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TIRUCHIRAPPALLI – 620 024

CENTRE FOR DISTANCE EDUCATION



TEACHING OF SOCIAL SCIENCE

B.Ed. I YEAR

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UNIT 1 SOCIAL SCIENCE AND ITS RELATIONS WITH ASSOCIATED SUBJECTS

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1.1 INTRODUCTION

Social Science is a subject of study at the secondary school level which offers a systematic study of man in relation to his society. A country is great not by its number but by the character of its people. In a democratic country like India every citizen has to play a pivotal role in the upliftment of the nation. Therefore it is generally agreed that a citizen must be educated in such a way so that it would develop certain desirable skills, attitude and values in him for the manifestation of his own self as well as for the progress of the Nation. Hence, schools must prepare students for dealing with social controversies, cultural change and manifold problems in the society. In the attainment of this coveted aim of education, social science is quite important

because it is an unending dialogue between past and present which would help the nation to mould a better future.

1.2 OBJECTIVES

After learning this unit, you will be able to

- Acquire knowledge on nature and scope of social science.
- Understand the correlation of social science with other subjects.
- Aware of the aims and objectives of teaching social science as a subject.
- Acquire skills to inculcate national and international values through social science teaching.
- Appreciate the values of teaching social science.

1.3 DEFINITION OF SOCIAL SCIENCES

Various scholars have defined social science by taking into consideration its unique as well as common features.

Let us examine some definitions of social science to begin with.

James High defines social sciences as those bodies of learning and study which recognise the simultaneous and mutual action of physical and non-physical stimuli which produce social reaction.

Charles Beard's perception regarding it is social sciences are a body of knowledge and thought pertaining to human affairs.

Perhaps a classification for social sciences given by James High will give us a precise. Picture of this conception: they are, History (man's story), Anthropology (man's ethos), Geography (man's abode), Political science (man's order), sociology (man's Association), Economics (man's subsistence) and Psychology (man's behavior)

1.4 MEANING OF SOCIAL SCIENCES

In general, any branch of study that deals with the social life of man and employs scientific method for its study may be conceived as social science. Thus it includes a wide variety of branches of knowledge from History and Philosophy to Law and Education. Social Science at present learnt at the secondary stage in our schools comprises of History, Civics, Geography, Economics and some parts of sociology and all the relevant issues faced by contemporary society. But in the true sense it is not merely a combination of the contents of these subjects. This curriculum was introduced with a view to help children to develop an insight into human relationships, social values and attitudes and also to help them appreciate other cultures along with our rich cultural heritage in other words, a meaningful realization of the objectives of teaching social science will result in the 'life-skill education'.

1.5 NATURE OF SOCIAL SCIENCES

The definitions given above just indicate the nature of social science as a subject study. The real nature of this discipline can be well understood only by further analyzing these definitions. Such an analysis will yield to the following basic features or essential characteristics of Social Science, which may be considered as the nature of the subject. These are

1. A unique combination of various disciplines: Though social science can be treated as a separate subject it is a harmonious blending of various subjects like History, Geography, Political Science, Economics, Sociology, Anthropology, Psychology, Law, Literature, Art Education etc. In other words, it draws inter related information from various disciplines or subjects of study and integrate these meaningfully so as to give a new insight into the exact nature of social life in its totality.

2 A study of human relationships: It is the study of man and his relationship with other human beings and his environment. It deals with myriad issues of man and its solutions. It studies the web of relationship between and among people, classes, groups, institution, traditions, organizations etc.

3. A study of mans development through ages: It offers a comprehensive study of man's progress in each period how he succeeded in his attempts why he failed what are the unique contribution of man who lived at various ages of human history for human development and the like.

4. Aims at preparing the learner for wholesome social living: By understanding and analyzing the subject matter the learner imbibes some essential knowledge of his social environment. It may enrich his intellectual and social skills helpful to lead a purposeful and successful adult life.

5. A realistic course of study: Social Science provides real life situations to the learner. Effective interpretation of these would necessitate intense study of many social problems, processes and phenomena. The learner can imbibe many values like co operation and inter dependence.

6. It forms an important part of the core –curriculum : Social science is considered as an irreducible minimum programme essentially required for equipping man with the insights and skills that would enable him to lead a successful life. Even a learner who likes to go for some other specialization like Mathematics or Science should have developed this awareness and knowledge for success in those fields also.

7. It includes Commitment to action: Social science enables every learner to be an informed individual who uses his knowledge by participating actively and constructively in the affairs of society. Through the socially significant nature of its content it helps the student to learn the process of individual and social action required for an informed citizen in a democracy.

Check Your Progress

Notes: a. Write your answers in the space given below

b. Compare your answer with those given at the end of the unit

1. Which of the following statements are true

- a) Social Science is a separate subject
- b) It is a harmonious blend of various subjects
- c) It deals with only History of mankind
- d) It is not necessary to include in school curriculum

2. Why social science should be a core curriculum ?

- a) Require for imparting knowledge
- b) To develop citizenship
- c) To develop vocational skill

1.6 SCOPE OF SOCIAL SCIENCE

On the basis of the characteristics of Social Science enumerated above we are now in a position to define the educational scope of that subject of study.

By scope we mean the extent, variety, depth, breadth and comprehensiveness of learning experience possible through its curriculum transaction. Thus the scope at Social Science is defined by the range of content and experiences that are to be provided to the learner through its teaching. Scholars like Michaels are of the opinion that the breadth of Social Science programme should provide for a variety of experience so that the child learning will be well rounded and well balanced. It should also be possible to draw upon other fields of learning so that all significant problems can be considered in the light of their many ramifications: a narrow compartmentalized programme is sure to limit the scope of social learning.

The major scopes of Social Sciences as a subject of study are listed out below

1. Vast and wide as the world: The scope of social science is very vast. It is as wide as the world and as long as the history of man. It may be apt here to remember Johnson's (renowned historian) words. History is everything that ever happened is the study of human relationships in areas such as

1. People of one's own nationally and people across the world.
2. People and various kinds of institutions.
3. People and Earth (Place of Living).
4. People and Time (Chronology).
5. People and Resource (Goods and Services)

For a meaningful understanding of these webs of relationships a basic knowledge of history, civics, geography, economics, sociology, anthropology, etc., recognized in a meaningfully integrated manner is essential. More over when these subjects are synthesised in to a compact whole by blending them together the comparatively limited scope of each subject become broader and deeper.

2. A functional study of natural and physical sciences and fine arts: The term functional study indicates that whatever be the factual materials obtained from various areas of study must have direct and immediate relationship to the needs and interests of children.

Social Science, Natural science and Physical science are different areas, but they are quite inter-dependent and inter-related. The developments in the field of science and technology have thoroughly changed the social life of man all over the world. The vision of man has today extended beyond his society and nation to the world as a whole. In Social Science we have to deal how advances in the field of Botany, Zoology, Physiology, Chemistry and Physics have helped the health, progress and welfare of people's life at large.

To have a better understating of people all over the world a functional study of fine arts such as drawing, painting, music, dance, architecture, etc., should be included in the Social Science curriculum.

3. A study of current affairs: When dealing with our current problems and issues a meaningful analysis of the past also becomes essential. Such scientific study of contemporary issues is of great value in Social Science education as all these focus towards a more equipped future.

4. A study leading to international understanding: The study of two world wars convinced us the fact that best policy for any nation is "Live and Let live" as quoted by Jawaharlal Nehru. Universal Brotherhood of man is essential in an age of crisis. Social Science possesses the required potential to lead children towards this prime goal.

5. Practical study of various Resources: Social Science as a subject of study is rich enough to give a good exposure not only to natural resources but also to human resources of different cultures and civilizations. Field trips to places of historical, cultural, geographical, economic, scientific and educational importance will give learners rich practical experiences that would add to their social efficiency.

c. Major aspects dealt with in Social Science:

The Social science content includes a kaleidoscopic view of the following aspects;

- | | | |
|---|---------|--|
| 1 | History | Life of Man – everything that ever happened – cause and effect relationships |
|---|---------|--|

– changes – time / chronology.

- | | | |
|---|--------------|---|
| 2 | Civics | How man has been establishing and maintaining public authority and institutions helpful for systematic and balanced government ensuring social stability and welfare. |
| 3 | Geography | Relevant details regarding the space / place where living things (including man) lives and regarding the natural and physical resources needed for proper sustenance. |
| 3 | Economics | Insight regarding productive resources that are scarce as well regarding human wants that are unlimited which in turn would help in maintaining social welfare. |
| 4 | Sociology | Man as a social being. |
| 5 | Anthropology | Understanding of man's uniqueness in different nationalities and cultures and across ages. |

d. Major Disciplines under the family of Social Science :

Scholars have divergent opinion regarding the inclusion of disciplines / subjects in the family of social sciences. Some of them favour a threefold classification of social sciences these being

1. Pure Social Science
2. Semi Social Science
3. Sciences with Social Implications

Check Your Progress

Notes: a. Write your answers in the space given below

b. Compare your answer with those given at the end of the unit

3. Which of the subjects is not included in social science ?

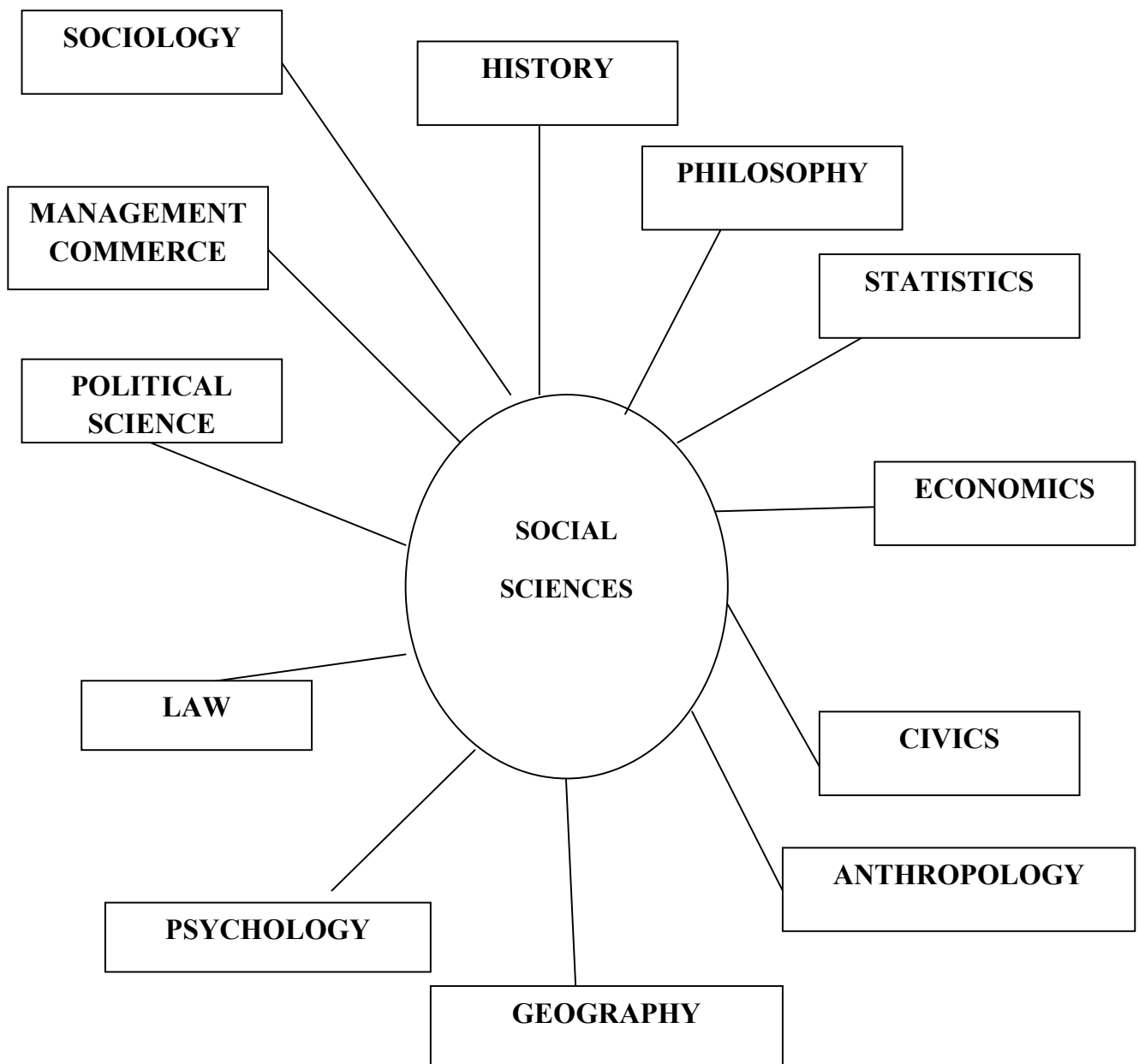
a) Geography

b) Civics

c) Biology

d) Anthropology

For our present purpose let us resort to international encyclopedia of Social science edited by David. L.Sills which includes the following disciplines under Social sciences.



1.7 SOCIAL SCIENCE CORRELATION WITH OTHER SUBJECTS

There is no school subject which is not related with Social Science in some form or other. It has already been pointed out that social science is the scientific study of man in the social context. In this sense everything that happened till date has got some kind of denotations or connotations with some branch of social sciences. Johnson definition of history as “History is everything that ever happened” reveals this fact. In the same manner all other subjects also are related with human life one way or other. This common linkage with the central theme, namely the various aspects of human life warrants meaningful correlation among all the subjects of study. Social science is no exception to this rule. In fact it could be seen that the social science provide the natural setting for meaningfully learning the various school subjects such as languages, sciences, mathematics, fine arts etc.

a.Social Science and History: History has a close relationship with social science is often taught as part of social science at school. History plays an important role in the understanding of man in society and thus in the structuring of social science course. History is concerned primarily either with periods of time in the past or with themes running through centuries. Much of the materials children study in social science involves the concept of the significance of time, which can be used to bring an awareness of the need to see phenomena in terms of their place a chronological scale. History provides a basis and perspective to the important topics in social science such as education, population, war, trade union movements, towns and cities, customs and social moves etc. History as a study of the origins of the present must be an essential feature of any sound scheme of social science. History and social science are interdependent.

