An Investigation into Subject-Specific Competencies and Teaching Strategies in Secondary School Social Studies Education

Pratheesh. P*

*Assistant Professor, Department of History, St. Michael's College, Cherthala, Kerala 688539, India

Email: pppadath@gmail.com

Abstract

The competencies of today's students are crucial for their success in school, life, and the workplace. These competencies are knowledge, abilities, and attitudes students apply in unfamiliar or challenging circumstances. Integrating method-specific, social, and personal competencies into the learning process is essential for students to acquire and use these competencies in a complex and changing society. This article examines the current state of social studies instruction in Indian schools, focusing on Kerala, and assesses the alignment of teaching methodologies with desired subject-specific competencies. The findings show significant gaps in aligning teaching methodologies with desired competencies, with many educators reporting challenges in integrating active learning strategies and critical thinking skills into their lessons. The study emphasizes the need for professional development programs focused on innovative teaching approaches and curriculum alignment to enhance the effectiveness of social studies instruction. According to the survey, the traditional approaches to social studies instruction do not assist students in acquiring the required subject-specific competencies.

Key Words: Social Studies Education, Competency Based Education, Subject Competency, Secondary School Education, Teaching Methodology, Teacher Belief

Introduction

Students' knowledge, abilities, and attitudes are greatly influenced by the field of education, especially during the early years of secondary school (Srinivasan, 2020). As a multidisciplinary discipline that covers topics like history, geography, civics, and economics, social studies is crucial for producing knowledgeable and involved citizens. The social studies curriculum gives students the skills they need to comprehend and navigate the complexity of the modern world and impart critical information about societal structures and functioning. Today's students are expected to be tomorrow's scientists, artists, thinkers, and innovators. They are entrusted with creating a new future while tackling today's issues, and strengthening their competencies is essential for navigating their academic, personal, and professional paths (Seema Shukla, 2021). The learning competencies consist of knowledge, skills, and attitudes, which students use in novel or challenging situations (NCERT, 2018). They expand and synthesize their knowledge, cognitive preferences, and

practical skills. Competencies are a combination of attitudes, abilities, and knowledge that students use and develop when presented with unfamiliar or challenging circumstances. They strengthen and supplement the knowledge, thinking processes, and skills they already possess. It is widely recognized that having knowledge of theories, concepts, and techniques and applying them to specific fields requires specific competencies (Book, 2014). Each competency outlines the learning outcomes of knowledge, understanding, skills, and attitude.

This study evaluates the social studies curriculum for secondary education, focusing on subject-specific competencies and teaching methodologies. It aims to identify gaps and areas for improvement by examining the alignment between intended competencies and actual instructional practices. The study also explores how teaching strategies impact student engagement and comprehension. The findings can inform curriculum development and pedagogical practices, enhancing secondary students' educational experiences.

Objectives

The objectives of the study are

- The study's prime objective is to describe essential concepts of skill, ability, competence, learning outcome, and competency-based education in Social Studies
- To evaluate the qualification frameworks and competency-based education in Social Studies
- To evaluate the fundamentals and practices related to competency-based education

Methodology

For this study, a convergent design, a mixed methods research loom, is used to gather and examine qualitative and quantitative data simultaneously. The research involved data collection and its examination separately, combining the results, and contrasting the obtained results to gain a comprehensive understanding. The research aimed to reach conceptual accord on Competency-Based Education (CBE) and evaluate it in an environment with the current practice of social studies teaching learning process at secondary schools. Most of the data used in the study came from a review of pertinent literature.

One additional way of gathering data is using a questionnaire divided into two sections: one for defining concepts related to CBE and the other for defining ability, competence, skill, and learning outcome. It was up to the participants to select and determine which definitions fit each concept. They might also offer suggestions based on their ideas. Participants were asked to indicate whether or not they agreed with the ten definitions of CBE that were presented in the second section. Before the questionnaire was finalized, expert opinions were obtained.

The study used descriptive statistics, content analysis, and descriptive analysis methods to analyze data collected from participants on the definitions of Conceptual Belief. The first

section involved participants marking the concept and expressing their suggestions through open-ended questions. The data from 15 items was analyzed using descriptive statistics, and verbatim quotations were elicited. The second part described the respondent's point of conformity on CBE definitions using percentages and frequencies. A deductive approach was used to examine the concepts described clearly and theoretically. Descriptive analysis consists of creating a framework, processing data by the thematic structure, relating findings, and interpreting the results. Here, the study uses deductive content analysis through stages such as pointing and matching the themes, establishing codes and arriving at conceptual themes, and then describing and interpreting the relevance of findings.

