
UNIT-1 NATURE AND STRUCTURE OF SOCIAL STUDIES

*Nature and Structure
of Social Studies*

NOTES

STRUCTURES

- 1.1 INTRODUCTION
- 1.2 OBJECTIVES
- 1.3 MEANING, DEFINITION, NATURE, PURPOSE AND CHARACTERISTICS OF SOCIAL SCIENCE
- 1.4 DIFFERENT CONCEPTS OF SOCIAL STUDIES
- 1.5 SCOPE OF SOCIAL STUDIES
- 1.6 SOCIAL STUDIES IN DAILY LIFE
- 1.7 CORRELATION WITH OTHER SUBJECTS AND LIFE
- 1.8 LET US SUM UP
- 1.9 UNIT – END EXERCISE
- 1.10 ANSWER TO CHECK YOUR PROGRESS
- 1.11 SUGGESTED READINGS

1.1 INTRODUCTION

Today news is tomorrow, history and history is called as Mother of social studies. The word history is derived from Greek words in “historia”, this word was coined by Homer Greek scholar. In the words indicated the information or an inquiry designed to elicit truth. The term “Social Studies” is of recent origin. He states that, it is included in the school curriculum and needs drastic changes in dealing with studying human beings. In unit deals with social studies – meaning, definition, nature, purpose and characteristics of Social Studies - Different concepts of Social Studies – History – Geography – civics - Scope of Social Studies - Social Studies in daily life - Correlation with other subjects and life.

1.2 OBJECTIVES

After going through this unit, you will be able to

- state the meaning, definition, nature and purpose of social science
- know the characteristic of social science
- describe the different concepts of social science

NOTES

- discuss the scope of social science
- explain the application of knowledge social science in daily life
- link the social science with other discipline of study.

1.3 MEANING, DEFINITION, NATURE, PURPOSE AND CHARACTERISTICS OF SOCIAL STUDIES

Social science is a study about the human birth, growth and his own experiences and explains the situations of human races and reflects the past incidents and future plans of human life. According to Charles Beard social science is a body of knowledge and thought pertaining to human affairs as distinguish from sticks, stones, stars and physical objects. Alexander Pope much quoted truism gives the binding's slogan and at the same time implies the necessary objectivity which requires scientific specialisation and investigation.

James Hish easily classifies, branches of social science as psychology (man's mind), Anthropology (man's ethos), Geography (man's abode), Economics (man's subsistence), Political science (man's order), Sociology (man's association) and History (man's story) All these Social Sciences emerge as individual disciplines of investigation having sufficient independent bodies of subject-matter to warrant specialisation.

The term social science has been defined differently by different commissions, committees and writers.

Commission on Recognition of Secondary Education of Associations, USA defines "The social studies are understood to be those subject matter relates directly to the organization and development of human society and to man as a member of social groups".

In its publication Social Studies for Schools, Social Studies Committee of Schools Board, Victoria has given this concept of social studies:

"What we study in Social Studies is the life of man in some particular place at some particular time. We, therefore, use every possible 'subject to help us understand his problems and how he dealt or deals with them .Mans struggle with environment yesterday and today, man's use or misuse of his powers and resources, his development, the essential unit of civilization – these are the main themes of social studies".

Aristotle says, "History means not able changes by the God because its past collections of incidents".

Dionysius definitions of social studies, "History is philosophy drawn from examples".

Bacon's explanation for social studies, "History is a discipline which makes men wise.

As per Voltaire's view, "History is just portrayal of crimes and misfortunes.

E.H.Carr explains of social studies as "History is an unending dialogue between present and past".

Toynbee's of social studies, "History is a civilization of human races and explains origin, development, and decline of human life"

Acton says social studies is, "History is the story of human progress towards a perfection".

Maitland describes social studies is, "What men have done and said, and above all what they have taught, that is history".

Tagore discusses of social studies as, "There is only one history-The history of man".

G.J.Rainer explains social studies as, "Social living of men and his experiences as stories".

History's definitions and meanings change from time to time. The enormous amount of explanations is available in history whereas we are receiving only a few characteristics from the social studies. Direct bearing on man's activities – social science is those parts of cultural knowledge, which have direct bearing on man's activities in specific field. Advanced study of human society – social science is the advanced studies of human society taught to mature students. Truth providing objectives, Social Science tries to find out new truths about human relationships which contribute to social utility and advancement of knowledge.

Characteristics of Social Studies:

According to the NCSS (1994), powerful teaching and learning experiences are created when social studies is meaningful, integrative, value-based, challenging, and active. These five features are explained below.

1. Social studies teaching and learning should be meaningful.
2. Social studies teaching and learning should be integrative.
3. Social studies teaching and learning should be challenging
4. Social studies teaching and learning should be active.
5. Social studies teaching and learning should be value based.

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Check Your Progress - 1

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

1. Anthropology means -----.
2. Define the term social science.

1.4 DIFFERENT CONCEPTS OF SOCIAL STUDIES

History explains the incidents of collections that include the elaborated message and all the views. We want proper historical evidences to follow the related concept creatures is importance once. The school is a social organisation. It imparts instruction covering several subjects. Education is a continuous process .Man is in the center of all educational activities, processes, programmes or products.

The concept of social studies helps human relationship, social values and attitudes, and enables them to appreciate India’s rich cultures and heritages. It includes any discipline knowledge so long as it deals with people and utilizes a scientific method. Psychology, anthropology, geography, economics, political science, sociology, and history are the major social sciences.

They are also different focus and emphasis and both are different. Social science represents an adult – approaches while the social studies represent a child – centered approaches. Social sciences are the theory part of human affairs and the practical part. The social science and social utility is the primary object of the subject. The scope of the subject is very vast.

1.5 SCOPE OF SOCIAL STUDIES

The term scope refers to the breadth, comprehensiveness, variety, and the extent of learning experiences to be provided through a programme of teaching. It has to do with what is to be included in the programme in terms of the range of the subject –matter and experiences children are to have.

The scope of a well –defined programme of social studies has to be broad enough to acquaint the children with a board range of human activities that are meaningful to them. “The breadth of the programme should provide variety of experiences so that the child’s learning will be

NOTES

well rounded and well balanced. Different facets of men's experiences need to be included to give a comprehensive idea of human society to the children. New truths about human relationships need to be included in the programme so as to contribute to social utility and advancement of knowledge. The programme has to be comprehensive enough to cover all the problems and situations that arise in daily living or it will have no significance to children. The pivot round which this programme should revolve is man in a culture interacting with environmental forces".

This area of the curriculum deals with a variety of man's needs and problems. People everywhere have certain basic needs and wants, how they meet these needs depends upon their environment and cultural level. People dependent each other for the satisfactory of basic needs, the more complex these needs, the more interdependent people become. Ways in which people solve the problems of today and tomorrow, are influenced by their culture heritage, insight into the problems of the past gives direction to decision making for the future. A peaceful word is based upon mutual respect and understanding. Cooperation among individuals and groups is essential to the well-being of people everywhere. The scope of social studies is as follows:

1. Study of human relationship
2. Study of physical and social environment
3. Study of fine arts and natural sciences
4. Promotion of international understanding
5. Study of current affairs
6. Education for social life and citizenship

1.6 SOCIAL STUDIES IN DAILY LIFE

The term social studies are group of subject concerned with people with in a society and includes economics, sociology, politics and geography. Each and every activity of social studies in the world reflects the society's needs.

The framers of the report of Secondary Education Commission in India have stated. "Social Studies, as a term, is comparatively new in India Education. It is meant to cover the ground traditionally associated with History, Geography, Economics and Civics, etc. If the teaching of these separate subjects only imparts miscellaneous and unrelated information and does not throw any light on or provide insight into social conditions and problems or create the desire to improve the existing state of things, their educative significance will be negligible. This whole group of studies has therefore, to be viewed as a compact whole whose object is to adjust the students to their social environment – which

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includes the family, community, state and nation –so that they may be able to understand how society has come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living”.

“The Education Commission (1964 - 66) pointed out, that the aim of teaching social studies is to help students acquire a knowledge of their own environment, an understanding of human relationships and certain attitudes and values which are vital for intelligent participation in the affairs of the community, the state, the nation and the world. An effective programme of social studies is essential in India for the development of good citizenship and emotional integration”.

The above mentioned statements about statements are expecting the society living with peaceful manners of way. India having different cultural, religious, languages and geographical conditions of their daily adopted lifestyle, social studies in daily life, helps people live in a peaceful manner. India and its people with different cultural, religions geographical conditions have adopted a set of values and beliefs as a result of which they are not in a position to think divergently as they have learnt the social habit approach.

Check Your Progress - 2

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

3. What is the aim of teaching social studies?

1.7 CORRELATION WITH OTHER SUBJECTS AND LIFE

Correlation means mutual relationship people everywhere have certain basic needs how they require these needs depends on their environment and their cultural level. Man in society is the theme of social studies. No single subject can give a complete and correct picture of complications of human relationships. The area of social studies, in fact gives a natural settings for an application and use of knowledge and basic skills in solving human problem. In the year 1531 the great scholar Vivas says that “All lessons are to relate with other subjects process need correlation and teaching of these subjects.

In the new set –up, every child has to study physical, natural or biological and social sciences. While physical science deals with environment and the material around us, natural or biological science

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deals with the organic existences around us, the flora and fauna, the human beings and find complicated process of their growth and decay .Social science deals with the needs of man and society and the way in which he has organized himself in his political, economic and commercial activities. Dealing with inanimate things and forces the physical science has little in common which social science but the interaction between the two is of tremendous significances. thus influence upon mankind they are not independent of each other – for example when atom bomb exploded over Hiroshima, no political scientists, social psychologist or historian could ignore its impact. The bomb and its proper use and control were not the concern of all social scientists.

(i) Biological and Social Sciences

Biological principles are of great use to the social scientist. Social science uses biological principles to present an integrated picture of population dynamics. Biological concepts woven into social science are of great help to the understanding of the overpopulation problem. He can impress biological concepts such as reproduction is a life process, sexuality is an adaptation and the tendency for species to over-populate is useful in social science. The growth of population is controlled by limiting factors of the environment. But man has power to control the limiting factors of his environment. Man’s control through medical research, death control and birth control have developed considerably in the past several decades.

(ii) Science, Culture and Society

Scientific improvement leads to social and cultural improvement. Man reduces his dependence upon natural resource whenever he creates an effective substitute for a natural resource or discovers new ways to use it more effectively. For example man’s experimentation with ways to preserve and pack foods is changing the eating habits of people everywhere. The rate of scientific development in an area directly influences the ways of people to meet their basic needs. Man often creates new social problems that he must solve while inventing machines which make it easier for him to meet his physical needs, social problems like over-population, and great disparities in the distribution of wealth can be understood against the background of science. The medical advances, architectural knowledge, mathematical and astronomical calculation, the latest inventions and discoveries all these have their social significance. Effective citizenship cannot exist without the assimilation of science into the breadth and depth of the whole mutual experience of human beings.

Ours is a rapidly changing and shrinking world. While man has reached the moon, he is making attempts to explore other planets.

NOTES

Technological development is creating far-reaching changes in the mode of living. Modern science is pervasive. Modern societies are based on science. Science is intimately related to the means of production, means of communication and transport. Economics and politics depend on scientific factors such as productivity and transportation. Even the modes of teaching and learning look to science for speed and effectiveness. Computers, radio, films, television are being used in modern education. Every one, in any walk of life, must be aware of science and technology and know their social impact. Knowledge and skills of physics, chemistry and biology may be translated into purposeful social behaviour. These will prepare a scientifically literate and politically active citizen. Today, the scientific method of observation, method of making symbolic, graphical or linguistic, models of applying reasons as well as imagination to draw conclusions from data to formulate theories and the method of keeping an objective view while theories are tested. These can be to going away from the method of science thorough the facts of today may not be the facts of tomorrow and theories may also undergo change.

(iii) Mathematics and Social science

Mathematics helps man to qualify ideas, to be precise and to utilize spatial concepts in his day-to-day living. Due to its place in the sciences and in the practical arts, from the informational and computational stand points, it is indispensable in our life. Mathematical literacy is essential for every citizen in a society, which is rapidly transforms and is helpful in meeting basic needs of human beings. A citizen must be a good producer and a good consumer. Children acquire skills, through speed and accuracy, which prove useful in common translation in life-situations, by learning mathematics.

They can learn their civic duties teaching mathematics through social science. Knowledge of simple interest, post office savings accounts, stocks and shares and national saving certificates, can be used in the household budget ratio and percentage may be taught through classroom situations such as attendance, age, examination results, height, weight and school fees. Averages may be taught through examples in such climate matters as temperature, rainfall etc. Thus, the teaching of both mathematics and social science can be associated and correlated.

(iv) Language and Social Science

Language and social science go hand in hand while social science deal with man and society, language provides man with a vehicle of expression and communication. Literature shows the way of knowledge about peoples, events and places. Education must build a persuasive bridge between academic studies like social science and literature. While social science contain a record of the deeds of man, literature is the record of feelings, emotions, imagination and the thoughts of men,

NOTES

Indeed, it is only by bringing the two records together and comparing them, interpreting one's feelings in the light of their deeds and illustrating them by their sentiments and feelings expressed in literature the study of both literature and social science can be made more vital. Social science is very much reinforced by language. Lavishly illustrated books and recordings of famous heroes, recounting events of the past, help children to read, to listen, and to learn. A student has to consult different sources together and collect materials of social science. The teacher must be good reader relevant information. While teaching social science, opportunities should be provided to pupils for speaking, discussing, debating and narrating their experiences verbally as well as in writing. Students can read, act and stage scenes from historical novels, plays and poems, dramas like Shakuntla and epics like Ramayana and Mahabharata.

(v) Physical Science and Social Science

Physical science and social science are closely related as, dealing with food, clothing, shelter, weather, transport and communication are used in science as well as in social science. Advances in science and technology have revolutionized social life all over the world. Fast means of transport and communication have brought man and man and nation and nation closer to each other. Space and time have been conquered. Countries of the world have been closely knit together due to effect of scientific inventions and discoveries about human life.

In the unified course of social science are included experiences helping students to understand the conditions needed for growing various kinds of plants and trees for human comfort, the need for good food in maintaining health, elementary physiology and important principles of cleanliness and sanitation. Though mess concepts are more closely related to science than social science; they help students in gaining a better understanding of the various social science units. The material and medical advances, the architectural and mathematics knowledge, the astronomical calculations, the inventions and discoveries and advances in the mathematical, physical and biological science constitute an important part of social science curriculum. Social science curriculum includes the life and work of eminent-scientists, the biographies of philosophers, soldiers, statesman and rulers. Working closely with the science master the social science teacher traces the history of science, the biography of a scientist or the impact of scientific development of human society. As applied to human life advances in science and technology affect social relations. This must be explained at school levels.

(vi) Social Science and Geography

Geography and social science are inseparably connected. Social science includes the study of the living conditions of the people of

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various countries, their mode of living, their occupations, their standard of living etc. All these are very much influenced by the geographical conditions of those countries. The location of the countries also has a great effect on the people living in those countries. England built a powerful navy and created a great empire mostly because of its geographical location. And conditions of country have a tremendous effect of the social life of its people. Thus, Geography and Social Science are intimately connected.

(vii) Social Science and Economics

Social Science is incomplete without Economics. Social Science seeks to develop a competent individual into a good, independent and patriotic citizen. This is not possible without some knowledge of economics, which constitutes an integrated part of social science. Economics is a theoretical study meant for the college of University students. Social Science providing practical and functional knowledge is meant for the school students' up to the higher secondary classes. Social Science draws from Economics some of the knowledge of the basic needs of the human beings such as food, shelter, clothing etc. Therefore, social science and economics are intimately connected. Social Science, Civics and political science are intimately connected with social science. Civics provides knowledge useful and essential for becoming a worthy and proper citizen. It provides knowledge of the duties and responsibilities of a citizen. Political science provides knowledge relating to national integration and international understanding which cannot be gained without the knowledge of political science. Civics and political science contribute such knowledge to social science.

(viii) Social Science and Art

As the aim of social science is to promote the individual and social competence, so is the aim of art, music and other aesthetic activities. Art education begins with cultivation of discrimination and aesthetic sense, and the capacity to choose and take up what is beautiful and harmonious, simple, healthy and pure. This lends grace to character and behavior. It makes the student a human being. Art, music and other aesthetic activities and social science reinforce each other. In teaching social science to students, the teacher uses the contribution of great painters, sculptors, musicians, etc. The great Indian creators of the Taj, the stupa of sanchi, Gautam Buddha's statues, etc. had knowledge of anatomy, physical balance and political impact of psychological stimuli, economics or religion. They were equally concerned with man and society. Leonardo da vinci, the great painter also designed a submarine and prepared a medical treatise on anatomy. Japanese social history would be pointless without the mention of the significance of their dramas and ceremonies south east. Asian and Indian rituals are completely intermixed with intricacies of dance.

(ix) Socially useful productive work (SUPW) and social science

Socially useful productive work results in goods or services useful to the community. It is intended to provide children with opportunities of participating in social and economic activities inside and outside the classroom. It provides opportunity to understand scientific principles and processes involved in different types of work and setting in which they are found in the physical and social environment. Therefore, the socially useful productive work finds a central place in the curriculum of social science. It reduces the gap between work and education and bridges the gulf that divides the affluent from the weaker and poorer sections of the community. It develops positive attitudes of team work and socially desirable values like self-reliance, dignity of labour, tolerance, cooperation, sympathy and helpfulness. It creates a desire to be useful members of society and contribute one's best to the common good.

Both social science and socially useful productive work reinforce each other. Problem solving approach is used in both. Productive manual work situations relating by production of goods and services are drawn from the areas which are the focus of action of social science. These include health and hygiene, food, shelter, clothing, culture and recreation and community work and social services.

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Check Your Progress - 3

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

4. How to correlate language and social science?

5. The expansion of SUPW is -----

1.8 LET US SUM UP

In this chapter, we have discussed about the basic concepts, definitions, nature and characteristics of social studies. The introduction has given a clear direction to the aims and objectives of social studies. And also explains how social studies is used in daily life and how it correlate with other subjects.

1.9 UNIT – END EXERCISE

1. Define social studies by throwing light on its meaning and nature.
2. Write down the characteristics of social studies.

NOTES

3. Explain the scope of social studies.
4. How does the study of social studies help the students lead a better life?
5. How the social studies correlate with other subjects? Explain in detail.

1.10 ANSWER TO CHECK YOUR PROGRESS

1. Man's ethos.
2. Commission on Recognition of Secondary Education of Associations, USA defines "The social studies are understood to be those subject matter relates directly to the organization and development of human society and to man as a member of social groups".
3. The aim of teaching social studies is to help students acquire knowledge of their own environment, an understanding of human relationships and certain attitudes and values which are vital for intelligent participation in the affairs of the community, the state, the nation and the world.
4. Social science contain a record of the deeds of man, literature is the record of feelings, emotions, imagination and the thoughts of men, Indeed, it is only by bringing the two records together and comparing them, interpreting one's feelings in the light of their deeds and illustrating them by their sentiments and feelings expressed in literature the study of both literature and social science can be made more vital.
5. Socially Useful Productive Work.

1.11 SUGGESTED READINGS

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UNIT-2 AIMS AND VALUES OF TEACHING SOCIAL STUDIES

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STRUCTURES

- 2.1 INTRODUCTION**
- 2.2 OBJECTIVES**
- 2.3 AIMS, GOALS OF TEACHING OF SOCIAL SCIENCE**
- 2.4 DIFFERENT LEVEL OF SOCIAL STUDIES**
- 2.5 VALUES OF SOCIAL STUDIES**
 - 2.5.1 PRACTICAL VALUES**
 - 2.5.2 INTELLECTUAL VALUES AND DISCIPLINARY VALUE**
 - 2.5.3 SOCIAL VALUE**
 - 2.5.4 MORAL VALUE**
 - 2.5.5 CULTURAL VALUE**
- 2.6 LET US SUM UP**
- 2.7 UNIT – END EXERCISE**
- 2.8 ANSWER TO CHECK YOUR PROGRESS**
- 2.9 SUGGESTED READINGS**

2.1 INTRODUCTION

Social studies education develops right from kindergarten and into high school to help students understand their place in the world. Social Studies teaches children their roles and responsibilities particularly in relation to social and civic affairs. It helps students develop critical thinking abilities, prepares them to participate competently and productively as concerned citizens and teaches them to address societal and global concerns using literature, technology and other identifiable community resources. Social studies include history, geography, political science, sociology, economics and civics and it is an integral part in ensuring well-rounded education in the Social studies education develops right from kindergarten and into high school to help students understand their place in the world.

2.2 OBJECTIVES

At the end of this unit, you will be able to:

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- Define the concept of Aims, Goals of Teaching of Social Science
- Identify Different level of Social Studies
- Understanding Values of Social Studies
- Explain the Practical, Cultural, and Ethical of Social Studies
- Discuss on related to Disciplinary values of Social Studies.

2.3 AIMS, GOALS OF TEACHING OF SOCIAL SCIENCE

Syllabus content areas of Social Studies of Science and Humanities Society enacted for the preparatory course in Bachelor of Education School Rendah. Bidang includes Humanities and Social Sciences that studies the human interaction patterns in different cultures. In an effort to create well-being as a society, we need to integrate the disciplines of Sociology, History, Economics, Geography, and Political Science to make this study comprehensive and closely Linked to the life of mankind.

Studies in this field to explain the importance of understanding the norms of social life and regulations must be established and the social roles that need to be strengthened. Through this area recognizes the importance of the individual to interact effectively to create a responsible society, harmonious, united, democratic, progressive, and always thankful for god's blessings.

Knowledge in the discipline of geography will strengthen the understanding of the existence of human and environmental interactions and understanding how we need to maintain and preserve the wellbeing and maintain their sustainability for future generations.

Patriotism and love of country must be cultivated and nurtured in the soul of every citizen. Knowledge of the history of statehood will be built and develop a strong identity. It is appropriate for students exposed to the basic theory of political science to see the connection with the current political system.

In creating a stable life, people need to carry out economic activities based on our limited resources and technologies that are always competitive. In this connection on should study the efficiency of managing resources to meet human needs and wants which are unlimited. Various types of economic systems and the role of government in addressing economic problems for social stability can be achieved it disclosed to students. To create awareness of regional cooperation in the economic and environmental care will strengthen the importance of positive interaction among people as members of society at all levels. The course also provides opportunities for students to link theory with contemporary issues that arise and the interaction of society and suggest some solution.

GOAL

Social Studies Curriculum of the preparatory course aims to provide an understanding of the development of community life in the context of time, space, economic, and political will to establish social harmony, progress, and have a rational thought in decision-making. This is done through a balanced interaction with the community and the environment to the well-being national, and world.

OBJECTIVES

Social studies curriculum is designed to enable students to:

1. Linking the discipline of social studies of everyday life of individuals and communities.
2. Enhance understanding of the social system through the culture and values to create a multi-ethnic society of national integration.
3. Linking the country with a history of nation building.
4. Environmental incidents relating to the social and economic development of society.
5. Explain basic economic principles and economic activities associated with social development and nation building.
6. Applying knowledge of environmental education in the life and
7. Cultivate a spirit of patriotism.

2.4 DIFFERENT LEVEL OF SOCIAL STUDIES

PRIMARY STAGE

The objectives of teaching social studies at the primary stage are:

To develop in the child skills of observation, identification, and classification. To develop in the child a holistic understanding of the environment with emphasis on the interrelationship of the natural and the social environments. To sensitise the child to social issues and develop in him/her a respect for difference and diversity. Classes I and II For these primary grades, the natural and the social environments will be explained as integral parts of languages and mathematics. Children should be engaged in activities to understand the natural and social environments through illustrations from the physical, biological, social, and cultural spheres. The language used should be gender-sensitive. Teaching methods should be in a participative and discussion-oriented mode. For example, storytelling, painting, dance, song, and music can all be part of the teaching-learning process. A Teachers' Handbook should be prepared with examples of activities that promote the development of concepts and teach sensitivity towards environmental concerns Classes III to V For

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these grades, the subject Environment Studies (EVS) will be introduced and will be constituted by a discussion of the natural and the social environments. In the study of the natural environment, emphasis will be on its preservation and the importance of saving it from degradation. The fact that the social environment is constructed by human beings will be emphasised. Children will begin to be sensitised to social issues like poverty, child labour, illiteracy, and caste and class inequalities, in rural and urban areas. The content should reflect the day-to-day experiences of children and their life worlds. At this stage, all concepts taught should be activity-based, activities and textual material should complement each other. Activities should be related to examples from local surroundings. A Teachers' Handbook should be prepared that gives clear directions on how to handle different topics.

UPPER PRIMARY STAGE

The objectives of teaching the social sciences at the upper primary stage are: To develop an understanding about the earth as the habitat of humankind and other forms of life. To initiate the learner into a study of her/ his own region, state, and country in the global context. To initiate the learner into a study of India's past, with references to contemporary developments in other parts of the world. To introduce the learner to the functioning and dynamics of social and political institutions and processes of the country. At this stage, the subject areas of the social sciences—drawing their content from history, geography, political science, and economics—will be introduced. The child may be introduced simultaneously to contemporary issues and problems. Emphasis needs to be given to issues like poverty, illiteracy, child and bonded labour, class, caste, gender, and environment. Geography and Economics may together help in developing a proper perspective related to issues concerning environment, resources and development at different levels, from local to global. Similarly, History will be taught emphasizing the concepts of plurality. The child will be introduced to the formation and functioning of governments at the local, state, and central levels, and the democratic processes of participation.

SECONDARY STAGE

The objectives of teaching the social sciences at the secondary stage are to develop among the learner analytical and conceptual skills to enable him/her to:

- understand the processes of economic and social change and development with examples from modern and contemporary India and other parts of the world.
- Critically examine social and economic issues and challenges like poverty, child labour, destitution, illiteracy, and various other dimensions of inequality.

- understand the rights and responsibilities of citizens in a democratic and secular society.
- understand the roles and responsibilities of the state in the fulfillment of constitutional obligations.
- understand the processes of change and development in India in relation to the world economy and polity.
- appreciate the rights of local communities in relation to their environment, the judicious utilisation of resources, as well as the need for the conservation of the natural environment.

NOTES

At the secondary stage, the social sciences comprise elements of history, geography, political science, and economics. The main focus will be on contemporary Eklavya's Textbook The Class VII Civics textbook which was prepared by Eklavya was a serious attempt to introduce sociological discourse into the social science curriculum. It enables reflection on the judicial structure in the country. The case-studies and events described in the chapter 'Alag-Alag Samaj mein Nyaya ke Tareekay' ensure that it is received well by the children. However, it does throw up a significant problem. A strong sense of romanticism about caste-based panchayats emerged among teachers. Responses varied from teacher to teacher, but the dominant effect was one of undermining the modern system of justice in favour of caste-based panchayats. The modern form of the judiciary is likely to be taken less seriously by teachers in their discussions with children, and it is likely that the caste panchayats will be regarded as more fair and speedy in dispensing justice. India and the learner will be initiated into a deeper understanding of the social and economic challenges facing the nation. In keeping with the epistemic shift proposed, contemporary India will be discussed from the multiple perspective including the perspectives of the adivasi, dalit, and other disenfranchised populations, and efforts should be made to relate the content as much as possible to the children's everyday lives. In History, the contributions of various sections or regions to India's freedom struggle can be studied, as well as other aspects of recent history, in the context of developments in the modern world. Aspects of Geography should be taught keeping in mind the need to inculcate in the child a critical appreciation for conservation and environmental concerns. In Political Science, the focus should be on discussing the philosophical foundations that underlie the value framework of the Indian Constitution, i.e. an in-depth discussion of equality, liberty, justice, fraternity, dignity, plurality, and freedom from exploitation. As the discipline of Economics is being introduced to the child at this level and it is important that the topics discussed should be from the perspective of the masses. For example, the discussion of poverty and unemployment should no longer be undertaken in terms of statistics, but instead should derive from an understanding of the elitist

NOTES

functioning of many economic institutions and the inequality sustained by economic relations. Also, given that this is the stage at which choices are made about which disciplines to pursue for further study, it is important that students be introduced to the nature, scope, and methods of each of these disciplines. Needless to say, the latter should not overload students with additional information, but instead should explain to them what the future study of the discipline might hold in store and link these points to the creation of desirable skills.