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

c.Social Science and Economics : Social science is incomplete without Economic. Social science seeks to develop a competent individual into good, independent and patriotic citizen. This is not possible without some knowledge of economics, which constitutes an integrated part of social science. 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 need of the human being such as food, shelter and clothing. Therefore social science and economics are intimately connected.

d.Social Science and Languages : Language is the medium of literature and literature reflect the cultural heritage of a nation in particular and humanity in general, in various literary forms such as poems, dramas, novels, stories, essays, travelogues, biography context is made explicit. Conversely topics in social sciences can be meaningfully presented and comprehended only with the help of appropriate language skills and by adopting literary forms of expression. Ancient literary works all over the world are pregnant with history – the story of man’s glorious past. Tagore explains it aptly when he says “Literature paints what history depicts. In short languages and social sciences are supplementary and complements to each other.

e. Social Science and General Sciences: All branches of sciences-physics chemistry, biology, etc are making rapid strides both in theory and practice. Their application in the day to day life of human society needs no explanation. The study of the facts, principles and process involved in these sciences can be appreciated and the related attitudinal and value – oriented changes can be brought about in the learners only if these are linked with the history of human life and civilization. In short the study of general science will have to be planned in relation to societal issues. At the same time the historical, cultural, economic and sociological aspects of human life have to be related to the developments in the various sciences that have revolutionised all aspects of human life.

f. Social Science and Mathematics: There is no aspect of life which does not require mathematics. Mathematics has to be taught by correlating it with different aspects and activities of human life to enable children to become useful members of the society. Mathematics is useful in various socially relevant programmes like banking, accounting, budgeting, trade etc.

g. Biological and Social Sciences: Biological principles are of great use to the social scientists. 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. The growth of population is controlled by limiting factors of the environment.

h. 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.

i. Social Science and Fine Arts: Fine arts sublimate innate desires and tendencies of children and channelize these towards socially useful activities thereby making them good citizens. The study of social sciences also aims at the same goals. Study of social science and that of fine arts could be made meaningful and goal oriented only if the relation between the two subjects is made evident by adopting appropriate instructional strategies.

1.8 AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCE

Below are the major aims of teaching social science in the schools

1. To acquaint the child with his past and present geographical and social environment.
2. To enable children to appreciate India's rich cultural heritage as also to recognize and get rid of what is undesirable and antiquated especially in the context of social change.
3. To build social competence. Man is a social being and as such all education meant for his all round development is social education.
4. To build intelligent democratic citizenship.
5. To help the child acquire the right attitudes knowledge understanding and competence which he will need in the interaction with social and physical environment.
6. To help the child gain insight into spiritual economic and political values as forces in human behaviour and human relationships.

7. To provide a pattern and experience of study that will serve as a foundation for specialization later.
8. To develop desirable qualities for an all round development of a rich personality.
9. To foster attitude towards knowledge, life and learning relevant to the present.
10. To promote understanding of all history and all human experience as a process of change and development.
11. To give a sense of belonging. It is one of the important aims of social science studies to give the pupils a sense of belonging to a place to a community to a nation and to the world.
12. To enable the pupils to use their leisure properly. It is one of the important aims of social science to afford opportunity to young people to develop interests that will result in a creative use of their leisure.
13. To help resolve our contemporary social and individual problems one of the most significant aims of social science is to help develop mature judgments on immediate social issues trends and prospects in the fields of regional politics commerce, industry, and national and international affairs. These will help in resolving our contemporary social and individual problems.
14. To foster national feelings. A special aim of teaching social science is to create a desire in the pupils to perpetuate those principles of justice and humanity that control the life of a nation.
15. To promote international understanding.

Aims of Teaching Social science at Primary Stage: The general aims of teaching social science at Primary level are:

1. To help the child to explore and understand his social and cultural environment.
2. To develop in the child a sense of belonging to the society through a gradual widening of his mental horizon from his home and school to the wider world.
3. To acquaint the child with the world of work and to develop in him respect for human labour.
4. To encourage the child to understand that we are striving to build a better life for all.

5. To impress on the child's mind that the formation of our rich and composite culture is the valuable contribution of people of different faiths, regions and linguistic groups.
6. To develop among children respect for all religions and their places and ways of worship.
7. To encourage the child to understand that we are all equal irrespective of sex, creed, language, etc., and that there are no superior or inferior people and that we all should cooperate and organize ourselves to solve our problems.
8. To impress on the child that India with its cultural heritage is one of the important countries of the world that is active in promoting peace, understanding and cooperation among the nations of the world.

Aims of Teaching Social Science in the Middle and Secondary Classes: The main Objectives of teaching History may follow:

1. To promote an understanding of the processes of change and development through which human societies have evolved to their present stage of development.
2. To promote an understanding of the common roots of human civilization and an appreciation of basic unity of mankind.
3. To develop an appreciation of the contributions made by various cultures to the total heritage of mankind.
4. To foster the understanding that the mutual interaction of various cultures has been an important factor in the progress of mankind.
5. To facilitate the study of the History of specific countries in relation to and a parts of the general History of mankind.

The objectives of teaching Geography are:

1. To help students identify the varieties in the distribution of physical and economic phenomena over the surface of the earth, that are associated and which give a distinctive character to particular parts of the earth's surface.
2. To help students analyse the ways of life of the people all over the world, their problems in the light of their varying environments and their stages of economic and technological development.
3. To develop an appreciation of interdependence of various geographical regions.

4. To help students make generalizations with the help of geographical concepts the knowledge of which is of great value in understanding, evaluating and reaching decisions about world problems.

The objectives of teaching Civics are:

1. To promote active and intelligent citizens who have the necessary civic competence to participate in the community affairs effectively.
2. To develop an intelligent understanding of the structure and working of the civic and political institutions of India.
3. To help the students appreciate the role of the United Nations and India's contributions towards maintenance of world peace.

Instructional objectives of teaching Social Science in Primary Classes: A worthwhile Social science programme is designed to enable the students to gain certain basic understanding, acquire necessary skills and abilities and develop attitudes that are needed for effective citizenship in a democratic society. The following may be outlined as the instructional objectives of social studies at the primary stage:

Understanding

1. The basic needs – food, clothes and shelter of man all over the world are the same and man always seeks the help of others in meeting these needs.
2. Man's life on earth is intimately connected with his physical environment. His activities are to a large extent conditioned by it, though he has always been striving with varying success, to turn it to his advantage also.
3. Man's life is made possible by the use of physical resources like soil, water, forests, and minerals. Man needs these resources badly and it is his duty therefore to conserve them and to put them to the best possible use.
4. Man lives in a society where he has to depend on others for his needs. Thus members of states of a country and different countries of the world are dependent on one another. Life is impossible without cooperation.
5. Mutual cooperation, goodwill, trust and a sense of responsibility are essential prerequisite for smooth and peaceful life in the society.

6. In the Democratic Republic of India, all citizens have equal rights and duties. We should understand these fully and discharge them conscientiously.
7. There is a great diversity among the people in the different parts of the country with respect to languages, food habits, dresses and religious beliefs. In spite of all these difference we all are Indians and make one nation.
8. India has a culture of her own, and we as Indians cherish certain values in order to preserve and modify our culture and values.
9. Several great men from all over the world have contributed to the development of Indian culture. We should know also about these great men.
10. There is a great diversity in different countries but all countries are a part of one world. Each country has some important contribution to the world. We should show the same respect to the people of each country and should honour the difference in their religious beliefs and faith.

Information

1. Important facts about the lives and contributions of great men such as Socrates, Lincoln, Lenin, Tolstoy, Mahatma Gandhi and discoverers and Scientists as Columbus, Galileo, Newton and Einstein etc.
2. Important facts about the people of India – National symbols and festivals.
3. Important fact about Indian heritage-monuments, music, dances, religions, scripts, languages, handicrafts, festivals, stories of famous rulers, reformers, writers, scientists and saints.
4. India – Physical divisions, resources, transport and communications.
5. The globe and map of the world.
6. Ways of living in the different parts of the world.
7. How we govern ourselves – fundamental rights, directive principles and – duties of a citizen.
8. Important facts about the United Nations, work of UNICEF, WHO, UNESCO, India in the U.N.
9. Important facts about transport and communications.

Attitudes

1. Respect for people of different religions, communities, languages and occupations.
2. Respect for and pride in the national goals and values.
3. Faith in country's unity.
4. Respect for national symbols.
5. Accepting small responsibilities for the sake of the country.
6. Keen desire to preserve country's independence.
7. Willingness to share responsibility to preserve personal or government property and the nature of the country.
8. Respect for law and government.
9. Respect for teachers and elders.
10. Sympathy for the poor and the helpless.
11. Faith in international understanding and cooperation.
12. Appreciations of natural beauty.
13. Awareness towards change.
14. Self reliance.

Skills

1. While taking part in meetings and working in groups children should be made to:
 - i. Express themselves clearly and logically through speech or writing.
 - ii. Listen to others with due respect and attention.
 - iii. Use respectful language during conversation and to speak on one's turn.
 - iv. Discharge assigned responsibilities, to cooperate with others and to be able to lead others.
 - v. Take active part in meetings, debates, dramas and other activities to work systematically.
 - vi. Arrange exhibitions.
 - vii. Collect information from different sources to present it, to use it and write brief report.
2. While visiting important places in the neighborhood children should be able to:
 - i. Plan tours and excursions.
 - ii. Be courteous and respectful towards others.

- iii. Cooperate and share things with other.
 - iv. Understand the traffic signs and follows the traffic rules.
3. While using maps, charts graphs and globes children should be able to:
- i. Identify, read and compare different types of maps such as simple maps of village district and state, relief maps, historical maps, railway maps, etc.
 - ii. Measure the distance between two places on the map.
 - iii. Locate different places on the map.
 - iv. Read directions on the map.
 - v. Know and understand the meaning of colours and symbols used in maps.
 - vi. Understand the difference between a globe and a map.
 - vii. Read easy and simple charts and graphs.
 - viii. Prepare simple charts and models.
 - ix. Arranging the album, pictures, flowers, leaves and newspaper clippings.

Instructional objectives of Teaching Social Science in Middle and secondary classes

A. Understanding

1. The cultures of different societies of the past and of today are integrated wholes and can be understood fully only through a study of inter- related part of the culture.
2. For most, societies develop through internal processes influenced by ideas from other societies.
3. In India and throughout the world development tends to be towards greater democracy and recognition of human rights.
4. Scientific and technological developments in the world today are helping to bring all people into closer communications with one another.
5. As the world becomes more and more a system of inter relationship among independent nations, nationalism and sovereignty must be interpreted in terms of loyalty to world ideas and institutions.

Information

1. Important facts about Ancient India, Medieval India, Modern India, the history of Mankind and contemporary world and India.
2. Important facts about our civic life, our constitution and Independent India.
3. Important facts about the atmosphere, Lithosphere, landforms of different regions such as Australia, Asia, South America, Europe, the Soviet Union.
4. India and general geographical features such as landforms, climate, natural resources, major occupations, agriculture, minerals, and power Industries.
5. Transport and communication, International Trade, Population of the world and India.

Skills and Abilities

1. Knowledge of where to find needed information and ability to use the simple tools of the social sciences such as maps, globe, charts, graphs, statistical data and government reports.
2. Skill in critical thinking, unrecognizing bias in evaluating sources of information, in weighting evidence, in recognizing and resisting propaganda and in arriving at independent judgment.
3. Ability to participate constructively as a member or leader in group discussion. Ability to help in guiding group activity towards a desired accomplishment.
4. Skill in using various sources to keep informed on new developments in India and the world ability to relate new developments to local, state and national problems.
5. Ability to release lessons from history to the problems of the day.

Attitude

1. Respect for the accomplishments of man throughout history in solving problems and in gradually taking civilization to greater heights.
2. Recognition of the need for change as a normal process through which human existence is improved.
3. Respect for the individual personality, for individual right to freedom and liberty, equality of opportunity, freedom of belief and religious expression and for all other rights and liberties normally associated with the democratic ideal.

4. Respect for democratic processes of decision making and acceptance of responsibility, compromise of personal desires with the common will and appreciation of follower and leader rises.

1.9 SYLLABUS OF SOCIAL SCIENCE AT SECONDARY AND SENIOR SECONDARY LEVELS

One of the important functions of education is preparation for life. The process of education should enable each child to live as a self sufficient individual useful for himself and for the society. A curriculum designed for this purpose would create in him desirable patterns of interest's, attitudes and values. This will be possible because some of the vital core components such as scientific temper positive attitude towards and appreciation of one's cultural heritage, national unity, secularism, religious tolerance, etc., are fairly interwoven in the curriculum and text books of course. The teachers also should be equipped enough to transmit it to pupil. The National curriculum for Elementary and secondary Education – 2000 have included core element the curriculum of Social Science at all levels.

The basis content of Social Science has been drawn from different subjects such as history, geography, civics, economics, etc. and it comprises of material concerning and his environment. The rationale behind such at step is that it would be better if such course content is taught as a compulsory subject up to the secondary stage for preparing the students to make better adjustment with the society. Moreover secondary school might be the final stage education for the majority of children at national level. The following are some of the reasons to include social science core subject up to secondary level of education:

Social Science is not related to the past only. It not only gives the children insight into the socio – economic condition that existed in the past but also makes them aware the present social, economic and political conditions as well as its problems and challenges. This in turn would enable them to make significant contributions towards the solution of these problems. As social science is the scientific study of man in society it should study man in the context of not only the past, but also the present. Another purpose of teaching social science in modern times is to prepare the next generation for democratic living and to develop international understanding. This goal can be realized by handling the subject in way helpful for promoting greater interaction

among different nations through the study their problems, challenges and achievements brought about by science and technology. Democracy is the order of the day. More and more nations are adopting democratic ways of living and form of government. It is therefore essential that children in school be groomed in democratic ways of life and helped to develop democratic attitude and outlook. Social science develops character traits like co-operation goodwill tolerance broadmindedness, self discipline consciousness about one's rights and duties, secular points of view equality etc., among children which would help them in becoming good democratic citizens.

Check Your Progress

Notes: a. Write your answers in the space given below

b. Compare your answer with those given at the end of the init

4. Identify the skill based objective of teaching social science

- a) Acquire knowledge of continents
- b) Understand the patterns of Governments
- c) Develop an ability to draw a map
- d) Develop faith in democracy

1.10 NATIONAL UNDERSTANDING THROUGH TEACHING SOCIAL SCIENCE

National understanding 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.

National understandings mean bringing about economic, social and cultural difference prevailing among people within a tolerable range. It implies doing away with inter-state prejudices based on linguistic and cultural differences. It aims at fostering, increasing respect and affection for those belonging to other cultural and ethnic groups. It consists in saving people from sectional prejudices and prepossessions. It creates and strengthens in them attributes of patriotism and national pride. With the result, basic loyalties are liberalized and existing antagonisms are minimized. In a nutshell we can say that national integration implies a realization of the fact that there can be unity in diversity. The feeling of overall oneness of the nation results in fostering national integration.

1.11 DEVELOPING INTERNATIONAL UNDERSTANDING THROUGH TEACHING SOCIAL SCIENCE

We are living today in a shrinking world. The speed of modern communication and transportation and the range of destructiveness of modern weapons have erased the margin of distance and time. A conflict in any part of the world has a bearing on the life of man in the street. It is common knowledge that the world is divided into armed camps. A race of armament is going on. Recent statistics have shown that the annual expenditure on arms excess 250 billion dollars representing 6 percent of the GNP of the whole world. The expenditure on arms is twice as great in the countries of the third world as in the most advanced countries. This naturally hampers their development. Besides, a feeling of cold war is created in all countries.

And yet today as never before peace is the universal demand right from birth to the adulthood everywhere. The world of sorrow, cold war and competition, needs to be converted into a world of smiles, co –existence and cooperation. This will be possible through international understanding. We must make efforts to cut at the root of misunderstanding because these have led to dissensions which have further led to war causing destruction of the things. We prize mostly peace, prosperity, culture, civilization and so on.

