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**Name of Topic:** Role of Children's Write-ups in the Teaching and Learning of Social Science: A Curricular and Pedagogic Intervention

**Key words:** Inclusive education, multidisciplinary pedagogy, social science curriculum, marginalised voice, children's write-ups, Teacher Agency

A critical finding from this study emphasizes the transformative power of integrating children's writing into social science education. The research reveals that the current education system predominantly reflects middle-class values, often alienating students from marginalized backgrounds. These students struggle to see themselves represented in an educational framework that fails to address their unique lived experiences.

A key insight is that children's write-ups serve as an authentic means for them to express their realities, thereby offering invaluable content for curriculum development. By incorporating these write-ups into teaching, the study highlights a shift from a one-way knowledge transmission to a more dynamic, reciprocal learning process where children's voices are not only heard but actively shape the educational discourse, and thus decolonise the process of knowledge construction. This approach aligns with broader educational goals of fostering inclusivity, critical thinking, and empowering marginalized voices within the classroom.

Furthermore, the research underscores the necessity for educators to bridge the gap between research and teaching by using children's writings as a foundational pedagogic tool across disciplines. This integration not only enriches the learning experience but also promotes independent learning and combats systemic issues like the pervasive "copy culture" in schools. The findings advocate for a curriculum that is truly reflective of and responsive to the diverse backgrounds and needs of all students.