HIGHER SECONDARY STAGE

Ten years of general schooling offer a common scheme of studies for all students. The higher secondary stage is considered important as it offers a choice of streams to the students according to their need, interest, and aptitude. For some students, this stage may be the end of their formal education, leading to the world of work and employment for others, this stage may be the foundation for pursuing higher education. They may choose either specialised academic courses or job-oriented vocational courses depending upon their preferences. The foundation laid at this stage should be able to equip them with basic knowledge and the necessary skill and attitude to make a meaningful contribution to any field they choose. The courses need to be designed and planned carefully, keeping in view the students' wide variety of preferences in order to make this a less stressful experience. Teachers can involve children in various activities so that they can learn certain concepts through lived experiences. For example, children can learn about the cooperative movement by running a cooperative themselves (as was done in Jamia School) Schools should be flexible in their hours of opening. For example, learning about the moon should include the possibility of being able to watch the moon from the school premises therefore the need for the school to be open on occasion after dark. The foundations of education should be strengthened at this stage by making it flexible and diverse with the aim of not only equipping students to join the world of work but also providing appropriate linkages with higher education. While accepting the goals of diversification and flexibility, the basic parameters of equity and excellence cannot be ignored. The needs of students belonging to different regional, cultural, and social backgrounds should also be taken into consideration in a proper and careful manner. It is important that our national standards today should also be able to meet the challenges of global competition by designing a variety of courses of studies; preparing detailed curricular outlines; identifying learning outcomes; producing a variety of instructional materials—audio and visual—and multimedia packages; and innovating improved evaluation tools. A variety of courses from the social sciences and commerce may be offered to students, and they may exercise their choice keeping in view their inclinations and preferences. Subjects and courses need not be grouped into separate streams, but students may be given the choice of

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opting for subjects or courses from any group according to their need, interest, and aptitude. At this stage, the social sciences will include the disciplines of political science, geography, history, economics, sociology, and psychology. Commerce may include business studies and accountancy. The objectives of the social science courses at this stage may be: Local Crafts and Museums In order to make the learning of social science more enjoyable and effective, there is a need for innovations in teaching methods. Social science learning should involve visits to museums at local, state, and national levels. Students may be asked to explore the local surroundings and observe the activities of artisan communities engaged in different crafts using local skills and materials. These handicrafts may be displayed in a small corner of the school and developed into a museum. The schools could have their own social science museums. During the summer break, students may be asked to make models of historical monuments, charts indicating the effects of volcanoes or earthquakes, crossword games or puzzles. The children may paint phenomena related to the natural environment. Newspaper or magazine cuttings related to topics in the syllabus, or related information downloaded from the Internet, can be displayed. This museum could be laid out in different ways from time to time so that it does not become dated. Students may also be involved in other activities Social Science week can be celebrated in the school. Students may be taken out to visit a nearby museum or centre of arts and crafts. Students can be encouraged to watch the night sky, observe the phases of the moon, note the timings of sunrise and sunset, describe the duration of day and night, and record their experiences and observations in a journal. Students can be taken to visit historical monuments and sketch these monuments and write about them. The sketches can be displayed in the school. To assist students to explore their interests and aptitudes in order to choose appropriate university courses and/or careers. To encourage them to explore higher levels of knowledge in different disciplines. To promote problem-solving abilities and creative thinking in the citizens of tomorrow. To introduce students to different ways of collecting and processing data and information in specific disciplines, and help them arrive at conclusions, and to generate new insights and knowledge in the process.

APPROACHES TO TEACHING

It is necessary to revitalize social science teaching, to help the learner acquire knowledge and skills in an interactive environment. It has often been noticed that there is an increasing gap between the promises made in the curriculum and what is happening at the level of the child's perception. It is important that the process of learning should promote the spirit of inquiry and creativity among both children and teachers. The teacher is an important medium of transacting the curriculum and simplifying concepts in a language comprehensible to students.

NOTES

Therefore, teaching should be seen as an opportunity for teachers and students to learn together, thus developing a democratic culture within institutions. In order to make the process of learning participatory, there is a need to shift from the mere imparting of information to involvement in debate and discussion. This approach to learning will keep both learners and teachers alive to social realities. Concepts should be clarified to the students through the lived experiences of individuals and communities. For example, the concept of social equality can be understood better through citing the lived experiences of communities that make up the social and cultural milieu of the child. It has also often been observed that cultural, social, and class differences generate their own biases, prejudices, and attitudes in classroom contexts. The approach to teaching, therefore, needs to be open-ended. Teachers should discuss different dimensions of social reality in the class, and work towards creating increasing self-awareness both amongst themselves as well as among the learners. The provision of supplementary material in the classroom will increase the autonomy of the teacher vis-à-vis the textbook and also provide a level of confidence in planning activities and projects. The need for a finite syllabus to incorporate infinite cultural and local contexts can be taken care of through the generation of these materials. The NFG also discussed the adverse effects that the minimal provision of infrastructure and poorly qualified para-teachers has on the learning of the discipline. The linkages between adequate infrastructure and the teaching of social studies is not often commented upon because instruction in the subject requires no obvious space like the way in which a laboratory is required for the teaching of science. However, the effective teaching of social science is crucially linked to the efficient functioning of the school library and of teachers who are trained to use the resources that the library provides towards the creation of challenging projects and activities. This shift away from rote learning to comprehension through the implementation of projects can only take place if the teacher is able to assess the child's understanding through other means rather than just the completion of the project. A more nuanced assessment of whether the child is learning through project work might help mitigate the present 'manufacturing' of these projects in the market as ready-made objects that parents can buy. It will also help to modify the prevailing belief that increased marks on project work translates into 'easy marks' to be gained with the least effort.

TEACHER-TRAINING

The teaching of social science has not been very effective partly due to the lack of an adequate emphasis on teacher's training programmes. While the pre-service training syllabus needs a thorough review, the in-service training should also be given attention. The state has to provide the necessary logistical and financial support for effective and frequent in-service training so that the teachers' understanding of the

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subject is updated. The use of Teachers' Handbooks in the different disciplines of the social sciences should be made mandatory. The textbooks, instead of being treated as the 'only source', should be seen as 'one of the sources' for developing one's understanding. Indeed, many problems like low self-esteem, curricular load, cramming, and rote learning can be addressed more effectively by an empowered teacher whose capabilities have been enhanced through teacher training. The outcome of social science research studies could be made accessible to the vast numbers of teachers through serious and effective training both at the pre-service and the inservice levels. Teaching-learning materials the following issues may also be taken into account while developing teaching-learning materials. Equal teaching time and marks should be allocated to the various components in the social sciences. A right balance should be maintained in the distribution of themes among the different disciplines, and wherever possible interrelationships should be indicated. Topics should be logically arranged in the right sequence, maintaining consistency throughout the syllabus. In textbook production, it should be ensured that all sections of the book have an equal numbers of chapters. A glossary of technical terms after each chapter and an index at the end of the book should be provided. Before publication, the textbooks should be vetted to check inadvertent gender and social bias. Before publication, the textbooks should be examined to avoid duplication and ensure uniformity of style.

Check Your Progress- 1

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

1. What is the aim of teaching social studies?

2. What are the different levels of teaching social science?

2.5 VALUES OF SOCIAL STUDIES

“It would be well if they could be taught everything that is useful and everything that is ornamental; but Art is long, and their Time is short. It is, therefore, proposed that they learn those things that are likely to be most useful and most ornamental”.

-BenjaminFranklin

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Teaching of social studies in schools to the pupils to learn some values. Its help to the growth of humanity, control, culture, national integrity, tolerance, continuing efforts and cooperation attitudes. The teaching of social studies is aimed at helping learners to develop greater awareness of themselves, to clarify and examine their values and to establish a sense of self – identity and helps promote in learners concern for the development of an understanding and acceptance of others with different values and lifestyle. Its provides learners with an understanding of past events and persons and their roles in shaping present day lives and visualization of future changes.

2.5.1 Practical Values

Social studies properly taught into the present situations to understanding and developing skills to the students. Each students well grown to the future, its helps to good citizen and acquired knowledge. Social developments, progress and particular periods past incidents were known with clarity. Present situation tells about the future progress of the society to know the students. Arises of social issues particularly to understanding and how to solve the issues the way of systems all are well known to learnt. The past important incidents what were the troubles to get the peoples. The same troubles to turn another time how to avoid the pre planning formulated by the society. Social studies reflects the human social developments to draw the arts. The students were finishing the school studies to learn in the period and entering the world before what is going to society conditions to must know. The subject of Geography deals with proper place particulars clearly, the social studies also explain times importance to incidents. So social studies correlated to past and present condition of the histories. For the of social studies thoughts and purposes every man to know the social studies it will help to national unity and relevant activities of human beings.

2.5.2 Intellectual Values and Disciplinary Values

The purpose learning social studies to create the Mental Training or Disciplinary value .These are three kinds of values in mental training.

1. Imaginary development
2. Review thinking habit
3. Memory expansion

Imaginary development

The student of social studies to learnt past history its thing about the subject in recollect or imaginary habitual with understanding. They were studied the subject of social studies with examples it gives to the imaginary developments regarding the subject thoughts. For the examples, they were read about the Mohenjo-Daro and Harappa excavation history have pushed back the history of Indian civilization

and culture of the ancient era. So, lesson must be preparing with in the primary classes including the syllabus covering the imagination, feelings to growth and realization of life of themes. The social educators to pre plan, how do help the student to improving the imagination.

Review thinking habit

The social studies students collect the information and receiving the multipurpose knowledge from other sources of books, weekly journals and monthly are in important one. Present subject matter compare to the present issues correlated and doing research views with the multipurpose of documents are in proper source and find out the reality. This type of producer's students got the experience in the subjects. They knew about the British came in India for the business and gradually their occupied and ruled.

Memory Expansion

Social studies not easily memories subject and students very difficult to able to keep it up their mind. Entire world is involving the day to day activities for the purpose of public welfare. The above the activities are war, encroach, invention, internal war, mutual agreements and change the ruler. In future, these are all including in the subject of social studies. So, the social studies students must be read the information collects the details and written the books are related to memories in long time to correlate the time, place and person it's helpful to memories the student's easy way.

2.5.3 Social Values

Society learnt from social studies civilization of origin, development and changes are teach to the student's community with properly. The humanbeing starting their life in the ancient periods without civilization with living in proper place, rock and tent. The barbarian life up to continue in another stages. They were lived with cattle's and moved to the place to place. Gradually their changing the customs and conventions the based on the requirements. The men know about the family, culture and civilization step by step so the society enriched slowly to go the change behavior activities. Small family group were forming to share the views, coordination and feternity and making the city, grown, emperor and strengthening grown. Every state conflict to the other state for the aim of encroaching the fields for the safety and society needs. The ruling king by the people in different types. someone are doing democratic, autocracy and dictatorship.

2.5.4 Moral Values

The study of social studies helps in the development of various social virtues, characteristics, desirable ideals and moral values among the students. it helps them in the development of their intellectual

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potential and equip them with proper thinking and reasoning powers, and enable them to take proper decision by weighing the pros and cons, or goodness and badness of a particular deed. The study of the social happenings helps them in learning valuable lessons in order to make cooperative efforts for the progress of the society and nation. Similarly the study of the life and contributions of the leading figures to other corners of the world may help the youngsters in imbibing many ideals, temperamental characteristics and values leading towards their proper moral and ethical development.

2.5.5 Cultural Values

Social studies help students in getting acquainted with the past and present of their culture and civilization. Historical facts may provide them an appropriate mirror for looking into the ideals, values and day-to-day living of their ancestors. In the present age, where we are perturbed by a wave of cultural pollution, it becomes very essential for acquainting our younger generation with the traditions of our ancient culture and values held by our ancestors. They can feel proud of the achievements of their ancestors in various fields of life and values of their cultural traditions and thus can be helped to set their path of progress by adhering to their cultural roots. In this way, the study material of social studies may prove quite helpful in developing the needed sense of belongingness and attachment towards cultural values and heritage, and make children feel proud of it and contribute significantly towards its preservation, promotion and transfer. They not only get acquainted with their own culture, with the help of the study of social studies, but also have opportunities for knowing and understanding about the cultural traditions, values and ways of living of other people belonging to different societies and nations of the world. It may help them in living and tolerating the diversities in the existing cultures of the world and also to enjoy their own cultural uniqueness.

Check Your Progress - 2

Notes: a) Write your answer in the space given below.

b) Compare your answer at the end of the unit.

3. What are the components in social studies?

4. What are the three kinds of values in mental training?

2.6 LET US SUM UP

This chapter deals with aims, goals and objectives of teaching social studies at different level such as primary stage, upper primary stage, secondary stage, higher secondary level and teacher training. And also we learnt about the values of teaching social science such as practical values, intellectual and disciplinary values, social values, moral values and cultural values.

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2.7 UNIT – END EXERCISE

1. Explain the aims and objectives of teaching social studies.
2. Why should social science be taught at the secondary stage?
3. Discuss “values of teaching of social studies”.

2.8 ANSWERS TO CHECK YOUR PROGRESS

1. The aim of teaching social studies is to provide an understanding of the development of community life in the context of time, space, economic, and political will to establish social harmony, progress, and have a rational thought in decision-making. This is done through a balanced interaction with the community and the environment to the well-being national, and world.
2. Primary level, upper primary level, secondary stage, higher secondary stage, teacher training level.
3. Practical value, ethical value, disciplinary value, cultural value and social value.
4. Imaginary development, review thinking habit and memory expansion.

2.9 SUGGESTED READINGS

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2. Marlow Ediger and Bhaskara Rao, D. (2001). *Teaching of Social Studies Successfully*. New Delhi: Discovery Publishing House.
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UNIT –3

UNIT PLANNING AND LESSON PLANNING - I

STRUCTURES

3.1 INTRODUCTION

3.2 OBJECTIVES

3.3 INSTRUCTIONAL OBJECTIVES IN BEHAVIOUR FORM

3.3.1 BLOOM’S TAXONOMY OF OBJECTIVES

3.3.2 COGNITIVE DOMAIN

3.3.3 AFFECTIVE DOMAIN

3.3.4 PSYCHOMOTOR DOMAIN

3.4 LET US SUM UP

3.5 UNIT - END EXERCISE

3.6 ANSWER TO CHECK YOUR PROGRESS

3.7 SUGGESTED READINGS

3.1 INTRODUCTION

Instructional objectives are basically statements which clearly describe and anticipated learning outcome. Instructional objectives specify exactly what is supposed to be learned, they are helpful to the teacher as well as the learner throughout the learning process and are invaluable in the evaluation process. In this unit, let us discuss about the Bloom’s Taxonomy and its three types of domain such as cognitive, affective, and psychomotor.

3.2 OBJECTIVES

At the end of this unit, you will be able to:

1. Explain the concept of instructional objectives.
2. Identify the three types of domain.
3. Discuss the concept of Bloom’s Taxonomy.
4. Explain the taxonomy objectives and its types.

3.3 INSTRUCTIONAL OBJECTIVES IN BEHAVIOUR FORM

Instructional objectives are also known as behavioral objectives or learning objectives. Objectives can be helpful in instructional planning, during the teaching – learning process and when assessing student progress. Robert Gagne was one of the first researchers to articulate this; it follows from his research that instructional planning must take into account the kind of learning the students will be engaged in as they seek to reach an objective. Effective teachers learn to categorize their instructional objectives and then develop the teaching and learning activities that will help students do the kind of thinking required for that kind of learning.

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3.3.1 Bloom’s Taxonomy of Objectives

Benjamin Bloom’s (1956) prominent work is the development of the Taxonomy of Educational Objectives. Since its publication in 1956, Bloom’s taxonomy has been translated into 22 different languages (Forehand, 2005; Krathwohl, 2002). It is one of the most frequently referred to and applied instructional design systems in the field of education, and has been used by curriculum planners, researchers, administrators, and classroom teachers at all levels of education.

In 1948, Bloom participated in an informal meeting of college examiners attending the American Psychological Association Convention in Boston. At that time, Bloom held the title of Associate Director of the Board of Examinations of the University of Chicago. It was at this meeting that Bloom and a group of others expressed an interest in developing a theoretical framework that they could use to facilitate communication and to promote the exchange of test materials and ideas about testing with other examiners.

After much discussion, the group mutually came to an agreement that they could obtain this type of framework through a system of classifying educational goals and objectives. They set out to develop a classification system for thinking behaviors that were important in the learning process, so that examiners might have a more reliable system for assessing students and educational outcomes.

The taxonomy consists of thinking behaviors that Bloom’s group of college examiners believed were important in the learning process. They divided their framework into three domains:

1. Cognitive domain
2. Affective domain
3. Psychomotor domain

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3.3.2 Cognitive Domain

Cognitive domain relates to the learner's knowledge and the development of intellectual abilities and skills. And it consists of six major classes:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis and
6. Evaluation

Each of these classes is further separated into subclasses, with the exception of the application class.

1. Knowledge

(a) Knowledge of specific also divided into

- Knowledge of terminology
- Knowledge of specific facts

The knowledge of terminology is the knowledge of verbal and non-verbal references. They have normal signs and these include defining specific terms, description of their qualities, relationships and meanings. Specific fact means the knowledge of events, dates, places and the persons and the recalling of facts.

(b) Knowledge of ways and means of dealing with specifics

- Knowledge of conventions
- Knowledge of trends and sequences
- Knowledge of classifications and categories
- Knowledge of criteria
- Knowledge of methodology

(c) Knowledge of universals and abstractions in a field

- Knowledge of principles and generalizations
- Knowledge of theories and structures

2. Comprehension

It means understanding of new knowledge by the pupils. It includes knowledge of comprehension of the contents. Its activities have three levels.

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- (a) Translation
- (b) Interpretation
- (c) Extrapolation

3. *Application*

The application class refers to the use of abstractions in general ideas, procedures, principles, and theories that need to be remembered and applied. In this objective, using acquired knowledge. Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way.

4. *Analysis*

The analysis class refers to the ability to break subject matter into parts, and then to recognize the relationships between the different parts, and to know how to organize the parts. There are three sub-classes under analysis:

- (a) Analysis of Elements
- (b) Analysis of Relationships
- (c) Analysis of Organizational Principles

5. *Synthesis*

The synthesis class consists of putting together all the parts of the subject matter to form a whole. It is a process of combining parts and elements from different sources in order to create a new pattern or structure that did not exist before. There are three sub-classes under synthesis:

- (a) Production of a Unique Communication
- (b) Production of a Plan or Proposed Set of Operations
- (c) Derivation of a Set of Abstract Relations

6. *Evaluation*

Highest level of the cognitive domain, evaluation is a continuous process. After making critical decisions regarding the law of contents principles and facts it is explored by tests or other type of norms.

- (a) Judgements in terms of internal evidence
- (b) Judgements in terms of external criteria

Bloom's cognitive domain consists of classifying learners' thinking behaviors into six increasingly complex levels. Knowledge is at the basic level. Then learners progress cognitively to the levels of comprehension, application, analysis, synthesis, and to evaluation, which is at the highest level of complexity. Each subsequent level is dependent upon the learner's ability to perform at the level preceding it. The

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teacher's challenge is to encourage students to master their current level and to move on to the next.

3.3.3. Affective Domain

The focus of the affective domain is on the learner's interest, emotions, mental activities and values. Bloom has divided affective objectives into the following categories:

1. Receiving
2. Responding
3. Valuing
4. Organization
5. characterization

1. *Receiving*

Students at this level are aware of what is presented and are willing to take notice of it. At this level the teacher is the stimuli provider and presenter.

2. *Responding*

Students respond when they are committed to discovery. At this level they seek activities in the learning process, receiving satisfaction from their level of participation.

3. *Valuing*

Students make decisions about the value and their commitment to and involvement with it. They make choices and, upon acceptance of a value, may attempt at this level to sway others to their chosen value.

4. *Organizing*

This step requires the organization of values and the construction of a system in which a set of attitudes, beliefs and values is ordered by the relationship of each to the others.

5. *Characterizing by a Value or set*

Students at this level have internalized and organized values into a system and can now apply these values as a philosophy of life to a broader range of situations.

3.3.4 Psychomotor Domain

The Psychomotor Domain was ostensibly established to address skills development relating to manual tasks and physical movement, however it also concerns and covers modern day business and social skills such as communications and operation IT equipment, for example telephone and keyboard skills, or public speaking. Thus, 'motor' skills

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extend beyond the originally traditionally imagined manual and physical skills, so always consider using this domain, even if you think your environment is covered adequately by the Cognitive and Affective Domains. Whatever the training situation, it is likely that the Psychomotor Domain is significant. The Dave version of the Psychomotor Domain is featured most prominently here because in my view it is the most relevant and helpful for work- and life-related development, although the Psychomotor Domains suggested by Simpson and Harrow are more relevant and helpful for certain types of adult training and development, as well as the teaching and development of young people and children, so do explore them all. Each has its uses and advantages. The main levels of psychomotor domains are

- Impulsive – A driving form to learn
- Manipulation – Practicing a skill to become habitual
- Control – Control over the skill
- Co-ordination – Practice and co-ordination
- Naturalization – Automatic response
- Habit formation – The skill is practiced as a habit

Check Your Progress - 1

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

1. What do you mean by instructional objectives?

2. List out the major classes in cognitive domain.

3. What are the three types of domain in Bloom's taxonomy?

3.4 LET US SUM UP

In this unit, a detailed view on instructional objectives contributed by bloom in his books bloom's taxonomy of objectives comprising of cognitive, affective and psychomotor domains are discussed.

3.5 UNIT – END EXERCISE

1. Discuss the importance of instructional objectives.
2. What do you mean by cognitive domain? Explain it.

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3. Describe the concept of Bloom's Taxonomy and its three types.

3.6 ANSWER TO CHECK YOUR PROGRESS

1. Instructional objectives are also known as behavioral objectives or learning objectives. Objectives can be helpful in instructional planning, during the teaching – learning process and when assessing student progress.
2. It consists of six major classes such as Knowledge, Comprehension, Application, Analysis Synthesis and Evaluation.
3. Cognitive domain, Affective domain and Psychomotor domain.

3.7 SUGGESTED READINGS

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3. Kochhar, S.K. (2013). *Teaching of Social Studies*. New Delhi: Sterling Publishers Pvt. Ltd.
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UNIT –4 UNIT PLANNING AND LESSON PLANNING - II

NOTES

STRUCTURES

4.1 INTRODUCTION

4.2 OBJECTIVES

4.3 LESSON PLANNING

4.3.1 ADVANTAGES OF PLANNING A LESSON

4.3.2 STEPS INVOLVED IN LESSON PLANNING

4.3.3 SPECIMEN LESSON PLAN

4.4 LEARNING EXPERIENCES

4.4.1 EVALUATION OF OBJECTIVES AND LEARNING EXPERIENCES

4.5 UNIT PLANNING

4.5.1 ADVANTAGES OF UNIT PLANNING

4.5.2 SPECIMEN UNIT PLANS

4.5.3 RESOURCE UNITS

4.6 LET US SUM UP

4.7 UNIT - END EXERCISE

4.8 ANSWER TO CHECK YOUR PROGRESS

4.9 SUGGESTED READINGS

4.1 INTRODUCTION

Lesson plan is a method of planning and preparation. A lesson plan traditionally includes the name of the lesson, the date of the lesson, the objective the lesson focuses on the materials that will be used, and a summary of all the activities that will be used. Lesson plans are a terrific set of guidelines for substitute teachers. In this unit let us discuss the lesson and unit plan, i.e. how to plan instruction for effective implementation and monitoring. Along with discussed the specimen for lesson and unit plan and also discussed the learning experiences.

4.2 OBJECTIVES

At the end of this unit, you will be able to:

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1. Explain the concept of lesson planning and unit planning.
2. Identify the steps and advantages of lesson planning.
3. Discuss the concept of learning experiences.
4. Explain the unit planning in social science.

4.3 LESSON PLANNING

A lesson plan is developed by a teacher to guide instruction throughout the day. It is a method of planning and preparation. A lesson plan traditionally includes the name of the lesson, the date of the lesson, the objective the lesson focuses on, the materials that will be used, and a summary of all the activities that will be used. Lesson plans are a terrific set of guidelines for substitute teachers.

According to Bossing “Lesson plan is the title given to the statement of the achievements to be realized and the specific means by which these are to be attained as a result of the activities engaged in during the period.”

4.3.1 ADVANTAGES OF PLANNING A LESSON

The main advantage of lesson planning is that it allows you to present ideas in an organized manner and create a flexible schedule. Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, helps students reach objectives more easily and manage less.

Planning is imagining the lesson before it happens. This involves prediction, anticipation, sequencing, organizing and simplifying. Lesson planning

- provides a coherent framework for smooth efficient teaching.
- helps the teacher to be more organized.
- gives a sense of direction in relation to the syllabus.
- helps the teacher to be more confident when delivering the lesson.
- it saves a lot of time
- provides a useful basis for future planning.
- helps the teacher to plan lessons which cater for different students.
- It makes teacher quite conscious of the aim which makes him conscious of attitudes he wants to develop in his students.

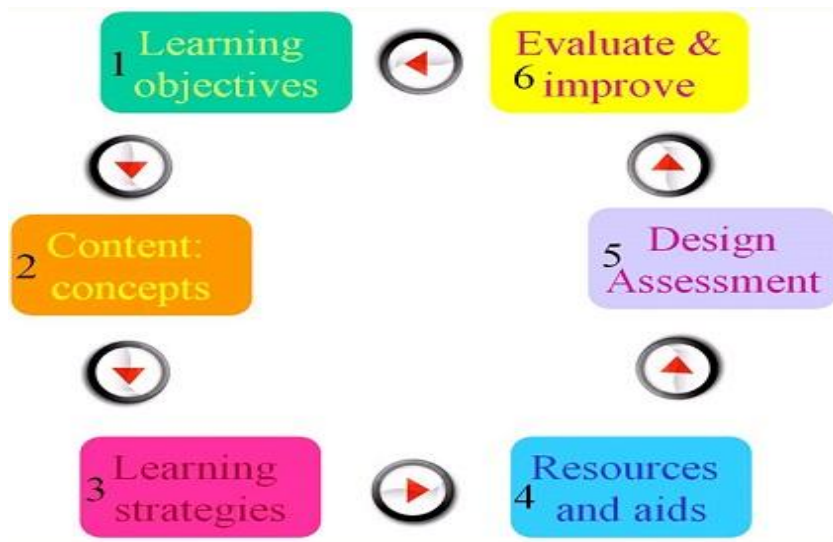
4.3.2 STEPS INVOLVED IN LESSON PLANNING

A lesson plan includes lesson objectives, anticipated problems from students, time allocation for each task within the lesson, activity types and interactions that take place during activities such as student-student, teacher-student, and material that will be used for the lesson, etc.

Apart from these, a lesson plan may also include personal aims that focus on personal development of the teacher.

A well-planned lesson can also be comprised of a board plan that is to be displayed in the class for students to record. Thus, it is clear a lesson plan paves the way for the teacher who conducts the lesson to be well organized beforehand. Not only it is important to assure that the objectives are met and learning effectively takes place in the class but also lesson planning is important for personal development of the teacher. Furthermore, a lesson plan should eventually be connected to the goals of the unit.

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Herbartian steps in lesson planning are:

- (i) Introduction or Preparation
- (ii) Presentation
- (iii) Association or Comparison
- (iv) Generalization
- (v) Application
- (vi) Recapitulation

4.3.3 SPECIMEN LESSON PLAN

A lesson plan should always contain the following preliminary information:

Roll No. of the Pupil Teacher :
Class :
Average age of the pupil :
Subject :

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Unit :

Sub – unit or Topic :

Duration of the lesson :

Date :

This information should also be given on the top left hand corner of the chalkboard in the classroom. It will facilitate matters for the supervisor or the examiner who is to criticize, judge and evaluate the lesson while it is being given to the pupils.

GENERAL OBJECTIVES

1. To develop an interest for learning social studies in the students.
2. To develop geographical imagination in the students.

SPECIFIC AIMS

He should remember that the specific aims will be determined in their relationship to general aims. He should think out of the statement as to what he intends to do in that particular lesson. To familiarize with the social, economic and cultural advancement the students.

Lesson Plan

Class : VIII

Unit : Mauryan Empire

Topic : Life under the Mauryas.

Aids : (1) A map of India showing the extent of Mauryan Empire.
(2) A picture of Sanchi Stupa
(3) A time frieze of Mauryan Age.

Aims

General aim – To lay stress on the following points:

- (i) The establishment of a vast and powerful empire under the Mauryas carried with it a number of beneficent factors in terms of social welfare.
- (ii) The imperialistic idea implied economic progress and prosperity by the circumstance of a strong central rule and unification of large areas under the administration.
- (iii) The new empire idea showed itself a success in the matter of promoting the cultural life of the people.
- (iv) For the first time there was a successful attempt at evolving a common language for the whole of India.

Specific aim: To familiarize the pupils with the social, economic and religious life of people under the Mauryas – 325-184 B.C.

Introduction or Motivation: To motivate the pupils for the new lesson, the teacher can ask the following questions:

- (1) Who was the founder of the Mauryan Empire?
- (2) What is his greatest contribution to Indian History?
- (3) What was the impact of political unification on the life of the people during the period?

Announcement of aim: Today, we shall study how the establishment of a vast and powerful empire under the Mauryas resulted in economic progress and prosperity and cultural advancement.

Presentation: The new information will be imparted with the active cooperation of the pupils. A variety of sources will be used as far as possible. Various activities will be undertaken for enlisting the interest of the interest of the pupils.

Chalkboard summary will be developed along with the lesson.

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Content or Matter

Method

Section 1

The teacher can introduce the lesson by presenting the following extracts from Megasthenes Indica:

Social condition:

(a) The caste system – society divided into Four Varna's and other castes

(b) Family life – joint family system- position of women, women scholars.

(c) Slavery a recognized institution

(i) "People never drink wine except (lower down in the scale) Ascendancy in sacrifices" of Brahmanism

(ii) "They have no suits, no Litigation about pledges of deposits. They donot require seals or witness. They generally leave their houses and property ungraded".

(iii) Their ropes are worked in gold and ornamented with precious stones. They wear also flowered garments made of the finest muslin.

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(e) Education – religious in character. The

Art of writing –the brahmi script

(f) Peacock – the national bird. Daily life of the people, People of cities, General prosperity-people fond of chariot rides and costly dresses and ornaments. services of actors, dancers, musicians and magicians and bards much in demand.

(iv) Truth and virtue they hold in

high esteem”. In the light of the above the class can discuss the most significant features of Mauryan society.