There are two incontrovertible facts in the present day world, the inevitability of international contact and the increasing power of destruction available to the world nations. Equally there are two hopeful prospects, the possibility of greater common understanding through the multiplication of contact and the immense possibility for constructive work thorough mutual

cooperation of the people of all nations. The challenge of the latter two prospects is an educational one. Thus education can accomplish a lot in building up right international outlook and healthy attitudes among the future citizens of the world. Since wars begin in the minds of men, that the defenses of peace must be constructed. Only right education can do the job. It can create attitudes that may lead to better international understanding and cooperation. It can foster world loyalties, a sense of moral values and faith in the human spirit. One of the main purposes of education should be to help the pupils to understand the momentous changes going on in the world around them and appreciate the need for cooperation with people of other nationalities, races and creeds. Education on international lines can make the citizens of tomorrow, the torch bearers of peace and enlightenment.

Our constitution in its Article 51 clearly states that we shall endeavor to

- a. Promote international peace and security.
- b. Maintain **just** and honourable relations between nations.
- c. Foster respect for international law and treaty, obligations in the dealings of organized peoples with one another.
- d. Encourage settlement of international disputes by arbitration.

It is obvious that as a nation, we are committed to maintain honourable relations between nations. In fact the future of mankind as a whole depends on peaceful coexistence. These ideas have to be instilled in the minds of the young at the impressionable period of their life. It is necessary that education should include in its programme knowledge, attitudes and skills which enable the children to understand some of the global relationships in the modern world.

Implications of International Understanding

For the promotion of international understanding it is essential to

1. Know and understand how people in other lands live.
2. Recognize the common humanity which underlies all differences in culture.
3. Work for a fair and just world order with security freedom and fair play for all people
4. Maintain an interest in world affairs.
5. Recognize and help to solve world problems according to practices of democracy.

6. Appreciate the contribution of all people to world citizenship and that there is a human culture.
7. Understand the economic and cultural factors which make the world an interdependent community of the nation.
8. Respect the dignity and worth of human beings by giving them equality of rights and opportunities.
9. Take the world as one unit.
10. Believe in common values and goals for the world community.
11. Understand that victories of peace are greater than victories of war.

This is what we have to strive for through education

The Role of Social Science: Curriculum in general and that of social science in particular can help a lot in establishing a new social order in which every man is a citizen of the world. Social Science is a field of study that easily lends itself to fostering international understanding but can also run it altogether. It depends on how the facts of social science particularly of 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 proved that wars and other international conflicts are not unavoidable as some people maintain, but are precisely the conditions created by group of men. Causes of war in particular should be explained with some critical insight. Economic factors, religious and political fanaticism, fear and distrust should be spot lighted as some of the major causes that bring about international conflicts and wars.

History should be so presented as to link progress with peace. It should not be presented as mercerize of intrigues, aggressions and devastations pillages and conquests organized by kings and rulers, despots and dictator the deeds and misdeeds of our emperors and statement the dates of their birth 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 problems. The unique features of social history and the diverse cultural patterns of the different countries of the world need to be understood. Why not teach history as a struggle of man to reach beyond himself to approximate to the ideal of freedom and a human awakening. Why should it not loop upon

nations great and small as participants in a common enterprise some forward in their undertakings other restricted in their efforts unequal in their contributions but equal in their desire and will for peace and progress.

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 weight age. 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. Their influence gave increased enormously in the present century. The interdependence 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 contributions to the progress of mankind need to be impressed upon the students.

A simplified bird's eye – view of world History given to the students can also help in international understanding. Knowledge of different nations, governments, economy, technology, literature and art would develop in children an idea that each country is like flower in the garden of God and has beauty and fragrance of its own. Thus the pupils of this diversity there is underlying unity – unity of common human feelings and sentiments.

The teaching of history should be with an objective to offer opportunities for studying and analysing the prejudices of colour, race, religion, culture and language. This will help in the eradication of prejudices. Knowledge promotes understanding

Minority groups, other races and other nationalities should be presented justly and fairly. 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 teaching of political conflicts is an important issue in furthering the cause 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 colouring to events. Migration of people from one part to another whether peaceful or otherwise should be recognised as part of history. We should accept 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 action. He must have vivid concepts of the globe, where he can see its parts in terms of whole and where he can see his own country in inter 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.

The ideal human freedom, dignity, equality and brotherhood should be emphasized. Education in social science helps us grow mature and free to flower in love and goodness. To increase wisdom and virtue we should work for general renewal of humanity. 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, the concept of one earth and one family will become popular.

The histories of the different countries need to be rewritten to give them an international slant because most of the time historical facts have been given with certain bias and prejudice. In the interpretation of historical data, facts and figures, details and descriptions have been distorted. Significant accounts have been omitted. Facts quoted out of context have changed the nature and colour of historical events. For instance, Asian History Presented from the European point of view has neither been history nor Asian. There are glaring omissions and destroyed accounts; it is absolutely necessary that historical facts are presented in clear and objective perspective.

History books should be written with a view to eliminate national animosities and prejudices. In the words of Lord Russell, The history book should carefully abstain from glorification of any one member at the expense of any other. They should make past wars between nations appear as foolish.

Ways of Promoting International Understanding

1. Celebrating the days of International significance: The commemoration of the heroes of peace on special days, the celebration of birth day of great men and women of all lands and nation's celebration of international days such as U.N. Day, Children's Day, Armistice Day, Celebration of International weeks, etc can go along ways in developing international understanding. Similarly observance of special days like Russia Day, Armistice Day etc when talks exhibits films etc., pertaining to the particular country may be shown can also prove useful.

In this connection help may be taken from the various embassies.

2. Graphic and dramatic representations of the horrors of modern warfare. These will show up war for what it really is –a silly, futile, sadistic and essentially inhuman business. These will help in making the pupil alive to the dangers of war and advantages of peace.
3. Mock sessions of world bodies such as U.N.O and dramatization of historical events can create international awareness.
4. Organizing Model session of the U.N. Disarmament Commission. Discussion topics as Total Ban on armaments nuclear and conventional Nuclear Test Ban, Non proliferation of nuclear weapons etc., can prove immensely useful.
5. Organization of debates: Debates on topic pertaining to international problems, the role of U.N.O and its organs can be of much use. For example when pupil debate on the proposition as the solution of the problem of disarmament cannot be found within the problem itself, but outside it as the problem is not one of disarmaments as such but rather the problem of the organization of the world community they will realize the necessity of creating a world community.
6. Arranging children's interviews with the foreigners present in our own country. These will provide the children with opportunities of asking all sorts of questions about their country. Thus their mental horizon will be widened.
7. Use of news items broadcasts or telecasts. A news item broadcast or telecast about another country can be converted into pleasant experience for children in learning about that country.
8. Meeting of children from other countries can provide pleasant experience for our children in learning about that country.

9. Biographies of great men and women who fought to establish peace in the world can be a great incentive to the children.
10. Use of books, pictures, films and filmstrips about other countries can be a great incentive to the children.
11. Exchange of photographs, pictures and small gifts may be encouraged among children of all nations.
12. Pen friendship with children of other countries can establish international contact and harmony among children.
13. Sending greetings on occasions of national importance. Children of the school of one country may be led to send greetings to those of the other.
14. International camps: When students and teachers from different nationalities gather together for common living and common work in international camps, way is prepared for international understanding. Work projects undertaken help in working for the welfare of the downtrodden and thus self or national consciousness shades into larger issue of humanity.
15. International study camps: These camps equally help in breaking cultural barriers. They help in creating respects for the cultures and people of different nations. These short term seminars provide an excellent opportunity of studying together various aspects of education for the world society. Excellent opportunities of experience in international living and learning are provided.
16. Study tours: study tours of short duration also enlarge human understanding and sympathy. They provide first hand observation, personal contacts and group discussions and thus life transforming experiences are provided. With change of place we not only change our ideas but also opinions and feelings.
17. Exhibitions of paintings and other works of art: These exhibitions of one country shown in another country can enable us to understand those countries about which we know little or nothing. In the words of S. Radhakrishnan “Art Exhibitions where we have the world with each other’s eyes. Art speaks a universal language and the different artistic traditions foster friendship by enabling us to see the world with each other’s eyes”. Art speaks a universal language and the different artistic traditions are to be regarded as dialects of this universal language. Diplomatic encounters develop differences. Art

exhibitions strengthen unity. International exhibitions encourage a world outlook in the best possible manner.

18. International book fairs: This is yet another way of creating International awareness and International understanding.
19. Maintaining of scrap books: Children should be encouraged to maintain scrap books of different countries which will enable them to understand the world better.
20. Building of museum: Children may be encouraged to collect curios from the different countries. These may be kept in the school museum with the required information about the curio.
21. Organization of projects may be organized on model U.N. Security Council sessions, debating the various international problems. These will develop an understanding of the problems in proper perspective.

Role of the Social Science Teacher: The social science teacher is one of the most important agents for creating and promoting one world understanding. It is he who can reach peace and foster in the rising generation an international outlook. It is he who can become a force for good in the world community.

In order to produce world minded citizens the teacher must be world minded himself. He must extend his background of information if he wants to develop global perspective among his children. He can help to promote better understanding of the world. To enable the children to grow up free from prejudice the social science teacher has to break down prejudices within himself. He should teach the pupil how to think objectively. So far teachers have taught children the history of Americans, Russians, French, English etc. They have not taught the history of humans. To promote the international understanding it is essential that the teacher emphasizes that man remains man first and then he can be called a Russian, American, Englishman and Indian and so on.

Children must be given training in critical thinking. Wars begin in the mind of men. It is therefore important that defense of peace are constructed in the minds of men. The mind should be educated for reasoning and critical thinking. The teacher should help the children to develop social skills which are necessary for creating international understanding. Ability to evaluate and to use constructively the difference of opinion of another person without disturbances of friendly

personal relationship along with the ability to arrive at a consensus on a controversial matter such skills need to be developed among the pupils. These social skills can go a long way in dealing with misunderstandings which arise between different cultures. Giving them correct knowledge and emphasis on correct facts will enable the children to understand the plans and policies of other countries. Thus the way will be prepared for international understanding.

The teacher has herculean task before him. Most of his work can be done in **percept** example criticism and discussion. He should inculcate among the children the right values of life like cooperation, friendliness, love of justice, love of truth and appreciating the contributions of others. He should enable the pupils to recognise the existence of propaganda around him, point out the fallacies in specific terms, refuse to support false propaganda and build a citizenship which will not tolerate the distortion of the truth for national and personal ends.

Teachers of social studies are in a happy position to influence thousands of young minds. If they succeed in making every child world minded, peace will take care of itself.

Check Your Progress

Notes: a. Write your answers in the space given below

b. Compare your answer with those given at the end of the unit

5. Write any two activities to promote international understanding among your students

1.12 VALUES OF TEACHING SOCIAL SCIENCE

Social Science is valuable as a study in more ways than one. Some of the values are general, they are essential outcomes of purposeful activities.

1. **Disciplinary Values:** Social science provides a great mental training. Memory and imagination are as much trained by social science as by literature and geography. The mental

training the child receives from a study of social science is comparison and contrast, in examining the data and arriving at conclusion, in weighting evidence and in connecting the cause and effect and of shifting truth from conflicting accounts is a boon in itself.

2. **Information Values:** Social Science is a wonderful treasure- house of information and can offer guidance for the art, language and literature, social and political life, philosophy speculation and economic development. Adding to information, it banishes prejudices and conservatism.
3. **Educational Values:** Social Science helps to set scientific discoveries and the invention of mathematical techniques in a historical perspective. The stories of transport and communication, of tools and machines of food and medicine of geographical discoveries make it possible for the child to have a more secure understanding of science and mathematics as well as wider sense of the meaning of history.
4. **Ethical Values:** Social Science teaches morality. It is a kind of knowledge which is useful to man in daily life, it teach us by example of time past such wisdom as may guide our desires and actions. It teaches the moral laws of right and wrong.
5. **Cultural Values:** Social Science can very well serve as an effective instrument of civilizing the human mind. It prepares us to understand and tolerate a variety of usage by showing us that societies have been often been transformed. It enables us to understand that the transformations in human history were brought about by change of habits and innovations.
6. **Political Values:** Social science is extremely necessary for completing the political and social rights and responsibilities. Social science is a great teacher which demands no fees for its lessons.
7. **Nationalistic Values:** As an instrument of inculcating into the child's mind a love for his country, its use is unchallengeable in imbibing the young minds with a sense of patriotism. Social science teaching renders an effective service.
8. **Internationalist Value:** Social science if rightly taught, it can show the dependence and interdependence of nations which is the root of internationalism. It can engender the idea of world citizenship.
9. **Vocational Values:** There are several openings for persons who are well qualified in the subject. They can go for the jobs of teachers in schools, colleges and universities, librarians,

Check Your Progress

Notes: a. Write your answers in the space given below

archivists, curators of museums, social service workers, politicians, journalists, foreign and military correspondents etc.

1.13 LET US SUM UP

The present unit attempts to provide a wide knowledge of definitions, meaning, scope and the correlation of social science with other subject. Its importance in the school syllabus, the aims and objectives of teaching social science at primary, secondary and senior secondary classes. The unit also gives a clear picture of developing national and international understanding and the role of social science teachers in the significant task.

1.14. UNIT-END ACTIVITIES

1. Find examples for the relationship of social science with other subjects
2. Suggest activities for promoting national integration for secondary school children
3. List out the values of teaching social science at school.

1.1.5. ANSWER TO CHECK YOUR PROGRESS

1. b), d)
2. c)
3. Write your own answer
4. C)
5. Write your own experience
6. Intellectual , social, ethical, educational , informative, national, Political and vocational.

1.16 SUGGESTED READINGS

1. Kochar, S.K. (1998) “Teaching of Social Studies”, Sterling Publishers. New Delhi
2. Sivarajan K., Thulasidharan T.V., Vijayan N.K., (2007) Social Science Education, Calicut University, Calicut.

UNIT II ACQUIRING OF TEACHING SKILLS AND PROFESSIONAL DEVELOPMENT

Structure

2.1 Introduction

2.2 Objectives

2.3 Micro Teaching – Origin and Development

2.4 Definition of Micro Teaching

2.5 Micro Teaching Cycle

2.6 Important Teaching skills in Social Science

2.7 Core Teaching Skills

2.8 Micro Teaching Procedure

2.9 Integration of Teaching Skills

2.10 Advantages of Micro Teaching

2.11 Limitations of Micro teaching

2.12 Professional Development

2.13 In- Service Training

2.14 Pre- Service Training

2.15 Essential Qualities of Social Science Teacher

2.16 Social Responsibilities of Social Science Teacher

2.17 Problems Faced by Social Science Teachers

2.18 Let Us Sum Up

2.19 Unit-End Activities

2.20 Answer to Check Your Progress

2.21 Suggested Readings

2.1 INTRODUCTION

Teaching skill is a set of related overt behaviours of the teacher (verbal and non-verbal) which are observable, definable, measurable, demonstratable and refinable through practice. The teacher uses teaching skills in pre-instructional, instructional and post instructional stages for achieving predetermined specific objectives. Some of the skills are extensively used by all teachers in routine teaching. These skills are known as core teaching skills. Now each of the teaching skills is discussed below pointing out the salient features and steps to be taken care of. The unit also discusses the various training programmes necessary for professional development of teachers.