As part of the framework, scientific literature examination was carried out to evaluate and present the available scientific studies on input concepts such as curriculum competencies in social studies, competency-based education, outcome-based education, and qualifications frameworks. The research focused on educational sciences and included studies related to Competence-Based Education and other related concepts. Leaned scholar's opinion was also sought to guarantee content validity of the data drafted form literature review.

Social Studies Curriculum Evaluation

The social studies curriculum in India plays a crucial role in shaping students' socio-cultural, political, and economic awareness. Evaluating students' performance in social studies is a crucial responsibility for educators and social science researchers (Wentzel, 1991). It determines the extent to which students have achieved the objectives of the curriculum, assesses the effectiveness of social studies instruction, and verifies current teaching and learning practices (Button. ed., 2021). Teachers must be aware of cognitive and non-cognitive learning outcomes requiring assessment and the available tools and techniques. The current examination system primarily groups students into poor, average, good, very good, and excellent grades, but evaluation also serves other purposes. Education aims to help each person reach their most significant potential, and tailoring instruction to each student's ability level improves comprehension of the material (Eggen, 2001). Teachers should evaluate students at the beginning of the course to understand their abilities and tailor their teaching methods accordingly. This continuous process allows teachers to modify their teaching methods and explain concepts not understood by students.

The Social Studies curriculum in India aims to equip students with the knowledge and skills to understand their society, culture, and the world. It encompasses various disciplines, including history, geography, political science, and economics, fostering critical thinking, empathy, and informed decision-making. Given the dynamic nature of society and the ever-evolving educational landscape, regular evaluation of the curriculum is essential to ensure its relevance and effectiveness in meeting the needs of students. The teaching of social studies aims at the all-round development of children, including cognitive, physical, social, and emotional aspects. Formative evaluation guides students and teachers for

specific learning, while summative evaluation assesses each student's performance in their course (Bull et al., 2017). It can be used for grading and certification, predicting success in a subsequent course, indicating the initiation point in the subsequent course, providing feedback to students, enabling comparisons of outcomes of different groups, and providing feedback to teachers for improving instruction in social studies in subsequent years.

However, more connections must be made between these objectives and classroom implementation. Some topics may need to be updated or more focused on rote memorization, while contemporary issues like globalization, environmental sustainability, and social justice need to be addressed. Traditional teaching methods, such as lectures and rote learning, are not widely implemented, limiting student engagement and developing critical thinking and problem-solving skills (Bennett, 2018). Assessment methods, such as formative assessments, projects, and presentations, often rely on written examinations, which may not accurately reflect students' understanding. Recommendations include regular curriculum revision, promoting innovative teaching strategies, implementing diverse assessments, and providing professional development opportunities for teachers to enhance their instructional practices and familiarize them with modern pedagogical approaches.

Competencies for Social Studies Learning

Our school education programs are built around subject-specific competencies, which are the epitome of our excellence. Employers and recent studies have noted that more than these competencies are needed to deal with a society that is becoming more complex and moving quickly. Incorporating method-specific, social, and personal competencies into your learning process is essential because it can support students' acquisition and use of their subject-specific competencies (Daugherty et al., 2015). Students acquire and apply competencies, which are attitudes, abilities, and knowledge, to successfully learn, live, and work. Competencies support students in achieving learning objectives and applying what they have learned to novel contexts (Fain, 2015).

The content-based competencies required for a career, including historical knowledge, geographical awareness, political systems, economic principles, and cultural diversity. It emphasizes the importance of understanding significant historical events, interpreting maps,

Figure 1: Competency Framework

understanding political systems, and appreciating the diversity of cultures and traditions within and across societies. Social studies education is essential for students to improve their social and personal competencies. Civic engagement, social awareness, conflict
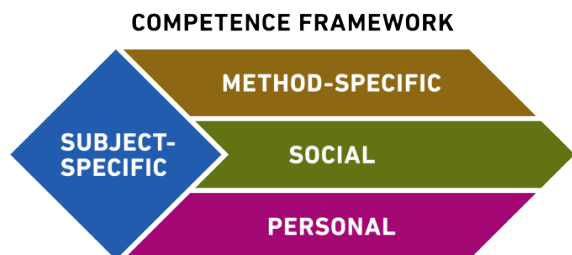
resolution, tolerance, cultural sensitivity, personal growth, critical thinking, digital literacy, creativity, cultural identification, and patriotism are some of these competencies (Darder et al., 2023). Understanding democratic ideals and civic duties is a necessary component of social competence. Developing a feeling of global identity and realizing how intertwined global concerns are two aspects of global citizenship. Social engagement encourages sensitive concept expression and productive group interaction. Learning conflict resolution techniques fosters peace and understanding across many populations.