Section II

Economic Condition: Economic the life controlled by the state – it organised agriculture, industry and the Village – the unit of agricultural life, and that of the Mauryas.	The class can be asked to identify point of similarity in the present economic policy of our country.
Agriculturist classes –peasant, proprietors landless labourers-village relief works village service looked after rural welfare -sources of revenue-land, water cess, forestry.	A discussion on the life in the And villages in Mauryau times now And will be arranged.
State monopoly in industries, mining industry nationalised. Manufacture of salt –licenses to traders-profits fixed –government traded also in gold,pearls, corals, diamonds,etc. State had a monopoly on ornament industry, Building of boats and ships-scope for private enterprices allowed. State control of prices, weights and measures.	What were the sources of revenue in Mauryan times?
Trade taxed-import and export duties –maintenance of trade routes in state – sea-borne ,foreign trade encouraged. Right of coinage vested in State.	What was the condition of business during the time ?.

Section III

Architecture and Art – Pillars, stupas and rock Caves formed an important part of architectural Work. Stupas of sanchi –practice of engraving on stone.	What do you know about progress of art and architecture during this period?
Persian influence on architecture. Stone dressing and polishing a unique feature–great patronage to art by the Mauryas.	What influence was quiet distinction architecture During this time?

Section IV

Language: One common language for the whole empire
Attempted – Asokan inscriptions in Bali –this promoted
Cultural unity.

Recapitulations or Evaluation :

(1) Dramatise the role of Megasthenes presenting the report of the Indian people to an audience of Greeks.

(2) Identify points of similarity and difference between the life of the people in cities and villages in Maurian times and now.

HOME ASSIGNMENT:

(1) The pupils may be asked to write a short essay on the social and cultural life of the people during the Mauryan age.

(2) The pupils may be asked to draw an outline map of India and indicate the extent of Mauryan kingdom along with its important towns.

CHALKBOARD WORK

1. Social conditions:

Cast system – ascendancy of Brahmanism – joint family system-
education, Food – use of rice, barley, religious in character.

2.Economic condition:

Economic life controlled by the state – village, the unite of agricultural
life – sources of revenue –land , water cess –state monopoly in industries
.State control of price –trade taxed – import and export duties –right of
coinage vested in state.

3. Architecture and art:

Pillars, stupas and rocked –cut caves.Persion influence on architecture.

4. Language:

One common language Pali.

Suggested References for Teachers

1. Chandragupta Maurya and his Times, Radha Kumand Mukerjee.pp.183-225.
2. The Age of Imperial Unity:Vol.III,Bharatiya Vidya Bhawan.pp.542-610.
3. Asokan Inscriptions,Radha Govind Basak (Rock Edict VI,P.35)
4. Ancient India as Described by Megasthenes and Arrian by M.C.Crindle.

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Check Your Progress - 1

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

1. What are the steps followed in Lesson plan?

2. List out the Herbartian steps in lesson planning.

3. Write the advantages of lesson plan?

4.4 LEARNING EXPERIENCES

Learning Experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or nontraditional interactions (students learning through games and interactive software applications).

Because students may learn in a wide variety of settings and ways, the term is often used as a more accurate, preferred, or inclusive alternative to terms such as *course*, for example, that have more limited or conventional connotations. *Learning experience* may also be used to underscore or reinforce the goal of an educational interaction—learning—rather than its location (school, classroom) or format (course, program). The growing use of the term *learning experience* by educators and others reflects larger pedagogical and technological shifts that have occurred in the design and delivery of education to students, and it most likely represents an attempt to update conceptions of how, when, and where learning does and can take place.

It includes students 'activity and teachers role'. The teachers can keep students active and participate in all the classroom activities. The teacher plans the activities to be given to get the experiences so that they reach the objectives of learning that particular lesson. From time to time it is helpful to keep a record of pupil participation.

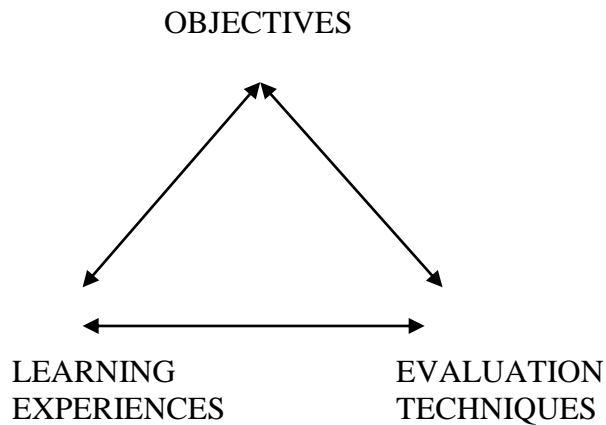
1. To see how many questions are coming from the pupils?
2. To see who is taking too much part in class discussion and who is not taking enough part?

3. To see if there are parts of the room that the teacher is neglecting?

4.4.1 EVALUATION OF OBJECTIVES AND LEARNING EXPERIENCES

Evaluation is an inclusive concept – it indicates all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of desired outcomes. It is compound of objective evidence and subjective observations.

Evaluation triangle is as follows:



Evaluation is an important part of the whole programme of education. There exists an inalienable three fold relationship among objectives, learning experiences and evaluation. They in fact influence and strengthen one another.

For the development of an effective programme for social studies, the teacher must be acquainted with:

1. The objectives of social studies in respect of the subject as a whole, of the constituent subjects and of the specific unity.
2. The relationship between the educational trinity namely objectives, learning experiences and evaluation.
3. The varied purposes of evaluation i.e. diagnosis, guidance, grading, classification etc.
4. The elementary theory and practice of measurement.
5. The techniques and tools of evaluation, their preparation and uses.
6. The follow-up procedure to utilize the feedback in the classroom.

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4.5 UNIT PLANNING

A unit plan covers a wider area. A unit consists of many lessons and will be taught for a longer period, for example, a semester. Planning a unit is also a longer process compared to planning a lesson. This is usually undertaken by a sectional head or head of the department and involves discussion with teachers. A unit plan is also important to show the main goals of a study unit and how lessons, evaluations and practical sessions connect to achieve the unit goals. Hence, unit plans are often used for discussions for syllabus reviews as well to explain the skills, knowledge that students are expected to acquire towards the end. A unit plan usually consists of the vision/unit goals, unit content in detail, time allocated for the completion of each stage, how lessons/stages are designed to realize these goals collectively, pre and post-tests and cross-curricular connections, etc.

However defines units as, “the teaching unit is a group of related concepts from which a given set of instructional and educational experiences is derived. Unit normally ranges for three to six weeks long”.

According to Jarolimek, “Unit as a means of organizing materials for instructional purposes which utilizes significant subject matter content, involves pupils in learning activities through active participation intellectually and physically and modifies the pupil’s behavior to the extent that he is able to cope with new problems and situations more competently.”

4.5.1 ADVANTAGES OF UNIT PLANNING

Some important advantages of unit planning are:

- (i) Unit planning enables the teacher to integrate the basic course concepts and those related areas into various teaching experiences.
- (ii) It is well suited for the growth and development of the abilities and skills attendant to democratic behavior, ideals and processes.
- (iii) It provides a basic course structure around which specific class activities can be organized.
- (iv) It enables the teacher to break away from traditional text book teaching.
- (v) The unit, because of its flexibility, provides facility in adopting instruction to individual differences of children.
- (vi) It provides an opportunity to the teacher to keep a balance between various dimensions of the prescribed course.

4.5.2 SPECIMEN UNIT PLANS

Class : X **Subject** : Social Studies
Unit : Indian Agriculture **No.of Periods** : 8

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Schedule of Work

Sl.No	Sub Unit	No .of Units
1	Characteristics of an agricultural country - India as an agricultural country; Fertility – problems; Population and Agricultural Production	3 periods
2	Land Revenue Systems – Land Reforms and Bhoodan Movement and methods of cultivation- Government Departments of Agriculture	2 periods
3	Rural Indebtedness Cooperative Movement and Community Development Projects and National Extension Service	3 periods
Total :		8

4.5.3 RESOURCE UNITS

In general, there are two types of units:

1. Resource units and
2. Teaching units

The resource unit is a teacher’s guide to planning and action. It in fact is a blue print of suggestions and resources for developing a theme, problem or topic. A resource unit includes the following elements:

- a) Statement of objectives related to a theme.
- b) Problem or topic.
- c) An approach or initiation.
- d) Content or subject-matter basic to the area of study.
- e) Direct and related experiences.
- f) Organizing and summarizing experiences.
- g) Evaluation of learning and
- h) A collection of instructional resources.

The term teaching unit is used to describe the development of a unit of work in the classroom. Also referred to as the unit in action, the teaching unit focuses on implementation, or the learning activities and processes that take place as the unit develops. Thus, a resource unit contains an organized collection of teaching ideas and suggestions built

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around a large topic of significance and the teaching unit contains definite plans for teaching a specific group of children under a given set of circumstances. The resource unit can serve as a reserve from which the teacher may draw ideas, suggestions and aids when he plans a teaching unit.

Check Your Progress - 2

Notes: a) Write your answer in the space given below.

b) Compare your answer at the end of the unit.

4. Define the term learning experiences?

5. What is unit plan?

6. What are the elements included in the resource unit?

4.6 LET US SUM UP

In this unit, a detailed view on instructional objectives contributed by bloom in his books bloom's taxonomy of objectives comprising of cognitive, affective and psychomotor domains, lesson plan, unit plan and its advantages along with learning experiences were also discussed.

4.7 UNIT – END EXERCISE

1. Discuss the importance of learning experience.
2. What do you mean by lesson plan? Explain the advantages.
3. Write a lesson plan for any topic in social studies.
4. Describe the concept of objectives and learning experiences in evaluation process.

4.8 ANSWER TO CHECK YOUR PROGRESS

1. General objectives, specific objectives, presentation, content, recapitulation or evaluation, home assignment, chalkboard work.
2. Herbertian steps in lesson planning are introduction or preparation, presentation, association or comparison, generalization, application and recapitulation.
3. The main advantage of lesson planning is that it allows you to present ideas in an organized manner and create a flexible

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schedule. Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, helps students reach objectives more easily and manage less.

4. Learning Experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings or non-traditional settings or whether it includes traditional educational interactions or non-traditional interactions.
5. The teaching unit is a group of related concepts from which a given set of instructional and educational experiences is derived. Unit normally ranges for three to six weeks long.
6. A resource unit includes the following elements:
 - a. Statement of objectives related to a theme.
 - b. Problem or topic.
 - c. An approach or initiation.
 - d. Content or subject-matter basic to the area of study.
 - e. Direct and related experiences.
 - f. Organizing and summarizing experiences.
 - g. Evaluation of learning and
 - h. A collection of instructional resources.

4.9 SUGGESTED READINGS

1. Yajnik, K.S. (1966). *Teaching of Social Studies in India*. Bombay: Orient Longmans Ltd.
2. Richey, R.W. (1952). *Planning for Teaching*, New York: McGraw Hill.
3. Kochhar, S.K. (2013). *Teaching of Social Studies*. New Delhi: Sterling Publishers Pvt. Ltd.
4. Kohil, A.S. (2004). *Teaching of Social Studies Anmol*. New Delhi: Publications Pvt. Ltd.
5. Ediger Marlow and Bhaskara Rao, D. (2001). *Teaching of Social Studies Successfully*. New Delhi: Discovery Publishing House.
6. Singh Y.K. (2004). *Teaching of Social Studies*. New Delhi: APH Publishing Corporation.

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UNIT – 5

INSTRUCTIONAL METHODS - I

STRUCTURES

5.1 INTRODUCTION

5.2 OBJECTIVES

5.3 LECTURE METHOD

5.4 DISCUSSION METHOD

5.5 PROBLEM METHOD

5.6 MORISON’S METHOD OF TEACHING FOR UNDERSTANDING

5.6.1 SOURCE METHOD

5.6.2 ORAL

5.6.3 RECITATION

5.6.4 REVIEW

5.6.5 DRILL

5.6.6 STORY TELLING

5.7 INDUCTIVE AND DEDUCTIVE METHOD

5.8 LET US SUM UP

5.9 UNIT - END EXERCISE

5.10 ANSWER TO CHECK YOUR PROGRESS

5.11 SUGGESTED READINGS

5.1 INTRODUCTION

An instructional method can be defined as the process by which instruction occurs, whether that might be lecture, discussion, small group discussion, simulation, experience or individual project. The definition of instructional methods is “an educational approach for turning knowledge into learning.” Instructional methods are the “how to” in the delivery of training. You have all heard the old saying that there is more than one way to skin a cat. Likewise, there is more than one method to use in training your students. The methods used in any learning situation are primarily dictated by the learning objectives decided upon by the course developers. In many cases a combination of methods are used to intensify the learning experiences.

5.2 OBJECTIVES

At the end of this unit, you will be able to:

1. Discuss the various kinds of instructional methods.
2. Explain some traditional method and its advantages.
3. Discuss about the methods and techniques of teaching.

5.3 LECTURE METHOD

The lecture method is an instructional presentation of information, concepts or principles. Its main purpose is to present a large amount of information in a short period of time. The lecture method is an efficient way to introduce a new topic of study or present background material students need for future classes.

A lecture allows instructor to present a subject to a large audience because they use no visuals and there is no interaction between the students and the instructor. In fact, with the use of closed circuit television, audience size is essentially unlimited. A lecture may be presented to thousands of persons at a time through the use of the closed circuit television.

This method is the most commonly used mode by the teachers. This expects the students to quietly sit and listen to the talk about the subject matter. In this situation, students are expected to take notes and sometimes the teacher may write notes on the chalkboard. Often the lesson may end up with a summary and few recapitulate questions.

A teacher would have no option than to use the lecture method when the topic is abstract. Topics like Faith, Reason, Man and his Beliefs, Supernaturalism, Justice etc. can be explained through the lecture method.

This method can be used where there is shortage of accommodation and personnel. Though it can cater for a larger population, it has the disadvantage of making learning teacher - centered rather than child-centered. A lesson becomes dull without combining this method with other methods and the use of teaching aids.

Advantages:

1. Factual material is presented in a direct and logical manner.
2. Concentration for a longer period of time.
3. Cognitive and affective domains can be developed.
4. It may provide experiences that inspire useful for large groups.
5. Most efficient way to convey teacher spoken information

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6. It is quiet economical, as it is possible to handle a large number of students at the same time and no laboratory equipment, aids and materials are required.

Disadvantages:

1. Proficient oral skills are necessary.
2. Learner is often passive.
3. Learning is difficult to determine as the lecture progresses
4. One – way communication.

5.4 DISCUSSION METHOD

Discussion method refers to student - to - student talk with occasional intervention by the teacher. The method involves the use of small group of students where each group will have a leader who initiates the discussion of the issue or subject matter.

It should be noted that the students are more active than the teacher when this method is used. But, care should be taken to avoid the discussion being dominated by some students. Every member of a small group should be given equal opportunity or chances of making contributions to any discussion.

It can be formal and informal. Formal discussions are arranged for the purpose of achieving predetermined. Informal discussions are neither objective oriented nor rules are predetermined. Teacher and students discuss in the class whenever it becomes necessary. In formal discussion, teacher divides the class into different groups and gives the topic of the discussion to each group.

Discussion method can be used for the following topics in Social Studies:

- a. Problems of Modernization,
- b. Living together in our National Community,
- c. Problem of Survival,
- d. Family Problems,
- e. Environmental Problem etc.

This method can be effective, if it is deliberately planned and systematically used with the teacher guiding and mode rat-lag the students.' discussion.

Advantages:

1. Problem solving ability can be developed.
2. Develop creative potentials of the students.

3. Thinking and communicating powers can be developed.
4. Leadership quality can be developed.
5. Higher level cognitive and affective objectives can be realized through classroom discussion.

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5.5 PROBLEM METHOD

According to **Good's Dictionary of Education** "The problem method is a manner of dealing with that which is problematic, a method involving clear definition of problem confronted, formation of hypothetical solution, deliberates test of hypothesis until evidence warrants its acceptance."

The problem method of learning in Social Studies means training children in the technique of discovery. It is not only learning the formalized procedures for the solution of problems, not only analytical thinking that characteristically precedes a step at a time but the development of effectiveness in intuitive thinking. It is learning to utilize conceptually adequate modes of thought learning that art of predictive reasoning and of manipulating knowledge to make it fit new tasks; it is developing a style of problem solving that serves for most of the difficulties encountered in life.

Purpose:

The major purpose of this method, as it is used in school, is to afford training for the pupil and not solutions for society, on the other hand the process of solving problems presumably has some effect upon the opinion and future attitudes of the pupils.

Principle:

Its principle is by generalizing what they have learned about the solving of intellectual problems in social studies, children will be able to solve their problems of living efficiently and a effectively.

Advantages:

1. It develops reasoning power.
2. It helps in developing good study habits.
3. The students learn to be self-dependent.
4. It helps to improve knowledge and in stimulating thinking.
5. It gives the power of critical judgement.
6. Knowledge is easily assimilated as it is the result of a purposeful activity.

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- 7. Students learn facts which are meaningful and which have been discovered by their own efforts and etc.

Check Your Progress - 1

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

- 1. How the discussion method used in social studies?

- 2. Define 'Problem Method'.

5.6 MORISON’S METHOD OF TEACHING FOR UNDERSTANDING

One of the mastery techniques of teaching learning method is Morison method. H.C.Morison was superintendent of schools in New Hampshire before he became a faculty member of the University of Chicago in 1910. This technique was developed in the laboratory schools of Chicago as a result of Morison’s observations of the schools in New Hampshire.

Morison proposed the mastery formula for learning – pretest, teach, test the result, adopt procedure and test again to the point of nature learning (Risk 1947). Morison plan of instruction may be considered as the forerunner of the different kinds of units and integrative technique. Morison technique steps are as follows: Exploration, Presentation, Assimilation, Organization and Recitation.

It is usually used in the teaching of history, geography and economics. It is the process of taking the contents of a particular subject as big blocks and not as isolated and fragmentary bits of information. Its aim is to approach topics as organized and integrated body, showing relevance and cognitive relationship.

5.6.1 Source Method

Source method implies the use of original material and original sources in the teaching of social science. It provides first hand experiences and leads to better understanding of the subject. In general sources can be classified into two ways:

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- (a) **Primary Sources:** Physical remains or relics or unconscious testimony in far off historical sites, pyramids, clothing, food, utensils, weapons, fine arts etc. Consciously transmitted in the form of oral or written testimony. Oral sources includes ballads, anecdotes, tales etc. written sources includes constitutions, court decisions, auto-biographies letters, bills, magazines and newspapers and etc.
- (b) **Secondary Sources:** These are those sources which are written by those who are not on the scene of the event. They simply describe the reports of those persons who either participate or were eyewitnesses of the events. Many history text books and encyclopedias are the example of secondary sources.

Advantages:

1. It develops a sense of objectivity.
2. It arouses curiosity among the students.
3. It develops a sense of reality and vividness.
4. It promotes interest in the study of the subject.
5. It initiates the students in social studies research.
6. It supplements classroom lesson.
7. It provides a congenial and motivating environment.
8. It provides functional knowledge. Even the slow and backward children feel interested. When they see original sources. Their learning becomes functional because it is gained in the real context.

5.6.2 Oral Method

The words from the mouth of the teacher give the first knowledge of social science to the child. The oral lesson and the text books are the common agencies for the teaching of social science subjects. The oral lesson occupies the first place here. In majority of the schools the oral lesson is still the chief method of presentation. The two essential characteristics of a good oral lesson in social science are a wide selection of the material and the ability to present facts in the most acceptable ways.

Individuals or groups of learners are given or choose topics. For example, each may be asked to find out about one planet in our solar system, or about solar powered vehicles. What they learn is shared with other class members by way of oral or written presentations.

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5.6.3 Recitation

The recitation method requires an interaction between the students and the teacher. It is a method, which requires preparation on the part of all involved. This strategy allows the teacher to raise questions which keep the students actively involved in interpretation, criticism, supplementation and application of the material previously studied. Recitation is viewed as a means to promote critical, creative, reflective, and analytical thinking on the part of the students.

Students are given information to study independently. They then recite what they have learned when questioned by the teacher. For example, students read about what causes pollution, and the teacher, through, questioning, determines the extent and nature of their knowledge and understanding.

5.6.4 Review

N.L. Bossing states that, the term review connotes not a mere repetition of facts to fix them more firmly in mind but rather a new view of these facts in a different setting that results in new understanding, changed attitudes or different behavior patterns.”

H.N. Rivilin regards review as, “deepening the students insight into the problem ... increasing his appreciation of its ramifications.”

Review must recall essential facts and appraisals of segments of experience in a final summary that actually involves a new view and a new understanding and provides a basis for changed behavior.

Purpose

1. Enabling the students to gain perspective.
2. Creating new interest in old materials.
3. Diagnosing teacher weakness.
4. Diagnosing student weakness in preparation and understanding.
5. Organizing the materials and experiences into larger units for understanding.
6. Fixing in mind activities or materials learned.
7. Providing for desirable expansion and supplementation of materials and experience.

5.6.5 Drill

A drill is “A type of highly controlled oral practice in which the students respond to a given cue. The response varies according to the type of drill.” (Matthews, Spratt and Dangerfield 1991, 210). Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have

learned. Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation.

Drills have been much maligned for their behaviorist, stimulus-response nature and for the mechanical, repetitive practice they provide. In classrooms that use the audio-lingual method, which became popular in the 1950s, drills are basic to language teaching.

Drills can be useful teaching-learning material because they provide practice of small, manageable chunks of language. This helps to build confidence and automatic use of structures and expressions that have been drilled. Also, they can be part of a teaching or learning sequence that progresses from more towards less controlled practice.

MarySpratt (1991) notes that, drills can be either mechanical or meaningful. Mechanical drills are controlled by the teacher who provides drill cues to which students respond. These drills can give beginning students a chance to articulate the new language fluently. Meaningful drills are controlled by the teacher as well as by the students who must understand the drill cues in order to respond. Meaningful drills are more desirable than mechanical drills because they provide a reason for speaking and are thus more engaging and motivating.

5.6.6 Story Telling Method

Story telling method is one of the most important methods of teaching social studies. It is an art which enables the teacher to come very close to the heart of the students and thereby he attracts their attention. Some teachers are born story tellers and they are very fortunate in this respect.

It aims at presenting to the pupils, through the medium of speech, clear, vivid, interesting, ordered sequences of events, in such a way that their minds reconstruct these happenings and they live in imagination through the experiences recounted either as spectators or possibly as participators. It enables the teacher to make lessons lively and interesting to the pupils. Tell the students real time stories anecdotes about the great personalities, reformers, writers, saints to develop qualities of truth, discovers and scientists, prophets, empathizes etc.

The art of story-telling can be cultivated by:

- Observing skilful narrators.
- Studying the work of successful story writers.
- Practicing story telling.
- Critically evaluating one's own performance and bringing about necessary changes.

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Advantages:

1. Increase interest of the students or learners.
2. Improves vocabulary.
3. Increase in imaginative power.
4. Develop good qualities.
5. Lively environment.

Check Your Progress - 2

- Notes:** a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

3. What are the steps are followed in Morrison technique?

4. Define the term review.

5.7 INDUCTIVE AND DEDUCTIVE METHOD

Inductive method: Inductive instruction makes use of student “noticing”. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to “notice”, by way of the examples, how the concept works.

Inductive method relies on the process of thinking that leads to the learning of generalizations and principles. The teacher’s role in inductive approach of teaching is to help the students to organize the given information to form their own hypothesis. Inductive approaches are particularly applicable in the teaching of broad generalizations and principles. The teacher’s interference in the student’s thinking should be minimal.

Deductive Method: A deductive approach to instruction is a more teacher-centered approach. This means that the teacher gives the students a new concept, explains it, and then has the students practice using the concept. For example, when teaching a new concept, the teacher will introduce the concept, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways.

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According to Bob Adamson, “The deductive method is often criticized because: a) it teaches concepts in an isolated way b) little attention is paid to meaning c) practice is often mechanical.” This method can, however, be a viable option in certain situations for example, when dealing with highly motivated students, teaching a particularly difficult concept, or for preparing students to write exams.

Inductive versus Deductive method:

S. no	Inductive method	Deductive method
1.	It gives new knowledge.	It does not give any new knowledge.
2.	It is a method of discovery.	It is a method of verification.
3.	It is a slow process.	It is a quick process.
4.	It is an upward process of thought and leads to principles.	It is a downward process of thought and leads to useful results.
5.	It is a method of teaching.	It is a method of instruction.
6.	It is full of activity.	There is less scope of activity in it.

5.8 LET US SUM UP

In this chapter, we have discussed about the concepts of instructional methods which are the methods for teaching of social science such as lecture method, discussion method, problem method, source method etc., and also discussed about the purpose, merits and demerits of the approaches. Finally, the inductive and deductive has been discussed.

5.9 UNIT – END EXERCISE

1. Explain the merits and demerits of the lecture method.
2. Explain the problem method and its purpose
3. Differentiate between the inductive method and deductive method?
4. Describe the concepts of source method and its importance.
5. Explain the Morison’s method of teaching for understanding.

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5.10 ANSWERS TO CHECK YOUR PROGRESS

1. Discussion method can be used for the following topics in Social Studies such as problem of modernization, living together in our national community, problem of survival, Family problems, Environmental Problem etc.
2. According to **Good's Dictionary of Education** "The problem method is a manner of dealing with that which is problematic, a method involving clear definition of problem confronted, formation of hypothetical solution, deliberates test of hypothesis until evidence warrants its acceptance."
3. Morison technique steps are as follows: Exploration, Presentation, Assimilation, Organization and Recitation.
4. H.N. Rivilin regards review as, "deepening the students insight into the problem ... is increasing his appreciation of its ramifications."

5.11 SUGGESTED READINGS

1. Singh Y.K. (2008). *Teaching of Social Studies*. New Delhi: APH Publishing Corporation.
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UNIT – 6

INSTRUCTIONAL METHODS - II

NOTES

STRUCTURES

- 6.1 INTRODUCTION
- 6.2 OBJECTIVES
- 6.3 LABORATORY METHOD
- 6.4 ROLE PLAY AND DRAMATIZATION
- 6.5 SOCIALIZED METHOD
 - 6.5.1 SMALL GROUP
 - 6.5.2 PANEL DISCUSSION
 - 6.5.3 BUZZ SESSION
 - 6.5.4 SEMINAR
 - 6.5.5 SYMPOSIA AND WORKSHOP
- 6.6 TEAM TEACHING
- 6.7 SUPERVISED STUDY IN TEACHING SOCIAL STUDIES
- 6.8 BIOGRAPHY - DALTON PLAN
- 6.9 LET US SUM UP
- 6.10 UNIT - END EXERCISE
- 6.11 ANSWER TO CHECK YOUR PROGRESS
- 6.12 SUGGESTED READINGS

6.1 INTRODUCTION

Instructional method is defined as a learning outcome oriented set of activities to be performed by learners and learning supporters. Teaching methods are related to learning patterns, learning designs, and pedagogical scenarios, which represent similar concepts that other projects are working on. Within teaching methods, proven approaches/ techniques to teaching are captured so that other educators may use these successful approaches in their own teaching. Teaching method is the set of elements that are external to and give meaning to a teaching pedagogy. For instance, subject domain or target groups are elements of the teaching method context.

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6.2 OBJECTIVES

At the end of this unit, you will be able to:

1. Discuss the different methods of instructional techniques.
2. Explain the socialized method and its advantages.
3. Discuss the biography of Dalton plan.

6.3 LABORATORY METHOD

The Laboratory Method in Social Studies involves the employment of source materials, supplementary references, mechanical devices, audio-visual aids and many other life-like activities to supplement textbook instructions and to increase the effectiveness of presentation and mastery. Laboratory mode of teaching does not refer to a special place or a special class period, but to an activity. The activity can occur in a regular classroom, outside the classroom or in a specially designed room.

The important point to note in this method is that students manipulate concrete objects, equipments, etc. under the direction of the teacher. Since the teaching of Social Studies in both primary and Secondary Schools is done in units, the laboratory method provides opportunities for the application of knowledge and skills. The advantages of this method may not fully be realized because of lack of the facilities and equipment necessary for the effective use of this method. This method can be used for almost all the topics in Social Studies. Interview and discussions on issues can be recorded on video-taped and be played back to the class.

6.4 ROLE PLAY AND DRAMATIZATION

Role-playing is an activity in which students assume the role of another person and act it out. In a role play, students are usually given an open-ended situation in which they must make a decision, resolve a conflict, or act out the conclusion to an unfinished story.

Role play is a group technique. The participating students assume different roles. For example, the first person directs speech in a learning situation. Each student is assigned different role. Role play is used for the following purposes. It is used to clarify concepts, concretize ideas, to diagnose a problem situation, to empathize with others and to practice human relation skill.

In this technique,

- Teacher has to define problem situation and roles clearly,
- Teacher must give very clear instructions,
- Teacher must have back up activities in case of problems.

Advantages

1. Practice makes a man perfect and a critical observation make man alert.
2. Introduces problem situation dramatically
3. It provides opportunity for students to assume roles of others and thus appreciate another point of view.
4. Allows for exploration of solutions
5. It provides opportunity to practice skills

Disadvantages

1. Some students may be too self-conscious
2. Not appropriate for large groups
3. It can be time consuming to set up and execute

DRAMATIZATION

Dramatization has been described as a 'synthetic art' involving purposive coordination and control of the delicate organs of speech and muscles of the body combined with the sense of rhythm, with a view to free an intelligent expression of emotions and ideas.

Dramatization is a substitute for the real experience. Types of dramatization are the play, the pageant, the pantomime and tableau and the puppet show. Puppet shows must be based on action rather than words. A play that does not start currents of thought in the minds of the participants as well as the audience is a waste of time.