2.2 OBJECTIVES

After learning this unit, you will be able to

- Acquire knowledge of various teaching skills which enhance professional development
- Understand the concept of microteaching
- Aware of various skills for effective teaching
- Enable to use the skills effectively
- Aware of the qualities and social responsibilities of a social science teacher
- Understand the problems faced by a social science teacher

2.3 MICRO TEACHING-ORIGIN AND DEVELOPMENT

Micro teaching techniques was first adopted in Stanford University, USA in 1961 by Dwight W. Allen and his co-workers and is now followed in many countries with modified and improved versions. It is a training procedure for teacher preparation aimed at simplifying the complexities of the regular teaching process. Micro teaching is a scaled down sample of teaching in which a teacher teaches a small unit to a small group of 5 to 10 pupils for a small period of 5 to 10 minutes. Such a situation offers a helpful setting for a teacher to acquire new teaching skills and to refine old ones. Micro teaching is a new design for teacher training which provides trainees with feedback about their performance immediately after completion of a micro lesson.

2.4 DEFINITION OF MICRO TEACHING

After the advent of micro teaching in 1961 it has been found out that there are a number of specific teaching skills that can be included by micro teaching techniques. Micro teaching is defined as a scaled down teaching encounter in class size and class time (Allen). It is also defined as a teacher training procedure which reduces the teaching situation to simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing teaching time and class size.

Micro teaching is essentially a training technique. It is called Micro due to many reasons. First of all the teacher trainee is given practice to a small group (5-10 students) for a short duration (5-10 minutes). Moreover it involves only a very small piece of content and concentrates at a time on single sub skill of the major skill which is magnified. Thus micro teaching attempts to reduce the complex teaching into manageable proportion.

Objectives of Micro teaching

1. To enable the teacher trainees to learn and assimilate new teaching skills under controlled conditions.
2. To enable the teacher trainees to gain confidence in teaching and to master a number of skills by dealing with a small group of pupils.

Characteristic of Micro teaching

1. It is a scaled down teaching
2. It is less complex than regular teaching
3. It involves lesser number of students usually 5 to 10
4. Its duration is short about 5 to 10 minutes

Distinction between Micro teaching and Macro teaching

Sl.No	Micro teaching	Macro teaching
1	The teaching unit will be small	The teaching unit will be large
2	The learning group will be small say of 5 to 10 pupils	The learning group will be big say of 40 to 50 pupils

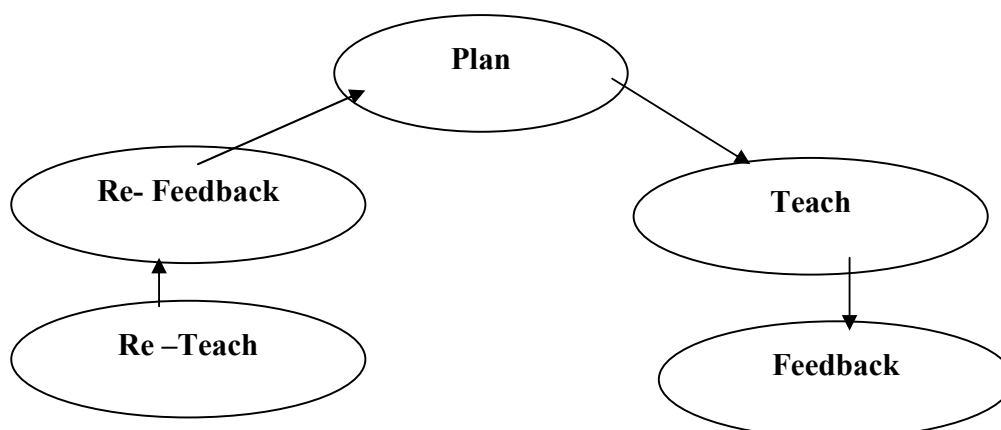
3	The duration of instruction will be small say of 5 to 10 minutes	The duration of instruction will be big say of 40 to 45 minutes
4	Teaching is carried out under controlled conditions	Teaching is carried out in the normal situation
5	Immediate feedback is gained	Immediate feedback is not gained
6	Teacher concentrates on one teaching skill at a time	Teacher adopts several skills at a time
7	Teaching is simple	Teaching is complex
8	Role of the supervisor is specific and well defined	Role of the supervisor is not specific and defined

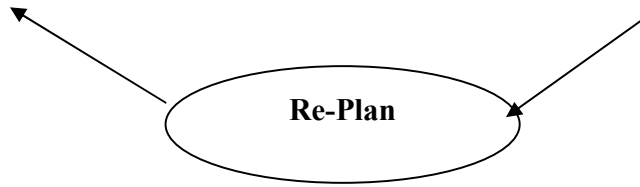
Steps in Micro teaching

1. Defining the skills to be developed in terms of specific teaching behaviour.
2. Demonstration of the skills by the teacher educator by taking lessons.
3. Based on the model, preparation of a micro lesson plan by the teacher trainee, for a suitable content item which calls for application for the skill anticipated.
4. Providing of immediate feedback to the teacher trainee by the observers with a view to help him improve the skills.
5. Arranging re-planning, re-teaching and re-feedback sessions.
6. Repetition of plan, teach, feedback, re-plan, re-teach and re –feed back cycle till the skill is mastered.

2.5 MICRO TEACHING CYCLE

The exact teach, re-teach cycle of micro teaching can be presented diagrammatically as given below



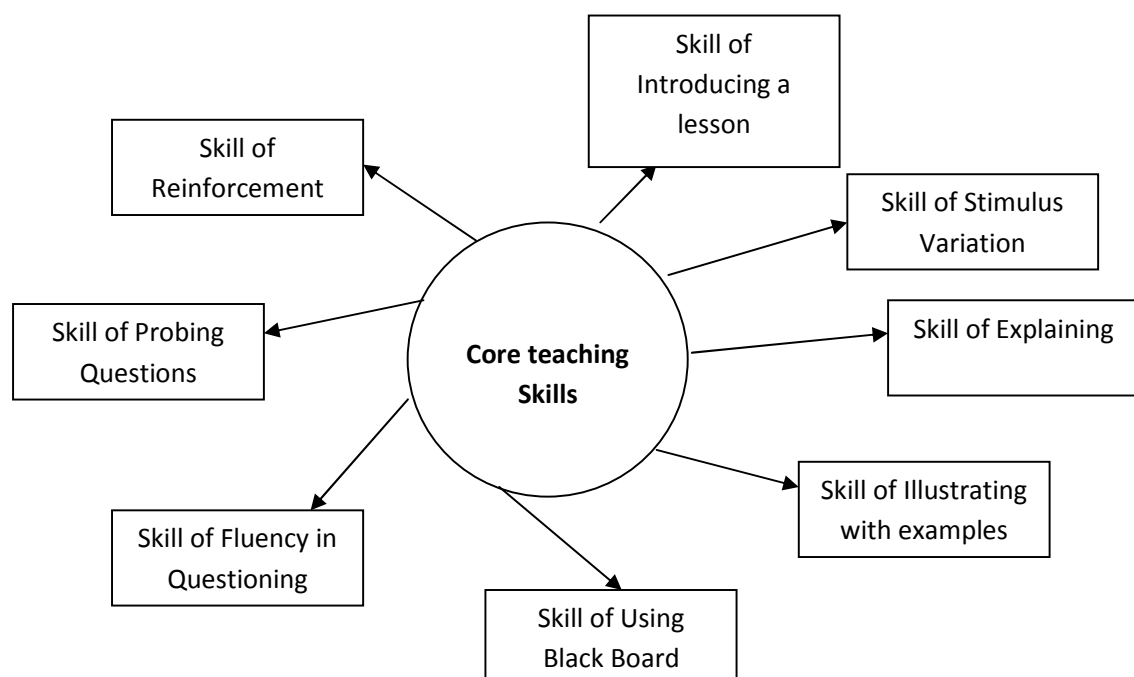


2.6 IMPORTANT TEACHING SKILLS IN SOCIAL SCIENCE

B.K. Passi has given the following list of teaching skills

1. Writing instructional objectives
2. Introducing a lesson
3. Fluency in questioning
4. Probing questioning
5. Explaining
6. Illustrating with examples
7. Stimulus variation
8. Reinforcement
9. Silence and non verbal cues
10. Increasing pupils participation
11. Recognizing attending behaviour
12. Using Black board
13. Achieving closure

Some of the skills are extensively used by all teachers in routine teaching. These skills are known as Core Teaching Skills. Many experts in this field have listed the following skills as core skills



2.7 CORE TEACHING SKILLS

Now each of these teaching skills is discussed below, pointing out the salient features and steps to be taken care of.

1. Skill of Fluency in Questioning:

Questioning is an important teaching skill that a teacher must learn. One of the aspects of this skill is the fluency in questioning. By fluency in questioning we mean the rate of meaningful questions put per unit of time. Now you may be curious to know that do we mean by meaningful which fit in with the issues to be considered under (i) structure (ii) process, and (ii) product. Now we should try to understand what we mean by structure

(i) Structure: It includes grammatical part and the content part of the question which when taken together convey the intent of the question maker. Various criteria for a well structured question are (a) grammatical correctness, (b) conciseness, (c) relevancy and (d) specific. Each criterion is discussed below

(a) Grammatical correctness: It is desirable for the teacher to use grammatically correct language. If the language used by the teacher is wrong it will create confusion in the minds of the pupils. They will spend much time in understating the questions for each such question, the teacher and the pupils will take more time and thus the fluency will decrease. Therefore it is necessary that the teacher should be careful while framing questions.

Example for grammatically wrong questions are given below

- (1) When did Olympic games started
- (2) Where is Laxmibhai born?
- (3) Who teach you English?
- (4) Do Mohan go to Delhi?

The above questions can be asked correctly as follows

- (1) When did Olympic games start?
- (2) Where was Laxmibai Born?
- (3) Who teaches you English?
- (4) Does Mohan go to Delhi?

(ii) Conciseness: It refers to the length of the questions. A question is said to be concise when it does not have redundant or extra words. A question should be direct and straight forward.

The examples for such questions are given below

- (1) When did India get freedom?
- (2) Who is the President of India?
- (3) Which is the most beautiful building in India?

The teacher should not frame the questions in the fashion as shown below

- (1) Does anyone know when did India get freedom?
- (2) Who can tell me the name of the President of India
- (3) Can you tell me which is the most beautiful building in India?

You will find that in the second set of questions the teacher uses many extra words like Does anyone know? Who will tell me? Can you tell me? etc. The teacher diverts the attention of pupils and wastes much of his time in speaking these extra words. These words do not convey much meaning. Time could have been saved by framing direct questions which are short and to the point. This would increase the fluency. Therefore the teacher should ask direct questions.

(iii) Relevancy: An irrelevant question is that which is not related to the topic on hand. A question is also irrelevant when it contains terms which are not explained earlier.

Study the following example

Example I

(Teacher is teaching a lesson on The celebration of Independence Day)

Teacher: When do you celebrate Independence Day in your school?

Pupil: We celebrate Independence Day on 15th of August

Teacher: Who elects the President? (Irrelevant question as it does not relate to the Independence Day celebration)

The last question in the above example is irrelevant. The teacher wastes his time unnecessarily by framing questions which are not to the point. Therefore as a teacher you should ask the relevant questions so that the pupils may answer your questions correctly and quickly and you can put more questions.

(iv) Specificity: Another criterion for well structured questions is that it should be specific. A specific question calls for a single answer. It increases the fluency in questioning.

Examples for this type of questions are given below

(1) Which is the highest mountain in the world?

(2) Who discovered America?

Here, you might have observed that the answers to the above questions are specific and they require only one correct response. They are easy to answer. Therefore these questions would increase the fluency. On the other hand if the teacher frames questions which are general in nature, they will take longer time to respond. Since there can be either many correct responses for long responses for each of such questions the fluency in questioning will decrease.

Examples for the general questions are given below.

(1) What do you know about the reign of King Ashoka?

(2) Tell me something about the climate of the Tundra Region.

(3) What were the causes of the First World War?

In the above example it is not clear what specifically the teacher wants to elicit from his pupils. If the pupils start responding to these questions it will take much of their time and questioning will not proceed further. Therefore if the teacher wants to increase the rate of or fluency in questioning, he should avoid such general questions (sometimes these questions are called vague questions)

(ii) Process : The word process implies the way of asking questions. The following issues would be considered as under

(a) Speed of asking questions: The teacher should speak out questions neither too hurriedly nor too slowly. If the questions are altered too slowly they will decrease the fluency as it is time consuming. On the other hand if the questions are asked too rapidly and there is no brief pause after the question, then the pupils may find it difficult to comprehend. They will take much time in understanding the questions. Consequently, the fluency will decrease. Even though, apparently it appears that by asking questions rapidly the fluency would increase, it is therefore suggested that teacher should give brief pause after the question in order to enable the pupils to understand the question. An example where the teacher gives sufficient time for the pupils to think over the questions is given below

Example 2

Teacher	:	How many months are there in a year ? (After a brief pause he points to Sara)
Sara	:	There are twelve months in a year
Teacher	:	Which is the first month of the year ? (The teacher pauses for a while)
Ashok	:	January is the first month of the year

(b) Voice of the teacher: Another criterion related to the process is the voice of the teacher. It should be audible and clear to all the pupils in the class. The teacher should put questions in a raised voice in order to enable the pupils to hear the teacher even if they are sitting on the last benches. If the teacher does not speak in a clear and loud voice the pupils may not follow the question. They may ask the teacher to repeat the question again or may not respond at all to the

teachers questions. Hence the fluency in questioning will decrease. It is also essential that the questions could be put in a pleasant tone and in a friendly manner.

Apart from the issues discussed above, there are certain hints which are to be kept in mind for increasing the fluency in questioning

(c) Repetition of questions by the Teacher: When the teacher repeat his own questions unnecessarily, the fluency decrease. Unnecessary repetition of questions by the teacher is an obstacle in the way of fluency for the following reasons : (1) Questions repeated in different ways may confuse the pupils. The pupils may not understand what the teacher expects (2) the pupils come to know that the teacher repeats the questions. They get into the habit of attending to the question only at the second time (3) much of the time is wasted in the repetition of the questions. The pupils may hence become inattentive and may not give proper response. Keeping in views these defects of reption it is suggested that the teacher should avoid repeating the questions if he wants to increase the fluency.

(d) Repetition of Answer Given by Pupil : As there are some teacher who are in the habit of repeating their questions similarly there are many teachers who repeat the answers given by pupils. If the teacher generally repeats the answers of the pupils then the other pupils get conditioned to listen to the teacher only. They do not listen carefully when the earlier pupil is giving the answers. This results in more talk by the teacher and less participation by the pupils. Hence it is hindrance in the way of increasing fluency in questioning. Therefore the teacher should refrain from repetition because it merely wastes time, encourages inattention and decrease fluency in questioning. In the example given below you may notice that the repetition of the pupils response in unnecessary.

Example 3

Teacher	:	Who was called the father of the Nation
Pupil	:	Gandhiji was called the Father of the Nation
Teacher	:	Yes, Gandhiji was called the Father of the Nation Where was he born?
Pupil	:	He was born at Porbundar

Teacher : Yes Gandhiji was born at Porbundar

To sum up the above discussions the skill of fluency in questioning involves asking as many meaningful questions as possible within a given unit of time. A question is said to be meaningful if it is (i) Well structured – grammatically correct, relevant, specific and concise (not lengthy); and (ii) put in a proper process proper speed and pause and suitable voice.