The following provides a detailed description of the subject-specific competencies for learning social studies. A general description and learning outcomes pertaining to knowledge, skills, and attitudes are provided for each competency (Source: Competencies in Social Studies – DRAFT - October 2018).

Competency	Description
Critical Thinking	In social studies, critical thinking is applying logic to investigate subjects, consider problems, and formulate well-informed opinions. Students examine connections between and within social, political, economic, and environmental perspectives and systems; synthesize thoughts from manifold sources when exploring contemporary or historical themes and issues; express agency, integrity, and open-mindedness when addressing concerns that influence society (Tyo, 1979). They also construct reasoned findings based on historical or existing evidence to challenge or assert notions, beliefs, or actions.
Managing Information	Social studies involve managing information by combining data from various sources to understand individuals, locations, and problems over time. Students investigate historical and modern subjects using various research techniques. They interpret, organize, and disseminate knowledge, synthesize information, and assess its relevance, validity, and reliability to deepen understanding of topics or issues.
Problem Solving	In social studies, problem solving involves addressing community concerns using traditional and contemporary approaches. Students identify historical and existing issues, recognize that solutions can create new challenges, and choose actions with flexibility, creativity, and fairness. They value diverse perspectives on economic, social, political, ecological, or environmental problems and their potential consequences.
Creativity and Innovation	In social studies, creativity and innovation are about seeing opportunities and acting to bring about change. Students should be able to: Generate opportunities or results to inform, influence, or instigate action on issues; Show initiative, curiosity, and audacity when taking risks to tackle problems; and adjust existing or build up fresh approaches to tackle economic, social, cultural, or environmental issues.

Communication	Social studies involve discussing past or present issues using appropriate language, protocols, and modes of expression. Students participate in debates, conversations, and displays to generate meaning and share perspectives. They consider audience, goal, perspectives, and context, and use a range of verbal, written, or illustration modes to express ideas. They also show consideration and sensitivity to customs and traditions when exchanging thoughts.
Collaboration	In social studies, collaboration involves fostering and maintaining relationships with others, demonstrating cooperation, flexibility, and compromise. Students must cultivate social awareness, respect each member's unique contribution, negotiate conflicts, and consider others' values, perspectives, and beliefs to work towards common goals in communities.
Personal Growth and Well-Being	Social studies emphasize personal growth and well-being by fostering self-awareness and identity, fostering wholesome communities, and promoting responsible citizenship. Students should assess their learning, understand the impact of their decisions on their community, use their rights to form relationships, and strive for a diverse, multicultural society. They should be creative and tenacious in promoting the welfare of both individuals and groups.
Cultural and Global Citizenship	Cultural and global citizenship in social studies involves morally upholding the welfare of communities by acknowledging their unique traits, taking initiative to advance thriving communities, and addressing issues with justice, equity, fairness, and empathy. Students should demonstrate their initiative and stewardship in addressing these issues.

Methodology and Role fo Social Studied Teacher

Social science tools and inquiry involve understanding overarching themes and concepts from social studies, integrating knowledge across disciplines like history, geography, economics, government, psychology, sociology, and anthropology. Teachers should use this knowledge and skills to present incorporated teaching in secondary school to learn key themes, concepts (Kim, 2015), and modes of inquiry that address the National Curriculum Framework themes.

Motivation and interaction are essential aspects of social studies education, as teachers must comprehend how humans construct, discover, share, and adjust to culture, value its role in shaping lives and society, and formulate informed judgments in an increasingly co-dependent society (NCERT, 2019). Time continuity and change (History) are crucial aspects of social studies education, as educators ought to investigate past structures, values, and beliefs; they should also learn how to conduct historical research and interpretation, and they should comprehend the relationships between choices made by individuals and their outcomes.