Importance:

Drama is the most significant model of learning and is a basic activity for learning. It is the way of helping children to think about their individual or social problems. Children can learn to explore issues, events and connections, by means of drama. In drama, children draw on their knowledge and experience of the real world in order to create a make believe world.

It is one of the most effective methods of stimulating the students in what they learn. It is a natural way by which students express freely their understanding of the life around them. The method allows for a great deal of involvement and participation by the students physically, emotionally and mentally. In a situation where a lesson or topic is dry, dramatization could effectively help to sustain the students' attention and interest. Dramatization involves direct and simple techniques such as mining play let and role-playing which can be allocated for such techniques.

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The use of drama has been used over the course of history from the time of Aristotle, who believed that theatre provided people a way to release emotions, right to the beginning of the progressive movement in education, where emphasis was placed upon “doing” rather than memorizing. Integrating drama helps children in various ways. In this fantastic resource: ‘The Arts as Meaning Makers’, written by Claudia E. Cornett and Katharine L. Smith, there are 12 essential points that we strongly agree to be important to consider:

1. Drama is part of real life and prepares students to deal with life’s problems.
2. It engages students in creative problem-solving and decision making.
3. It develops verbal and non-verbal communication.
4. It can enhance students psychological well being.
5. It develops empathy and new perspectives.
6. It builds co-operation and other social skills.
7. It increases comprehension and concentration through engagement.
8. It helps students consider moral issues and social values.
9. It is an alternative way to assess by observing.
10. It is entertaining.
11. It contributes to aesthetic development.
12. It offers a learning avenue that enhances other areas of the curriculum.

Check Your Progress - 1

Notes: a) Write your answer in the space given below.

b) Compare your answer at the end of the unit.

1. Write the merits of role play.

2. What are the types of dramatization?

6.5 SOCIALIZED METHOD

6.5.1 Small Group

In a small group, work as asking two to six students to work on a problem setting, a very short paper, or a project/presentation. Small

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group work can get students actively involved in the learning process. Many students come to class with the attitude that they are "empty vessels" waiting for the instructor to fill their heads with knowledge. Using small group work can counteract this passive attitude, give students an opportunity to interact with their peers, and provide a chance for them to use information they are learning.

The strengths of small group work include:

- (a) helping students develop thought processes by giving them practice using course content
- (b) allowing students to evaluate evidence supporting their own and others' positions
- (c) providing opportunities to apply course theory and principles
- (d) helping students define problems
- (e) using peer-group resources
- (f) helping students accept information or theories which run counter to their previous beliefs
- (g) developing motivation for further learning (McKeachie, 1986).

6.5.2 Panel Discussion

Panel discussions are an integral part of the health and life skills classroom. They are essential for building background on specific issues, creating motivation and interest, and giving students a forum for expressing and exploring new ideas and information. Group discussions help students learn to articulate their views and respond to opinions that differ from their own. Group discussions may involve the whole class or a small group.

Panel discussion is one of the techniques of teaching ensuring maximum student participation in discussion is concerned with the formation. In this method of teaching the teacher discuss the problem briefly in his introductory talk to the entire class. Then the class is divided into 4 or 5 groups.

Each group elects its own leader and also a recorder. All the members in each group given their points of view on the theme discussed. After group discussions are over, the whole class re-assembles and at this general session, the reporter from each group presents a summary of the discussion that has taken place in his taken place in his group. A general discussion may ensure on the report presented by each group. Finally, the teacher summarizes the whole discussion.

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6.5.3 Buzz Session

With this technique, the instructor interrupts the lecture to ask small groups (two to six individuals) of students to discuss a suggested concept or problem. A few groups are then asked to present their ideas to the entire class. Buzz groups change the pace of the lecture, allow active participation in the learning process, give students time to mentally organize and assimilate new material, and provide the instructor with feedback on the extent to which students understand the material presented in the lecture.

“The buzz group technique has the advantage of breaking the lecture into more easily absorbed sections.” Some objectives of using buzz groups within lectures are to:

- a) allow clarification of unclear points in the lecture (Small group discussions allow students to clarify points for each other, and group reports indicate what needs further explanation by the lecturer.)
- b) give the lecturer feedback on students’ understanding of a topic.
- c) give students time to consolidate and clarify learning and understanding that has taken place earlier in the lecture.
- d) provide an opportunity for lecture material to be applied to a situation or problem that is particularly relevant to students.
- e) encourage reticent students to put their ideas into works.
- f) foster a cohesive class spirit through the exchange of ideas.

6.5.4 Seminar

A seminar is a lecture or presentation delivered to an audience on a particular topic or set of topics that are educational in nature. It is usually held for groups of 10-50 individuals.

Seminars have become an integral part of higher education. Seminar means a class of students in a class studying a problem and meeting for discussion with a teacher. Students present papers on the topics under the guidance of an expert.

The purpose is to study a subject in detail. The participants prepare the topic well in advance. They can have hand-outs and aids for explaining their points. After the paper is read, there will be a systematic discussion about the topic handled and the students acquired skill of speaking and making use of explanatory remarks.

6.5.5 Symposium

A symposium is a collection of prepared speeches or essays by several persons on a problem or subject. It helps to present new material

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in a concise and logical way. It gives an opportunity to the participants to analyze a complex problem in all its dimensions. The chairman can allow questions from the audience. The answers are given by the experts. This carefully prepared speech should be read aloud. Reading would neither be too fast nor too slow.

6.5.6 Work Shop

A workshop is a series of educational and work sessions. Small groups of people meet together over a short period of time to concentrate on a defined area of concern. This technique is in contrast to seminar, symposium where talking dominates.

In a workshop the group meets first and then it is split into smaller groups. Different aspects of social or historical problems are assigned to these smaller groups. These smaller groups present their findings one by one to the whole group. An expert is invited to work as a resource person, who gives his expert and mature advice or expresses his considered views on the problem.

In a workshop a stated piece of work has to be completed by practitioners under the guidance of experts with in a limited time. Workshops to draft a model curriculum, model question papers, teachers' handbooks, model lesson plans could be organized.

Check Your Progress - 2

- Notes:** a) Write your answer in the space given below.
- b) Compare your answer at the end of the unit.

3. List out discussion and socialized method used in social studies?

6.6 TEAM TEACHING

Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn. Teachers together set goals for a course, design a syllabus, prepare individual lesson plans, teach students, and evaluate the results. They share insights, argue with one another, and perhaps even challenge students to decide which approach is better.

Teams can be single-discipline, inter-disciplinary, or school within a school teams that meet with a common set of students over an extended period of time. New teachers may be paired with veteran teachers. Innovations are encouraged, and modifications in class size, location, and time are permitted. Different personalities, voices, values,

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and approaches spark interest, keep attention, and prevent boredom. The team teaching has the following characteristics:

1. It binds teachers, students and other academic personnel to enhance effectiveness of teaching.
2. It is a flexible instructional procedure with assignments, scheduling, grouping etc.
3. Every member of the team exhibits professional autonomy. He is free to adopt a strategy.
4. A team of teachers share their responsibilities of planning, organizing, leading, controlling and evaluating teaching of the same group of students.

Advantages

Of course, team teaching is not the only answer to all problems plaguing teachers, students and administrators. It requires planning, skilled management, willingness to risk change and even failure, humility, open-mindedness, imagination, and creativity. But the results are worth it.

Teamwork improves the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds. Teacher strengths are combined and weaknesses are remedied. Poor teachers can be observed, critiqued, and improved by the other team members in a non-threatening, supportive context. The evaluation done by a team of teachers will be more insightful and balanced than the introspection and self-evaluation of an individual teacher.

Working in teams spreads responsibility, encourages creativity, deepens friendships, and builds community among teachers. Teachers complement one another. They share insights, propose new approaches, and challenge assumptions. They learn new perspectives and insights, techniques and values from watching one another. Students enter into conversations between them as they debate, disagree with premises or conclusions, raise new questions, and point out consequences. Contrasting viewpoints encourage more active class participation and independent thinking from students, especially if there is team balance for gender, race, culture, and age. Team teaching is particularly effective with older and under prepared students when it moves beyond communicating facts to tap into their life experience.

6.7 SUPERVISED STUDY IN TEACHING SOCIAL STUDIES

According to Arthur C. Bining and David H. Bining describe the meaning of supervised study as, “By Supervised Study, we mean the

supervision by the teacher of a group or class of pupils as they work at their desk or around their tables.

In this procedure, we find pupils busy at work that has been assigned to them by the teacher. When they meet a difficulty that they cannot overcome, they ask the teacher for direction and assistance. The teacher, when not collect upon, walks up quietly up and down the classroom or remains at his desk watching the pupils do their work continually alert for any wrong procedures that the pupils may follow. He is always ready to direct and aid them.

Features:

1. Individual attention.
2. Better pupil teacher relations.
3. Development of skills.

There are certain skills which can best be developed under this procedure. A thorough use of this method would reveal weakness in the learner. The following skills can be developed easily.

- a) Skills as to how to read social studies materials.
- b) Skills as to how to read use encyclopedias.
- c) Skills as to how to read use dictionaries.
- d) Skills as to how to read use maps, atlases, indexes and almanacs.
- e) Skills as to how to read read graphs.

6.8 BIOGRAPHY - DALTON PLAN

The **Dalton Plan** is an educational concept created by Helen Parkhurst. It is inspired by the intellectual ferment at the turn of the 20th century. Educational thinkers such as Maria Montessori and John Dewey influenced Parkhurst while she created the Dalton Plan. Their aim was to achieve a balance between a child's talent and the needs of the community.

The Dalton Plan was introduced in 1914 by Helen Parkhurst (1887 -1973) at the Children's University School (now the Dalton School) in New York City, a private school. It was adopted in the state schools of Dalton, Massachusetts, four years later. At her request it was afterwards known as the "Dalton Plan." The idea behind the plan was to give grammar school pupils the freedom and opportunity to develop initiative and self-reliance. This allowed older children to be introduced to the Dalton Plan. The Dalton School continues to operate in accordance with Parkhurst's plan.

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Helen Parkhurst was an acclaimed genius, a pioneer in education, and the receiver of numerous awards and recognitions. She was born in 1887 at Durand, Wisconsin, United States and graduated from Wisconsin State Teachers College in 1904 at the age of seventeen. Despite her young age, her exceptional ability to charter a new course was evident when, within three years of her graduation, she began to experiment with her ideas of individualized instruction, self-reliance, and pupil-led teaching in her work.

Parkhurst then spent a year in Italy studying with another pioneer educator, Maria Montessori. She quickly became one of Montessori's star students. When Montessori went to the United States to hold a series of lectures, Parkhurst was invited to join her. Then, for almost three years, Parkhurst administered the Montessori schools across the nation and helped develop various training programs and pedagogic resources with great success.

It was in a small high school, the Children's University School, in Dalton, Massachusetts, that Parkhurst began to apply all she had come to know about the human learning process. She developed the use of contracts as a way of individualizing learning projects. Parkhurst's idea was revolutionary yet simple: whenever a student is given responsibility for a particular piece of learning, he or she would instinctively seek the best way of achieving it. The student would then proceed to act upon that decision with focus and rigor, leading to the finished project being highly successful.

Parkhurst continued her research and created "Education on The Dalton Plan" in 1922. From 1922 to 1932, its period of greatest influence, the Dalton Plan was adopted in many countries, notably England, Japan, and Holland.

Parkhurst explained The Dalton Plan as:

"Let us think of a school as a social laboratory where pupils are themselves the experimenters, not the victims. Let us think it as a place where community conditions prevail as life prevails... the Dalton Laboratory Plan is not a system or a method ... it is not a curriculum ... it is an educational re-organization which reconciles the twin activities of teaching and learning. When intelligently applied, it creates conditions which enable the teacher to teach and the learner to learn."

The plan reorganizes schools into **Assignment** (which gives learning responsibility to students to learn according to their interest and ability), **Laboratory** (where and when students can seek the best way to achieve the Assignment, including one on one time with specialist teacher or collaboration in small groups), and **House** (where teachers act as a counselor to give lessons and where children belong to a community). The Dalton Plan is not merely an innovative educational

concept, but a practical way of life, fostering freedom, collaboration, and responsibility.

The school relocated to New York in 1922 and the name was changed from the Children’s University School to The Dalton School. It was here that she fully developed what she then termed as the ‘Dalton Laboratory Plan’ in 1926. The plan was enormously successful with teachers and students working together towards individualized, student-driven goals. Eleanor Roosevelt greatly admired the work of Helen Parkhurst and played an important role in expanding the population and resources of the school. It was in New York that Parkhurst spent most of her distinguished career. She remained in charge of The Dalton School until 1942.

Parkhurst lectured around the world and received numerous awards and recognition from the governments of China, Netherlands, Japan, Denmark and more. She had been decorated by the Queen of Italy, Empress of Japan, and the Queen of the Netherlands.

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Check Your Progress - 3

Notes: a) Write your answer in the space given below.
 b) Compare your answer at the end of the unit.

4. What are the advantages of team teaching?

5. What is the meaning of Supervised study?

6. Who introduced the Dalton Plan?

6.9 LET US SUM UP

In this chapter, we have discussed about the concepts of instructional methods such as laboratory method, role play and dramatization, socialized method which are the methods for teaching of social science and also discussed about the purpose, merits and demerits of the approaches. We have discussed the team teaching and etc. Finally, the biography of Dalton plan has been discussed.

6.10 UNIT – END EXERCISE

1. Explain the merits and demerits of the laboratory method.
2. Explain the socialized method and its types?

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3. Differentiate between the seminar and symposium?
4. Discuss the supervised study in teaching social studies?
5. Describe the concepts of role play and dramatization.

6.11 ANSWERS TO CHECK YOUR PROGRESS

1. Practice makes a man perfect and a critical observation make man alert, introduces problem situation dramatically, it provides opportunity for students to assume roles of others, allows for exploration of solutions, it provides opportunity to practice skills
2. Dramatization is a substitute for the real experience. Types of dramatization are the play, the pageant, the pantomime and tableau and the puppet show.
3. Small group, panel discussion, symposium, seminar, buzz group, workshop are the discussion and socialized methods.
4. Teamwork improves the quality of teaching as various experts approach the same topic from different angles: theory and practice, past and present, different genders or ethnic backgrounds. Teacher strengths are combined and weaknesses are remedied.
5. By Supervised Study, we mean the supervision by the teacher of a group or class of pupils as they work at their desk or around their tables.
6. Helen Parkhurst

6.12 SUGGESTED READINGS

1. Singh Y.K. (2008). *Teaching of Social Studies*. New Delhi: APH Publishing Corporation.
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UNIT - 7

AUDIO – VISUAL AIDS IN THE TEACHING OF SOCIAL STUDIES

*Audio – Visual Aids in the
Teaching of Social Studies*

NOTES

STRUCTURES

7.1 INTRODUCTION

7.2 OBJECTIVES

7.3 IMPORTANCE OF AUDIO – VISUAL AIDS

7.4 CLASSIFICATION OF AUDIO – VISUAL AIDS

7.5 VISUAL AIDS

7.5.1 CHALKBOARD

7.5.2 BULLETIN BOARD

7.5.3 CHARTS

7.5.4 PICTURES

7.5.5 GRAPHS

7.5.6 MAPS AND GLOBES

7.5.7 STEREOSCOPIES

7.5.8 MOTION PICTURES (SILENT) OF OBJECTS

7.5.9 SPECIMENS AND MODELS

7.6 AUDITORY AIDS – RADIO

7.7 AUDIO VISUAL AIDS – TELEVISION

7.8 SOUND MOTION PICTURES – DRAMATIZATION

7.9 FIELD TRIPS AND SCHOOL JOURNEYS

7.10 OHP

7.11 EPIDIASCOPE

7.12 IMPROVISED AIDS

7.12.1 COMPUTER

7.12.2 LCD

7.13 LET US SUM UP

7.14 UNIT - END EXERCISE

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7.15 ANSWER TO CHECK YOUR PROGRESS

7.16 SUGGESTED READINGS

7.1 INTRODUCTION

Instructional media binds all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing. Instructional media helps to add elements of reality - for instance, including pictures or highly involved computer simulations in a teaching learning process. Strauss and Frost (1999) identify nine key factors that should influence media selection: institutional resource constraints, course content appropriateness, learner characteristics, professor attitudes and skill levels, course learning objectives, the learning relationships, learning location, time (synchronous versus asynchronous), and media richness level. Instructional media help add elements of reality - for instance, including pictures or highly involved computer simulations in a lecture.

7.2 OBJECTIVES

At the end of this unit, you will be able to:

- Identify the available resources for teaching social science
- Importance of audio-visual aids
- Classification of audio-visual aids
- Explain the concepts like audio aids, visual aids and audio & visual aids
- Explain the improvised teaching aids like Computer, LCD

7.3 IMPORTANCE OF AUDIO – VISUAL AIDS

Instructional media are often defined during the design phase of an instructional design project. Based on the design decisions, instructional media decisions are made within the development and utilization domains of instructional technology. Teachers should make social science teaching and learning to be meaningful and interesting with variety of instructional materials and teaching methods. There are varieties of instructional materials available.

The use of audio-visual aids in teaching has increased in the past few years due to technological advancement. Technology blessed the

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teachers, administrators and student community with multimedia presentations which increase interest in the classrooms. Audio-visual aids in the classroom can enhance teaching methods and improve the student comprehension capabilities. Today's technology offers many choices to the informed educator who wishes to capitalize on a new generation's appetite for multimedia presentations. Lesson plans that incorporate the use of audio-visual aids should be consistent with curriculum objectives and not segued improperly. The importance of audio- visual aids in teaching learning process are as follows:

- Make learners active in the classroom.
- Arousing interest and motivating the students to learn.
- Provide near reality experience.
- To make teaching-learning process more effective.
- Communicate the learners according to their capabilities.
- Develop easy and understandable learning material.
- Effective perceptual and conceptual learning.

Check Your Progress - 1

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

1. List out some importance of audio visual aids in teaching learning process.

7.4 CLASSIFICATION OF AUDIO – VISUAL AIDS

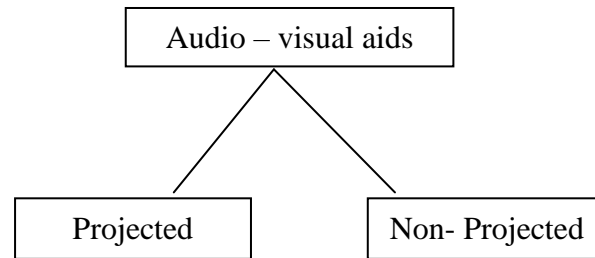
Audio-visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic. The common classifications of audio visual aids are:

1. Audio /auditory aids.
2. Visual aids.
3. Audio-visual aids.

Audio-visual aids are further classified into two ways:

- Projected
- Non-projected

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Projected aids are classified into two types ie., Hardware and Software. Hardware includes OHP (Over Head Projector), Film projector, LCD (Liquid Crystal Display) Projector and so on. Software includes Film strips, Transparencies slides, CDs, DVDs and so on.

Non-projected aids are classified into different ways such as Graphic aids, three dimensional aids; Display boards, Print materials, Audio aids.

Examples:

- Graphic aids are charts, flash cards, posters, etc.
- Three dimensional aids are specimen, models, diorama, realia, etc.
- Display boards are chalkboard (blackboard), white board, Bulletin board (tack board) etc.
- Printed materials like pamphlets, Newspaper, Maps, Pictures, Models, Text-books etc.
- Audio aids like radio, tape recorder, Gramophone, Linguaphone, Audio cassette player, Language laboratory, etc

7.5 VISUAL AIDS

The term "**visual aids**" includes several types of pictures, drawings, photographs, prints, stereographs, lantern slides, still films, and both silent and sound pictures. It also includes also maps, globes, charts, graphs, diagrams, models, objects, specimens, exhibits, and sometimes excursions. They have a common purpose to furnish a concrete approach to reality.

7.5.1 Chalk Board

The Blackboard (Chalkboard) was introduced into the US education system from Europe in 1801. This occurred at West Point, where George Baron, an English mathematician, used chalk and blackboard in a lecture on 21 September. James Pillans has been credited with the invention of colored chalk (1814): he had a recipe with ground chalk, dyes and porridge.

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The invention of the blackboard had an enormous impact on classroom efficiency due to its simplicity, effectiveness, economy and ease of use. The chalk board has many advantages both for the teacher as well as the students. The teacher should write legibly in bold letters, should keep the chalkboard and erasers or dusters clean, make correct drawings and sketches. Using the board makes the subject more narrative, easy to teach for the tutor and also make the students understand better. It is an inexpensive teaching aid, is cheaper than interactive boards or white boards is easily adoptable device. Chalkboard look has aversion and so is acceptable for everyone to see it can be used in open air or room teachings. This is because of ease of carriage to the place, and can be worked in place where power failure or electricity is not at all available.

7.5.2 Bulletin Board

Bulletin board is an excellent augmentations to our teaching programs. Bulletin board (pin board, notice board in British English) is as another method of teaching. It is a surface intended for the posting of public messages. Some of the uses of the bulletin board are to display announcements, booklets, bulletins, cartoons, charts, clippings, data, drawings, maps, models, news items, posters, and specimens of pupils work.

For example, if the class is learning about different types of punctuation, decorate the board with commas, periods, semicolons and other punctuation marks, along with explanations and examples of how to use them. For a geography class, decorate the bulletin board with a map and invite students to place pushpins in the different places they have visited. It is used to reinforce instructional goals.

- Display maps, charts, graphs and book jackets related to current and continuing study.
- Display numbers, letters, poems, songs and sight words.
- Display posters, photographs and other information relating to a unit being studied. These displays add valuable visual support to current topics.

7.5.3 Charts

A Chart is a pictorial or diagrammatic representation. According to Wittich and Schuller, chart is defined as the combination of graphic and pictorial media designed for the orderly and logical visualizing of relationship between key facts or ideas. The merits of both graphs and pictures are carried over to another graphic material known as charts.

The importance of charts lies in their very nature of representing and communicating the desired information facts and numerical data

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related to a subject visually in a beautifully synthesized graphical and pictorial form. The main function of chart is always to show relationships such as comparisons, developments, processes, relative amounts, classifications and organizations.

Types of chart:

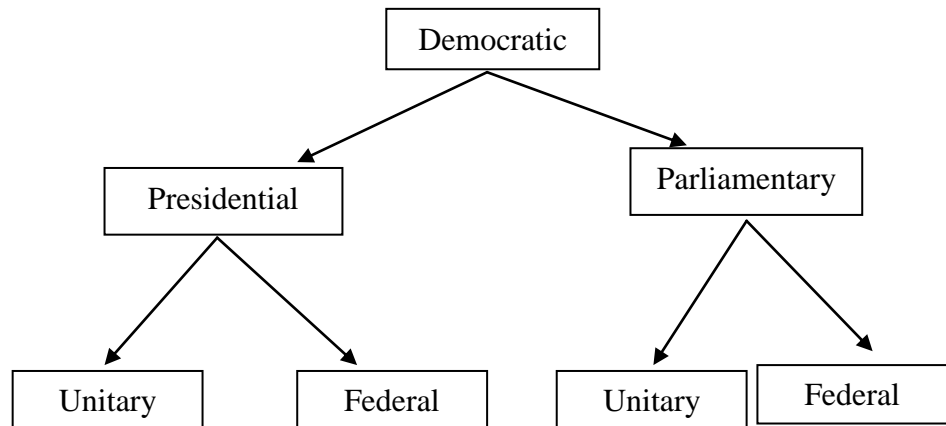
1. Time Chart:

Time chart is an interesting way to teach chronological facts, especially in history and geography is otherwise called as chronological chart, makes learning meaningful and interesting for students. These charts provide a chronological framework within which, events and developments may be recorded. They develop time sense among the pupils, helping them to comprehend and the relationship between the different aspects. For example: religion, political achievement, cultural development, industrial venture and etc can be easily shown in a chronology chart.

2. Flow chart:

Flow Charts are used to show organizational elements and functional relationships such as the relationship between central, state and local administration, structure of various organizations, administration of different organizations and etc. These charts are usually shown through various symbols and forms like circles, rectangles, lines, arrows and graphical representations.

Example for flow chart is as follows:



3. Tree or Genealogy chart:

In general, tree charts are used in showing development and growth of an empire, a dynasty, historical facts and changes resulting from a combination of major factors such as growth of business, development of economic trend, etc. A good example of such chart is genealogy chart in which two individuals are the roots from which a family tree grows.

4. Table chart:

In the table chart, the data are presented in a tabular form. The value of such chart representation is in its ability to show time relationship and provides quick comparisons and contrast among the various events and ideas as may be evident. For example

How leisure time was spent in Ottawa in average hours per month(2009)						
Age	13-19	20-29	30-39	40-49	50-59	60 & above
Net/TV use	42	32	32	27	25	36
Exercise	15	17	22	23	18	15
Reading	16	21	22	24	26	33
Socializing	58	26	14	12	08	12

7.5.4 Pictures

Pictures are the important aid of teaching especially in social studies. Pictures may stimulates interest among learners. Places, buildings, historical personalities (eg: Akbar, Shahjahan, Shivaji), industries, historical events, land formation, different cultures, dams, government projects etc are some of the examples for pictures. The teachers should pay attention to the following points:

1. The purpose of using pictures as an aid should be quite clear to the teacher.
2. There should be a proper and judicious selection of these pictorial aids. Kielfer & Cochran (1966:29), laid down certain criteria for proper selection of pictures.
 - General Value: Who are the students, their purposes or objectives? Will it add to the students' knowledge?
 - Suitability: Will it contribute to the learning situation?
 - Artistic: Does it meet artistic standards?
 - Technically correct: Does it actually show what it is supposed to present?
 - Well composed: Does it have a centre of interest or is it confusing in appearance?
 - Clear in detail: Are the details clear and meaningful or are there too many details?

NOTES

NOTES

- Realistic: Is it truthful or has it been poorly ‘staged’?
- Size related: Are there familiar objects in the picture so that students can determine relative sizes?
- Effective in color contrast: If color is used, are the colors true and meaningful? If black & white is used, are contrasts sharp and clear?

In this way, the pictures selected should be effective and forceful to be a useful visual aid for serving the instructional purposes as properly as possible according to the needs of the pupils, subject matter and classroom situations.

7.5.5 Graphs

Graphs are flat pictures employing dots, lines or pictures to visualize numerical and statistical data to show statistics or relationships. Graphs and charts are important because they communicate information visually. Sometimes, complicated information is difficult to understand and needs an illustration. Graphs are effective tool for making comparison and contrast. The use of visual images for abstract ideas in graphs helps clarification and remembrance. Graphs impress students by getting the point across quickly and visually. For this reason, graphs are often used in teaching learning process, business, newspapers, magazines etc.

Types of Graphs:

There are many kinds of graphs such as line graph, bar graph, pie graph, pictorial graph etc.

1. Line graph:

Line graph is most accurate than other graphs and commonly used graphs. This graph should be used when there is considerable number of continuous data to be plotted. The concepts are represented with the help of lines, either vertically or horizontally drawn.

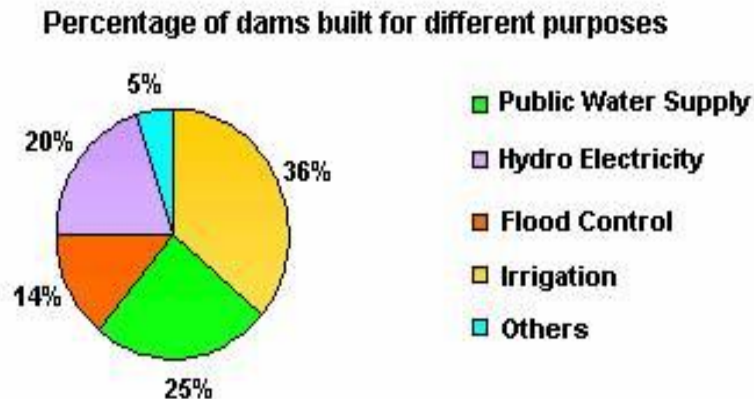
2. Bar graph:

This graph is represented by some bars for providing comparative study of the given data. Each of the several groups of data to be plotted is represented by either vertical or horizontal bars. All the bars are looks like a same width, but length of the bar expresses the amount or percentage data. Occasionally, a considerable number of bars are used and for making them distinctive and readable, they are provided with different colors and shades.

3. Pie graph:

A pie graph (or circle graph) is a circular statistical graphic which is divided into sectors in which the area of each sector represents the size of the data. Two characteristics are common to all pie graphs.

- They always present totals or whole amounts.
- Their parts or segments are calculated in percentages or fractional parts of a whole.



4. Pictorial graph:

Pictures are used for expression of ideas, in which suitable pictures and symbols will be taken for the visual representation and comparative study of numerical data. The number or size of the pictures conveys the proportionate amounts. Pictures are more attractive, easily understood, stimulates the interest among the learners.

7.5.6 Maps and Globes

A map may be defined as a flat representation of the earth's surface, which conveys information by means of lines, symbols, words and colors. Maps are essential for the teaching of social science. The function of maps are to reduce the scale of areas and distances so that abstract concepts of size and direction may come into the range of reality. Some of the basic concepts of maps are: location, direction, size, distance and space.

Types of Maps in Social Science:

1. **Political Map** shows national state boundaries as well as capital and major cities.
2. **Physical Map** shows different land elevations, major lands, water depths and water features.
3. **Population density map** shows the average number of people living in an area.

