

MATA SUNDRI COLLEGE FOR WOMEN

(University of Delhi)

Department of Education & Elementary Education

Title: Integrating ICT in Social Science Pedagogy

Date: Monday, 5 October 2026

Time: 10:30 a.m.–12:30 p.m. | **Venue:** Room 228

A peer mentoring session on “**Integrating ICT in Social Science Pedagogy**” on 5 October 2026 was organized by Dr Meenal Arora, Department of Education and Elementary Education, Mata Sundri College for Women, University of Delhi. The session aimed to familiarise participants with digital tools and encourage the meaningful integration of information and communication technology (ICT) into social science teaching and learning.

The programme featured five peer-led presentations, each focusing on a different digital platform. **Meghna** presented **Google Arts & Culture**, which can enrich social science teaching by providing virtual access to museums, historical artefacts, cultural sites, artworks, and heritage resources from across the world. **Aanya** demonstrated **Flippity**, which helps teachers convert simple Google Sheets into interactive quizzes, flashcards, games, timelines, and other engaging classroom activities. **Harshita** introduced **Magic School AI**, an AI-enabled platform that can support teachers in lesson planning, generating instructional materials, creating assessments, and adapting learning activities for diverse learners. **Harsh** presented **Solar System Scope**, which offers interactive 3D visualisations that can help learners understand the solar system, Earth, celestial phenomena, and their geographical and environmental connections. **Kanak** presented **Educafe**, a digital educational platform that can support the creation and organisation of interactive learning resources and facilitate technology-enabled teaching-learning experiences.

The central focus of the programme was to encourage participants to connect digital resources with teaching-learning objectives. Rather than viewing technology as an isolated classroom addition, the session’s theme emphasised its purposeful integration into pedagogical practice. It offered a framework for considering how digital tools could support engaging learning experiences, enrich the presentation of concepts, and provide opportunities for interaction.