A question becomes more meaningful when it is followed by a pupil response (product) Details regarding the product are given below

(iii) Product : The term product refers to the pupil's response. Many a times it happens that nothing is wrong with the structure or the process of the questioning. But even then the pupils do not give any response; several reasons may be given for such a situation. Some of the important reasons can be enumerated below. (i) The pupils may not be intelligent enough to understand the questions put to them, or the questions may be of higher difficulty level. (2) They may not be interested in the lesson due to lack of interest they may be inattentive in the class (3) They may lack the previous knowledge. (4) There may not be any rapport between the pupil and the teacher.

In all such situations the teacher should re-examine and verify the underlying causes for pupil non-response. Once he search about the cause he can find out the remedies for that particular type of behaviours of the pupils in the class. He can diagnose the difficulties of the pupils by directly putting questions like, Are you following the question that has been put? Are you interested in this lesson? etc. In this way the teacher can know why the pupils are not responding to the questions. Secondly it can be through indirect ways involving close observations. Here the teacher recognizes the pupil's attending behaviour in the classroom. Pupils may be inattentive due to fatigue, disturbing physical environment etc. The cause once located and remedied by suitable means by the teacher should remove the non-responsive behaviour of the pupils.

We have discussed above the three aspects of a question, namely structure, process, and product, the nature and contents of pupils response are governed by phenomenon other than the question on hand.

2. Skill of Explaining :

In classrooms right from grade-I through higher grades the teacher explains ideas and concepts. It is the most commonly used skill and is the essence of instruction. When a pupil does not clearly understand the ideas what the teacher tries to convey he generally asks for an explanation

Generally a teacher is said to be explaining when he is describing ‘How’ ‘why’ and sometimes ‘what’ of concept, phenomenon, event, action or condition. Explaining can be defined as an activity to bring about an understanding in someone about a concept, principle etc. that it is an activity to fill up a gap in someone understands. When a person comes across a new phenomenon he may relate it to the past experience. Explaining involves filling up the gap in his understanding of the new phenomenon by relating it to his past experience. Thus explaining depends upon the type of past experience, the type of the new phenomenon and the type or relationships between them.

In a classroom an explanation is a set of interrelated statements made by the teacher related to a phenomenon, an idea etc. in order to bring about or increase understanding in the pupils about it.

The following are the desirable behaviours which you will practise and develop and undesirable behaviours which you will avoid in order to develop the skill of expanding.

	Desirable behaviours	Undesirable behaviours
i	Using explaining links	Stating irrelevant statements
ii	Using beginning and concluding statements	Lacking in continuity in statements
iii	Testing pupils understandings	Using inappropriate vocabulary
iv	Questions followed by correct answers	Lacking in fluency
		Using vague words and phrases

Thus the skill of explaining involves increasing desirable behaviours and avoiding undesirable behaviours mentioned above

(i) Using Explaining Links: This involves using linking words and phrases in the statements of an explanation. Such links make the explanation clearer by bringing continuity in the statements used. They also give a clue that the person is explaining. They are generally conjunctions of prepositions which explicitly indicate the causes, consequences, reasons behind space sequence,

time sequence, means or purposes of an event, concept, action or condition. In order to make your explanation effective use as many explaining links as possible. The following are some of the explaining links which are generally used

the result of	In order to	the function of
therefore	in order that	the purpose of
hence	since	the implication of
as a result	because	next
as a result of	the cause of	after
consequently	so that	before
that's why	what... if	through
the consequence	why	by
due to	but	
this is how	thus	

(ii) Using Beginning and concluding statements : Generally before an explanation certain statements are made for setting the minds of the listeners. Similarly after the explanation, certain statements are made which conclude the whole explanation. Although such statements made in the beginning of an explanation or at the end may not directly contribute to the understanding of what has been explained. They are important for the following reasons.

The beginning statements create mental readiness on the part of the pupils to listen to what is going to be explained. The concluding statements or summarising statements help in consolidating what has been explained.

(iii) Testing Pupils Understanding : This behaviour of the teacher involves putting questions to pupils to test whether or not they have understood what has been explained. Although this may not be a part of explaining, it is essential because it helps in knowing whether the purpose of explaining the concept or phenomenon has been achieved or not. You know that the main purpose of explaining is to bring about understanding. How to test whether this understanding is brought about or not? It is by putting questions. You have already learnt how to put good questions. In testing pupils understanding you need not put a large number of questions eliciting

every bit of what has been explained. Two or three questions based on the key points would be sufficient.

(iv) Stating Irrelevant Statements: While explaining a statement becomes irrelevant when it is not related to and does not contribute to the understanding of the concept or phenomenon being explained, such statements not only hinder pupils understanding but also distract their attention from the subject of explanation and thus lead to confusion.

(v) Lacking in Continuity: This refers to break in the sequence of ideas or information presented during explaining. During explaining continuity breaks in the following situations

- a. When a statement is not logically related to the previous statement.
- b. When a topic already taught is referred to without showing its relationship with the subject of explanation.
- c. When there is no sequence of place or space on the contents of explanation.
- d. When there is no sequence of time and
- e. When the statements are irrelevant.

(vi) Using Inappropriate Vocabulary : This involves using terms unknown to the most of the pupils of that age group and grade level. Although it is difficult to decide the appropriateness of the vocabulary to be used, you can do it by experience. This involves subjective judgement. Sometimes more difficult technical terms are used to explain certain simpler terms. Such instances you can locate easily and avoid them. Sometimes almost all the technical terms used in an explanation may not be appropriate for the particular class or age group. If you are aware of the contents and sequence of the contents in the prescribed text book for that particular class it will not be difficult for you to find out the inappropriate vocabulary.

(vii) Lacking in fluency : It occurs when a teacher speaks incoherently. There is a lack in fluency when a teacher speaks half sentences or reformulates in the midway of a sentence or a statement. When there is a lack in fluency, it not only distracts pupil's attention from what is being explained but also hinders their understanding of the subject of explanation

(viii) Using vague words and phrases : Sometimes while explaining a teacher uses such words and phrases which indicate that he is failing to make something explicit. The use of such words

and phrases hinders the understanding of what is being explained. Some such words and phrases which are generally used are given below

Some	much	Somewhat
many	something	the rest
things	probably	almost
a little	perhaps	type of
might	may	seems
few	in fact	actually

It also includes such as you see, you know etc., which are often repeated and form a part of teacher mannerisms.

3. Skill of Stimulus Variation :

The skill of stimulus variation includes the behaviours namely (i) Movements (ii) Gestures (iii) Change in speech pattern (iv) Focusing (v) change in interaction styles (vi) pausing and (vii) oral- visual switching. Each of these behaviours is described in details below

(i) **Movements:** Study the following three situations. One teacher is teaching from the table without moving away from it. Another teacher is continuously waking throughout the class while teaching. The third teacher moves in the class but every movement has a purpose – may be to check what pupil at the back are doing or to write something on the board or to remove boredom or to sustain attention of pupils. You will definitely agree that the third teacher is the most capable of securing and sustaining pupil's attention at high level. The first teacher creates boredom in the class or pupils lose their attention in the lesson being taught. There is a natural lose in their attention in the lesson being taught. There is a natural tendency for them to lose their attention from an object when they observe it continuously for a long time. In the classroom that object will be the teacher.

Their attention is diverted from the teacher who stands at one place for a long time and hence from the lesson. The second teacher moves continuously and this frequent change also lead to inattention in pupils.

Hence, in order to secure and sustain attention in pupils you have to move about in the class. This movement should be within the limits so that pupil's attention level is maintained.

(ii) Gestures: The various gestures that you can use in the class to draw pupil's attention are head, hand, and body movements. Using such gestures you will be more expressive and dynamic in your presentation in class. The oral message is less effective in conveying meaning than an oral message combined with gestural ones. As a teacher you should consciously attempt to extend the range and frequency of your gestures enhancing oral communications with gestural cues. Gestures can be made by movements of the parts of the body to direct attention to emphasise importance to explain emotions or to indicate shapes sizes, movements etc.

(iii) Change in Speech Pattern: Whenever you want to express emotions or feelings you can modulate your voice. The sudden variation in this stimulus will attract attention of the pupils. Sometimes while reading a lesson a teacher has to read certain sentence emphasising anger. Then he can increase the volume of his voice and suddenly slow down. These sudden changes in the pitch of the voice will make pupils attend to the idea being told to them.

Thus you may make a note that sudden or radical changes in tone, volume, or speed of the teacher's speech (including a strong emphasis on particular words or phrases) are effective in drawing attention of the pupils.

(iv) Focusing: Here you use such behaviours that direct or focus pupil's attention to a particular point which the pupils have to notice or observe. Such behaviours can include certain verbal statements (Verbal focusing) or gestures or movements (gestural focusing) and both verbal statement and gestures (verbal and gestural focusing).

- a) Verbal Focusing : When you say 'Look at this diagram', 'Listen carefully to this' 'Now here is something really important,' 'watch what happens when you connect these two points' pupils attention will be directed immediately to that particular aspect which you are emphasising.
- b) Gestural focusing: This involves focusing or directing pupil's attention to particular points in the lesson by using only gestures, head, hand and body movements for example you can point with your finger to the boundaries of a country on a map or important words on the blackboard. Of course this you can do when pupils are already looking at the map or you

can focus pupils attention to the way you are drawing the figure, similarly you may underline the important words which would be the focus of discussion in the classroom.

- c) Verbal and gestural focusing : This involves both verbal and gestural focusing. You can focus pupils attention both by pointing to a figure and saying verbally ‘look at this figure.’ In this example verbal and gestural focusing are simultaneously used and they are complementary to each other in directing pupils attention.

(v) Change in Interaction Styles: When two or more persons communicate with each other orally there is said to be oral interaction between them. In a classroom there can be three styles of interaction among pupils and teacher – (a) teacher pupils or teacher – group interaction (b) teacher pupil interaction and (c) pupil - pupil interaction.

(vi) Pausing: Pausing means introducing silence during talk. In the classroom if you as a teacher are continuously talking or asking questions without giving time to pupils to respond, pupils lose their attention in the lesson. Hence in order to sustain pupil’s attention in your classroom, introduce certain pauses during your teaching and before and after asking a question. Sometimes you use silence to secure pupils attention. Suddenly if the teacher becomes silent during teaching it immediately draws pupils attention towards the teacher and hence towards the lesson.

(vii) Oral –Visual Switches: As a teacher, generally you will be either telling something to the pupils information through (oral medium) or showing something to them (through visual medium). Sometimes you will be doing both simultaneously (information through oral –visual media). Each medium of giving information has its own advantages and disadvantages. But here you are concerned with drawing and sustaining pupil’s attention. If you are continuously giving information to the pupils through anyone of the media mentioned above – oral and visual there is likelihood for pupils to lose attention in what you are conveying. It implies that if there is a change in the medium through which you give information to the pupils generally pupil’s attention will be drawn towards it. Hence such frequent changes help you to sustain pupil attention of what you are conveying.

4. Skill of Reinforcement :

You know that all the pupils need social approval of their behaviours. When they are answering or responding in the class, they are eager to know whether or not their answers or response are

correct. In that case, what do you think of the pupils when they come to know that the answers given by them are correct and the teacher is happy will it also not make them happy. You are right if you say that the pupils feel happy and get encouraged. Can you guess what effect it will have on their reactions when the teacher puts questions next time? You are right if you have guessed that this time they are more eager to respond correctly and get teachers and other pupil's approval or appreciation. Thus their participation in the class increases. In such a situation you will say that the pupil's behaviour of responding correctly is reinforced or strengthened. In other words it may be said that there is reinforcement (positive) in pupil's behaviour.

You will also learn that the teacher reinforces (strengthens) the pupils behaviour not only by the verbal statements but also by facial expressions and movements (nonverbal). There are various ways in which the teacher can reinforce (strengthen) the pupil's desirable behaviour.

(i) Positive verbal reinforcement: Students can be encouraged through verbal expressions like Good, right, fine, well done, excellent, carry on, Go ahead etc.

(ii) Positive non verbal reinforcement : Teacher uses gestures or some other behaviour to reinforce pupils responses.

Nodding of the head, smiling, patting, friendly look etc. are examples. Writing pupil's answer on the board for others to watch also can be an effective reinforce.

(iii) Negative verbal reinforcement : Words like not right, not up to the mark, try again etc. can be considered as negative reinforces.

(iv) Negative non - verbal reinforcement : Disapproval without using words has the effect of negative reinforcement.

Gestures such as frowning, staring, shaking the head etc. also have the same effect.

(v) Denial of reinforcement: Certain teachers do not attempt reinforcement in situations that warrant it. This is likely to discourage pupils. Such teachers are really losing an opportunity to inspire pupils for active participation in the learning process.

(vii) Inappropriate use of reinforcement : Reinforces should be wisely selected by teachers. It should suit the nature of the response. Inappropriate use (for example intensity of reinforcement being not appropriate to the response) will lessen its effect.

5. Skill of Using Blackboard :

You all know that blackboard or chalkboard is the visual aid most widely used by the teacher for classroom instruction.

Description of the Skill of Using Blackboard

- I. Legibility of handwriting
- II. Neatness in the black board work and
- III. Appropriateness of written work on the blackboard

(I) Legibility of handwriting : The handwriting is said to be legible when there is maximum ease in reading it. What makes the handwriting easier to read, i.e., legible? You are correct if your response includes the following points. (a) Every letter should be distinct (b) There should be adequate spacing between two letters and two words (c) The slantness of each letter should be closest to the vertical (d) The size of the letters should be large enough to be read from the far end of the room. (e) The size of the capital letters should be just bigger than that of the small letters, but not so much exaggerated so as to form an obstacle while reading (f) All capital letters should be of the same size and all small letters should be of the same size. (g) The thickness of the lines should be of same width. Now you will learn about each of the above points under legibility of handwriting.

Spacing between letters and words : The second factor that makes handwriting legible is adequate spacing between two letters and two words. Adequacy should be judged from the point of view of ease in reading the handwriting. Hence the two points to be remembered for a legible handwriting are : (a) every letter should be distinct and (b) there should be adequate spacing between two letters and two words.

Size of the letters: If the size of the letters written by a teacher on the board is so small that pupils in the last row cannot read it. You will agree that the size of the letters should be large enough to be read by the students in the last row. Of course the size depends on the grade level.

of the pupils. But the minimum size should be that which can be easily read from the far end of the room (last row) Generally $2\frac{1}{2}$ high letters are suitable to a distance of 30 feet Now recollect the four points that contribute to legibility of handwriting They are : (a) Every letter should be distinct (b) There should be adequate spacing between two letters and two words (c) The slantness of each letter should be closest to the vertical (d) The size of the letters should be large enough to be read from the far end of the room (last row)

(II) Neatness in Blackboard Work : (a) The words and the sentence should be written in the horizontal lines parallel to the base of the blackboard (b) There should be adequate spacing between the lines (c) There should be no overwriting that makes blackboard work untidy. (d) Relevant matter which is under focus of classroom discussion should be retained on the blackboard.