NOTES

NOTES

4. **Precipitation map** identifies areas with different levels of average rainfall.
5. **Product map** identifies where goods are manufactured.
6. **Climate map** shows different climate regions.
7. **Relief map** is also called an elevation map, shows various level of elevation by using different colors (no water) often concentrate on one area.
8. **Resource map** shows the location of various natural resources.
9. **Topographical map** is similar to a relief map, but will show a smaller area in more detail-uses contour lines to show areas of equal elevation.
10. **Vegetation map** shows areas of different types of natural vegetation.
11. **Weather map** is a map on which meteorological data is displayed such as rainfall, snow, temperatures and atmospheric pressure.

Globe

Globe is a spherical model of the earth, may be defined as a model or three dimensional representation of the earth's surface on a very small scale. It resembles the earth in shape and shows water and land masses in proper relative sizes and positions. It provides somewhat a real representation of the earth's spherical surface. Globes provide valuable help in making the students understanding the abstract concepts and facts related to the subject.

7.5.7 Stereoscopes

The word stereoscopy derived from the Greek word that "Stereos", means "firm, solid". Stereoscope is a technique for creating or enhancing the illusion of depth in an image by means of stereopsis for binocular vision.

Stereoscopy is also called stereoscopic or 3D imaging. Most 3D displays use this stereoscopic method to convey images. It was first invented by Sir Charles Wheatstone in 1838, and improved by Sir David Brewster who made the first portable 3D viewing device.

Any stereoscopic image is called stereogram. Originally, stereogram referred to a pair of stereo images which could be viewed using a stereoscope. Most stereoscopic methods present two offset images separately to the left and right eye of the viewer. These two dimensional images are then combined in the brain to give the perception of 3D depth.

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In the 19th century, it was realized that stereoscopic images provided an opportunity for people to experience places and things far away, and many tour sets were produced, and books were published allowing people to learn about geography, science, history and other subjects.

7.5.8 Motion Pictures (Silent) of Objects

First short motion pictures arrived in the year 1890s. In the first phase, motion pictures emphasized just movement and no sound, usually no plot and no story. One of the earliest movie shorts was a collection of 15-30 second scenarios created by the Lumiere Brothers, in France.

Motion picture is also called as film or movie, which was thought to be meaning for recreation and amusement only. Today, they are increasingly used as a device for teaching learning process and indispensable means of education and instruction.

A motion picture cannot be more than a visual aid, may be used in any subject such as social studies where action is an important factor in giving a clear idea of the subject. A film strips or film slides may be used effectively for motion picture.

Objectives of the Good Educational Film

1. Its purposes are clear cut and obvious to the intended audience.
2. The objectives are closely associated with those of the curriculum.
3. The objectives are those which may be adequately exploited by the medium.
4. The objectives are sufficiently limited to assure adequate treatment.

On the basis of the various researchers' findings, Hoban and Ormer have revealed the following **educational advantage of motion pictures**.

- Good films can be used as the sole means of imparting certain factual information and developing performance skills.
- Students can change or develop attitudes and opinions as a result of viewing films.
- Learning will increase with repeated showing of film.
- Students can improve the will of problem solving by viewing nicely produced films.
- Students learn more from films, if they are properly prepared and motivated.

NOTES

7.5.9 Specimens and Models

Specimen

A specimen may be defined as a typical object or a part of an object, which has been removed from its natural setting and environment. A specimen is a small piece, segment, part or sample of real object, or the material used in the preparation of it.

These instructional resources are powerful interest arousing devices that possess the capacity of bringing into play all five senses such as touch, sight, hearing, smell and taste. An instructor who capitalizes on as many of these senses as possible increases the efficiency of their teaching proportionately.

Models

Models or Mock-up are three dimensional representation of a real thing. Models, as an educationally suitable or recognizable replica or imitation of the real thing, it may be of the same size, smaller or larger than the thing it represents. Variety of models can be used for illustrating social studies. such as models of personality, models of historical monuments, models of weapons, models of pillar and rock inscriptions, models of architecture and sculpture, the means of communication, the means of transport etc.,

Qualities of Good model:

The following qualities are more essential for making a good model:

1. Accuracy, which require truthful representation.
2. Utility
3. Simplicity
4. Solidity, which means inherent strength to resist.
5. Ingenuity, which means an expression of the innate capacity and potentiality of the learner.

Check Your Progress - 2

Notes: a) Write your answer in the space given below.

b) Compare your answer at the end of the unit.

2. Define chart.

3. List out the different types of maps.

4. What are the qualities are important for making a good model?

7.6 AUDITORY AIDS - RADIO

Radio is a valuable instructional audio aid device, is capable of providing valuable assistance to the teacher in the classroom by presenting worthwhile information and learning experiences simultaneously to a large number of students.

R.G. Reynolds writes, Radio is the most significant medium for education in its broadest sense that has been introduced since the turn of the century. As a supplement to classroom instruction, its possibilities are almost unlimited. Its teaching possibilities are not confined to five or six hours of the school day, whereas teaching is possible from early morning to till long after midnight.

Two types of broadcasts such as general and educational, through these everyone get awareness about the current affairs and events is very much emphasized and it may help much to the teachers as well as the students. Radio broadcasting makes it possible to listen to the lectures, talks, discussions and seminars of educational interest in which renewed authors, educationists and important personalities may participate. Such contact is bound to provide immense educational and psychological value to the students.

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Check Your Progress - 3

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

5. In what purpose the radio is used in teaching learning process.

7.7 AUDIO-VISUAL AIDS - TELEVISION

Television may be one of the most important technological developments in recent years for improving education. Fortunately, the Military Academy was a pioneer in the use of instructional TV and today it is one of the best equipped and supported systems on any campus. The **advantages** of television include:

1. **Distribution** - Expands enormously the number of students an instructor in one presentation can reach at a given time.
2. **Attention** - The TV screen acts as a magnet for attention and with a variety of audio and visual effects to lend interest to the subject, student's attention can be maintained.

NOTES

3. **Selection** - The capability exists to focus attention on a specific subject, e.g. on a particular area of a map or graph, or a short segment of a longer film or tape, and so forth.
4. **Presence** - TV can provide the "you are there" feeling to lend interest and authenticity to a lesson; specialists or authorities on certain topics can be brought into the classroom.
5. **Flexibility** - The TV monitor is more convenient to work with and around than conventional projection equipment; TV presentations can be integrated easily with other methods of teaching to form an effective lesson "package."

On the other hand, there are some **limitations** to the use of instructional TV,

1. **Lack of feedback** - There will be no questions, comments, facial expressions or other reactions from students on which they can immediately gauge the effectiveness of a presentation.
2. **Preparation requirements** - A full-scale TV production requires script writing, script conferences, visual aid conferences, dry runs, camera rehearsals, and taping sessions, all in coordination with the television production crew. Indeed, AVIT (Audio Visual Instructional Technology) uses a planning figure of 6 weeks for a minimal support TV project. With experience and practice, and with the excellent support provided by AVIT personnel, one can overcome the few difficulties associated with instructional TV, but it will take some effort.

7.8 SOUND MOTION PICTURES – DRAMATIZATION

Dramatization is a substitute for the real experience. Different types of dramatization are the play, the pageant, the pantomime and tableau and the puppet show. Puppet shows must be based on action rather than words. A play that does not start currents of thought in the minds of the participants as well as the audience is a waste of time.

Dramatization has been described as a 'synthetic art' involving purposive coordination and control of the delicate organs of speech and muscles of the body combined with the sense of rhythm, with a view to free and intelligent expression of emotions and ideas.

Importance:

Drama is the most significant model of learning and is a basic activity for learning helps children to think about their individual or social problems. Children can learn to explore issues, events and connections, by means of drama. In drama, children draw on their knowledge and experience of the real world.

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The use of drama has been used over the course of history from the time of Aristotle, who believed that theatre provided people a way to release emotions, right to the beginning of the progressive movement in education, where emphasis was placed upon “doing” rather than memorizing. Integrating drama helps children in various ways. In this fantastic resource: ‘The Arts as Meaning Makers’, written by Claudia E. Cornett and Katharine L. Smith, there are 12 essential points that we strongly agree to be important to consider:

1. Drama is part of real life and prepares students to deal with life’s problems.
2. It engages students in creative problem-solving and decision making.
3. It develops verbal and non-verbal communication.
4. It can enhance the students psychological well being.
5. It develops empathy and new perspectives.
6. It builds co-operation and other social skills.
7. It increases comprehension and concentration through engagement.
8. It helps students consider moral issues and social values.
9. It is an alternative way to assess by observing.
10. It is entertaining.
11. It contributes to aesthetic development.
12. It offers a learning avenue that enhances other areas of the curriculum.

Check Your Progress - 4

Notes: a) Write your answer in the space given below.

b) Compare your answer at the end of the unit.

6. List out the advantage of television in teaching learning process.

7.9 FIELD TRIPS AND SCHOOL JOURNEY

A **field trip** or **excursion** is a journey by a group of people to a place away from their normal environment. When done for students, it is

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also known as **school trip** in the UK, New Zealand, Philippines; and **school tour** in Ireland.

Definition:

According to Randy Wilhelm “Field trip is a substantive way to expand student’s horizons and allow them to learn experientially.”

J. C. Aggarwal (2003) describes that educational field trips are also helpful for the teachers to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations and enable them to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Thus, we can say that educational field trips are helpful in completing the triangular process of learning that is motivation, clarification and stimulation.

Purpose:

The purpose of the field trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities, such as going camping with teachers and their classmates. The aim is to observe the subject in its natural state and possibly collect samples.

Field trips are important to history lessons, because first-hand experiences can bring history to life for students, who would otherwise find it uninteresting. Field trips to art museums and galleries can help instill an appreciation for arts in students. Many students do not get the chance to go the typical field trips locations with their families, because of money constraints or lack of resources. Educational field trips give students the opportunity to experience new venues. Educational field trips are a tool to guide students in a particular vocational direction and to help them discover personal aptitudes at an earlier grade. Field trips spark student’s interest in career field or other interesting paths. Educational field trips help the teachers to clarify, establish, co-relate and co-ordinate accurate concepts and enable him/her to make learning more concrete, effective, vivid and meaningful.

School Journey:

An excursion, in relation to school life, does not mean an outing indulged in after school or during a weekend. It should mean a regular definite aid in the teaching procedure in the development of the lesson. The pupils are taken from the schoolroom to the actual source of information, where they may gather first-hand information regarding places, objects and processes.

Contact with the great out-of-doors has always been one of man's earliest and best teachers. No symbol or picture can take the place of the school journey in which intimate experience with a place or thing

becomes the actual experience of the child. Personal experience is always the best teacher.

The natural atmosphere contributes much to vivid and lasting impressions. The excursion lesson offers the rare opportunity in which the formal atmosphere of the schoolroom is left behind, and teacher and pupils meet on common ground with a common interest. The pupils discover that the teacher is a real, human being, and the teacher may discover latent abilities and interests never dreamed existed in the most backward boys.

The different types of school journeys vitalize classroom problems and tend to relate school work to life out of school. Concrete experiences form a better basis for motivating school work. It offers an opportunity for good citizenship training. Where trips are well organized, the class is divided into groups, with a leader of each. Special responsibilities are assigned to each group, such as arranging the time, transportation, or writing letters of appreciation after the trip.

The education excursion is a valuable supplement to almost any subject, but it is probably most effective in the fields of social studies, nature study, and allied subjects. We must get outside the school walls if our learning is to become full and well rounded.

Planning in advance is of great importance in field trips.

We must respond both physically and mentally to the situation. You will get from the field trip in proportion to what you bring to it. Through the field trip we bring the classroom into the community and bring the problems of the community back into the classroom. It is better to have a few well-planned trips than to take a large number of trips with hazy objectives in mind.

In theory, the teacher should have visited the place for which the field trip has been arranged. Before setting out, the class will pick specific things to look for. They will have definite questions in mind.

If school buses are not used, arrangements must be carefully made. If money is involved, the teacher must make individual collections. Some children who are unable to pay will have to be provided for without embarrassing them. Some routine procedure for parental permission may be necessary.

The safety problem in conducting a field trip is a big one. The group must be checked frequently to make sure no child is lost. One of the mistakes that have been made with field trips is that nothing is done with what has been learned on the trip. You ought to check to see whether your purposes have been achieved. This follow-through might be a group discussion in the classroom, creative work based on the trip, tests to determine information acquired or special reports from the pupils.

NOTES

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Check Your Progress -5

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

7. What is the purpose of field trip in teaching learning process?

7.10 OHP (Overhead Projector)

An **Overhead Projector** is a variant of slide projector that is used to display images to the audience. It is also called as "viewgraph," the overhead projector was created by Jules Duboscq, a French inventor, in 1870s. The U.S. Army in 1945 was the first to use it in quantity for training as World War II wound down. It began to be widely used in schools and businesses in late 1950s and early 1960s.

OHP is a projector that throws an enlarged image of a transparency into a surface above and behind the person using it. Alterations and additions can be made to the material on the transparency while the projector is in use.

Educational use:

Overhead projectors are used as a visual aid to display information for students. It allows for material or diagrams to be displayed to large classes enabling more time for teaching or class discussions. It is important that when you are making transparencies to write large and legibly, and to only include main points or ideas. The overhead projector is easy to use and can be easily incorporated into the classroom.

The overhead projector facilitates an easy low-cost interactive environment for educators. Teaching materials can be pre-printed on plastic sheets, upon which the educator can directly write using a non-permanent, washable colour marking pen. This saves time, since the transparency can be pre-printed and used repetitively, rather than having materials written manually before each class.

The overhead is typically placed at a comfortable writing height for the educator and allows the educator to face the class, facilitating better communication between the students and teacher. The enlarging features of the projector allow the educator to write in a comfortable small script in a natural writing position rather than writing in an overly large script on a blackboard and having to constantly hold his arm out in midair to write on the blackboard.

When the transparency sheet is full of written or drawn material, it can simply be replaced with a new, fresh sheet with more pre-printed material, again saving class time vs. a blackboard that would need to be erased and teaching materials rewritten by the educator.

NOTES

7.11 EPIDIASCOPE

The epidiascope is a type of opaque projector developed in the early years of 20th century. Unlike the episcope or epidoscope, which have the ability to project opaque images only, epidiascopes can project images of both transparent and opaque images. This quality made the device especially useful in educational circles for most of the century.

The basic functionality of the epidiascope involved harnessing the power of light to create the images. In the earliest models of the epidiascope and other similar projectors, limelight was used as the medium. The light would be directed downward onto an object, creating the image. To focus the light and create a viable image, a series of lenses or mirrors would be used to direct the image onto a screen.

Any diagram, picture or even opaque object can be projected directly on the screen. The difficult diagram of the book, the printed matter, the notebook, answer paper etc can be projected through the epidiascope.

By the middle of 20th century, the typical epidiascope was produced using incandescent light as the source for creating the image. Desktop models of the device were in common use in schools and colleges across the globe. Within few years, halogen lamps began to replace the incandescent bulbs, providing an even sharper projected image.

7.12 IMPROVISED AIDS

7.12.1 Computer

Today, computer plays a vital role in all the fields and sophisticated electronic device. Teacher and student can plan instruction that will cater to the individual needs of the learner. Some computer instructional packages are available for different concepts of the social science. Computer with Internet can also be used effectively for teaching social science.

Computer technology has had a deep impact on the education sector. Thanks to computers, imparting education has become easier and much more interesting than before. Owing to memory capacities of computers, large chunks of data can be stored in them. They enable quick processing of data with very less or no chances of errors in processing. Networked computers aid quick communication and enable web access.

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Storing documents on computers in the form of soft copies instead of hard ones helps to save paper. Appreciate the use of computer in education is enhancing the teaching learning process effectively. The advantages of computers in education primarily include:

- Storage of information
- Quick data processing
- Audio-visual aids in teaching
- Better presentation of information
- Access to the Internet
- Quick communication between students, teachers and parents
- Immediate feedback
- Testing and evaluation
- Readymade software could give practice material to students
- Stimulated learning gives them an idea of the real situation

7.12.2 LCD (Liquid Crystal Display)

LCD is a screen display technology developed in 1963 at the David Sarnoff Research Center in Princeton, NJ. Sandwiched between polarizing filters and glass panels, liquid crystals are rod-shaped molecules that flow like liquid and bend light like crystal. The orientation of the filters and panels determines how light passes through the crystals.

Major Categories:

1. Passive
2. Active

Passive displays are widely used for low-cost, monochrome readouts on printers, appliances and industrial products. In contrast, active displays are the graphics-based colour screens in TVs and computers.

Projectors are used in the classroom more and more today with technology becoming an essential part of the educational system. LCD projectors are used in school auditoriums and classrooms for educational and entertainment purposes.

LCD projectors are beneficial in the classroom for many reasons. One example is that, it is the best tool in crowded classrooms during a special demonstration in areas such as science, art or technology. Teachers can use LCD projectors in their classrooms to enlarge dissections and experiments in crowded classrooms.

Other Benefits

Teachers can use LCD projectors within the classroom to display educational PowerPoint presentations, videos and also information directly from the Internet by using LCD projectors. This makes LCD projectors useful in day-to-day activities and lessons within the classroom.

School-wide Activities

LCD projectors can be used within the school auditorium during entertainment activities school and community wide. Movies can be displayed in an auditorium to benefit the entire school. Celebrations, such as graduations, can be broadcast in larger size using an LCD projector and screen.

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Check Your Progress - 6

Notes: a) Write your answer in the space given below.

b) Compare your answer at the end of the unit.

8. What are the benefits of LCD projector in teaching learning process?

7.13 LET US SUM UP

In this chapter, we have discussed about the concepts of audio-visual aids which are the resources for teaching of social science and also discussed about the importance, classification of audio visual aids. Audio aids like radio, visual aids like chalkboard, charts, pictures, maps and globes, bulletin board, stereoscopes etc. Audio visual aids like television. We have discussed the dramatization, field trips and school journey, etc. Finally, the improvised teaching aids have been discussed.

7.14 UNIT – END EXERCISE

1. Explain the importance of audio – visual aids.
2. How to classify the teaching aids? Give some examples.
3. Discuss the different types of charts which are useful for teaching social science.
4. List out different teaching aids. Explain effective use of teaching aids in teaching social science.
5. Describe different types of maps which are useful for teaching social science.

NOTES

6. Explain the significance of dramatization.
7. Define field trip. How will you plan the field trip in advance?
8. Write the pros and cons of television.
9. Explain the teaching aid of Overhead Projector and its educational use.
10. List out the advantages of computer.

7.15 ANSWERS TO CHECK YOUR PROGRESS

1. The importance of audio visual aids in teaching learning process is as follows: Make learners active in the classroom, arousing interest and motivating the students to learn, to provide near reality experience, to make teaching-learning process more effective etc.
2. A Chart is a pictorial or diagrammatic representation. According to Wittich and Schuller, chart is defined as the combination of graphic and pictorial media designed for the orderly and logical visualizing of relationship between key facts or ideas.
3. Political map, physical map, climate map, relief map, weather map, population density map, product map, vegetation map etc. are the different types of maps.
4. The qualities of a good model are as follows: accuracy, utility, simplicity, solidity, ingenuity.
5. Radio is a valuable instructional audio aid. It is capable of providing valuable assistance to the teacher in the classroom by presenting worthwhile information and learning experiences simultaneously to a large number of learners. It is the most significant medium for education in its broadest sense that has been introduced since the turn of the century.
6. The advantages of television are distribution, attention, selection, presence and flexibility.
7. The purpose of the field trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities, such as going camping with teachers and their classmates. The aim is to observe the subject in its natural state and possibly collect samples.
8. The benefits of LCD projector are to display educational PowerPoint presentations, videos and also information directly from the Internet within the classroom by using LCD projectors. This makes LCD projectors useful in day-to-day activities and lessons within the classroom.

7.16 SUGGESTED READINGS

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2. Mangal, S.K. & Uma Mangal (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
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NOTES

UNIT – 8 SOCIAL STUDIES CURRICULUM

NOTES

STRUCTURES

8.1 INTRODUCTION

8.2 OBJECTIVES

8.3 PRESENT SOCIAL STUDIES CURRICULUM

8.4 MODERN CONCEPT OF SOCIAL STUDIES CURRICULUM

8.5 PRINCIPLES INVOLVED IN CURRICULUM CONSTRUCTION

8.6 BASIS FOR THE SELECTION OF THE CONTENT

8.6.1 CHRONOLOGICAL METHOD

8.6.2 SPIRAL METHOD

8.6.3 CONCENTRIC METHOD

8.6.4 TOPICAL METHOD

8.7 THEORIES INFLUENCING SELECTION OF MATERIAL

8.7.1 DOCTRINE OF NATURAL TASTES

8.7.2 CULTURAL EPOCH THEORY

8.7.3 PROCEEDING NEAR TO REMOTE

8.8 LET US SUM UP

8.9 UNIT - END EXERCISE

8.10 ANSWER TO CHECK YOUR PROGRESS

8.11 SUGGESTED READINGS

8.1 INTRODUCTION

Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes. According to Payne, “Curriculum consists of all situations that a school may select and consciously organize for the purpose of developing the personality of its pupils and for making behavior changes in them”. In this unit, we are introduced to the present and modern concept of social studies curriculum, principles involved in curriculum construction, methods and theories influencing the selection of the materials.

8.2 OBJECTIVES

At the end of this unit, you will be able to:

1. Discuss the present and modern concepts of social studies curriculum.
2. Explain the principles involved in the curriculum construction
3. Identify the different methods involved in the selection of content.
4. Describe the theories and its influencing selection of materials.

8.3 PRESENT SOCIAL STUDIES CURRICULUM

Curriculum of Social Studies as suggested by Patel Committee

ENVIRONMENTAL STUDIES

Classes I & II

1. Our Family: life, structure and functions.
2. Our Home: shelter, facilities, love.
3. Our neighbourhood: life, work, cleanliness, space.
4. Our earth: features, vegetation, water, minerals.
5. Our sky: lights, heat, weather, stars.
6. Man's life: interesting imaginative stories.

Class III

Section – A

1. The World We Live In: continents, oceans, our country in the world.
2. Life in the District: setting, occupation, festivals.
3. Life in Our States: location, relief, vegetation, resources, occupations, communications.
4. Life in Our Country: Food, clothing, occupations, languages, festivals.
5. Institutions which Help Us: Panchayat, cooperatives, health centres, education, transport.
6. Our Heritage: stories of great men and women, and of early man.

NOTES

NOTES

Section - B

7. The Earth and the Sky: day and night, heavenly bodies.
8. The Weather: Influence in our lives, soils and crops.

Class IV

Section – A

1. India—Physical Divisions: Mountains, Plains, Rivers and Plateaus.
2. India—Resources: Human and natural (soil, water, minerals).
3. India—Transport and Communications: On Land, Water and Air, post and telegraph and telephone.
4. The People of India: National symbols and festivals, one country.
5. Indian Heritage I: Monuments, music, dances, religions, scripts, languages, handicrafts, festivals.
6. Indian Heritage II: Stories of famous rulers, reformers, writers, scientists, saints.
7. Our Freedom Struggle: Briefly through some of the more prominent leaders.

Section – B

8. Earth and sky: Planets around the sun, Revolution of the earth on tilted axis.
9. Air, Water & Weather: Seasons affect the lives of the people, plants and animals, importance of clear water.
10. Soil Erosion & Conservation: Wind, kinds of soil, and ways to conserve soil.

Class V

Section – A

1. The globe and map of the world:
Hemispheres, Equator, Poles, Tropics, Arctic circles.
2. India and neighbouring countries:
Many ways of living
Life and occupations in some distinctive areas of the world,
e.g. Tundra, Savannah, Desert, Equatorial Mediterranean.

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3. Our Shrinking World: Transport and communications, land, sea, air, radio, television, newspapers, cinema and satellites.
4. How we govern ourselves: The state and Central governments, Fundamental Rights, directive principles, duties of a citizen.
5. The United Nations: Cooperation among nations, work of UNICEF, WHO, UNESCO, India in the U.N.
6. The Changing World: Stories of scripts, numbers, trade, money.
7. Discoveries and Scientists: Columbus, Galileo, Newton, Einstein.
8. Great men: Socrates, Lincoln, Lenin, Tolstoy, Mahatma Gandhi.

Section – B

9. The Earth and the sky: National and Artificial satellites— shadows.
10. Air and Water: Air pressure, composition of air-pollution of air, water a good solvent, purification of water.
11. Natural Resources: Rocks, minerals, coal, petroleum, soils.

Class VI - Ancient India

HISTORY

1. Pre-history: Man as a nomad—discovery and use of metals—Invention of the wheel-Farming.
2. The Harappan culture: Cities—Occupations—Religious Script.
3. Life in the Vedic Age: Settlements—economic and political life— Religion.
4. Rise of Magadha: Kingdoms and republics—emergence of towns— Jainism and Buddhism.
5. The Mauryan Empire: Persian and Greek invasions—chandragupta Maurya—Asoka—administration.
6. India from 200 B.C. to A.D. 300: Satavahanas—Cholas—Pandyas— Cheras—Shakas—Khushans.
7. The Age of the Guptas: administration—trade—religion— art—science.
8. India from A.D. 500 to A.D. 800: Harsha—The Deccan and South India—art and architecture.

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9. India and the World: Rise of Islam—The Arabs in India---
India's contacts with other countries.

CIVICS

Our Civic Community

1. Development of the Community: Scheme—Cooperatives—
community development.
2. Local Government Rural: need—structure and functions.
3. Local Government Urban: structure and functions.
4. District Administration: Law and Order—civic amenities.
5. Preservation of property of the community: Public property,
its preservation—historical monuments.
6. Project Work: Opportunities to develop abilities which are
essential for any active citizen in India—Problems.

GEOGRAPHY

1. The Earth as a Globe: Distance and direction on a map. The
earth and the solar system-rotation and revolution-latitude and
longitude.
2. Africa-Land and People: Land, climate, vegetation and wild
life, equatorial lands-Savanna lands-Sahara lands-the Veld
and the Mediterranean lands.
3. Asia - Land and People: Land, climate, vegetation and wild
life, the people. Pakistan, Nepal, Bhutan, Bangladesh, Burma
and Sri Lanka.

Class VII—Medieval India

HISTORY

1. India from A.D. 800 to A.D. 1200: Kingdom of South-
Religion-Architecture-The struggle for Kanauj-Turkish
Invasions-Religion-art and architecture.
2. The Sultanate of Delhi: Mamluks-Khaljis-Tughlaks-The
Bhamani and vijaynagar Kingdoms-Sufi and Bhakti
Movements.
3. The Advent of the Mughals and the Europeans: Kingdoms in
the Deccan-Renaissance in Europe-voyages of discovery.
4. The Mughal Empire: Akbar-Jahangir and shahjahan-
Aurangzeb-rise of the Marathas-art-architecture-literature.

5. Decline of the Mughal Empire: Invasions-rise of Independent states.

CIVICS

Our Constitution

1. Chief Feature of Our Constitution—basic Principles, National Government—state governments—rights—duties—directive principles—national symbols.
2. Law-making Process: Parliament—State legislature, How Laws are made.
3. Executing Laws: President—Prime Minister and the council of ministers, governor—chief minister and the council of ministers, public services.
4. Interpreting Law: Supreme Court, High Courts and subordinate courts.
5. Project Work.

GEOGRAPHY

1. Atmosphere and Hydrosphere: Air—temperature—pressure and winds.
2. Austral Asia—land and people: Land, climate, vegetation and wild life, the people.
3. South America—Land and People: land and people: Land, climate, vegetation and wild life, the people.
4. North America—Land and People: Land and people: Land, climate, vegetation and wild life, the people—Canada—the United States.
5. Practical Work: Observation and keeping records of sunrise and sunset. Stars and constellations studying local maps, landforms in the neighbourhood.

Class VIII—Modern India

HISTORY

1. India in the Eighteenth Century: Expansion of the Maratha Power -Society and Policy.
2. The Rise and Growth of British Empire in India - The Carnatic wars - the British conquest of Bengal conquest of Bengal - British paramountcy.

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3. Administrative Structure of British Empire in India: Civil, Judicial -Revenue system.
4. Impact of British Rule on Indian Economy and Society up to 1875: The Village economy-industry and trade-educational and Social reform.
5. The Revolt of 1857: Cause-nature-results.
6. Reorganization of the British Empire in India: The Act of 1858-civil services-policy of 'Divide and Rule'.
7. Changes in Economy and Society after 1858-Agriculture and Railways-Plantations-industries-economic conditions. Social life: Education-social and religious reform movements-cultural awakening.
8. Rise of Indian Nationalism and the struggle for Freedom: The Indian National Congress-Partition of Bengal-The Gandhian Era-Civil Disobedience-The I.N.A.-Quit India Movement.

CIVICS

Independent India—Achievement and Challenge

1. Our National Goals: democracy—Socialism and Secularism, International Cooperation.
2. Strengthening our Democracy: citizenship in a democracy-literacy in India.
3. Social and Economic Reconstruction: poverty-population-unemployment-casteism.
4. Five Year Plans Achievements and Failures: Agriculture, industries-rural Life.
5. Defense of the country: Armed Forces-Territorial army-Border Security Forces-N.C.C., A.C.C., citizens and defense.
6. India and the World: Need for cooperation-co-existence, the United Nations.
7. Project Work.

GEOGRAPHY

1. Lithosphere and Landforms: The crust of the earth-rocks.
2. Europe-Land and people: Land and people: Land, climate, vegetation and wild life, the people-France, the United Kingdom and Germany.

