• Analyse the evolution of the concept of economics over time.• Discuss the key issues and significance of Economics Education in the context of teaching and learning• Establish the relationship between economics and economics education, demonstrating how a deep understanding of economic principles enhances the effectiveness of teaching and learning economics	<p>Unit:1 Nature of Economics and Economics Education (8)</p> <p>1.1 Economics as a discipline</p> <p>1.2 Concept of Economics</p> <p>1.3 Economics Education - Issue and Importance</p> <p>1.4 Relationship of Economics with Economics Education</p>

<ul style="list-style-type: none"> • Discuss the Blooms' Taxonomy and The New Taxonomy of Educational Objectives. • Explain the concept of instructional objective and specific objective • Formulate the different level of instructional and specific objectives in teaching of economics 	<p>Unit:2 Setting Instructional Objective in Economics (10)</p> <p>2.1 Blooms' Taxonomy of Educational Objective</p> <p>2.2 The New Taxonomy of Educational Objective</p> <p>2.3 Concept of Educational Objective and Instructional Objective</p> <p>2.4 Formulation of Specific Objective and Instructional Objectives in Economics</p>
<ul style="list-style-type: none"> • Analyze and evaluate the Secondary Education Economics Curriculum • Develop a model economics curriculum for secondary education present it in classroom. • Write prescribed book reviews on at least one and present it in classroom 	<p>Unit:3 Review of Economics Curriculum and Books (10)</p> <p>3.1 Evaluation of Secondary Education Economics Curriculum</p> <p>3.2 Develop a model Economics Curriculum for Secondary Education (Group work and Classroom Presentation)</p> <p>3.3 Book Review (at least one)</p> <ul style="list-style-type: none"> • Samuelson, Paul. A, <i>Economics</i> (latest edition) • Salvatore, Dominuk, <i>Microeconomics: Theory and Applications</i> (latest edition) • Todaro, M.P., <i>Economic Development with special reference to developing Economies</i> (latest edition) • Sapiro, Edward, <i>Macro Economics</i> (latest edition) <p>(Majors focus of this sub unit 3.3 is on developing the habits of self-study and understanding the concepts and theories of the major areas of Economics discipline)</p>
<ul style="list-style-type: none"> • Review the different teaching methods and techniques in the economics classroom • Describe the uses of different teaching methods and techniques in the economics classroom 	<p>Unit:4 Teaching Strategies for Economics (10)</p> <p>4.1 Review of Methods and techniques use in economics</p> <p>4.2 Construction and use of teaching Materials in Economics Classroom</p>

<ul style="list-style-type: none"> Construct different teaching martial for economics and present them in economics class room Discuss the application of major teaching strategies in economics education Construct instructional planning and explain its uses. 	4.3 Develop appropriate instructional Strategies in Economics 4.4 Develop instructional planning (Work plan, Unit Plan and Lesson Plan) and its uses in economics.
<ul style="list-style-type: none"> Construct different test item in economics Explain the uses of different test item Discuss the criteria of good evaluation in economics Explain the criteria and suggestions for evaluating answer book in economics Construct specification grid based on secondary education economics curriculum and explain its uses Show the relation between Diagnostic evaluation and remedial teaching. 	Unit:5 Evaluation in Economics (10) 5.1 Construction and use of test items in Economics 5.2 Criteria of good evaluation in Economics 5.3 Criteria and suggestions for evaluating answer book in Economics 5.4 Construction and use of Specification grids 5.5 Diagnostic evaluation and Remedial teaching

Note: The figures in the parentheses indicate the approximate teaching hours for the respective units

4 Methods and Techniques

Mode of Instruction: The course is completed using various methods and techniques, including lectures, group discussions, inquiry and problem-solving, project work, seminars, and reflective writing.

Types of Learning Activities: Students should attend lectures, participate in group discussions and seminars, complete specific assignments, review prescribed books, read recommended and reference books and journals, develop and present papers in the classroom, and collect feedback from teachers and peers.

Teaching Learning Strategies

unit	Teaching learning strategies
Unit 1: Nature of Economics and Economics Education (8 Hrs)	<ul style="list-style-type: none"> Interactive Lecture – to introduce Economics as a discipline and discuss its scope. Concept Mapping – to illustrate the relationship between Economics and Economics Education. Group Discussion – on current issues in economics education. Case Study Approach – to understand the application and relevance of Economics in education.

	<ul style="list-style-type: none"> • Think-Pair-Share – to explore students’ perceptions about the importance of economics education.
Unit 2: Setting Instructional Objectives in Economics (10 Hrs)	<ul style="list-style-type: none"> • Lecture with Visual Aids – to explain Bloom’s Taxonomy and the New Taxonomy. • Hands-on Workshop – for formulating general, specific, and instructional objectives. • Small Group Work – to collaboratively design instructional objectives for different economics topics. • Curriculum Analysis Task – to align objectives with national goals and economics competencies. • Peer Feedback – to review and refine formulated objectives.
Unit 3: Review of Economics Curriculum and Books (10 Hrs)	<ul style="list-style-type: none"> • Curriculum Evaluation Workshop – to review secondary-level Economics curriculum. • Group Project & Presentation – to design a model Economics curriculum. • Guided Book Review Activity – with a focus on critical reading, summarizing, and concept extraction. • Reading Circles – to encourage self-study habits and in-depth discussion of key economics texts. • Jigsaw Method – where each group studies one book and teaches the rest of the class.
Unit 4: Teaching Strategies for Economics (10 Hrs)	<ul style="list-style-type: none"> • Demonstration Method – to show how to use specific teaching techniques (e.g., graph plotting, simulation games). • Microteaching – for peer feedback on delivery methods and materials. • Resource Development Activity – for designing charts, graphs, and lesson aids. • Lesson Plan Writing Workshop – including work plan, unit plan, and lesson plan with presentation. • Inquiry-Based Learning – for real-world economic issues using data and evidence.
Unit 5: Evaluation in Economics (10 Hrs)	<ul style="list-style-type: none"> • Workshop on Test Construction – focusing on MCQs, short answer, and long answer items. • Specification Grid Practice – to develop balanced test blueprints. • Peer Review of Test Items – using standard evaluation criteria. • Role Play & Simulation – for mock assessment and answer book evaluation.

	<ul style="list-style-type: none"> • Case Study Approach – to understand diagnostic evaluation and plan remedial teaching interventions.
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5 Evaluation Scheme

5.1 Internal Evaluation

40%

Internal Evaluation will be conducted by the course teacher based on following activities:

a) Attendance and Participation in class activities: **5+5= 10 marks**

b) Assignment I: Reflective Notes and Class presentation: **5+5= 10 marks**

(Reflective notes on 2 to 4 questions given by the teacher at the end of the every unit and presentation on any two questions among them)

c) Assignment II: one Term paper/ Essay/Project and Interview: **5+5=10 marks**

(Logical essay/term paper/project on the topics chosen by the student and approved by the teacher and interview)

d) Mid-term exam:

10 marks

5.2 External Evaluation (Final Examination)

60%

The Office of the Controller of Examination (FWU) will conduct final examination at the end of the semester.

Types of Questions	Total questions to be asked	No. of ques. to be asked and marks allocated	Total
Group: A Multiple choice items	10 questions	10x1	10
Group: B Short Answer questions	6 with 2 “or” questions	6x5	30
Group: C Long Answer questions	2 with 1 “or” questions	2x10	20

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