Since historical understanding and the concept of time are socially constructed, educators in social studies must educate students about Time, Continuity, and Change at the appropriate school level. To explain and examine historical shifts and continuity structures, they should use fundamental ideas like time, chronology, causality, change, conflict, and complexity. Teachers should explore, construe, and scrutinize multiple historical and modern-day standpoints, employing empathy, disbelief, and significant judgment (Burns, 1979). They should provide students with the tools they need to apply concepts, theories, and historical inquiry techniques to assess and evaluate public policy-related actions and analyze historical and modern developments.

Competency-Based Education (CBE) is a strategy that aims to equip students with the necessary skills, knowledge, and attitudes for success in specific areas of study (Gervais, 2016), such as Social Studies. To effectively implement CBE in Social Studies, it involves defining competencies, aligning the curriculum, integrating interdisciplinary approaches, using active learning techniques, implementing technology, and differentiating instruction. Assessment strategies include formative assessments, summative assessments, and rubrics (Gupta, 2014). Collaboration with educators, curriculum developers, and industry experts is crucial to identifying key competencies, such as historical analysis, critical thinking, political systems, geographic literacy, economic principles, and cultural awareness. The curriculum should align with these competencies, and interdisciplinary approaches should be integrated to provide a holistic understanding of complex issues. Continuous improvement is essential, and feedback from students and educators can be used to assess the effectiveness of the CBE approach. Analyzing student performance data can identify trends, strengths, and areas for improvement, and ongoing professional development can enhance educators' understanding and implementation of CBE in Social Studies.

Data Interpretation and Findings

Conventional social studies teaching methods, such as lectures, textbooks, and standardized tests, effectively impart knowledge and skills in history, geography, civics, and economics. However, these methods may only partially develop higher-order thinking skills, attitudinal competencies, and various skills and knowledge integration. Field trip methods can help students develop analytical skills, while experiential learning and discussions are essential for fostering attitudinal competencies like civic engagement and empathy. Traditional methods may need help to integrate skills and knowledge effectively, as students may only sometimes see the connections between different subjects (Banks & Banks, 2004). Cooperative learning strategies can provide a mix of academic abilities and interpersonal skills often lacking in traditional methods. Additionally, traditional assessment methods like multiple-choice tests may only partially capture students' understanding and competencies. Educators may need to incorporate more interactive, experiential, and performance-based methods alongside traditional instruction to achieve a more comprehensive set of subject-specific competencies.

Social Studies education is significantly influenced by educators' beliefs about students' skills, abilities, competencies, and learning outcomes. These beliefs can be categorized into a growth mindset, fixed mindset, student potential, cultural and socioeconomic factors, and instructional strategies. Educators who adopt a growth mindset believe that students can develop their skills through effort and persistence, while those with a fixed mindset may view abilities as static. They also believe in the importance of differentiated instruction and the impact of cultural and socioeconomic factors on students' abilities. Educators' practices in the classroom include active learning, collaborative learning, formative assessments, summative assessments, and differentiation. Key outcomes include critical thinking, civic engagement, cultural awareness, and historical perspective. Educators can enhance student learning and achievement by fostering a growth mindset, recognizing diverse student potential, and implementing inclusive and engaging teaching strategies. Continuous professional development and reflective practices can further support educators in aligning their beliefs with effective teaching practices, ultimately leading to improved learning outcomes in Social Studies.

The research focuses on the perception and definition of concepts such as skill, ability, competence, proficiency, qualification, ability, skill, and learning outcome by experts in educational sciences. The findings are presented in order of research objectives, with quantitative and qualitative data collected using a data collection tool. Document review, in-depth literature review, and compilation were used to gather data for the second and third research objectives. Participants were asked to evaluate the appropriateness of these definitions, with the matching percentage of their opinions shown in Figure 2.