3. The Soviet Union- Land and People: land and people: Land, climate, vegetation and wild life, the people.
4. India-Physical Setting: Relief-climate, vegetation and wild life.
5. India-Its Agricultural Resources: Soils-Irrigation-Crops-methods of Farming.
6. India – Minerals and Industries: Iron, Coal, petroleum, bauxite, manganese, textiles, sugar, oil refinery, heavy industries, small scale and cottage industries.
7. India—Trade, Transport and Population: Internal and external, land, air and water, population—distribution and density.
8. Practical work—Weather Study: Today’s weather, observation and recording.

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8.5 PRINCIPLES INVOLVED IN CURRICULUM CONSTRUCTION

The development of curriculum in social studies is a complex and intricate process. It presents to educators tasks which are indeed challenging. The scope of the subject is very vast. So, whatever is to be taught must be carefully selected to help students develop major ideas, skills, attitudes and habits conducive to good citizenship education. As there is a limited period of time and even the very good students can learn but a few new things each day, the decision on what to teach at different levels should be made wisely and carefully.

Today, the teachers are being associated in a big way in the task of selection of the subject-matter, as ultimately, it is they who have to teach it. It is, therefore, important that every teacher understands the principles for selecting the content to be studied at various levels.

1. It should help in the achievement of aims of teaching social studies outlined earlier.
2. It should be appropriate to the age and ability of that group of pupils to whom it is to be taught.
3. It must be sensitive to changing needs and values.
4. It should provide functional relationship among different social sciences i.e taken together it should appear as an organic whole and not as isolated experiences.
5. It should be experience-based.
6. It must be wide and comprehensive.
7. It should be related to community living.

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8. It should provide for continuing learning.
9. It should lay emphasis on national and world unity.

8.6 BASIS FOR THE SELECTION OF THE CONTENT

Selection of the content in social studies is essential in order to teach it in an effective and coherent manner.

8.6.1 Chronological Method:

The chronological method implies the arrangement of the entire course into certain well marked stages called periods. The periods are taught in chronological order. Indian history, for instance, can be divided into the Ancient, the Medieval, the Mughal, the British and the modern period. Chronology helps to show how an event, a movement, a custom or an institution has developed into its present form. The idea behind this approach is that sections of history conform to the stages of mental development of man.

To quote C.P. Hill, “Chronological method avoids confusion, for it takes full advantage of the only continuous element of order in the story of the past, the sequence of events; it accustoms children to a chronological outlook, an attitude of mind based upon constant habit.”

Merits of Chronological Method:

1. This method is that it utilizes the natural order of events and thereby enables the pupils to grasp the idea of time factor in history. They can witness the long way of events on the canvass of succeeding generations and the process develop a chronological outlook.
2. Another advantage claimed from the point of view of pupils is that in the successive years of school instruction, they are introduced to new period efflorescent with new problems and their interest in the subject is sustained. Every time a fresh ground is covered and therefore there is no room for dullness and monotony to set in the process of instruction.
3. Lastly, the advocates of this method claim that the syllabus formed on chronological lines accord most naturally with naturally with the way in which history itself has developed.

Objections to the Chronological Method:

1. The advocates of chronological method argue on the lines of the culture epoch theory. The early history of India or any country is simple, crude and is full of battle cries and heroic that it peculiarly suits the temperament of the children who are at that stage. The modern period deals with constitutional issues and

struggles for political power suitable to the stage of adolescence. But this is a wrong idea. The early history had its problems and issues no less complicated than the modern world.

2. The critics of chronological method point out that there is “no principle of selection except that of the order of occurrence of events. There are no themes around which facts are grouped”.
3. In such a treatment as professor Jeffrays pertinently remarks “it is difficult to give the pupil a sense of purpose or direction. He is not working for anything except for the end of the chapter”.
4. Burston remarks “A syllabus based on the chronological order of presentation would only meet pedagogical criteria if the remote period were simple and elementary, and if history gradually became more difficult as it became more recent. Some might maintain that this was so, but most would argue that all periods have aspects which are too difficult for Junior forms and that therefore a chronological syllabus is only possible by sacrificing the study of these difficult aspects in the earlier periods.
5. Ghate observes “pupils are likely to forget a period which was studied at an earlier stage, as under this method no history is repeated”.
6. It allows the development of human history and not the growth of the child’s mind to determine, in outline at least, what history has taught to pupils at particular age levels.
7. Lastly, the process involves the learning of dates and ultimately forges into drudgery. There is no question of developing chronological out-look, as claimed by its advocates, because it is the characteristic of a mature mind and cannot be developed through mere memorization of dates without understanding the dimensions they represent.

8.6.2 Spiral Method

In organizing the subject matter of history, the spiral plan tries to satisfy the characteristic carvings of successive stages in the mental life of the child. In earliest days the direct concrete experiences are more meaningful to the children. This is the preventative stage in which sense perception becomes important.

The second phase is the mental growth of the child. It shows active imagination and reliable experiences of the past are easily retained and readily recalled. The mind now seeks new relationships in old. It wants to know not only what and how but also why. This is the apt stage to trace cause and effect. It is the stage which helps the pupils to draw

NOTES

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inference and verify conclusions. Thus in the spiral plan each succeeding cycle repeats the content of history in ever widening circle.

The aim in each repetition is more liberal and to make the content more rational.

Merits:

- 1) Under plan the teacher has a definite standard to decide upon the content of history in different stages.
- 2) This plan pursuit's repetition of facts without making the subjects dull.

8.6.3 Concentric Method

The concentric system is the method of teaching the whole of the prescribed course of history again and again, with increasing fullness in even successive standard, each time giving more and more details.

At the initial stage bare out line is presented which is gradually filled with more and more details at subsequent stages. An extreme illustration of this method, so far as Indian schools are concerned, will be to teach the course of Indian history in every standard for seven years of secondary instruction going from a simple general bare outline gradually to complex advanced detailed treatment.

The usual practice is to divide school life into about three stages and to repeat the full course from the second stage onwards. Three are of the whole course, whatever it may be, will presented. At the second stage the same course details. It will again be repeated at the third stage in two years with the addition of still core details.

The drawbacks of the chronological approach led to fresh thinking for arranging materials for instruction in history and the method evolved was the concentric circles arrangement. It is nothing more than a modified version of chronological method.

Criticism of Concentric Method:

The advocates of the concentric method argue that "the child has greater chance of realizing the continuity of development of history and remembering the facts of history by going over them again and again each year". Still this method has been objected on the following reasons.

1. As the whole history has to be repeated again and again there will be no freshness in the presentation, lessons will be dull, and children will feel little interest in hearing and reading about the same facts.
2. It may be even found impossible to treat history in fuller details at each stage in school especially in the classes closely following each other.

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3. It might be found difficult to develop time sense of the pupils as the distance of time between events and characters will not be properly grasped by the pupils for the reason that the history of two thousand years being covered in a short time. IT will be very difficult to develop time and space sense in pupils.
4. Prof. V.D. Ghate has convinced the critics of this method as follows:

“The argument regarding the loss of interest is not very strong. Whatever method of approach is adopted, interest will depend principally on the material selected and the skill of teacher in presenting it. Repetition of the course does not necessarily mean repetition of the same facts and topics. At the initial stage, the whole of Indian history could be presented in the form of stories of leading historical characters. At the second stage the course may be repeated in the form of a narrative history in which events not persons may be emphasized. At the third stage the treatment may be critical and topical of course certain amount of repetition is inevitable in this arrangement.

Prof. Ghate suggested that both concentric and chronological method can be combined to derive the best result.

8.6.4 The Topical Method:

To overcome the difficulties inherent in the chronological approach, Comenius introduced the topical method. In the twentieth century this method was presented in a modified form in the ‘lines of development’ syllabus put forward by professor Jeffreys.

In the topical method, the whole course of history is divided into broad periods and these periods are further divided into units called topics. For example we can divide British History into a number of topics such as the Norman conquests, crusades, the French Revolution, the Industrial Revolution etc.,

The topics do not mean merely a small chronological unit but an idea, a particular movement in history. A topic should not be an isolated incident or episode, but should represent a factor which influences the main current of history. In the topics mentioned above many individuals participated and so they are movements. Most of the wars are movements or initiate movements and they can serve as topics.

Individuals when they represent an idea can also be selected as topics (e.g.) Gandhi, Lincoln, Raja Ram Mohan Roy.

Merits:

The following are the merits of this method:

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1. In the first place, this method provides a solution for dealing with vast historical material. It shows how to select material suitable for the pupils understanding and at the same time provides a 'rational principle' for discarding what is unsuitable.
2. Secondly, this method can be adopted according to age, ability and aptitude of the children. This flexibility as regards content and method is of special significance when we think of projects on topics pertaining to transport, writing, houses, trade etc.
3. Thirdly the study of history through this approach imparts a sense of purpose to the pupils. They are clear about what they learn.
4. Finally, the topical method enables the teacher to control the subject matter and adapt it to the varying needs of the children. The students can easily understand the various problems through historical development.

Check Your Progress - I

- Notes:** a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

1. List out the principles for selection of the content.

8. Which method is used to overcome the difficulties of chronological method.

8.7 THEORIES INFLUENCING SELECTION OF MATERIAL

In this concept let us see doctrine of natural tastes, culture Epoch Theory and proceeding from near to remote and also discuss about how it has influenced the selection of materials.

8.7.1 Doctrine of Natural Tastes

Before we discuss about the Doctrine of natural taste and interest let us see some of the definitions of interest given by the eminent Psychologists.

James M.Sawhrey and Charless W.Telford (1960) define interest as 'favourable attitude towards object'. Interests are positive in nature. "A high level of interest in given area or the subject means a positive acceptance and perhaps an energetic attitude towards it a low level of

interest manifests a passive and listless attitude towards a given goal or object".(Sagar Sharma and S. K.Nanda, 1976).

According to Bingham, Aptitude is a measure of the probability of success of an individual with training in certain type of situation.

As a knowledge of interest is a prerequisite to working effectively in selection of history materials the history teacher should know the significance of interest for the learning of the students in learning history.

The Importance of Interest:

Interests are learned as in the case for any other learning process. This is quite true in the history class. The experiences of the child in knowing the present in light of the past should lead to an increased interest upon the subject. So, the materials should help them to improve their interest upon the subject. Although, the natural or existing interest is considered important, the experiences in handling materials furnish the basis for possible expansion of new experiences. That is the real motivation that the syllabus should possess. It is important, therefore, that teacher knows what the interests of his students are.

A high degree of interest in a given area is generally considered to be advantageous for achievement in that area. Most certainly the child should be allowed and encouraged to develop knowledge and skill in the area of special interest. History class and the materials provided should help to explore the new horizons and develop new interest in the subject.

For selecting the materials in consonance with the nature of pupils' minds and interests of the stages of children have been classified into three. They are:

1. Primary Stage (8-11 years)
2. Middle Stage (12-14 years)
3. Senior Stage (15-16 years)

According to V. Venkatasamy, 1977, Stages of children have been divided in some other way, (i.e)

First stage (7-9)

Second stage (9-13)

Last stage (13-15)

As regards the type of material to be selected, Prof. A.A. Cock has given some useful suggestions. Children of **primary stage**, crossing eleven years are interested in romantic stories. To him, before the children reach twelve years, they need not be given very serious history. Stories of Ghosts, angels and the adventure incidents are attractive to the

NOTES

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younger minds. They believe even the incredible stories and develop lot of imaginations as if they involve in the actions of the hero of the story. So, the materials selected should be enjoyable to the students. But at the same time it should have some educational value for the children. They hear with interest the information related to his family, neighbours and his surroundings. So the history materials should be collected in such a way that it is in the form of interesting stories appealing to their imagination, curiosity and spirit of adventure. Findlay says, 'the story teller and the story are the portals to history as well as to literature'.

As suggested by the educationists like Pestalozzi, Rousseau, the children should be treated as children. It is noteworthy to mention the Rousseau's views. On curriculum in his book 'Emile', he says, 'Nature wills that children should be children before they are men. If we seek to prevent this reader, we shall produce forward fruits without ripeness of flavor, and they, not ripe, soon rotten. We shall have young servants and old children'. Teaching values are the primary stage may retard their imagination and flow of original ideas. Emphasis must be on interest side in the primary classes and the value aspects should be taken into consideration in the highest stages.

The narration of life of Primitive man, his dress, foods, tools which are interesting points to the primary children. A comparison may be given between the cultured man and the primitive man. Every child by nature is curious to know the past. Referring the grownups to young children should be avoided and the lives of the same age group will be liked by young children.

The study should begin with the realities near to the children in space and time. In other words, the study should be from the known to the unknown. Introducing local history would be rewarding. Here, an important point should get our attention. The local history does not mean only his town or village. It means his neighbouring place and all such places that are easily reachable.

Stories about artists and patriots, the heroes of war, and prophets of place, men of letters and pioneers of science, social reformers and religious leaders, saints, and stages should be the materials for the children to learn.

In the **second stage** of children have extricated themselves from the imaginative world and they do not accept anything as early as the first stage age group children. They are inquisitive in nature and are always active. They want to know by themselves through their own experiences. Their important interest is in knowing the different objects by name and the manual skills. They like to know the operation of the objects around them and try to know the relationship between the objects. Slowly, they develop time sense. It is right time to develop activity oriented learning.

The class room activities should be planned so as to create interest in the minds of their children. As they are eager to narrate the objects and places as best as possible and relate them in the way it suits, the taste of the children.

In the **senior stage**, historical mindedness should be created in the children of this stage. A pupil in secondary school has developed a more complex personality than his counterpart in the primary school. He develops new interests and attitudes and shows a different type of social and emotional behaviour. He is physically strong and intellectually mature.

The history which he has learnt in the school, begins to have new meaning to him as C.P. Hill suggests, “For such children national history is the best, with special emphasis on topics which enables the pupils of an understanding of present day problems or which enable the pupil to note the differences and similarities between life in earlier times and life today”.

It is worth to present the history of neighbouring countries, when the teacher is intended to give the core of national history; he should impart the knowledge of the national history at the background of world history. This will help them to see the differences and similarities between the countries.

The activity oriented lessons should be included in the selection of the materials. Drawing the map of his own country and other countries are some activities that should be placed in the syllabus. C.P.Hill suggests we can weave round the core of national history, the fabric of social history, religious history, man’s struggle for toleration and peace, international cooperation etc. scientific study of history is to be included in this stage. This will develop positive attitude which works in the problem of historical facts.

8.7.2 Cultural Epoch Theory

One of the earlier attempts to frame history, syllabus on psychological foundations is culture Epoch Theory. Here, let us see how far culture Epoch Theory has influenced the selection of history materials. The culture Epoch theory is old. There were kinds of it in the ancient world. The application of the theory of education is relatively new. It began in the eighteenth century, but the full significance of the theory for education was first brought out in a work by Tuiskon Ziller, published in 1865(John, H. 1962). This meant a grouping of all the materials of instruction around one central subject. Professor S.S.Laurie in 1895 wrote: The childhood of history is best for the child, the boyhood of history for the boy, the youth hood of history for youth, and the manhood of history for the man. It is found that all observations of Children tastes and interests which lead to the cultural epoch theory.

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Two Interpretations of Culture Epoch Theory:

In application of this idea, two different interpretations are discoverable. According to one interpretation, facts are to be selected and arranged by collecting the stages that the children themselves have attained. Chronological continuity and geographical unity may be wholly ignored. Facts wholly unrelated to each other may stand side by side. This is evident in the elementary school syllabus even today. The early Aryans, unification of Dravidas and Aryans, romantic life reserve place in the elementary school.

The other interpretation would give the idea that the facts are arranged so as to keep in order the stages in the development of historical sense. The conclusion is reached that those conceptions of history which came first in the experience of the race should come first also in historical instruction and that those conceptions of history which came late in the experience of the race should come late in the history lessons.

It is an attempt psychologizing the grading not only of history but of knowledge in general. According to Stanley Hall, the child in his own life repeats the successive stage or 'epochs' through which the human race has gone in the course of its evolution, and in repeating those epochs in his life the child recapitulates the experiences or 'culture' of the race at each stage.

The children in the first three or four grade are primitive beings. In fifth and sixth grades they are becoming modern. So, they syllabus marker provides primitive culture of the pupils in the primitive stages of development, medieval stage, and modern culture for the pupils in the modern age.

The earliest manifestation of the historical sense in the race is expressed in myths, legends and fables. A peep over the present history syllabus prescribed for the children beginning schooling will reveal the fact that the introduction to history in school should history lessons have literally passed from fable to saga and the upper standards or grades of elementary school have reached matter of fact history.

History instructional plans built upon the cultural epoch theory seemed to be supported by the studies children. Take fir example, the most notable study of this kind is that of Mary Sheldon bares of united states. Mrs. Barnes placed before the children various types of the historical material and observed the reactions of the children. She arrived at the conclusions in accord with cultural epoch theory.

Man was first a hunter living in caves and under trees. Then he reached the stage of the shepherd, trained animals and wandered in search of pastures. At a subsequent stage he settled down and built a

home, when he discovered next only in importance to the earlier discovery of making fire. Then came the stage of early trade and barter and so on.

According to culture Epoch theory, History will be graded as follows:

1. Ancient history for the elementary stage
2. Medieval history for the middle school stage
3. Modern history for high schools and colleges

The culture epoch theory was very popular in America and Germany. Geothe, the Germanic philosopher explains this theory by his brief and clear cut interpretations. This present stage is the stage reached after many stages or epochs and this world witnessed day to day advancement in cultural aspects. Therefore, the younger generations should learn history right from the beginning from where he has to cross each epoch one after another and reach the present stage of epoch of human race.

Merits of this theory:

1. This theory emphasized the idea of giving the stages of development of human race through history syllabus. In spite of its limitations in having the uniform pattern of development as that of the past living of human race, it induces to think of the inner urge of the children. It requires the teacher to plan the history materials to satisfy their natural taste and interest. For example ancient history is suitable to the elementary stage, medieval history for the middle, modern history for the high school and colleges. These conceptions necessitate the various approaches. Teaching models, one act plays, dramas, use of pictures and charts are required to make the above more realistic.
2. It explains the evolution of mankind. It requires the study of anthropology which is very essential for a proper understanding of history of mankind.
3. It is useful in explaining the development of the human race before pre-historic period. Even though the present generation does not feel the difficulties as experienced by the primitive man, it is the common experienced with the young children that they like the tales that have centered on the primitive man and the ancient living. It is quite natural for the human mind to go beyond usual. In that way this theory is beneficial.
4. It is also guides the teacher to select the history materials in accordance with the nature of children for whom the syllabus must be framed.

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Objection to this theory:

1. It is based more on imagination than on science. It cannot stand the test of careful analysis.
2. Hendry Johnson - "To hold with the culture epoch theory that modern children are the beginning of their school career are like grown-up savages is now seen to be bad psychology".
3. Its fundamental conception that a child is essentially a savage is wrong. A child is a person who is endowed with certain inherent qualities which he develops in conformity with his environment. A savage is not a child. He is an adult who has fully developed his hereditary qualities as conditioned by his specific environment.
4. It is possible to trace stages and order in the primitive life of mankind with some sources, but as they come to historical times they find it increasingly difficult to discover any equivalent mental stage in the life of the boy.
5. It is quite difficult to see the harmony with the boy of the primitive age and modern boy. The difficulties faced in those days cannot be imagined today. It is futile to go through the early experiences of the childhood of primitive man. Hence this approach has little significance in preparing the syllabus for all the stages.

8.7.3 Proceeding From Near To Remote

The one more theory comes on our way to select the materials is proceeding near to remote. The aim of teaching social studies according to this theory is to proceed from the 'known to unknown' and from the 'concrete to abstract'. A sense of reality should be cultivated in the minds of the children before the child proceeds to large quantum of materials in social studies. The children enjoy the information provided for them.

Psychologically speaking, the young child is curious to know himself before he starts knowing others. On this ground, the educationists intend, the history of his local area is more interesting and near to him. Knowing about his own house, street, village or towns are the interesting education to him.

It is thought that the primary level children should be introduced history through local history or contemporary history. The history of the past must be related to the day to day events that have happened in the area in which the children live. It will create a feeling in students the history is the record of the past and a sense of reality is created in the minds of the pupils. The pupils learn the history of the surrounding places first which serve as an introducing places first which serves as an

introduction to the national history and world history. Local history does not necessarily mean the history of the locality where the child lives.

Ghate says that “Local history does not necessarily mean the history of town or the village where the child lives but it also comprises the history of neighbourhood with which the child is familiar or can be made familiar”. The events of the past live in the minds of children. The local history introduce the students not only the past and also helps the students to know the past. We know that the very aim of teaching history is to learn present in light of the past.

The selection of local histories gives lot of opportunities for the individual activities of children. It evokes a deep interest in knowing his own village, town etc.,

Prof. E.L. Husluck said that “the study of local history is of real importance and should most certainly find some place, however, small, in the school history syllabus. It helps to bring home to the pupil everyday contact with historical scenes, names and building, in the sense of the development which his country has undergone, and removes his thoughts from time to time, away from the present to the contemplation of the ages that are passed.

The study of local history will also go a long way in developing skills and right attitudes. The pupil will be encouraged to prepare charts and local guide books. This may be further developed to understand and use the national world map. The child will be motivated to use the national and world maps effectively. One of the aims of teaching is to develop skills and right attitudes. Local history is the basis of proceeding near to the remote (i.e) local history to national history and national history to world history.

The history teacher should remember that perception is the foundation of all learning. Perception is an interpretative process which is based on previous percepts and experimental background. Perception influences thinking and attitude formation. It is felt that history teacher should know, the study of local history will help the children to move from the known to unknown.

The study of local history will create love and sympathy and fellow feelings amongst them. This will create feelings amongst them. This will create a feeling in students that life is not in isolation. The history of anything cannot be isolation. It is a relative factor. For example, one of the reasons which led the British to quit India was their stepping down in the Second World War. Their international relationship reflected in the national scene of India. In the same way, seven year war between France and England reflected in India. This type of conceptual development can be developed only from known to unknown. The above mentioned issues show how we can proceed from the near to remote by

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taking the children from the study of local history to world history through national history.

From Concrete to Abstract:

The educational process should move from concrete to abstract. It means the concrete experiences must be given to the child before the abstract things or events are introduced. Modern educationists have widely used the educational slogans: I hear I forget, I see, I remember, I do, I understand. From these slogans one could understand the effectiveness of learning by doing. Let us see how far this is possible in social studies? The historical wars cannot be experimented again. The events of the past cannot be repeated. Hence it is clear that we cannot give concrete experienced through experimentation as in science.

The history teacher should have varied medial to develop a sense of history in students screening some of the life history of primitive man can be brought to the minds of children by using audio visual aids. For example, the life history of eminent personalities can be played before the students. Still there have been lots of historical monuments at the dilapidated conditions. The children can be exposed to these kinds of things through exhibitions. The pictures of this kind may be placed in the lessons prescribed or the young children. These are some of the practical experiences, that can be adopted while preparing the syllabus for the young children. Hence, the concrete experience does not mean that every historical event or things must be experimented by the child. This would mean the history materials should be prepared in such a way that they understand the study of the past is necessary to know the present better. This must be developed in a logical sequence from concrete to abstract.

Inspite of all the difficulties of applying this theory in selection and gradation of social studies materials (proceeding from the near to the remote) no doubt, the richness of this principle is highly appreciated by the educationists.

Check Your Progress - 2

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

3. Define the term interest.

4. List out the merits of culture epoch theory.

8.8 LET US SUM UP

In this unit, we learnt about the social studies curriculum, which is present and modern social studies curriculum, principles of curriculum construction and selection of the content and also discussed in which theory influenced the selection of materials in social studies.

NOTES

8.9 UNIT – END EXERCISE

1. Explain the modern concept of social studies curriculum.
2. What do you mean by chronological method? Explain its merits and demerits.
3. Define the term interest and its importance.
4. Write an essay on the different methods of organizing materials, which is the best method?
5. Suggest the ways of using this theory in selection of social studies materials.

8.10 ANSWERS TO CHECK YOUR PROGRESS

1. It must be sensitive to changing needs and values, to provide functional relationship among different social sciences, it should be experience-based, and it must be wide and comprehensive.
2. Topical method.
3. A high level of interest in given area or the subject means a positive acceptance and perhaps an energetic attitude towards it a low level of interest manifests a passive and listless attitude toward a given goal or object.
4. It is useful in explaining the development of the human race before pre-historic period. Even though the present generation does not feel the difficulties as experienced by the primitive man, it is the common experienced with the young children that they like the tales that have centered on the primitive man and the ancient living. It is quite natural for the human mind to go beyond usual. In that way, this theory is beneficial.

8.11 SUGGESTED READINGS

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UNIT – 9

HUMAN RELATIONSHIP AND SOCIAL STUDIES TEACHING - I

NOTES

STRUCTURES

9.1 INTRODUCTION

9.2 OBJECTIVES

9.3 NATIONAL INTEGRATION AND SOCIAL STUDIES TEACHING

9.3.1 MEANING OF NATIONAL INTEGRATION

9.3.2 FACTORS AND FORCES STANDING IN THE WAY OF
NATIONAL INTEGRATION

9.3.3 ROLE OF SOCIAL STUDIES IN FOSTERING NATIONAL
INTEGRATION

9.4 INTERNATIONAL UNDERSTANDING

9.4.1 NEED FOR INTERNATIONAL UNDERSTANDING

9.5 LET US SUM UP

9.6 UNIT - END EXERCISE

9.7 ANSWER TO CHECK YOUR PROGRESS

9.8 SUGGESTED READINGS

9.1 INTRODUCTION

National integration aims at unifying the people and not making them conform to one pattern. It in fact, is a harmonious and healthy blend of sentiments, resulting in love for the country, feeling of joy in its prosperity and feeling of resentment when danger threatens it. In this unit, we are introduced to the factors and forces standing in the way of national integration, role of social studies in fostering national integration and international understanding, need for international understanding, role of UNESCO for tolerance and peace.

9.2 OBJECTIVES

At the end of this unit, you will be able to:

1. Discuss the factors and forces standing in the way of national integration.
2. Explain the role of social studies in fostering national integration.
3. Discuss the need for international understanding.

9.3 NATIONAL INTEGRATION AND SOCIAL STUDIES TEACHING

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9.3.1 Meaning of National Integration:

National integration means bringing about economic, social and cultural differences prevailing among people within tolerable range. It implies doing away with inter-state prejudices based on linguistic and cultural differences. “National integration,” in the words of Dorothy Thompson,” is a feeling that binds the citizens of a country.” For Preston National integration is “ the job to inculcate knowledge of our country, pride in it, and respect for the best in our national environment, aspirations, and traditions, and a wish to improve our country.

9.3.2 Factors and Forces standing in the way of National Integration

National Integration aims at fostering increasing respect and affection for those belonging to other cultural and ethnic groups.

Some of the techniques used for promoting National Integration is as follows:

1. **The Celebration of national days and secular festivals:** They can also go a long way in promoting national consciousness. Once the imagination of the pupils are aroused, and they become emotionally aware of the significance of such occasions as demonstrations of our cultural solidarity, the festivals would be increasingly creative of a sense of community in students by highlighting the synthetic trend in Indian culture.
2. **Festivals:** Those pertaining to different sections of the community may be celebrated with national outlook. They are the symbols of our cultural heritage and can be exploited to bring home to children the essential basic unity of the Indian culture and their national background.
3. **Documentaries and school broadcasts:** These can also promote national consciousness in students by highlighting the synthetic trend in Indian culture.
4. **Familiarity with the constitution:** Students should be made familiar with the constitution—mainly the Preamble, the Fundamental Rights which guarantee equality and freedom from exploitation, those provisions of the constitution which protect the scheduled castes and scheduled tribes and other weaker sections of society such as the workers in the factory, children and pregnant mothers, and Directive Principles of State Policy which

direct the governments to protect the weaker sections of society.

5. Stimulating children to read newspapers and books of non-communal nature, throwing light on the contribution of nationalist. These can also help in creating national attitude.
6. Symposia, debates and discussions on topics of secular nature: Besides increasing the thinking capacity of the pupils, these will also widen their mental horizon about the diversification of their country.

With the result, basic loyalties are liberalized and existing antagonisms are minimized.

9.3.3 Role of Social Studies in fostering National Integration

Education, properly oriented in respect of the knowledge which it imparts, the capacity for thinking which it develops, the training of emotions which it undertake, and the practical activities which it organizes, can be a potent instrument in making the people of the country an integrated nation.

1. National unity is the primary condition of national existence and national progress. It is an important duty of every citizen in the country to preserve national unity and promote national integration.
2. Our history, geography, art, architecture, culture, literature and psychological make-up form a sound basis for national unity and for that we should have a legitimate pride.
3. The country's social and economic progress depends upon the cooperation of all parts and all the people of India and also upon the balanced development of every part of the country.
4. Promotion of social and economic equality and the removal of regional imbalances are essential for strengthening national unity.
5. An understanding that tradition and history have to be tackled and interpreted in an objective way so as to serve as a sound foundation for a growing society.

Social Studies is the most important school subject for producing a strong feeling of nationalism and integrity of India. Social Studies must inspire its students with love of the motherland. It should give us a conspicuous view of the long period through which we have maintained the essentials of our culture, assimilated many races, received many religions and given shelter to many languages. It should be taught as a story of mankind, not a tale of court intrigues, murders, battles and

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religions and religious, persecutions. The Indian history should give us a panoramic view of the long period through which we have maintained the essentials of culture.

Social Studies Content:

Social Studies for national integration does not mean a distorted view of the past nor does it mean a special write-up for propaganda. It should be an unprejudiced presentation of facts based on a careful understanding of the past that will lead to scientific history.