(III) Appropriateness of written on the blackboard.

Continuity in the points: While using the black board write the salient points of the lesson one after the others as and when they are introduced. There should be continuity in the points being presented on the blackboard. Thus, the pupils will know how the lesson has been developed. Continuity means a point should be logically related to the previous one.

Brevity and Simplicity: Write them in a simple and clear language so that the pupils at a glance are able to recollect the whole lesson.

Only the salient points in the lesson which form its gist are given so that the pupils at a glance can recollect the whole lesson.

Drawing attention and focusing: While developing the lesson or writing the blackboard summary, underline the important points or use coloured chalks for drawing the pupils' attention to those points, for emphasis some points, or for bringing contrast with other matter being presented on the blackboard.

Now again recall the components of skill in using blackboard They are (1) Legibility of Handwriting (2) Neatness in the blackboard work, and (3) Appropriateness of written on the blackboard.

2.8 MICRO TEACHING PROCEDURE

Micro –teaching procedure involves three phases they are

- 1. Knowledge acquisition phase:** Observing the demonstration of the skills and analysing it and discussion about the demonstration.
- 2. Skill acquisition phase:** Preparing the micro lesson involving the skills and practising the skills while teaching.
- 3. Transfer Phase:** Evaluating performance through feedback, re-plan, re-teach and transfer of skills to actual class teaching in macro sessions.

This process is summarised in the following tables

Phase of Micro teaching procedure

Knowledge Acquisition Phase		Skill Acquisition Phase		Transfers Phase	
Observe	Analyse	Observe	Analyse	Observe	Analyse
Trainees observe the demonstration of skill by teacher educator	Trainees and the Teacher Educator discuss about the skill demonstrated	Trainees prepares the micro lesson	Trainees practises the predetermined skill	Observers evaluate the performance of the trainee	Trainees transfer the skill to actual teaching situation

2.9. INTEGRATION OF TEACHING SKILLS

Having armed the teacher trainees with a battery of teaching sub skills, the next stage is the integration of those sub skills into the major skill. A deliberate programme for integration of sub skill is called Link practice or Link Lessons. They are many methods for Link Practice. One of the methods is that after practising three sub skills separately the trainee may combine all the three sub skills in a lesson of 10 minutes. He then practices another set of three sub skills separately and links them. He then combines all the six sub skills in single lesson of 15 minutes.

This procedure is repeated till all the sub skills are combined in a macro lesson of 40 minutes and teaching a full class.

2.10. ADVANTAGES OF MICRO TEACHING

Micro teaching is flexible and adaptable to different needs and purpose. It has many advantages as listed below

1. Teacher trainees trained through micro teaching are found to perform better than the one trained by traditional method in which practice was given through ordinary demonstration lesson and criticism lessons.
2. It employs a training strategy specially meant for the purpose of developing skills.
3. It helps accomplish specific teacher competencies.
4. The teaching practise gains a higher degree of organisation because factors such as time, number of students etc could be controlled
5. It helps gain deeper knowledge due to feedback and re-plan re-tech cycles.
6. It is more effective in modifying teacher behaviour.
7. It helps in developing important teaching skills such as questioning, providing reinforcement, increasing pupils participation etc.
8. It is an effective technique for transfer of teaching competencies to class room situation.
9. It provides many opportunities to trainees to build up desired patterns of behaviour in an non threatening environment.

2.11. LIMITATIONS OF MICRO TEACHING

1. It is skill oriented, content is not emphasised.
2. It emphasised specific skills, but may result in the neglect of integrated skills.
3. It covers only a few specific skills.
4. It may raise administrative problems while arranging micro lessons.

After mastering each specific skill through micro teaching sessions, the teacher educator can arrange a number of macro sessions depicting actual classroom situations. This will help in integrating the specific skills into complex major skills.

Check Your Progress

Notes: a. Write your answers in the space given below

b. Compare your answer with those given at the end of the unit

1. What is micro teaching?

.....
.....

2. List the core teaching skills

.....
.....

3. What are the sub skills of stimulus variation ?

.....
.....

2.12 PROFESSIONAL DEVELOPMENT

Teaching profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives. A profession is characterised by a sufficiently long period of academic training an organised body of knowledge on which the undertaking is based on appropriate duration of formal and rigorous professional training in tandem with practical experience in the field and a code of professional ethics that bins its members into a fraternity.

Aims of Professional Development : The aims of continuing professional development programmes for teachers are to

1. Explore, reflect on and develop one's practice
2. Deepen one's knowledge of and update oneself about one's academic discipline or other areas of school curriculum
3. Research and reflect on learners and their education

4. Understand and update oneself on educational and social issues
5. Prepare for other roles professionally linked to education teaching such as teacher education curriculum development or counselling
6. Enable teachers to work towards prioritised goals in education such as universalisation and inclusion
7. Influence social attitudes and generate greater commitment to constitutional values and overcoming discrimination in the classroom
8. Prepare teachers to lay enhanced role in the education system as resource persons, or principles etc

Activities for Professional Development

1. Become members of associations which have from time to time, taken up academic activities and organised conventions and meetings to discuss professionally important developments
2. Be involved in text book preparation and indeed even in the preparation of training modules
3. Work in the block and cluster resource centres as well as to contribute to training as resource persons
4. Act as members of committee formulating educational policies
5. Participate in NGO initiatives in several parts of the country that have developed and implemented models of teacher professional development and support in ways that directly impact the classroom practices
6. Attend seminars, workshops, conferences
7. Pursue higher qualifications like M.A.,M.Sc.,M.Ed.,etc
8. Exchange teaching position, either in the same school or through exchange programmes
9. Visit other schools to study different methods of teaching the facilities etc
10. Write articles etc for professional journals like School science, Indian educational Review
11. Participate in refresher courses to get acquainted with the latest developments in the field

12. Participate in the national integration camps which are being introduced for primary school teachers organised in different parts of the country Each camp is attended by primary school teachers drawn from different states and regions

2.13. IN-SERVICE TRAINING

Principle of designing in-service training

Content and Pedagogic Approach

1. Principle of space – space to think and develop one's own ideas
2. Clarity of aims and objectives
3. Principle of choice needs of the teacher time and utility
4. Principle of interactivity with colleagues and resource persons
5. Related to real life experiences activities in keeping with teachers day o day activities

Addressing Teachers as Learners

1. Principle of acknowledging what the teacher already knows
2. Principle of respect of the teacher as a professional programmes must build on and strengthen the teachers own identity as a professional teacher and in many cases, also establish and nurture the linkage with the academic disciplines of their interest
3. Principles of freedom to assess quality and the extent to which it relates to their needs
4. Principle of balance over training routinised and superficial training leads to cynicism and training fatigue

Short and Long Term Courses : Courses of short and long duration designed to develop either specific skills or areas of interest could be developed and offered to teachers to attend over the year. For example, DIET could design and offer courses in specific topics such as teaching decimals developing honesty among children or AIDS education Some of these could be of a short duration, say 4 to 5 days while others may even be for a longer period of time from 1 to 3 months to enable teachers to develop a specific core area in which they need to strengthen their knowledge base and professional skills e.g using puppets in the English classroom, organising and managing group activities.

Use of Distance Media : ICT including TV radio, telephony and internet are useful as resources and providing access to ideas or for the wider dissemination of information.

Sabbatical for Study and Research : Teachers could be provided with the option of taking a year off to pursue a course or spend time at another school, university or NGO in order to learn and study. Such sabbaticals could be tied to a report or even a publication for wider dissemination that is produced at the end such sabbaticals could also be linked up with an appropriate mentor on the site to guide the teacher during this period.

Professional Conferences and Meetings : Attending meetings and conferences connected to the profession. Teachers could be permitted to avail of duty leave 3-4 days a year to attend such meetings.

Professional Forum, Resource Rooms and Materials : Providing professional for a such a meetings in the school and in the cluster to discuss and review one's practice to plan for annual work, calendars and on a weekly and monthly basis to plan for one's teaching as well as to discuss with colleagues. The school academic head and resource persons at the cluster or block level is an essential aspect of the teaching profession.

Faculty Exchange Visits and Fellowships : A few exchange teacher fellowships could be provided for each district to enable selected teachers to go for period of three months to one academic year to a school in another state within the country or even outside the country, to teach and learn there.

In service Education and Professional Development : There is a need for

1. Improving the quality of training programmes and training institutions
2. Expanding training facilities
3. Making adequate provision for the continuing professional education of all teachers
4. Creating appropriate agencies both at the centre and in the states for the maintenance of standards in teacher education

2.14 PRE-SERVICE TRAINING

The input stage in the teacher preparation process is comparable to recruitment into the profession. Candidates to the teaching programme whether B.Ed or D.T.Ed., should be selected based on a set of criteria which includes content knowledge, formal and informal education accomplishments related to technology, and a disposition for organising and sharing knowledge and competencies with children. Admission to the course should be highly competitive and should involve interviewing as well as competence testing. A teacher needs analysis within the target region should be done to rationalise the setting up of teacher training colleges by the NCTE and also to justify the recruitment process from year to year. By examining the entire teacher development process from recruitment through pre service preparation to the first two years of teaching, continuity from the beginning teacher's perspective is enhanced and programme excellence is fostered.

Check Your Progress

Notes: a. Write your answers in the space given below

b. Compare your answer with those given at the end of the unit

4 List any three activities of professional development.

.....

.....

5 What are the organisations provide in-service training to teachers?

.....

.....

2.15 ESSENTIAL QUALITIES OF A SOCIAL SCIENCE TEACHER

Social Science Teacher

When we talk of education with special reference to the teaching learning process we are reminded of a person who can make instruction easy for the students by making the learning

material understandable and by guiding the learner at every step such a person is known as the 'Guru' or the 'Teacher' there is a popular saying. The teacher shows his student the right path leads him towards his goal, along that path. There is no doubt in that education should be child centred. The abilities, interest, tendencies, aptitudes and capacities of children should be given due place. But who is going to identify these potentials and endowments of children and channelize them accordingly of course it is the teacher who has to do it. It is the teacher who makes education child centred. Various types of educational materials are required to provide education to children; different means of education have to be employed various types of methods, tools, techniques and devices have to be followed. But without the teacher all these become meaningless. The whole process of teaching revolves around the teacher. Teacher design the curriculum selects the appropriate teaching methods as well as tools and techniques and identify the needs and abilities of pupils before starting the instructional process. Over and above all these the teacher has to provide constructive leadership for the regeneration of society and national development. The future of the nation is moulded in class rooms and it is the teacher who nourishes it.

Every subject teacher occupies a peculiar and specific role to play in his own area of study. In the teaching of social science the teacher occupies a pivotal role. The teacher of social science deals with attitudes, values, ideals and appreciation to a large extent than teachers of other branches of study. This is because social science more than any other subjects demands the expertise of well prepared conscientious men and women who teach the subject.

The qualities may be categorized as

- I. Scholarship
- II. Professional Training
- III. Personality
- IV. Teaching Skills
- V. Human Relations

I. Scholarship : Gaining scholarship warrants the following

1. Acquaintance with problems of present day life and awareness about social issues
2. Back ground of a liberal education

3. Constant reading of newspapers, magazines and other materials
4. Wide reading of books on the subject taught
5. Sound knowledge of the subject taught

II. Professional Training :This involves training suitable for

1. Creating interest desire for improvement and urge for professional growth
2. Development of positive professional attitude
3. Engaging elaborate reading and study of professional books
4. Creating interest in reading educational magazines
5. Mastering professional skills

III. Personality . It has three aspects

1. Physical aspects
2. Inner virtues
3. Executive abilities

a. Physical Aspects: These include

1. Personal appearance including dress body, language, social expression, mannerism and personal cleanliness
2. Etiquette including good manners observances of social norms, courtesy and refinement
3. Voice rich and mellow
4. Good language command including excellence in pronunciation enunciation and correct grammar
5. Health and hygiene

b. Inner Virtues: These include

1. Enthusiasm
2. Fairness
3. Friendliness
4. Optimism
5. Patience

6. Self control
7. Sincerity
8. Sympathy
9. Tactfulness
10. Understanding
11. Executive abilities These includes
12. Adaptability
13. Directive ability
14. Industry
15. Initiative
16. Organising ability
17. Resourcefulness
18. Self confidence
19. Self reliance

IV Teaching Skills.

The core training programme package aiming at enabling the teachers to acquire mastery of manipulative skills for enhancing their teaching effectiveness includes the skills

a. Skill of Class Management

1. **Control and modulation of facial expression.** The teacher should enter the class as a balanced person. Neatness and simplicity in dress and appearance should essentially be maintained. The teacher must be calm and confident and this should be reflected in all his expressions and gestures.
2. **Greeting and taking up proper positions in the class.** The teacher is expected to offer greetings while entering the class and then occupy the central place, facing the class. He should move to the central place when students are offering greetings orally or by standing up and then face the class and respond to the greetings.
3. **Movements** (location in the class room) Appropriate movements are required for performing balanced supervision of the class in general and for making him readily available to a student who seeks help.

4. Use of appropriate gestures in various situations and during various stages; Gestures that express approval, appreciation and disapproval have a great bearing on learning. Smiling when a smile is unwanted, providing encouragement when it is not really required and frequently showing displeasure will have negative effects. In short gestures should be quite appropriate to the situation

Quality as social being

1. Social moderator and engineer: Social science has always been the proper study of mankind meaning the study of human relationships. Such studies have a special broad emphasis because they are clustered around problems of social behaviour. Social science as a discipline involved diverse information drawn from many standard discipline of knowledge. A social science teacher, therefore has to be very much concerned with human relations. I.B. Berkson has observed as a specialist in human relations he is called upon more often than many of his colleagues for public appearances and as a moderator of discussion of current and public interest.

2. Objective up right person: Another quality to be possessed by a social science teacher is objectively in all situations. The contents of the subject involve controversial issue and as such subjectivity leading to conflicts may creep in at anytime. Within these controversies citizens have to maintain an objective style of thinking by making adjustments ad by giving value to others points of view. If this is to be developed in students, the social science teacher has to be objective in all aspects related to instruction.

3. Deep knowledge of the subject : The primary task of any teacher is to transact knowledge of the subject matter in such a way that this results in the total sustainable and transferable development of the learners. If this is to happen the teacher should have a thorough mastery of the curriculum material. It is very necessary to bear in mind that lack of subject preparation stands near the top of virtually every list of causes of teacher failure. A social science teacher not be a specialist scholar in the various branches but he should essentially master the curriculum content with insight.

4. Application of field study theory : Teachers of social science should develop interest and skills for the conduct of investigation through field studies. He has to develop the same traits among his learners also. Each problem that comes up for investigation and learning is a field that

has to be approached with a spirit of inquiry so that it can be examined from different points of view and solved with the help of knowledge drawn from all the related disciplines.

5. **A well informed teacher** : The content of social science changes rapidly as the world changes. The children of today grow up in a rapidly changing moving and accelerated universe. They want latest and up to date knowledge. This warrants thorough insight into the latest developments in the economic, social, political and cultural life not only of their own country but also the world at large. The teacher of social science should also acquire a broad understanding of the family, community state, nation and the world.