Figure 2 illustrates that the concept of learning outcome has the highest matching rate, while the concept of attitude has the lowest matching rate. The definition of "learning outcome" as it appears in the National Curriculum Framework is provided in the options for the concept. " The statements regarding what a learner knows, understands and is able to do on completion of a learning process" is how the Framework defines learning outcomes
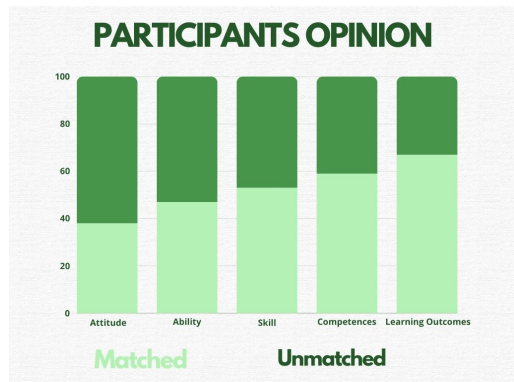
(NCF, 2016). This result suggests that a greater rate of adoption is seen for the definition of the term "learning outcome". This conclusion is supported by the fact that since 2001, Kerala's curricula and educational programmers (SSA) have made extensive use of the term "learning outcome." It has a relatively low matching rate for the competence, skill, and ability concepts that became widely used in education. To provide a better understanding of the outcomes, Table 1 below presents the pertinent findings.

Table 1: Participants Agreement on the Concepts and Suggestions

Percentage	Skill	Ability	Attitude	Competence	Learning Outcome
Skill	43	10	8	7	10
Ability	9	54	10	9	7
Attitude	17	9	49	18	12
Competence	9	17	18	54	9
Learning Outcome	18	5	9	6	51
Others	2	3	4	1	6
Suggestions	2	2	2	4	5

Table 1 above shows that there is disagreement among the participants regarding what constitutes competency, attitude, and skill. Of the participants, 40% believed that their definitions of competence matched the concept of competence; the remaining participants believed that their definitions matched the concepts of attitude (21%), skill (18%), and ability (11%). There is a similar situation with the definitions of what constitutes attitude. Although 30% of participants believed that the definitions of attitude found in the literature were connected to the idea of attitude, a sizable portion of participants specifically connected them to the ideas of competence (16%) and skill (21%).

The answers provided to the idea of ability are the most startling feature of the results. The definitions of ability found in the literature are associated with the concept of ability by 35% of participants, while the concept of attitude is associated with them by 37% of participants, a higher percentage than that of the concept of skills. Competence (16%) is the next concept that matches the definitions of ability. When the participants felt that the definitions provided in the items had nothing to do with the concepts in the options, they were asked to select "Other" and add their own concept suggestions in the open-ended question box. In terms ability (10%) and skill (7%), which are written in this open-ended section, are the most common ones found in the responses. This suggests that the participants are unfamiliar with the National Curriculum Framework and the competency-based outcomes of social studies education.

Also, it is noted that the relationship between educators' beliefs about skills, abilities, competence, proficiency, qualification, and learning outcomes in Social Studies education is significantly different from their current practices. These discrepancies can be attributed to various factors, including the misalignment between definitions and practices. These factors include understanding and translating concepts into practice, external pressures like standardized testing, curriculum mandates, lack of professional development, insufficient resources, classroom dynamics, student readiness, and cultural and contextual factors (Shubina & Kulakli, 2019). Educators may have progressive beliefs about the importance of skill development, competence, and learning outcomes, but in practice; these concepts can be interpreted in varied ways, leading to a focus on rote memorization or standardized

test preparation. This lack of clarity can lead to reliance on outdated teaching methods.

External pressures like standardized testing and curriculum mandates can also create a misalignment between educators' beliefs and practices. Teachers may prioritize test preparation over comprehensive learning outcomes, limiting the scope of what is taught. Professional development opportunities may not focus on translating beliefs into actionable strategies, and inadequate resources can hinder the implementation of innovative practices. However, bridging the gap between educators' beliefs and practices in Social Studies education is crucial for creating a more coherent and effective educational experience. By fostering an environment that supports reflective practice, provides adequate training, and values diverse educational outcomes, we can create a more effective educational experience.

As suggested, active learning and differentiated instruction are widely believed to be essential for student engagement, but many teachers still rely heavily on traditional methods due to a lack of resources, training, or institutional support (Stipek et al., 2001). Differentiated instruction is also a belief, but many need help implementing it due to large class sizes, standardized curricula, or insufficient training. Assessment methods, while often formative, are often summative and focus on rote memorization, which may not accurately reflect students' competencies or learning outcomes. Competence and proficiency are often measured through practical application, but assessments often emphasize theoretical knowledge rather than practical skills. Factors contributing to disparities in teaching practices include limited access to professional development, institutional constraints, classroom management, and time and resources constraints (Hare, 2000). To bridge these gaps, strategies such as ongoing professional development, collaborative learning communities, curriculum flexibility, and assessment reform can be employed. By recognizing and addressing these disparities, educators can create more effective learning environments that align with their beliefs, ultimately enhancing student engagement and achievement in Social Studies.