Social Studies Teaching:

Proper teaching of social studies is one of the best ways of creating a sense of Indianness in the students. If social studies is given a new outlook, through proper orientation, the future will become more fascinating and hopeful—it will certainly become better than the immediate past of frustration and humiliation.

Social Studies of India should be presented as a coherent whole:

Our treatment of social studies should be broad-based that the children get a vision of the whole country at a particular time. This will enable the student to visualize something of the wide-sweep of human movements at a time and appreciate the part played by different sets of contemporary people.

Social Studies should be presented in an objective way:

It should be presented in a perspective to develop wholesome and desirable attitudes in the minds of children towards various happenings. No cultural history of a nation, as ancient and as varied in India, can be expected not to have “situation of conflict” in its trajectory. Such situations of conflict have to be handled cautiously

Text-Books:

Proper text-books can help in promoting national integration. Text-books should give an objective account of forces and trends which synthesized and fused various patterns of thought and modes of life resulting in the present composite Indian culture. It is essential that histories of different regions are prepared in a well-coordinated manner with an all India approach but without sacrificing historical truths in any manner. This will make the pupils aware of inter-cultural differences, help them to recognize the common humaneness which bind sub-cultures together into one single nation and accept different ways of meeting human needs and aspiration.

Check Your Progress - 1

- Notes:** a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

1. What do you mean by National Integration?

2. List out some ways for promoting National Integration.

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9.4 INTERNATIONAL UNDERSTANDING

International understanding means in a sense world citizenship. This sense emphasizes that all human beings are fellows and members of the world family. As such, this feeling is concerned with international goodwill and contributes to the good of the whole humanity. In other words, international understanding indicates love, sympathy and co-operation among all the people of all the nations of the world.

9.4.1 Need for International Understanding:

History of the last few centuries reveals the fact that all nations of the world have moulded and organized their educational system according to their own plans and ambitions.

From the very beginning, these nations thought their children—“My country ,right or wrong” and “My country is at the top of all other countries” This type of education inculcated in children a sense of narrow nationalism, which exploded into two world wars and the danger of the third one is looming large on the world. In those two great holocausts, not only human rights and civil rights of citizens were crushed but the whole humanity had to suffer unbearable miseries and cruelties.

Hence, almost all the leaders of the world, now, firmly realize the need and importance of better understanding and friendship in all the nations of the world. In other words, the dire need is to inculcate in the people qualities of fellow-feeling, co-operation, tolerance, adjustment and love for one another’s weal and woe instead of developing aggressive nationalism, so that good-will and friendship are developed bringing about peace, freedom happiness to the whole mankind.

Romain Rolland has rightly said—“The two global wars, with their terribly devastating results, have at least established the fact that the

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narrow bonds of sordid and aggressive nationalism must be smashed through and an unvalled unhedged federation of mankind should be brought into being for fostering human relations on the plane of love, pity and sympathy.

Check Your Progress - 2

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

3. Define the term International Understanding?

9.5 LET US SUM UP

In this chapter, we have not only discussed the concepts of national integration, such as role of social studies fostering national integration and factors for promoting national integration. And also international understanding and its need has been discussed.

9.6 UNIT – END EXERCISE

1. Explain the role of social studies for fostering national integration.
2. What are the methods for promoting national integration?
3. Differentiate between the national integration and international understanding.
4. Briefly explain the international understanding?

9.7 ANSWERS TO CHECK YOUR PROGRESS

1. National integration means bringing about economic, social and cultural

differences prevailing among people within tolerable range. It implies doing away with inter-state prejudices based on linguistic and cultural differences.

2. Documentaries and school broadcasts, festivals, debates, symposium, celebrating national days and etc.,

3. International understanding means in a sense world citizenship. This sense emphasizes that all human beings are fellows and members of the world family. As such, this feeling is concerned with international goodwill and contributes to the good of the whole humanity.

9.8 SUGGESTED READINGS

1. Singh Y.K. (2008). *Teaching of Social Studies*. New Delhi: APH Publishing Corporation.
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NOTES

UNIT – 10

HUMAN RELATIONSHIP AND SOCIAL STUDIES TEACHING - II

STRUCTURES

10.1 INTRODUCTION

10.2 OBJECTIVES

10.3 CAUSES OF INTERNATIONAL DISSENSIONS AND
CONFLICTS

10.4 ROLE OF SOCIAL STUDIES IN INTERNATIONAL
UNDERSTANDING

10.5 ROLE OF UNESCO – STRUGGLE FOR TOLERANCE AND
PEACE

10.6 LET US SUM UP

10.7 UNIT - END EXERCISE

10.8 ANSWER TO CHECK YOUR PROGRESS

10.9 SUGGESTED READINGS

10.1 INTRODUCTION

In this unit, we are introduced to the causes of international dissensions and conflicts role of social studies in international understanding, role of UNESCO, and also discussed the struggle for tolerance and peace.

10.2 OBJECTIVES

At the end of this unit, you will be able to:

1. Identify the causes of international dissensions and conflicts.
2. Describe the role of UNESCO.

10.3 CAUSES OF INTERNATIONAL DISSENSIONS AND CONFLICTS

International understanding depends on how the facts of social studies particularly for history are presented and interpreted. Facts and events need to be presented in the larger perspective of mankind in preference to regional framework. While referring to the historical events and facts, it may be proceed that wars and other international conflicts are not unavoidable as some people maintain, but are precisely the

conditions created by groups of men. Causes of war, in particular, should be explained with some critical insight. Economic factors, religions and political fanaticism, fear and distrust should be spot-lighted as some of the major causes that bring about international conflicts and wars.

Minority groups, other races and other nationalities, should be presented justly and fairly. The slogan, "My country, right or wrong" is full of malice towards all. It must be discarded straightaway. Unpleasant facts and undesirable conduct should not be ignored but they should be placed in proper perspective. Controversial issues should be presented objectively. It is the duty of the teacher to lay bare before the pupils the truth. Bias and prejudice should have no place in teaching.

The treatment of political conflicts is an important issue in furthering the cause of international understanding. The glorification of the past rulers of our own country and presentation of the rulers of other countries as villains indicates a false sense of nationalism. The projection of nationalism to the remotest past is responsible for giving wrong coloring to events. Migration of peoples from one part to another whether peaceful or otherwise, should be recognized as a part of history. We should accept events and emphasize that the people acted according to the mores of their times. Careful presentation of history can go a long way in developing a healthy international outlook in the pupils.

In order to make the child internationally alert, he should be given the sense of space and location as affecting human actions. He must have vivid concepts of the globe, where he can see all its part in relationships. This will enable him to have the realization that international contact, conflict and cooperation in the modern world is inevitable. He will realize the importance of contact, the ways to enhance cooperation and ways to avoid conflict.

10.4 ROLE OF SOCIAL STUDIES IN INTERNATIONAL UNDERSTANDING

Curriculum in general, and history teaching in particular, can help a lot in establishing a new social order in which every man is a citizen of the world. History is a field of study that easily lends itself for fostering international understanding but can also ruin it altogether.

Social studies should be presented as to link progress with peace. It should not be presented as a mere series of intrigues, aggression and devastations, pillages and conquests organized by kings and rulers, despots and dictators, the deeds and misdeeds of our emperors and statesmen, the dates of their births and deaths, their triumphs and defeats. The cultural history, the social history and the history of sciences must get adequate attention along with the political history, so that the foundations could be laid for the understanding of the complex economic

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problems. The unique features of social history and a diverse cultural patterns of the different countries of the world need to be understood.

The evolutionary aspect of the history of man needs careful presentation. The major inventions and discoveries of man through the ages in various parts of the world should be given due weightage. Discoveries and inventions should be viewed as the cumulative contributions to the progress of mankind. The rise and fall of many civilizations and their distinct contributions to the culture of man should be highlighted. The pupils should be made familiar with the main course of human history, in varied aspects of unity and diversity, change and development.

While teaching history, the fact which needs to be brought home to the pupils is that races and nations had never lived in complete isolation but were influenced by each other. These influences have increased enormously in the present century. The inter-dependence of nations needs to be stressed particularly with reference to post-war developments and the role of UNO in the progress and development of many countries of the world. The UNESCO and its contribution to the progress of mankind need to be impressed upon the students.

The ideal of human freedom, dignity, equality and brotherhood should be emphasized. Education in history should help us grow, nature and free, to flow in love and goodness, to increase wisdom and virtue. We should work for general renewal of human it. If enough men and women arise in each community who are free from racial and religious fanaticism, who will oppose strenuously every kind of mental and moral tyranny, who will develop, in place of an angular national spirit, a sound world view, we will get near the concept of one earth and one family.

10.5 ROLE OF UNESCO – STRUGGLE FOR TOLERANCE AND PEACE

The main aim of UNESCO (United Nations of Educational, Scientific and Cultural Organization) is to promote international goodwill through education to establish a lasting world peace. It organizes such programmes of education, in different countries and regions, which educate the minds of people psychologically and intellectually so that they form strong attitude against conflict and war and promote international amity and brotherhood. To achieve its aim:

- (1) It tries to remove fear and disbelief in the nations by promoting follow-feeling and goodwill among them.
- (2) It tries to remove illiteracy and ignorance from the backward nations of the world.

NOTES

- (3) It brings culture, art, science and literature of one country within the reach of other countries for the benefit of both and all others.
- (4) It gives financial aid to research scholars to promote research work as far as possible.
- (5) It carries out teachers, scientist and thinkers to exchange programmes among various countries so that they are able to discuss individual and common problems and devise solutions for them.
- (6) It gives financial aid for opening schools in poor and backward countries.
- (7) It devises nations about scrutiny and preparation of books, reorganization of curriculum and promoting translation of higher standard books for the use of those who need these translations.
- (8) It organizes exhibitions of periodicals, magazines, books and art creation on an international scale, the purpose being to promote international understanding.
- (9) It encourages international tours for students to stimulate goodwill and fellow-feeling among students of different nations.
- (10) It tries to propagate the ideals of fellow-feeling and brotherhood among the different nations of the world through T.V., press, wireless and other published material.

Tolerance is integral to human rights and peace as UNESCO's Director-General indicates, tolerance is integral and essential to the realization of human rights and the achievement of peace. In its most simple and fundamental form, tolerance is according others the rights to have their persons and identities respected. The modern political and social values out of which the present international standards of human rights have evolved were first articulated in a call for tolerance as fundamental to the maintenance of social order.

The Western political philosophers articulated the necessity of tolerance to a society that could no longer tolerate the intolerance and strife of the religious wars of the sixteenth and seventeenth centuries. The recognition of tolerance as a fundamental component of peace among nations was a significant part of the historical climate that led to the emergence of the first modern rights declarations that culminated three centuries later in the Universal Declaration of Human Rights.

In the Universal Declaration, the United Nations delineated the characteristics of the peaceful world order they envisioned in the form of rights, the fundamental claims all human persons should be able to make upon society. It has become apparent that much of the intergroup strife enflamed by intolerance derives from peoples' insistence on their rights to determine their own political, social and economic affairs.

NOTES

As the Universal Declaration points out, violence can be the consequence of the repression of democratic aspirations, just as it can be the result of intolerance. A major function of democracy is to facilitate political change and mediate political differences without violence. Thus, the element of democracy becomes essentially interlocked with peace, human rights and tolerance.

The achievement of these four values in the world society would constitute the basis of a culture of peace'. Any culture is fundamentally the result of learning. Education is that learning which is planned and guided by cultural values. A culture of peace thus requires an education planned and guided by the values of peace, human rights, democracy and, at its very core, tolerance. Given the present epidemic of intolerance, education for a culture of peace, especially during the United Nations Year for Tolerance, should focus on that essential value.

Check Your Progress - 1

Notes: a) Write your answer in the space given below.

b) Compare your answer at the end of the unit.

1. Define the term tolerance?

2. Write any two role of UNESCO.

10.6 LET US SUM UP

In this chapter, we discussed the causes of international dissensions and conflicts and also discussed the concepts of role of social studies in international understanding and etc. Finally, the role of UNESCO has been discussed.

10.7 UNIT – END EXERCISE

1. Explain the role of social studies in international understanding.
2. Differentiate between the national integration and international understanding.
3. Discuss the role of UNESCO?

10.8 ANSWERS TO CHECK YOUR PROGRESS

1. Tolerance is integral to human rights and peace As UNESCO's Director-General indicates; tolerance is integral and essential to the realization of human rights and the achievement of peace.

2. It carries out teachers, scientist and thinkers to exchange programmes among various countries, so that they are able to discuss individual and common problems and devise solutions for them. It gives financial aid for opening schools in poor and backward countries.

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10.9 SUGGESTED READINGS

1. Singh Y.K. (2008). *Teaching of Social Studies*. New Delhi: APH Publishing Corporation.
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NOTES

UNIT – 11

LEARNING STRATEGIES - I

STRUCTURES

11.1 INTRODUCTION

11.2 OBJECTIVES

11.3 ASSIGNMENT

11.3.1 ORAL & WRITTEN

11.3.2 MAP DRAWING

11.3.3 PREPARATION OF CHARTS

11.3.4 MODELS, ALBUMS AND SPECIMENS

11.4 VISITS TO RELATED FIELDS

11.4.1 TEMPLES & MUSEUMS

11.4.2 ART GALLERIES

11.4.3 EXHIBITIONS

11.4.4 COLLECTION OF SPECIMENS – STAMPS, COINS etc

11.5 LET US SUM UP

11.6 UNIT - END EXERCISE

11.7 ANSWER TO CHECK YOUR PROGRESS

11.8 SUGGESTED READINGS

11.1 INTRODUCTION

The effective teaching is not merely telling some facts. The teacher must know the way of inducing the students to learn social science by making use of sources available for his/her teaching. In this unit, we shall discuss some of the instructional materials and their use in teaching and learning social science and also discuss the related fields of social studies such as temples, museums, art gallery, exhibitions, collection of specimens, etc.

11.2 OBJECTIVES

At the end of this unit, you will be able to:

1. State the meaning of assignments as well as oral, written, map drawing, preparation of charts and etc.

2. Identify the resources for teaching social science.
3. Discuss the related fields like temples, museum, art gallery, exhibitions and etc.

NOTES

11.3 ASSIGNMENT

Assignment:

The modern educationalist would like to define the term as applied to that part of the instrumental activity devoted to the clear recognition and acceptance by the pupil of the next unit of learning to take place and of the process by which this learning to take place and of the process by which this learning may be achieved most effectively.

The new meaning of assignment implied four important factors in the process of teaching and learning namely:

1. Laying out a task to be done.
2. Fitting to the task a suitable procedure for accomplishing the task.
3. Teachers guidance and pupil's will to accept the task and do it accordingly and
4. Assumption that the effective learning take place as a result of pupil activity self imposed.

Purposes of Assignment:

1. To give direction-it gives the teacher opportunity to give directions to the learner's activity.
2. To provide stimulus-it provides the stimulus to which the subsequent activity is the response.
3. To develop effective study habits-it is the determining factor in directing the development of effective habits of study.

11.3.1 Oral & Written:

One of the learning strategies is oral and written. In this strategies message reaches faster and immediate feedback is obtained. It helps in making an impact through personal touch. It takes place through spoken words.

Written learning strategies takes place through written words, graphs, charts, reports, diagrams, pictures etc., It increase the human memory, imaginative power, ability to observe and think, mastery over the subject and ability to write. It provides a scope for maintaining a permanent record gives time to reader to interpret and analyze the concept and provides wider accessibility.

NOTES

11.3.2 Map Drawing:

Mapping is the abstract representation of real environment. It is not a picture but a representation. Maps are designed to convey the correct impressions of the size and shape of an area and to present some of its features or characteristics. They are highly condensed compilations of information. It is the symbol of reality (i.e) two dimensional representation of the real environment.

It establishes the place relationship in the minds of pupils. It involves the concepts such as distance, directional and spatial. It helps the pupils to understand essential characteristics of the land and it serves as a source of ideas concerning the expansion of empires, the location of important historical cities and extent to territories. Routes of travelers, movements of armies and so on.

11.3.3 Preparation of Charts:

A chart is a combination of pictorial, graphic, numerical or verbal material which presents a clear visual summary. The teacher can prepare the chart whenever he finds it convenient. If necessary, he may get the services of an artist to prepare the chart. The following should be considered while preparing and using the charts:

1. When is used for teaching it is essential for all pupils to focus their attention on any specific aspect in the chart pointed by the teacher.
2. The chart should be large, every detail.
3. The chart should not contain too minute details or too much written matter making it necessary for any observer to come near and see.
4. Sometimes, display charts can also be used. Display charts may be useful in the occasions that there is no activity in the room and the pupils can go near the chart and study its content.
5. Each chart should display information only about one specific area in the subject.

11.3.4 Models, Albums and Specimens

The use of models for teaching purpose should definitely be highly effective. Models are concrete objects some considerably greater than the real objects, some small replicas of objects which are too large to be seen as a whole. They are mostly three dimensional. They substitute for real things and sometimes models can be more effective than reality. A variety of models can be used for illustrating history. Models of personalities, models of armours and weapons of different ages; models of human dwellings, Utensils, ornaments, costumes etc., models of pillar and rock inscriptions; models of illustrating means of transport; models of documents or copper plates; models of architecture and sculpture;

models of gods and goddesses worshipped during the different ages are some of the models that bring reality to the teaching of social science.

Albums can be prepared on certain themes or topics or subject matters. In general, an album consists of a series of pictures which helps the learner to get the overall idea about a theme, topic or subject. For example, the students can collect the pictures depicting the various phases of freedom struggle in India. It will give holistic idea about the freedom struggle to the students. This type of album is called thematic type album.

A specimen is a segment, a small piece of part of the real sample. An object is a real thing; but model is just a recognizable three dimensional representation of it. Specimens are objects that are representative of a class or groups of similar objects.

Check Your Progress - 1

Notes: a) Write your answer in the space given below.

b) Compare your answer at the end of the unit.

1. Explain the purpose of written learning strategies.

3. Give a brief account on the term "chart".

4. How are albums prepared?

11.4 VISITS TO RELATED FIELDS

11.4.1 Temples & Museums

The temple of the Muse, as the word implies, is intended to be a place for study. For ages, the museum has been regarded as the reference file of real objects by which to verify and amplify knowledge acquired and preserved in other forms. It is described as the centre of a three-dimensional documentation of the world and the history of man which no publications can replace. It provides information, education and enjoyment.

Museum materials include all sorts of models, specimens, and objects. These are available from various sources. These models are removed from their natural setting, but some aspects of reality, as length, breadth and thickness may be visualized: no costly equipment is necessary and they can be set up in the classroom by the pupils themselves.

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The social studies museum plays an important role in imparting instruction in social studies. It is a storehouse of fine collection connected with geography, history, anthropology, economics and psychology. It is a place which mirrors the life of the school and works as a source of knowledge to the students and a pride for the students and teachers of social studies. The materials in the social studies museum consists of coins, costumes, pictures, time charts, art, painting, cultural traditions etc. of a district or locality in which the school is situated.

It is true that all the wealth of painting, music, sculpture, dress, industries, tools and religious outlook, all the significant phases of life that are so well illustrated in the important museums of a country, cannot be adequately represented in the school social studies museum. But an attempt must be made to put in a variety of materials to be used as aids which will help the imagination to picture the life that is gone, and yet at the same time influences the present in a subtle, though very real manner.

The social studies museum can be effective only if it is regularly used by the students. They can gain concrete knowledge of social studies in interesting ways. Different discoveries of science, technology and geography can be best exhibited through specimens and models placed in the museum. Thus the social studies museum possesses not only educative value, but also carries a great social and psychological value.

A good museum is not merely a collection of items; it should be a collection of useful items. A museum is also not a curio shop. It must have a dynamic image and role to play in the diverse needs of the pupils of different classes.

11.4.2 Art Galleries

Art Gallery like Ancient, Medieval and Modern paintings pertaining to social studies arranged class-wise or in chronological order should be available in a social studies classroom. It helps the children to understand that social studies is concerned with real things, real places and real persons. They are representations of beautiful dreams or reality or at least beautiful dreams. If social studies is to be made interesting, particularly for lower classes, the proper materials for teaching are dramatic scenes and heroic characters. Abstract generalizations are always cumbersome.

11.4.3 Exhibitions

An exhibit is something which one see as a spectator or visitor at Exhibitions or Museums. When it is not feasible to go into the community, then the outside world is brought into the classroom in the form of exhibits and concrete representation of things. Exhibits consist of working models, charts, replicas, specimens etc. in which one is not involved in handling it or making it work but remains a passive observer.

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Through the exhibitions organized in the schools the students are able to get learning experiences relating to co-ordination, exhibiting things, scientific attitude, coordinating etc., the students develop knowledge, skills and other learning experiences. The schools have sources such as physical and human resources to organize a number of activities in a planned manner to provide a variety of learning experiences to students. These experiences help the students to know the culture and tradition of people and the society.

11.4.4 COLLECTION OF SPECIMENS – STAMPS and COINS etc

Objects may be defined as real things which have been removed as units from their natural setting. Coins and stamps, Indian relics, early tools etc. are some of the objects which can be used with effect in history.

Specimens may be defined as typical objects or parts of objects which have been removed from their natural setting and environment.

These teaching aids are powerful interest-arousing devices which possess the capacity of bringing into play all the five senses-touch, sight, hearing, smell and taste.

Check Your Progress - 2

Notes: a) Write your answer in the space given below.

b) Compare your answer at the end of the unit.

4. Discuss the role museum in social studies.

5. Define the term object.

11.5 LET US SUM UP

In this chapter, we have discussed about the concepts of learning strategies, such as assignments, oral and written, map drawing, preparation of charts, models, albums and specimens. Related fields are visited like temples, museums, art galleries, exhibitions etc.,

11.6 UNIT – END EXERCISE

1. Highlight the aims of assignments.
2. Explain how students to be prepared the models, albums and specimens.
3. How are charts prepared?
4. Illustrate the experience of field visit.

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11.7 ANSWERS TO CHECK YOUR PROGRESS

1. Written learning strategies takes place through written words, graphs, charts, reports, diagrams, pictures etc., It increase the human memory, imaginative power, ability to observe and think, mastery over the subject and ability to write. It provides a scope for maintaining a permanent record gives time to reader to interpret and analyze the concept and provides wider accessibility.
2. A chart is a combination of pictorial, graphic, numerical or verbal material which presents a clear visual summary.
3. Albums can be prepared on certain themes or topics or subject matters. In general, an album consists of a series of pictures which helps the learner to get the overall idea about a theme, topic or subject. For example, the students can collect the pictures depicting the various phases of freedom struggle in India.
4. The social studies museum plays an important role in imparting instruction in social studies. It is a storehouse of fine collection connected with geography, history, anthropology, economics and psychology. It is a place which mirrors the life of the school and works as a source of knowledge to the students and a pride for the students and teachers of social studies. The materials in the social studies museum consists of coins, costumes, pictures, time charts, art, painting, cultural traditions etc. of a district or locality in which the school is situated.
5. Objects may be defined as real things which have been removed as units from their natural setting. Coins and stamps, Indian relics, early tools etc. are some of the objects which can be used with effect in history.

11.8 SUGGESTED READINGS

1. Ahluwalia, S.L. *Audio Visual Handbook, National Council of Educational Research and Training*. New Delhi: Capital Offset Printers.
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6. Kenworthy, L.S. (1962). *Guide to Social Studies Teaching in Secondary Schools*. California: Wadsworth Publishing Company.

UNIT – 12

LEARNING STRATEGIES - II

NOTES

STRUCTURES

12.1 INTRODUCTION

12.2 OBJECTIVES

12.3 READING OF BOOKS

12.3.1 HISTORICAL NOVELS

12.3.2 MAGAZINES

12.3.3 NEWSPAPERS AND LEARNING FROM OTHER MEDIA

12.4 SELF LEARNING MATERIALS AND USING
INSTRUCTIONAL MATERIALS

12.4.1 MOTION PICTURE

12.4.2 VIDEO CASSETTE RECORDER

12.4.3 RADIO

12.4.4 SOFTWARE AND HARDWARE

12.5 LET US SUM UP

12.6 UNIT - END EXERCISE

12.7 ANSWER TO CHECK YOUR PROGRESS

12.8 SUGGESTED READINGS

12.1 INTRODUCTION

Effective teaching is more than just the successful transference of knowledge and skill or application around a particular topic. Effective teaching ensures that this surface approach to learning is replaced by deeper, student driven approaches to learning that analyze, develop, create and demonstrate understanding. **The teacher must know the way of inducing the students to learn social science by making use of sources available for his/her teaching. Educationists categorize the educational media approaches into two namely hardware and software approaches. The hardware approaches is based on the application of engineering principles for developing electro mechanical equipment for instructional purposes. In this unit, we shall discuss some of the instructional materials and their use in teaching and learning social science.**

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12.2 OBJECTIVES

At the end of this unit, you will be able to:

1. Narrate the use of historical novels, reading of magazines and newspapers and their importance in teaching and learning social science.
2. Identify the resources for teaching social science.
3. Discuss about the motion picture, video tapes, radio, hardware and software.

12.3 READING BOOKS, HISTORICAL NOVELS, MAGAZINES AND NEWSPAPERS

12.3.1 Historical Novels

Reading of historical novels, magazines, newspapers should be vital factor in all the work of social science at various levels of the students. Time and opportunity should be given to pupils to enlarge scope of their reading beyond the textbooks required in class work. The students should be encouraged to go beyond the textbooks and collect materials from other sources as mentioned above, read and analyze and take independent decision. Essential facts to this core must be added to a wider range of reading.

Various purposes of reading:

The pupils should understand that there are several types of reading. They are as follows:

1. Reading for understanding- In this type, the pupil reads in order to understand all the ideas contained in his reading.
2. Reading for the purposes of memorization- the pupil reads and rereads in order to fix associations and to secure immediate recall.

12.3.2 Magazines

Reading from magazines and newspaper and other media should be encouraged by the social science teacher. The teacher can ask the students to come with a summary of this reading once in a week. Each student can bring a record of the information he collected, the date of report, the name of the magazines or the news paper read, name of the author etc.

Some magazines contain life sketches of personalities which provide interesting anecdotes and details. They provide good supplementary information. Magazines like Nandan, Parag, Dharmayag,

Hindustan, The illustrated Weekly of India, Bal Sandesh, Panbhrian, Children's Digest etc. are all very useful.

Time should be given in classroom for discussion in the class. The students can also encourage talking in the class on the basis of the information he collected. By such methods, the teacher can get idea general efficiency of the reading done by the class as a whole, as well as by certain individual pupils in the class.

The teacher should make use of the reading made by the students whenever the occasion comes. For example, if the teacher was referring to certain economic conditions in the country and knew that one of the pupils had read about that topic, it would be the best type of teaching to have that pupil gives his reactions. Indeed, if this is effectively done, the teacher can make the students motivated for their reading from outside reading.

12.3.3 Newspapers and Learning From Other Media

The daily newspapers are also very effective as teaching aids in history. They give information regarding the efforts being made to bring peace and harmony in the world, e.g., the summits and non aligned conferences, the seminars and workshops. They also inform about developments taking place around the world and other news of topical interest.

Daily newspapers are also effective for providing the current information. They at times can serve as starting point to stimulate interest and also the past with the present. The study of newspapers reveals the relationships of specific events to be larger current scene. Movements, trends, ideas and changes in policies, international relations are all important. It is the newspaper which can give students the latest information and keep their information up to date. The newspaper helps in closing the gap between information contained in the books and changing developments of the world.

Contemporary occurrences help to clarify and exemplify the facts and concepts described in the history textbooks. Newspapers may be used to augment other instructional resources and serve as a means of sensitizing the class to the need for updating knowledge. Newspaper can be used to initiate, strengthen and reinforce a unit. Movements, trends, ideas and changes in national and international governments and relations, addresses of statesmen, prime ministers and presidents are all very important from historical point of view.

The special numbers and supplements as the Republic Day Number, Independence Day Number, Cooperation Supplement, Industries Supplement, etc., are full of important information. The special features, articles about great personalities in different spheres, the

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magazines section, the editorials, even the cartoons are highly informative.

12.4 SELF LEARNING MATERIALS AND USING INSTRUCTIONAL MATERIALS

12.4.1 Motion Picture

Motion pictures add motion or movement to the pictorial experience. Motion pictures present an abstract version of the real event, with consequent losses as well gains. The motion pictures can dramatize events effectively and make the experience as close to reality as possible. In comparison with field trips, motion pictures present experiences that are compressed in time and space.

A motion picture omits unnecessary details and presents only necessary aspects. Slides, filmstrips and Micro-Projections are classified as one dimensional. They can be either projected on to a screen by means of projection machines and accessory equipment or given for individual study.

They provide only visual experience whereas radio and recordings provide auditory experience only. Television or motion pictures are presented in a proper sequence whereas these materials are individual items. The experience of seeing is less ordered and formalized.

12.4.2 Video Cassette Recorder (VCR)

The VCR which has made its appearance in recent times has helped to enhance the educational and entertainment value of Television. Such recorders and software needed for them such as video cassettes are available now in a variety of makes and are now fabricated by Indian manufactures also.

In addition to pre recorded video, cassettes, education TV programmes can be recorded and replayed whenever necessary. All video cassette recorders made now record events in color and are played back using color monitors (TV sets). The replay in color with associated sound makes viewing dynamic and its impact on the viewers is considerable.

The recording can be played back on one or more monitors simultaneously facilitating large audience viewing in different classrooms. The VCR is easy to operate and is more portable than the motion picture projector.

