
Capacity Building Programme for Social Science Teachers

Azim Premji University, Bengaluru

Organised by: SCERT Delhi

Duration: 17 November – 21 November 2025

Participants: 38 TGT Social Science Teachers from Directorate of Education Delhi

Academic Co-ordinator - Mr.Nawneet Kumar

Assistant Professor,DIET Pitampura

Administrative Co-ordinator -

Mr.Pradeep Kumar

Assistant Professor, DIET MotiBagh

Introduction

The Directorate of Education, Delhi in collaboration with SCERT Delhi and Azim Premji University, Bengaluru organised a five-day Capacity Building Programme for 38 Social Science teachers. The programme aimed to strengthen conceptual understanding, pedagogical practices, competency-based assessment, and experiential learning through field exposure, collaborative activities, and practical academic sessions.

The programme consisted of expert lectures, workshops, field visits, hands-on activities, resource sharing, and reflective feedback to enhance the professional skills of teachers in line with **NEP 2020 and NCF 2023**.

Day-Wise Summary of Sessions and Activities

Day 1 – Academic Orientation & Historical Foundations of Social Science

Resource Persons: Mrs. Ruanita, Mr. Bedon Wartha, Mrs. Ahona, Mr. V. Rajan

The programme began with an interactive introduction followed by a detailed session on “**Evolution of Social Science as a Discipline.**” The speakers discussed:

- Growth of social science thought from pre-modern times
- Influence of **imperialism and 20th-century developments**
- Role of education policies: **Wardha Scheme 1937, Secondary Education Commission, Kothari Commission (1964-66), NPE 1968, NPE 1986, RTE 2009, NEP 2020, NCF 2023**
- Evolution of school curriculum and national development

Participants also visited the **School Books Archive and University Library**, gaining exposure to rare collections and archival resources, followed by a campus tour.

Key Learning

- Social science as a dynamic discipline shaped by political, social, and economic transformation
- Importance of policy analysis in contextualising curriculum

Day 2 – Heritage Excursion & Experiential Learning

Field visit to:

- **Bangalore Palace**
- **Tipu Sultan’s Summer Palace**

The objective of the excursion was to provide **historical exposure, rejuvenation, real-world learning**, and collective reflection.

Learning Observations

- Rich architectural heritage, royal history, Indo-Islamic design, artistry, and cultural legacy
- Use of **digital guiding tools** for structured interpretation of monuments

- Experience of **social and cultural diversity**, community life, and environmental awareness during city travel

Social Science Lens

- Understanding heritage as a living resource
 - Sensitisation towards diversity and inclusive perspectives
 - Experiential learning beyond textbooks
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Day 3 – Nature of Social Science & Competency-Based Pedagogy

The session focused on conceptual clarity and inquiry-based learning.

Objectives

- Understanding evolving nature of social science concepts
- Linking real-life experiences with classroom teaching
- Building reflective, analytical, and question-based learning culture
- Bridging university theory with school-level pedagogy

Outcomes

- Teachers participated in collaborative activities and discussions
- Developed perspectives on competency-based education and assessment
- Strengthened alignment with NEP 2020 goals

Feedback Session

Coordinators Mr. Navneet and Mr. Pradeep facilitated reflective sharing among participants.

Day 4 – Lesson Planning, Learning Outcomes & Historical Source Analysis

Session I – Learning Outcomes & Lesson Planning by Mrs. Ronita

Key elements discussed:

- Class-specific measurable **Learning Outcomes**
- Linkage between **Competency → Learning Outcome → Milestone**
- Importance of **observable action verbs** (Bloom's taxonomy)

- Organised framework: Aim → Curriculum Goal → Competency → LO → Pedagogy → Assessment

Participants developed lesson plans through practical group work.

Sample topic: *Population – Class VIII* using competency-based structure.

Session II – Multiperspective Study of the Revolt of 1857

Group-based source analysis of:

- British press reports
- Flight from Delhi narrative
- Mohammad Ali Khan's testimony
- Bengali press viewpoints
- Nana Sahib's proclamations

Key Takeaway

Understanding history through **multiple sources**, avoiding single-story perspectives; developing critical, comparative analytical thinking.

Session III – Pedagogy of Geography

Hands-on learning on map elements, direction concepts, and effective TLM usage.

Exposure to models, maps, and digital and tactile resources for Geography teaching.

Day 5 – Formative Assessment, MCQ Structure & Sustainability Pedagogy

Session I – Assessment Practices & Anatomy of MCQ

Topics covered:

- Difference between **Assessment (for learning)** and **Evaluation (of learning)**
- Features and components of good MCQs
- Design of distractors to analyse misconceptions
- Continuous feedback-based assessment

Session II – Sustainability as Concept & Pedagogy (Ms. Preeti Singh)

- Sustainability dimensions: Environmental, Social, Economic, Cultural, Political, Technological
- Inquiry-based, experiential and project-based learning strategies
- Classroom examples and SDGs-based action projects

Visit to Geography Lab

Exposure to models, soil and rock samples, and TLMs prepared from waste material.

Vote of Thanks

Presented by Mr. Navneet and Mr. Pradeep. Participants expressed gratitude and shared feedback on programme impact.

Overall Impact of the Programme

- Strengthened conceptual clarity and reflective thinking
 - Enhanced skill in designing competency-based lesson plans and assessments
 - Reinforced NEP-aligned pedagogical practices
 - Improved collaboration and professional networking
 - Deepened cultural and heritage understanding through field exposure
 - Increased motivation, confidence, and resourcefulness for classroom teaching
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Conclusion

The five-day Capacity Building Programme at Azim Premji University offered a rich blend of academic learning, practical exposure, and reflective practice. It empowered teachers to transform social science classrooms into spaces for inquiry, critical thinking, sustainability learning, and meaningful real-world engagement. The programme proved to be a highly valuable professional development experience supporting national educational reforms and holistic teacher growth.

Thank You