Findings

- Developing higher-order thinking abilities, attitudinal competences, and the integration of diverse skills and information may not be entirely possible with traditional teaching approaches like lectures, textbooks, and standardized assessments.

- Traditional methods may struggle to integrate skills and knowledge effectively, as students may not always see the connections between different subjects.

- Traditional assessment methods, such as paper-pencil tests, may not fully capture students' understanding and competencies.

- To achieve a more comprehensive set of subject-specific competencies, educators may need to incorporate more interactive, experiential, and performance-based methods alongside traditional instruction.

- Educators' right conception about students' skills, abilities, competencies, and learning outcomes are significantly influenced by their beliefs.

- Educators who adopt a growth mindset believe that students can develop their skills through effort and persistence.

- In contemporary classrooms, educators are supposed to be practices active learning, collaborative learning, formative assessments, summative assessments, and differentiation.

- Therefore, among today's social studies teachers, it is crucial to have a correct understanding and definition of notions like skill, ability, competence, proficiency, qualification, ability, skill, and learning outcome.

- The study finds that there is disagreement among the participants regarding what constitutes competency, attitude, and skill.

- The most common responses to the idea of ability are the definitions of ability found in the literature, while the concept of attitude is associated with personal conception than academic framework.

- It is also finds that the educators' beliefs about skills, abilities, competence, proficiency, qualification, and learning outcomes differ significantly from their current practices.

- Factors contributing to these discrepancies include understanding concepts, translating them into practice, external pressures like standardized testing, curriculum mandates, lack of professional development, insufficient resources, classroom dynamics, student readiness, and cultural and contextual factors.

- Teachers may prioritize test preparation over comprehensive learning outcomes, leading to reliance on outdated teaching methods.

- Bridging the gap between educators' beliefs and practices is crucial for creating a more effective educational experience.

- Active learning and differentiated instruction are essential for student engagement, but many teachers rely on traditional methods due to lack of resources, training, or institutional support.

- Today's assessment methods, both formative and summative, may not accurately reflect students' competencies or learning outcomes.

Conclusion

Competency-based education is a modern learning approach that has gained international recognition. It involves determining the knowledge, skills, and attitudes expected of individuals regarding behavior patterns. Then, unique yet flexible experiences are provided to help individuals acquire these behaviors. Social studies education needs to enhances students' social and personal competencies, including historical knowledge, geographical awareness, political systems, economic principles, and cultural diversity. The results of matching the definition and practice show discrepancies because of the educators' beliefs and actual practices regarding skills, ability, competence, proficiency, qualification, ability, skill, and learning outcome, as well as their realizations through social studies classroom practices. The results of this study show that the ideas of skill and learning outcomes are widely accepted and utilized. However, the same cannot be said for the ideas of ability, attitude, and competency. More than half of educators today do not use the concept of ability, as stated in the literature, even though it has a higher matching rate than the other three concepts.

REFERENCES

Bandura, A. (1985). Social Foundations of Thought and Action: A Social Cognitive Theory. https://ci.nii.ac.jp/ncid/BA00746561

Banks, J. A., & Banks, C. a. M. (2004). Handbook of research on multicultural education. Choice Reviews Online, 41(11), 41–6667. https://doi.org/10.5860/choice.41-6667

Bennett, C. I. (2018). Comprehensive Multicultural Education: Theory and Practice. http://ci.nii.ac.jp/ncid/BA61045786

Book, P. A. (2014). All Hands-on Deck: Ten Lessons from Early Adopters of Competency-based Education. https://www.wiche.edu/wp-content/uploads/2020/07/AllHandsOnDeck-Final.pdf

BULL, P. H., PATTERSON, G., DUNSTON, Y., WILBUR, G., & SIMPSON, C. (2017). Competency-based Education: The New Frontier in Teacher Education. In M. Solér (Ed.), Proceedings of the UNC CBE Summit 2017 (pp. 33–54). University of North Carolina Press. http://www.jstor.org/stable/10.5149/9781469641935_soler.5

Burns, R. W. (1972). Achievement Testing in Competency-Based Education. *Educational Technology,* 12(11), 39–42. http://www.jstor.org/stable/44419606