12.4.3 Radio

Radio is one of the auditory devices which may be utilized for teaching social studies. It enables the students to listen to the expert, the historian, the author and the first-rate teacher. It can transcend distance

and enable the people to hear personalities who are shaping history and thus lend a sense of reality to history. It enables the pupils to be conversant with current history; he feels himself an important part of current history.

Educational broadcasts will considerably help the teacher to supplement his classroom instruction. The teacher should prepare the pupils so they will benefit to the maximum extent by listening to a specific broadcast. He should plan for effective listening and also prepare suitable follow-up work for consolidation.

Radio helps the students and teachers in a number of ways they are as follows:

1. It provides for educational institutions excellent performances in music and drama.
2. By means of dramatization it stimulates the interest and rouses the imagination of children so that topics in history, geography, nature study, science, literature are brought home to them in a manner almost impossible by any other aid.
3. Radio brings up to date information and news to the classroom.
4. Radio can and does bring experts in various subjects to the classroom to assist teachers who are not supposed to have specialized knowledge in everything.
5. Radio brings interesting variety in the classroom.

12.4.4 Software and Hardware

The use of Software saves time and helps to structure complicated material. Progression is assured both through the capability of quickly and easily changing slides in coordination with the explanation, and through the use of building slides. The complexity of the transparencies can vary from simple words to full color photographs, maps, block diagrams, schematics, etc.

The software approach uses the principles of psychology to build a sound base to modify learner's behavior. It has its roots in behavioral psychology, which are applied to the process of teaching learning. It is characterized by task analysis, writing precise and specific objectives selection of appropriate learning strategies, immediate reinforcement of responses and constant evaluation.

Software materials like slides, filmstrips, graphic materials, pictorial materials, three dimensional objects, newspapers, books, magazines, audio/video tapes and etc.,

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Thus, the teaching learning materials that are prepared using software approach are called software materials.

The hardware approach is based on the application of engineering principles for developing electro-mechanical equipments for instructional purposes. This approach is the result of the impact of scientific and technological development of the 20th century. It advocates the mechanization of the process of teaching so that it enables the teachers to deal with more students with less expenditure in educating them. IT based teaching devices that serve as media of communication are called as hardware devices.

Hardware materials like slide projectors, radio, television, tape recorder, motion pictures computer overhead projectors etc.,

Check Your Progress - 1

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

1. What are the various purpose of reading?

2. How radio helps the teachers and students?

3. Give a few examples of software materials.

12.5 LET US SUM UP

In this chapter, we have discussed about the concepts of learning strategies, such as hardware and software and also threw some light on learning from other media viz books, historical novels, magazines and newspapers. Finally, we ended the chapter with information on self learning along with usage of instructional materials.

12.6 UNIT – END EXERCISE

1. Explain how students could be organized for reading historical novels, magazines and newspapers?
2. Explain the use of motion pictures.
3. Highlight the uses of radio in teaching social science?
4. Describe the concept of hardware and software.

12.7 ANSWERS TO CHECK YOUR PROGRESS

1. Reading for understanding, reading for purpose of memorization etc.,
2. Radio brings up to date information and news to the classroom. It can and does bring experts in various subjects to the classroom to assist teachers who are not supposed to have specialized knowledge in everything. It brings interesting variety in the classroom.
3. Software materials like slides, filmstrips, graphic materials, pictorial materials, three dimensional objects, newspapers, books, magazines, audio/video tapes etc.,

12.8 SUGGESTED READINGS

1. Ahluwalia, S.L. *Audio Visual Handbook, National Council of Educational Research and Training*. New Delhi: Capital Offset Printers.
2. Ediger Marlow and Bhaskara Rao, D. (2001). *Teaching of Social Studies Successfully*. New Delhi: Discovery Publishing House.
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UNIT-13

EVALUATION IN SOCIAL STUDIES

STRUCTURES

13.1 INTRODUCTION

13.2 OBJECTIVES

13.3 MEANING OF EVALUATION

13.4 IMPORTANCE OF EVALUATION OR EXAMINATION

13.5 PURPOSE OF EVALUATION

13.6 SPECIAL OBJECTIVES OF EVALUATION IN SOCIAL STUDIES

13.7 CRITERIA OF GOOD EXAMINATION

13.8 EVALUATING THE RESULTS OF SOCIAL STUDIES INSTRUCTION

13.9 LET US SUM UP

13.10 UNIT – END EXERCISE

13.11 ANSWER TO CHECK YOUR PROGRESS

13.12 SUGGESTED READINGS

13.1 INTRODUCTION

Evaluation of learners' performance is an essential activity. It is a process of determining the extent to which the objectives of social studies have been achieved by the students. Evaluation is generally used for certification and placement purposes, but it has greater potential to be used for instructional purposes. For this evaluation has to be a continuous and comprehensive process. To begin with, a teacher must know the importance and purpose of evaluation and special objectives of evaluation in social studies. He must also know how to set a good question and how to assess students' performance so that evaluation could be valid and reliable. All these aspects are discussed in this unit specifically with reference to social studies.

13.2 OBJECTIVES

After going through this unit, you will be able to

- state the meaning and importance of evaluation

- describe the purpose and special objectives of evaluation in social studies
- discuss the criteria of good examination
- know the procedure of evaluating the results of social studies instruction

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13.3 MEANING OF EVALUATION

Evaluation is the process of determining the extent to which an objective is being attained, the effectiveness of teaching – learning experiences provided in the class room and the manner in which the goals of education have been accomplished. In short, evaluation means judging the progress of the students in the field of education. A teacher is entrusted with the duty of educating the students on all round development base. The medium used to judge the attainment of his pupils is regarded as evaluation. It is therefore, evaluation approach should be properly followed to provide specific direction for improving the syllabus, teaching method and pupils' guidance.

Indian Education commission has defined evaluations as follows: “It is now agreed that evaluation is continuous process which forms an integral part of the total system of education and is intimately related to educational objectives. It exercises a great influence on the pupils, ‘study habits and the teachers’ method of instruction and thus helps not only to measure educational achievement but also to improve it”.

13.4 IMPORTANCE OF EVALUATION OR EXAMINATION

The importance of evaluation is as follows:

1. Evaluation leads to improvement of instruction:

Evaluation indicates the attainment of the students. So it helps the teacher to know how far his teachings have been utilized by the students. Having understood the strength and weakness of the methods of instruction, devices, techniques that enables the teacher to make necessary modifications and improvements on his instruction.

2. Evaluation helps in clarifying objectives:

It is the evaluation that helps the teacher to what extent the desired objectives have been realized. As we know, evaluation is made in light of the objectives only.

3. Evaluation promotes better learning:

Evaluation helps the students to understand their overall performance in the school. It includes qualitative as well as

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quantitative measurement. After knowing their achievement in every stage, they will try for better learning.

4. It provides the basis for guidance:

By good evaluation procedures, we can diagnose the difficulties and weaknesses of individual pupils as well as their potentialities and achievements. This information provides teachers the basis for guidance and remedial measures to be taken by the teacher.

5. It leads to curriculum changes:

The evaluation reveals the demand of the students and the society. The needs of the student and the society. The needs of the students and the society are not static. It is dynamic. Evaluation leads to desirable changes in the curriculum.

13.5 PURPOSE OF EVALUATION OR EXAMINATION

Evaluation has become an integral part of the educational process in which social studies is an important aspect at the school stage. It is responsibility of social studies teachers to carry out evaluation activities and determine to what extent the objectives with which social studies are taught are being achieved. In achieving different objectives of social studies, various abilities, skills, interests, attitudes and other characteristics of students are stated, developed and measured. Thus, through the evaluation process, one gets a clear idea of each individual student's abilities, skills, interests, etc.,

Evaluation for Instructional Purposes:

The evaluation of students performance in the present examination system has been mainly used to categories students into different groups like poor, average, good, very good, excellent etc. However, this is not the only purpose of evaluation. Education aims at developing each individual to the fullest extent of her/his potential. Evaluation can help in achieving this aim of education. The social studies teacher must evaluate the students and provide instruction according to the ability level of students. Students can understand content better when they are taught according to their abilities. After teaching a particular unit, the teacher can evaluate his students and on the basis of this evaluation he can get feedback regarding the concepts of the unit which might require further explanation. He can thus modify his teaching methods. Thus, evaluation will improve the instructional process and enhance student's learning.

Evaluation for Certification:

The performance of students is also evaluated by the social studies teachers periodically as well as annually to judge the level of performance of each student and grade her/him accordingly certificates

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could be provided. The teacher judges the performance level of students in social studies. It is the final achievement level of students which is certified. These certificates are required and used for different purposes such as getting jobs; admission to various courses, etc., Guidance also can be given to students for further improvement in performance. Thus, one of the important purposes of evaluation in social studies is to certify students' performance.

Check Your Progress - 1

Notes: a) Write your answer in the space given below.
b) Compare your answer at the end of the unit.

1. Define the term evaluation in social studies.

2. List out the importance of evaluation.

3. How to improve the students learning and instructional process?

13.6 SPECIAL OBJECTIVES OF EVALUATION

The following are the specific objectives of Evaluation in social studies:

1. To help measuring factual knowledge.
2. To help diagnosing the weaknesses.
3. To predict the future achievements.
4. To stimulate instruction.
5. To meet feedback from the parents and public.
6. To test the development of skills and attitude.

13.7 CRITERIA OF GOOD EVALUATION

Good evaluation is required to maintaining good educational programme and improvement. Good evaluation can only be made in relation to the goals of instruction. Hence, there is a close relationship between objectives, learning experiences and evaluation.

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Evaluation rests on three important elements namely

- i) educational objectives
- ii) learning and behavior changes and
- iii) tools and techniques of evaluation.

Evaluation involves testing, measuring, collecting, and combining information, and providing feedback. Criteria provide the basis and the framework for judgments or decisions. It is clear that assessment has played and continues to play a central role in education. The importance given to the characteristics of a good assessment varies, depending on whether you are being assessed, doing the assessment, or relying on the results. At the end of a systematic teaching there is the evaluation, which verifies if the programmed goals have been realized. We must compare the programmed curriculum, our intentions, to reality, on the basis of the goals and objectives. The validity and reliability are the main traits of a good evaluation (BONCORI, 1992).

13.8 EVALUATING THE RESULTS OF SOCIAL STUDIES INSTRUCTION

The teaching of social studies aims at the enrichment and development of the lives of pupils to the fullest extent of their abilities and powers within their environment, and the training of pupils to take their places in a democratic society in such a way as to make their country a better place to live in. For achieving these aims through social studies teaching, pupils must acquire definite knowledge, advancement in intellectual life, and concomitant learning such as habits, skills, attitudes appreciations, etc. This indicates that the social studies teacher has to evaluate both cognitive and non cognitive learning outcomes.

The evaluation of cognitive learning outcomes would include knowledge and understanding of the facts, concepts, laws, principles, etc., related to social studies content and their ability to apply this knowledge in solving real life problems. The cognitive learning outcomes would also include pupils' reasoning power and their ability to analyses and synthesis. Thus, through cognitive learning outcomes you are evaluating the intellectual abilities of the learners.

But the teacher of social studies has to evaluate certain non-cognitive learning outcomes too. Such learning outcomes will include tolerance for different religions, languages, regions, political ideologies, etc., and appreciation, desirable attitudes, commitment, conduct, skills, habits, etc. the evaluation of these non-cognitive outcomes would require observation of pupils in specific situations in which appropriate emotions, values and skills are displayed by them.

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In order to assess students' performance in social studies, we have to have quantitative assessment as well as qualitative assessment of learning outcomes. Knowledge of techniques of both types of evaluation and related issues is necessary to successful social studies teacher.

13.8.1 Quantitative Assessment – Marking

In social studies most learning outcomes are such that the teacher can examine their correctness. He can easily assess the right and wrong responses. This process of marking is called quantitative assessment. It may also be noted that a decision regarding marking becomes difficult when answers are in the essay form. In this evaluation the following points are kept in mind.

- i) Prepare standard answers
- ii) Prepare a scoring key
- iii) Instruct examiners not to cut marks for grammatical mistake, etc.,

13.8.2 Qualitative Assessment – Grading

Some learning outcomes in social studies represent a qualitative improvement in students' learning. For example, tolerance for different religions, regions and languages, appreciation, commitment, skill in drawing map, etc., are assessed qualitatively. It is difficult to quantify such learning outcomes and assign marks. The teacher can observe these behaviours and grade the students comparatively for a particular objective under consideration. In addition to the above learning outcomes, the cognitive learning outcomes which are expressed by students in the form of a written essay may also be assessed in terms of their quality. For essay type questions grading is considered to be more reliable than marking. An important point in grading students' performance is to decide the number of points on the scale on which the performance can be graded. For this purpose an eleven point scale ranging from 0 to 10 is quite appropriate. It provides enough scope for discriminating the students according to their abilities and also permits easy conversion to percentages.

13.8.3 Qualitative Interpretation of Students' Performance

Grades and marks awarded to students get meaning only when they are given qualitative interpretation. It is through this interpretation that the level of an individual's performance is indicated. In case an eleven point scale is used for grading students performance, then the following grades, grade points, qualitative interpretation and equivalent percentage are suggested for social studies.

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Grade	Grade Points	Qualitative Interpretation	Equivalent Percentage
A+	10	Outstanding First Class Distinction	96 - 100
A	9	Excellent First Class Distinction	86 - 95
A-	8	Very Good First Class Distinction	76 - 85
B+	7	Good First Class	66 - 75
B	6	Above average	56 - 65
B-	5	Average	46 - 55
C+	4	Satisfactory	36 - 45
C	3	Not Satisfactory	26 - 35
C-	2	Poor	16 - 25
D	1	Very Poor	06 - 15
E	0	Extremely Poor	0 - 5

It may also be stated here that the 11 point scale is precise enough to discriminate students on the basis of their performance and also will avoid errors in measurement to a large extent in comparison to a 10 – 1 point scale.

Check Your Progress - 2

- Notes:** a) Write your answer in the space given below.
 b) Compare your answer at the end of the unit.

4. List out the three important elements in evaluation.

13.9 LET US SUM UP

In this unit, we discussed evaluation in social studies which is the importance and purpose of evaluation and which is not only for certification but also for improving the instructional process itself. Teachers evaluate both cognitive and non-cognitive learning outcomes in

social studies with the help of various evaluation tools. Then different types of evaluation items were discussed along with the precautions one should take in preparing them. Quantitative assessment and qualitative assessment also are discussed along with the qualitative interpretation of students' performance.

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13.10 UNIT – END ACTIVITIES

1. What do you mean by evaluation?
2. Explain the importance of evaluation?
3. For what purpose evaluation can be used? Explain it?
4. What is the difference between qualitative and quantitative assessment?

13.11 ANSWERS TO CHECK YOUR PROGRESS

1. Evaluation is continuous process which forms an integral part of the total system of education and is intimately related to educational objectives. It exercises a great influence on the pupils, 'study habits and the teachers' method of instruction and thus helps not only to measure educational achievement but also to improve it'.
2. Evaluation leads to improvement of instruction, it helps in clarifying objectives, it promotes better learning, it provides the basis for guidance, it leads to curriculum changes.
3. The evaluation of students performance in the present examination system has been mainly used to categorize students into different groups like poor, average, good, very good, excellent etc. Evaluation can help in achieving this aim of education. The social studies teacher must evaluate the students and provide instruction according to the ability level of students. Students can understand content better when they are taught according to their abilities. Thus, evaluation will improve the instructional process and enhance student's learning.
4. Evaluation rests on three important elements namely
 - i) educational objectives
 - ii) learning and behavior changes and
 - iii) tools and techniques of evaluation.

13.12 SUGGESTED READINGS

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UNIT-14

UTILIZING CURRENT AFFAIRS

NOTES

STRUCTURES

- 14.1 INTRODUCTION
- 14.2 OBJECTIVES
- 14.3 IMPORTANCE OF CURRENT AFFAIRS
- 14.4 PURPOSE OF TEACHING CURRENT AFFAIRS
- 14.5 CRITERIA OF SELECTING CURRENT EVENTS
- 14.6 PROGRAMME OF CURRENT AFFAIRS
- 14.7 RESTRICTION
- 14.8 USE OF VARIOUS LEARNING ACTIVITIES IN CURRENT AFFAIRS PROGRAMME
- 14.9 SPECIMEN CURRENT AFFAIRS FOR HIGH CLASSES
- 14.10 LET US SUM UP
- 14.11 UNIT – END EXERCISE
- 14.12 ANSWER TO CHECK YOUR PROGRESS
- 14.13 SUGGESTED READINGS

14.1 INTRODUCTION

Current affair is defined as “What has happened too recently in all fields of human knowledge to be included in textbooks by common consent is regarded as current affairs. They are concerned with immediate or recent happenings, which may be expressed through various means of communications. They include important circumstances as reported through newspapers, periodicals, popular magazines, radio, television or other sources. They serve as a medium for relating local, state, national or global occurrences to an understanding of everyday life.

14.2 OBJECTIVES

At the end of this unit, you will be able to:

1. Identify the importance of current affairs.
2. Describe the purpose of teaching current affairs.
3. List out the criteria of selecting current events.

NOTES

4. Describe the programme of current affairs and its restriction.
5. State the use of various learning activities in current affairs programme and specimen current affairs for High classes.

14.3 IMPORTANCE OF CURRENT AFFAIRS

Knowledge of current events is necessary for community and world citizenship also. There was a time, when we could pursue a policy of detachment and isolation. Whether it was a wise policy or not, is now a matter of historical interest. No such policy is possible now even if we desire it. The aeroplane, the ships, the radio, the television, the satellite, world trade, cultural interchanges – all have made the world an economic unit and the United Nations is moving in the direction of political or governmental unity. Today, a broader horizon needs to be developed. That can only be possible, if latest information about all the parts of the world is available.

Current events are history in the making, seen at closed and enlarged range. They contribute much to an understanding of today's happenings, and naturally, should be studied as a means of increasing interest in world happening. Teachers of social sciences must have this sense of the "insistent present" and must agree with Whitehead that the present contains all there is. It is holy ground, for it is the past and it is the future.

Current events, as interesting news happenings, are a part of the learning activities of "social living" for the child. He should know enough of what is going on around him to know his bearings.

Current events are particularly significant in social sciences. Many news items can vitalize a unit and tie the past with the present; they represent an extension and exemplification of the major topics in the curriculum of social sciences. A study of current events not only integrates the past with the present but also reveals the relationship of specific event to the larger current scene. It makes things relevant.

Current events increase the power of discrimination, comprehension, critical analysis, and thinking and are rich in potential opportunities for concomitant learning. They also increase understanding of and appreciations for happenings.

14.4 PURPOSE OF TEACHING CURRENT AFFAIRS

Current events need to be integrated into the study of social studies to:

1. Expand popular information.
2. Develop skill in locating reading materials on particular topics.

3. Promote the critical appraisal of information obtained from newspapers, magazines, radio and television, etc.
4. Promote discrimination in the choice of authors and sources of information.
5. Develop skill in resolving inconsistencies, contradictions and errors;
6. Increase the ability to distinguish between fact and opinion, between a major, and a minor fact, between a permanent principle and a temporary trend
7. Develop the ability to distinguish the significant from the trivial;
8. Develop the ability to make valid generalizations
9. Broaden and deepen sympathies
10. Promote understanding and toleration
11. Vitalize citizenship
12. Appreciate the interdependence of peoples and natives
13. Promote the cause of world peace.

NOTES

14.5 CRITERIA FOR SELECTING CURRENT EVENTS

Events selected for class-room use should be suitable, reliable, useful, recent, and notable. They use should be suitable scope, continuity, import and wide consequences.

While selecting current events for instructional purposes, the following criteria should be kept in mind.

1. **Suitability:** While selecting current events for pupils, their age, grade and understanding should always be kept in mind. Only such events should be selected which are quite suitable for the standard of the class and which can really add to the information and knowledge of pupils.
2. **Reliability:** The events should be quite accurate and reliable. A clear distinction should be made between rumor and truth, fact and opinion or fact and propaganda. This may involve the use of more than one source of information. But the event, to be utilized for instructional purposes must be reliable.
3. **Recency:** The quality of recency differentiates current events from the rest of the curriculum. This applies to discoveries, inventions and technological developments. Today we must know the latest inventions and discoveries in order to understand the social changes that these may inevitably produce.
4. **Utility:** News-items should be selected according to their utility for students. News of strikes, disasters, disease, epidemics revolution etc., has utility for different groups and individuals. Similarly,

NOTES

weather fore-casts are useful to farmers, business reports to merchants and traders, film-news to cinema fans and sports news to sports-lovers. We have to select items which have definite educational utility for our students.

5. **Notability:** Persons, groups and countries influence the press and peoples according to their notability and significance. Thus the affairs and policies of big and powerful countries like U.S.A. and Russia are much more significant than those of small countries. Similarly the statement of the head of a state or a country is very important because of, his official position. This factor should also be noted while selecting news items for students.
6. **Consequence:** This indicates the effects or results of a particular news or report in the press. A news-item may be important, because of its change. Conditions which require immediate action or decision are considered to be very important on the sequence side.
7. **Continuity:** This criterion helps us in selecting those items which indicate developments in continuing process. News about developing the art of government, achieving national independence, securing religious rights, election campaigns, sessions of Indian National Congress, etc., are some of the items which show the continuing process of social adjustments in modern life. Such news are, therefore, more important from instructional point of view.

It should, however, be remembered that there are no hard and fast rules for the selection of current events for school students. These, however, must be suitable and reliable. As far as possible these should be selected on the basis of more than one criterion, so that they may prove to be effective devices of teaching history.

14.6 PROGRAMME OF CURRENT AFFAIRS

Current events may be used as resource, method, motivation and content.

1. As a resource – current events may be used as a resource, a reservoir of illustrations. They may be used to clarify and exemplify the realities described in the teaching units and text-books. They may be used to augment other instructional resources and as a means of sensitizing the class to the need for up to-date information.
2. As a method- since much of our social-sciences course is remote in time and place and is beyond the experience of pupils, current events are used as a point of contact and as a means of approach. Elections to the Panchayats, Assembly or Parliament, Amendments in Constitution, Issue of an ordinance, serve as starting points for certain units. They can be used as a method of approaching the social sciences curriculum.

3. As a means of motivation- there is no doubt that the pupil is interested in what is happening now. Present election, we can lead the child to the study of a former education, it is the process of going from the known to the unknown, from the familiar to the unfamiliar.
4. As content- one of the objectives of teaching social studies is to create and promote national and international understanding and goodwill among the pupils. It is therefore, considered essential that learning of current events should not be incidental affairs, they should be taught to the pupils systematically. Some provision in the time schedule needs to be made so that problems of the “insistent present” could be taught to the pupils by competent school teachers and resource persons drawn from the community.

The best programmes are those which will, at sometime or other, utilize the above four approaches. It much depends upon the teacher who should have freedom enough to assign a whole period to the study of current events, to use an event as a point of departure or to use it as a basis for explaining an item in the social studies curriculum. In good programmes, the teacher should find time even to discuss current events which any not be entirely related to topics in the curriculum. Besides, in guiding unit work, the teacher should find out those current events materials which will add strength to the unit.

14.7 RESTRICTION

The use of current events requires a strong background, through understanding and up-to-date preparedness by the teacher. Some students may not have access to current literature and recommended media. Similarly, some content areas are not as appropriate as other for utilizing the approach.

Current events are frequently reported in a sensational fashion which may lead to misunderstanding or distortion of facts. Sometimes, the issue may be too hot. In discussion may create problems.

Time available may not be adequate, methods and techniques and used may not be satisfactory, leading to superficial coverage of the events. This may result in half- baked knowledge being passed on to the students.

14.8 USE OF VARIOUS LEARNING ACTIVITIES IN CURRENT AFFAIRS PROGRAMME

In fact, there is no special method for teaching current events. The teacher should study the various procedures and techniques and select those which serve best his immediate needs. Pupils should be encouraged to follow current happenings by reading a daily news-paper as well as certain selected weekly and monthly publications. The variety of learning

NOTES

NOTES

activities may be used for teaching current events. Some of the activities are given below:

The Panel Discussion: A selected group of pupils-usually four to eight-and a chairman, may present a previously prepared subject before the class. After the presentation, the remainder of the class could ask questions, clarify points or add to what the panel has said members of the group may raise questions or express their opinion. At the close of the discussion, the chairman summaries what has been discussed, weaving the chairman summaries what has been discussed, weaving the various trends of thought into an inter-grated whole.

Round Table Discussion: It is an open discussion on a topic by members of a class, each presenting his own views and giving the facts he can to reinforce them. There is no formal division into sides, for and against. The chairman winds up at the close of the period. The purpose is just to clarify an issue rather than to come to definite conclusion.

Debate: Two groups of pupils present arguments for and against a given proposition. Success of our Foreign or Defense Policy, Education should be a state subject or be on the concurrent list. The opposing sides are well balanced in intellectual ability. After both sides have determined the issues, they select and present the evidence that will prove the issue true or false. When these have been presented, both the teams refute the opposition's main points.

Making Charts, Maps and Graphs: Charts,maps, graphs, etc., can be prepared to show steps in an event that led to a crisis or route of an air-fight of importance, scene of war, scene of agreements, scene of natural calamities, etc.,

Keeping Scrap books of Events or Personalities: Collection of news clippings and keeping them in scrap books in a chronological sequence is also a useful activity for creating and maintaining interest in current affairs.

Drawing Cartoons to Illustrate a Current Event: Cartoons dealing with current events as an election campaign, change in government, handling an important national issues by prime minister or a minister, the weakness in the policy of a foreign minister, can provide useful material for humor. The procedure can be used effectively with pupils in higher classes. A note of caution: The teacher should avoid having children draw cartoons which might be offensive to individuals or groups.

Dramatizing News Events: Events like conferences, negotiations, high level meetings between highly placed persons can be dramatized in the class. This will create a good deal of interest.

Preparation of Note books or Files: Pupils can be encouraged to prepare special note books or files on social topics of current interest.

They may be encouraged to collect the latest information from different sources so that the note book or file becomes some sort of a source book for the topic. This type of activity will be found to be specially useful with pupils in the senior classes.

Talks by Visitors: Talks by experts, historians etc., on topics of current interest, if delivered in class or school assemblies, will bring history in the making within easy reach of children. By laying bare the different sides of an event, active interest of the pupil can be created.

Comparative Study of Coverage in Different Newspapers and Mass Media like Radio and Television: Different newspapers and mass media cover the events in different proportions. If we have a comparative study, we will be able to understand the event in proper perspective.

Mock Broadcasts and Telecasts: This is another technique of creating interest in events. Mock broadcasts will highlight the current events and focus the interests of pupils.

Quiz Competitions: These competitions regarding news and events in news can prove a very interesting technique for creating interest in current events. Such quiz competitions, when televised, are useful for creating general interest in current events and contemporary affairs.

14.9 SPECIMEN CURRENT AFFAIRS FOR HIGH CLASSES

Some of the other specimen current affairs are used for high classes. Such as the following learning activities may also be profitably used in current events instruction:

(a) Preparation of maps, charts and Time Lines. Such material may be prepared by students as may illustrate various current events. In the outline maps and charts, means and events may be inserted in their proper places. Time Lines may also be prepared exhibiting the rise and fall of certain monarchies and party governments or the life story of a person of national or international fame.

(b) Collecting news-paper cuttings, cartoons and pictures. Pupils may be encouraged to collect important cartoons, pictures and head-line cuttings, particularly related to units in history and keep them in their note books and scrap books for future reference. Such news-paper cuttings and pictures, related to current event, may also be displayed on the bulletin-board, with proper captions and headings.

(c) Reporting News:- Some pupils may be selected to collect weekly news, pertaining to particular historical topics and repeat them to the whole-class in the weekly meetings. This will enable the class to

NOTES

NOTES

share information study and research. This activity provides training in selecting, planning and presenting reports before gathering of education.

(d) Dramatizing News Items:- Certain news containing stories on dealing with festivals, conferences and meetings etc., may be selected for dramatization such an activity, will not only give color of reality but also add to pupils, interest in current development.

Check Your Progress - 1

Notes: a) Write your answer in the space given below.

b) Compare your answer at the end of the unit.

1. Define the term current affairs.

5. What is the purpose of teaching current affairs?

6. List out some criteria for selecting current events?

14.10 LET US SUM UP

In this chapter, we have discussed the concept of utilizing current affairs such as the importance of current affairs, purpose of teaching current affairs, criteria of selecting current events, programme of current affairs, restriction, use of various learning activities in current affairs programme and specimen current affairs for high classes.

14.11 UNIT – END EXERCISE

1. Why should current events be taught in school?
2. Spell out the importance of current affairs?
3. For what purpose current affairs are needed.
4. Examine the criteria of selecting the current events.
5. Describe the uses of various learning activities in current affairs programme.

14.12 ANSWERS TO CHECK YOUR PROGRESS

1. Current affairs defined as “What has happened too recently in all fields of human knowledge to be included in textbooks is by common consent regarded as current affairs. They are concerned

with immediate or recent happenings which may be expressed through various means of communications.

2. The purpose of current affairs is to develop skill in resolving inconsistencies, contradictions and errors; to develop the ability to distinguish the significant from the trivial.
3. Events selected for class-room use should be suitable, reliable, useful, recent, and notable. The use should be suitable in scope, continuity, importance and have wide consequences.

NOTES

14.13 SUGGESTED READINGS

1. Kochhar S.K. (1986). *Teaching of Social Studies*. New Delhi: Sterling Publishers Pvt. Ltd.
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