6. **Widely travelled person** : First hand information regarding the important and significant cultural geographical and historical buildings and places, art galleries, museums, dams, factories etc will make social science education enriched and dynamic travels will also enable the social science teacher develop breadth of outlook and depth of understanding. This in turn will assist him to interpret the cultures of the different part of the country and the world and to use deep insight thus gained to promote emotional national and international understanding among his pupils.

7. **A good communicator**: Only a good communicator can guide discussion, stimulate interest and create in the classroom a conducive environment. Only in such an environment will students feel the challenge to work and learn together. He should be a good story teller and a man of imagination.

8. **Skilled in the use of technological aids** : A social science teacher is expected to possess adequate skill in the use of various aids, which would enable him to bring vividness and attractiveness to lessons. Skill in map drawing is also very essential.

9. **An interpreter of various experiences**. M.L. Jacks while discussing the functions of a social science teacher has observed “Above all he is an interpreter – interpreting not only the experiences of his pupils but also the community to which he belongs. A social science teacher is in a very advantageous position to bring together the past and the present, the new and the old, the alien and the native, the near and the distant.

2.16 SOCIAL RESPONSIBILITIES OF THE SOCIAL SCIENCE

TEACHER

Social responsibility demands that a social science teacher not only cares about actual students; but also must understand and prepare them and show them how fit into future community. So to prepare students to be good citizens by providing them ways to help the institution itself be a good citizen while learning to be good citizens themselves; Therefore the social responsibility of teachers' emphasis on how:

1. To create leadership development opportunities for students and to foster a commitment to social and civic responsibility;
2. To enhance the employability of students by providing opportunities to build a strong resume and to explore career goals;
3. To promote learning both for students and for community members;
4. To play a role in creating capacity in the community to work on complex societal problems.
5. To design a more effective way for the campus to contribute to economic and community development; .
6. Challenging encounters with important issues
7. More a way of learning than specific content
8. Prepares students to be intentional learners who can adapt to new environments, integrate knowledge from different sources and continue to learn throughout their lives
9. Prepares students who will be intentional, empowered, informed and responsible.
10. Open up boundaries and stimulate the exchange of ideas using some of the strategies of learning organizations:
11. Celebrate the diversity of the school community. Recognize all of the intellectual levels of the students and allow them to participate in the community.
12. Incorporate environmental literacy into all of the content areas. Teach students about the interdependence of life forms; that materials flow through our ecosystems; that we are consumers of resources; that humans have an effect on environmental systems.
13. Create school democracies that have real power. Allow student governments to make recommendations to parents and school leadership groups. Assist students in learning the process of decision making.

14. Encourage students to make small changes through group action.

2.17 PROBLEMS FACED BY SOCIAL SCIENCE TEACHERS

1. **Breadth VS Depth** Social Science standards are often written so that it is virtually impossible to cover all the required material in the school year.
2. **Dealing with controversial Topics** Many topics in social science course deal with sensitive and at times controversial issues (E.g) Casteism, Religious issues.
3. **Making connections to students lives** Many of the topic deal with past and very difficult to connect with the lives of students The teacher have to work very hard to make those topics interest.
4. **Need to vary Instruction** There is a tendency to give a great deal of lectures But social science must be taught through various methods and activities.
5. **Staying at the lower level of blooms Taxonomy:** Much of teaching social science revolves around names, places and it is very easy to create assignments and test that do not move beyond the recall level of blooms taxonomy.
6. **History is interpretative** History is written from the view points of the writer History text might describe the same event in a different way based on who wrote them. This gives a tough problem for the teacher who deals with them.
7. **Too much reliance on Text books:** Some social science teachers rely too much on their text books in class.
8. **Lack of Interest** Many students come into a social science classes with a particular dislike of the some will complain that it has nothing to do with their lives others will just say it is boring.
9. **Lack of resources available:** The schools sometime lack the learning a sources for teaching social science.

Check Your Progress

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

6. What qualities you would develop as a social science teacher?

.....
.....

7. What are the challenges you face in your classroom while teaching social science?

.....

2.18 LET US SUM UP

The present unit gives a clear knowledge of the teaching skills. A teacher must aware of those skills and to practise in the classroom to make the class effective. Further the unit deals with the required qualities of social science teacher and the professional development and its importance, the organisations that provide in- service training to teachers and the programmes of in- service training. The unit also highlights the social responsibilities of the social science teachers and the problems faced by them in the teaching learning process.

2.19 UNIT END ACTIVITIES

1. Observe the teachers teaching social science and identify the skills used by them in their teaching.
2. Prepare an episode to practise the skill of explaining.
3. Identify the qualities you need to strengthen as a social science teacher.

2.20 ANSWER TO CHECK YOUR PROGRESS

1. Micro teaching is a training technique.
2. Skill of introduction, explanation, stimulus variation, questing, use of blackboard, illustration with example and reinforcement.
3. Movement, Gesture, Change in speech, Interaction pattern, Pause, Focus
4. Membership in professional association, professional contacts, pursue higher qualifications, attend seminars and workshops etc
5. SCERT, NCERT, DIET
6. Write your own experience

7. Write your own experience

2.21 SUGGESTED READING

1. Passi, P.K. "Becoming a better teacher" Sahitya Mudranalaya Publishing, Ahmedabad
2. Agarwal J.C.(1992) Teaching of Social Studies, Vikas Publishing House, New Delhi

UNIT III CURRICULUM

Structure

3.1 Introduction

3.2 Objectives

3.3 The concept of curriculum

3.4 Definition of curriculum

3.5 Importance of Good social science curriculum

3.6 Foundations of curriculum construction

3.7 Types of curricula

3.8 Principles of curriculum construction

3.9 Approaches to curriculum organization

3.10 Let us sum up

3.11 Unit- end activities

3.12 Answer to check your progress

3.13 Suggested reading

3.1 INTRODUCTION

Social Sciences are the sources and storehouses of scientific social knowledge. As one of the major curricular goal it aims at equipping children with learning experiences in the context of social relationships. As such familiarity with cultural norms, geographical settings, civic and political institutions and with special reference to developmental changes in the cognitive domain has to be a major objective. Same is the case of the development of the affective domain in terms of personal qualities, interests, attitudes and values. The fostering social competence is the sole responsibility of social science (Rajput, 2001). But such goals cannot be reached in a vacuum. We require some appropriate medium through which the anticipated change could be brought about. The social science curriculum is the most appropriate medium required for the purpose. As such every social science teacher has to get a clean and thorough knowledge of the importance, meaning, scope and nature of a good social science curriculum together with the principles for its development and transaction.

3.2 OBJECTIVES

After learning this unit, you will be able to:

- Acquire the knowledge of the concept curriculum.
- Develop the skills to design a good social science curriculum.
- Understand the development of social science as a subject.
- Understand the various approaches of social science curriculum.
- Enable to apply appropriate approach in designing social science curriculum.

3.3 THE CONCEPT OF CURRICULUM

The term curriculum is derived from the Latin word ‘currere’ which means path. In this sense curriculum is the path through which the student has to go forward in order to reach the goal envisaged by education. Quite often the term curriculum is understood by many as a group of subjects prescribed for study in a particular course. But curriculum is not confined to this narrow view point. Curriculum should in no way be considered as synonymous with courses of study. The courses of study list much of the content to be learnt and indicate some of the major activities but these form only part of the curriculum. But curriculum should be considered as a broad based term encompassing every aspect concerning a course of study. Curriculum for a course of study may be conceived as the totality of experiences a pupil is exposed to within the boundaries of the school and outside while undergoing that course, with a view to achieve the anticipated educational goals.

3.4 DEFINITION OF CURRICULUM

Curriculum has been defined by different persons in different ways. Some base the definition on its narrow scope while others define it in a much broader sense. Let us now acquaint ourselves with some of the definitions of curriculum.

1. Curriculum is a tool in the hands of an artist (teacher) to mould his materials (pupils) according to his ideals (objectives) in his studio (School) – Arthur Cunningham
2. Curriculum embodies all the experiences which are utilized by the school to attain the aims of education – Munroe
3. Curriculum is made up of everything that surrounds the learner in all his working hours – H.L. Laswell

4. Curriculum is that which the pupil is taught. It involves more than the act of learning and quiet study. It involves occupations, productions, achievement, exercise and activity –
H.H. Home

In brief curriculum is the means of achieving the goals of education. It includes all those activities and environmental influences to which the student is exposed during his educational career, which in turn results in deep rooted experiences for him. These experiences then help for the realization of a variety of anticipated goals

Curriculum and syllabus: Curriculum is not merely syllabus because the latter is only verbal, book oriented and theoretical, while the former is not. Syllabus is much more specific speaking of the details of the items prescribed for study, the sequential order of presenting the content etc. It forms the basis for writing text books, preparing teacher's guide and planning lessons. Syllabus places more stress on the specific learning materials to be internalized. On the other hand the scope of curriculum is much broader and deeper for it comprehends every aspect of the educant's life, seeks to satisfy all his requirements and aspires to develop every aspect of his personality. Of course, syllabus is an important aspect of the curriculum as it clearly states what materials are to be taught and in which order but its scope is limited. The two terms should not be treated as synonymous. In addition to what is prescribed in the syllabus the curriculum encompasses various kinds of curricular and co-curricular activities as well as the various aspects of social, natural and educational environment with reference to which the experiences are transacted. In short it includes all learning experiences that would lead the learner to the anticipated goal.

Check Your Progress

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

1. What is curriculum?

.....
.....

2. Write the difference between curriculum and syllabus

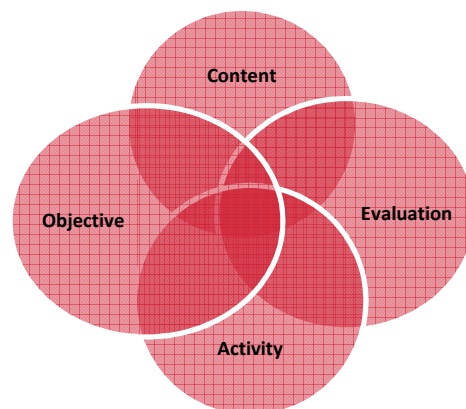
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3.5 IMPORTANCE OF GOOD SOCIAL SCIENCE CURRICULUM

Curriculum is intimately related with all aspects of education. While education is a developmental process, geared towards a coveted goal, curriculum is the input as well as the medium that provides goal oriented direction to that process. While education is the result of learning, curriculum signifies situations and experiences for learning. Education deals primarily with why or for what purpose, but curriculum deals with the why, what and in what way. Curriculum is the plan for guiding the goal oriented educative process. This plan considers four important components namely:

1. The objectives (decided by philosophical, sociological and psychological considerations).
2. The content or learning material.
3. Teaching – learning strategies and activities (transaction).
4. Evaluation.

The four components of curriculum can be represented with the help of the following figure:



A curriculum can be said to have the following major functions to realize

1. Synthesis of the subjects of study and life: The primary function of the curriculum is to provide the educants those subjects of study which will enable them to bridge the gap between school life and life outside the school.

2. Acquisition and strengthening of knowledge: Acquisition of relevant knowledge in various subjects may be considered as the most fundamental requirements for making the above

synthesis possible. Hence it should be considered as a primary function served by the curriculum. By providing and integrating knowledge in the various fields the cognitive structure gets strengthened.

3. Complete development: The aim of education is to achieve the physical, mental, social, moral, religious and spiritual developments of the learner. The curriculum aims at making such a complete / total development possible.

4. Development of democratic values: In all democratic countries the curriculum of education is meant to develop values of equality, liberty and fraternity so that the educants may develop into worthy citizens of a democratic society. Special emphasis is laid on the development of values such as tolerance, respect for others, co-operation, we-feeling and civics sense. This development aims not only at creation of national outlook but also at introducing a spirit of internationalism.

5. Satisfaction of the educant's needs: It is seen that a great variety of interests, skills, abilities, attitudes, aptitudes, etc., are possessed by the educants. A Curriculum can satisfy these multifarious needs and requirements of the educant.

6. Realization of values: The ultimate aim of education is the development of character and what is required for this is to help the educant internalize various desirable values. Hence one of the functions served by the curriculum is enabling the educant build up a desirable valuable system.

7. Harmony between individual and society: The success of a democracy depends upon the efficiency of the individuals as revealed in their personal life as well as social life. The society has to look after individuals while the individual has to contribute for the development of the society. Hence, creation of an environment which enables the individual to achieve individuals as well as social efficiency leading to the betterment of the society is another function served by the curriculum.

8. Creation of suitable environment: Whether all the aspects described above would be realized depends on the efficiency of the learning environment provided. Such an environment must assist the educand in achieving the maximum possible development of his intellect,

emotions and skills. Hence creation of environmental conditions appropriate for each situation is a very important function served by the curriculum for developmental education.

3.6 FOUNDATIONS OF CURRICULUM CONSTRUCTION

Any curriculum if it is to serve the purpose for which it is constructed must be based on sound foundations. As any system of education should be based on the philosophical foundations, the curriculum too should be developed accordingly.

1. Philosophical Foundation: It is philosophy of a society that determines the ultimate aims of its education. The social structure and its economic organization are also based on philosophical foundations. Philosophy considers such fundamental and profound issues such as man's place in the universe, mutual dependence of man and nature, the aims of society, the relationship between man and society and so on. Various philosophies such as idealism, Naturalism, Pragmatism, Realism, etc., have different views on these issues and hence different answers too. These differences are sure to be reflected in the respective educational systems and hence their curricula also.

2. Sociological Foundation: The sociological foundation of education demands that we should bear in mind the needs, requirements and aspirations of the community for which an educational system is designed, also the needs of the learner have to be considered. It takes into its cognizance not only the present needs of the pupils but also their future needs as citizens and adult members of the society. For serving these functions the cultural heritage of the society also should be reflected in the curriculum.

3. Psychological Foundations: The most important basis of curriculum formation is psychological consideration. In modern times so much research has been conducted in the sphere of educational psychology that it has become an independent branch of study. The results of these research studies have great impact on the shaping of curricula. This is only natural because curriculum is the means to the educant's development and hence it should be shaped in tune with the psychology of the learner.

3.7 TYPES OF CURRICULA

Corresponding to the differences in the nature of various educational systems there have been variations in the concept and nature of their curricula too. The modern concept of education is much different from that of the traditional one. New systems of education have developed in tune with new philosophical, sociology and psychological principles and outlooks in tune with the characteristics of these systems. New types of curricula also have emerged. Some of the major types of curricula are discussed below

1. Traditional or subject – centered curriculum: The traditional curriculum which has been in vogue for a sufficiently long time, is conceived in terms of subjects of study. Such a curriculum is organized with the greatest emphasis on knowledge including facts, concepts, principles, processes and skills in the subject concerned. All stress was on the cognitive attainment of the learners rather than on their personal and social development

2. Activity centered curriculum: Comenius suggested that, whatever has to be learned must be learned by doing. Rousseau said, “Instead of making the child stick to his books I keep him busy in the workshop where his hands will work to the profit of his mind”. Pestalozzi declared that “verbal system of teaching neither suits neither the faculties of the child nor the circumstances of life”. All these led to the activity principle in education which laid the foundation for activity centered curriculum. In activity centered curriculum, subject matter is translated into activities and knowledge is gained as an outcome and product of those activities. Activity is used as the medium for imparting knowledge attitudes as well as skills

3. Child centered curriculum: In this curriculum learner oriented subjects should be chosen and taught, keeping in view the social, emotional and intellectual needs of children as well as their capabilities and developmental status.