Button, L. (ed.). Curriculum Essentials: A Journey. Pressbooks. https://oer.pressbooks.pub/curriculumessentials

Darder, A., Hernandez, K., Lam, K. D., & Baltodano, M. (2023). The Critical Pedagogy

Reader. In Routledge eBooks. https://doi.org/10.4324/9781003286080

Daugherty, L., Davis, V. L., & Miller, T. (2015). A Path Forward for Competency-Based Education in Texas. In Competency-Based Education Programs in Texas: An Innovative Approach to Higher Education (pp. 47–66). RAND Corporation. http://www.jstor.org/stable/10.7249/j.ctt19rmcq1.10

Eggen, P. D., & Kauchak, D. P. (1987). Strategies and Models for Teachers: Teaching Content and Thinking Skills. http://ci.nii.ac.jp/ncid/BB12365992

Fain, P. (2015). Keeping up with Competency. Higher Education News, Events and Jobs. https://www.insidehighered.com/news/2015/09/10/amid-competency-based-education-boom-meeting-help-colleges-do-it-right.

Gervais, J. (2016). The operational definition of competency-based education. The Journal of Competency-Based Education, 1(2), 98–106. https://doi.org/10.1002/cbe2.1011

Gupta, R. (2014). Change in Teaching Practices: Case of Phonics Instruction in India. Procedia - Social and Behavioral Sciences, 116, 3911–3915. https://doi.org/10.1016/j.sbspro.2014.01.865

Hare, W. (2000). Reflections on the teacher's tasks: contributions from philosophy of education in the 20th century. Education, Research and Perspectives, 27(2), 1–23. http://search.informit.com.au/documentSummary;dn=200111338;res=IELAPA

Kim, J. (2015). Competency-based Curriculum: An Effective Approach to Digital Curation Education. *Journal of Education for Library and Information Science.* 56(4), 283–297. https://www.jstor.org/stable/90015194

M.V. Srinivasan (2015). Centralised Evaluation Practices: An ethnographic account of comprehensive evaluation in a government residential school in India, Contemporary Education Dialogue, 12(1), 59-86.

M.V. Srinivasan (2016). Assessment of Social Science and Commerce Textbooks and Teaching Learning Processes, Indian Educational Review, 54 (2) 2016, 91-97 (co-authored with S.B.Yadav & Minoo Nandrajog).

M.V. Srinivasan. (2020). Social Science Education in Indian Schools: Review of Research and Public Discourse, Indian Educational Review, 57(1), 2019, 7-36.

Naresh Yadav. (2019). India and the Contemporary World, Textbook for Class X. National Council of Educational Research and Training. New Delhi

National Education Policy. (2020). Ministry of Human Resource and Development,

Government of India, New Delhi

NCERT. (2018). Competencies in Social Studies – DRAFT, October 2018

NCERT. (2019). Learning Outcomes at the Secondary Stage. National Council of Educational Research and Training. New Delhi

Seema, S. O. (2021), Understanding Competency Based Learning Outcomes in Social Sciences at Secondary Stage, https://www.sieallahabad.org/hrt-admin/book/book_file/accessed on 9th March, 2024

Shubina, I., & Kulakli, A. (2019). Critical Thinking, Creativity and Gender Differences for Knowledge Generation in Education. Literacy Information and Computer Education Journal, 10(1), 3086–3093. https://doi.org/10.20533/licej.2040.2589.2019.0405

Shubina, I., & Kulakli, A. (2019). Critical Thinking, Creativity and Gender Differences for Knowledge Generation in Education. Literacy Information and Computer Education Journal, 10(1), 3086–3093. https://doi.org/10.20533/licej.2040.2589.2019.0405

Stipek, D. J., Givvin, K. B., Salmon, J. M., & MacGyvers, V. L. (2001). Teachers' beliefs and practices related to mathematics instruction. Teaching and Teacher Education, 17(2), 213–226. https://doi.org/10.1016/s0742-051x(00)00052-4

Tyo, J. (1979). Competency-Based Education. The Clearing House, 52(9), 424–427. http://www.jstor.org/stable/30185211

Wentzel, K. R. (1991). Social Competence at School: Relation between Social Responsibility and Academic Achievement. Review of Educational Research, 61(1), 1–24. https://doi.org/10.2307/1170665