4. Experience centered curriculum: This lays stress on the experience which the individual is to get while participating in the process of learning. Under this pattern experience of the individual is the starting point of learning and not the subject matter or the interest of the individual.

5. Undifferentiated curriculum: This means a curriculum which does not aim at the specialized study of various subjects. Specialisation should come at the higher secondary and college levels only. At the primary and secondary stages we should have differentiated or integrated curriculum. Development of all round personality is possible only through integrated experiences

and the only means of bringing about this integration is the unification of subjects. Here in lie the importance of undifferentiated curriculum.

Check Your Progress

Notes: a. Write your answers in the space given below
b. Compare your answer with those given at the end of the init

3. State the foundations of curriculums

.....

.....

4. As per your opinion which is the best type of curriculum? Rationalise

.....

.....

3.8 PRINCIPLES OF CURRICULUM CONSTRUCTION

Educationists have laid down certain general principles for developing curriculum. Some of these basis principles are indicated below

1. The Principle of Child Centeredness: Curriculum should be child centred. It must be based on the needs, requirements and circumstances of the child. The child needs more experience than instruction. If we wish our pupils to reveal initiative, co operation and social responsibility we should incorporate these qualities in them by means of meaningful activities appropriate to their stage of psychological development. True education can be acquired only through activity and experience. Curriculum meant for any particular stage, therefore should be framed in accordance with the child's developmental characteristics as well as his / her capabilities and needs at that stage.

2. The Principles of Community Centeredness: Besides treating each child as an individual, we should also view him as a member of the community to which he belongs. In fact the learner is going to be an active member of the community as a citizen. It is therefore, quite desirable that his needs and desires must harmonise with the needs and desires of those amongst whom he has to live. The child cannot be educated in a vacuum. He is to be educated in a school established by the society and by interacting with other members of the society. The goals formulated by the school which spend upon the purpose of society determine the nature of the curriculum. But the society is not static, it is dynamic and continuously changing. Living in this ever changing modern world is not as simple as it used to be in the past. Any curriculum has to prepare the learners to face this challenge posed by the community with efficiency.

3. The Principle of Activity Centredness: Action is the sign of life. Man is an active being therefore the curriculum should provide for a variety of activities both physical and mental in which children are naturally interested. The activity must be connected with the child's desires and needs as well social and educational requirements. Emphasis should be given to learning by doing through the activities of hand, head and heart. These may be in the form of play activities at the ECCE stage, project activities at the primary stage and constructive and creative activities at the secondary stage. At the same time it has to be remembered that physical activities should lead to mental reflection.

4. The Principle of Integration: By integration we do not merely mean integration of subjects what is required is the integration of the child's needs on the one hand and the needs of the democratic society on the other. Integration warrants that different activities carried on in school and the experiences thus gained should not be treated in watertight compartments. Instead these should be so designed as to lead the child to establish a functional unity with the environment such a curriculum will safeguard the general liberal and vocational aspects of education

5. Forward Looking Principle: The aim of education is to prepare the child for an effective adult life. Therefore the curriculum should reflect an insight into the future life of the child It should enable the child to prepare for a worthy life. It should prepare him for a vocation. It should equip him with the caliber to meet the challenges of life in future.

6. Conservation Principle: The curriculum should preserve and transmit the traditions and culture of human race. It should embrace such subjects topics or activities by which students should cultivate sense of respect for their traditions and culture, selection of such items should however be made with great care, according to the mental development of children.

7. Renewal Principle: While conserving and transmitting the cultural heritage education should cater to renewal of the culture to suit the requirements of changing times. Hence curriculum should be so constructed as to facilitate renewal of the society by infusing dynamism in all aspects.

8. Creative Principle: God has created the universe and men have created a variety of things in it. By nature man is creative. Therefore education should be so molded as to enable one develop one's creativity. The curriculum should consist such items as to enable children to exercise their creative powers so that creativity is fostered, which in turn will enable them to modify their environment according to the needs of time.

9. Motivation Principle: The curriculum should be tailored to suit the needs and interests of the pupils. It must be goal directed. It should thus motivate the pupils to actively participate in the learning process with an innate desire arising out of intrinsic motivation.

10. Maturity Principle: The curriculum should be suited to the mental and physical maturity of the pupil.

11. The Principle of Preparation for Life: The school curriculum should include such elements that would prepare children for their future life. That is they should be able to earn their livelihood sufficiently and adjust themselves with the society efficiently. It should equip the child with the caliber to meet the challenge of life.

12. The Principle of Elasticity and Flexibility: Since the needs of the individual and the society go on changing a rigid and static curriculum cannot meet the requirements of the child or of the society. Moreover experiences to be presented have to be modified to suit the environment, societal conditions, learning atmosphere etc. Also pupils differ in intelligence tastes and skills too. The curriculum by its elasticity can cater to all such requirements posed by environmental and individual differences

13. The Principle of Comprehensiveness: The curriculum must be comprehensive enough to confirm to the needs of various individuals or communities. It must be broad-based to include a wide variety of subjects suited to the needs of various types of pupils and the society with all its diversities. Comprehensiveness has to be reflected also in its potential to cater to the comprehensive or total development of an individual.

14. The Principle of Balance: Curriculum should maintain proper balance between direct and indirect experience, liberal and professional education, individual and social aims compulsory and optional subjects etc.

15. The Principle of Utility: Curriculum should be of practical use to the pupil and hence should maintain vocational and technical bias. Due emphasis should be given to work experience.

In short a curriculum should be well balanced, properly graded, fairly broad based and appropriately designed for meeting the needs of the child on the one hand and those of the society on the other.

Factors Contributing to Curriculum Organisation:

Though curriculum is the core of the whole education enterprise it is in turn influenced by other aspects of education. These factors also should be considered while organizing the curriculum. The following are a few such factors

1. Pupils
2. Teacher
3. Text book, instructional materials and infrastructure
4. Examination and Evaluation
5. Guidance and Counselling
6. Supervision and Administration
7. Research

Check Your Progress

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

5. Write any four principles of curriculum construction.

.....

3.9 APPROACHES TO CURRICULUM ORGANISATION

A variety of ways and approaches to organizing a social science curriculum have been tried out. Each one of these has some limitations and strength. It is the responsibility of the teacher to ensure the achievement of objectives according to learner's need, age level, as well as societal and national / international demands. Rigidity in organizing the curriculum in a singular manner will generate an imbalance in achieving the goals stated. The following section will focus on the various approaches of curriculum organization of social studies and the governing factors in adopting alternative approaches too.

1. Integrated Approach: Let us examine two examples of the organization of content when the purposes are similar

Let us assume that a teacher wishes students to gain some understanding of the horrors of war and to be able to suggest peaceful alternatives to international conflicts

1. These objectives can be fulfilled by a course in world history. Following a study of world war – I students might explore the costs of that war, the way hostilities might have been prevented, how the war was settled and whether the settlement laid the foundation of world war – II.

This teacher is using a specific war as springboard for teaching students about the tragedy of war generally and why wars must be avoided.

Another teacher with the same objective might organize a two three weeks of teaching on the following questions

Can world war III be prevented? During the study students might discuss such topics as the nature of war in the twentieth century, the psychology of war prevention and nuclear deterrence the economics of armaments and international conflicts resulting from competition in ideology any trade etc., throughout their study students would use information from a variety of disciplines.

Thus the first teacher is teaching social studies as academic subjects, while the second teacher is pursuing social studies as an integrated subject. There are three justifications for favouring an integrated approach to social studies

- i. It is psychologically sound
- ii. It is philosophically sound

It responds to the changing nature and scientific study. An integrated approach can design the instruction in consonance with children's stage of mental growth. Secondly, it is more likely to maintain focus on enhancing individual goals and promoting social goals. Thirdly, advances in scientific knowledge have broken boundaries between traditional, academic disciplines and new disciplines. For examples areas such as political behaviour, economic history and cultural geography have taken the place of old singular disciplines and new fields of studies. Environmental studies, global studies, etc., have emerged and they draw their content from various traditional disciplines. Hence the integrated approach is being justified on the above grounds

Integration in the organization of content can be achieved in many ways but at least three alternatives which are significant should be noted:

1. Integrating while preserving disciplines identification.
2. Integration through social science concepts and generalizations and
3. Integration through unification

In conclusion, it can be stated that the integrated to social studies may demand more of teachers than instruction based on single subject basis but it will be more stimulating experience.

A serious limitation or obstacle in encouraging an integrated approach to social studies is that pre-service training of teachers mostly does not prepare them adequately for such a task, as their

preparation is for single discipline teaching and sometimes it is difficult for them to visualize integration. Even then in spite of the limitations the teaching of social studies in an integrated way is growing worldwide.

2. Correlation Approach: Between the extremes of social studies perspectives from separate subject at one end to integrated at the other views including interdisciplinary and multidisciplinary approaches. As per the title these approaches reject loyalty to one single subject. An interdisciplinary approach link two or more separate subject areas. For example politics and economics may be linked together to form political economy, the new subject is a merger of major portions of two distinct disciplines. The term multidisciplinary approach is often used to describe efforts to take advantage of concepts, methods of enquiry and conceptual schemes from many disciplines bringing them into a combination deemed useful to the course designs. The position that these two approaches occupy depends upon how they are used. Whenever the subject of social studies is being taught in separate segments like history, geography and so on it would be a mistake to assume that history and geography courses are not influenced by other subjects. Within individual classrooms, teachers can and frequently introduce multidisciplinary information and view points while the practice is not widespread. Curriculum planners are giving increased attention to interdisciplinary and multidisciplinary approaches. For example while talking about our independence movement if we talk about Indian democracy this could be a correlation between history and civics

3. Unit Approach: A unit means simply a group of related experiences covering a time span which is short enough to enable pupils to hold everything in mind, appreciate the connections and grasp the various segments as a whole.

A unit is part of a total programme, but it has an identity of its own. Unit plans commonly include reference to goals, objectives, content, methods, resources and evaluation plan.

Of the various ways of organizing material in social science courses the unit approach predominates in practice. Approximately 150 to 160 daily lessons per year are normally provided in a social science course. The grouping of related lessons into about ten or twenty or more major units to be divided into an average of six, seven or eight lessons each provides a feasible

course of action, both in planning, instruction and in comprehending the scope of the course. Each such unit will include related materials that are parts of a meaningful whole.

Advantages of the Unit Approach

1. The unit approach is well suited for the development of the abilities and skills involved in cognition as well as in democratic outlooks, ideals and processes.
2. The organization of experiences and materials into units is sure to facilitate the child's ability to formulate significant concepts, relationships and processes.
3. A unit because of its flexibility will enable teachers to adapt instruction to suit individual differences of children.
4. In a unit the needs of the learner can be given top consideration.
5. It is impossible to study heterogeneous items of a topic in one stretch. Unit being a logically sound division will make comprehension easy.

Limitations

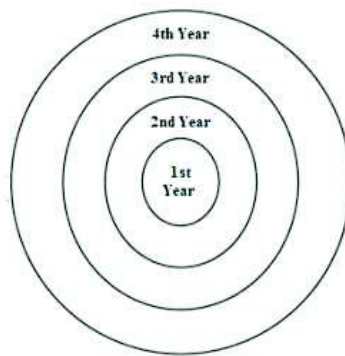
1. If the items of a unit are not well planned, with a wholistic approach they will become mere groups of isolated facts.

4. Concentric Approach

According to this approach, children in the primary classes begin to develop simple generalizations about man carrying on his everyday activities. Gradually as they progress through the middle and high classes they work with more and more difficult arrangement of information and as a result deepen and reshape the dimensions of their generalization about these activities. Thus by the time they complete the secondary stage children refine the same generalizations many times using increasingly more abstract levels of thought at each higher echelon of learning. An attempt is made to design a sequential arrangement of experiences that will produce a spiral of cumulative learning areas of study at each level are treated wholistically, whatever is taught to the child is a whole in itself at the same time leave scope for additions to be made with the addition of understanding and maturity on the part of the child.

For instance it is very important that children should know our freedom struggle. In the primary classes, the information about this unit will be imparted through some of the more important

leaders. In the middle stage the information will be imparted through events the India National congress, partition of Bengal, the Gandhian era – Civil Disobedience, the INA, quit India Movements. In the secondary stage the pupils will learn to compare and contrast the freedom movement in our country with other countries of the world. Similarly it is important that children should know about the United Nations and its role in international peace. In the primary classes, they will know something about the importance of cooperation among nations work of UNICEF, WHO, UNESCO, India in the U.N. in the middle classes again information will be provided about the need for cooperation, co-existence, the united Nations etc. in greater detail. In the secondary stage more information will be imparted about international peace and cooperation and the role of India in the United Nations and the world. Thus in the initial stages thinking is a simpler level and as the child advances in age and understanding he can think in more abstract terms. Learning is continuous and unbroken through the primary and secondary stages the learning sequence progresses from the simplest unit to the most detailed in gradual stages as is clear from the figure given below.



Thus concentric approach is nothing but devising a strategy that fosters, continuous unbroken learning of the subject matter of social studies through the primary, middle and secondary stages.

Although in this approach the path is narrower, the way is simpler, the pupils gets somewhere and will not easily forget his journey. Moreover interest and for the more intellectual it will be the basis on which surely academic and specialist studies can be built.

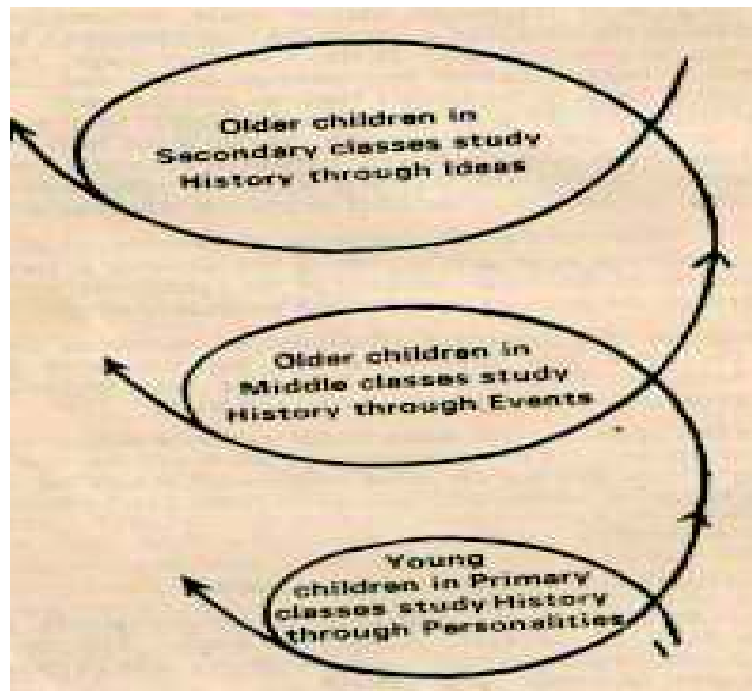
Limitations

The approach is criticized on many grounds

- (i) It is argued that the approach is psychologically unsound the same facts are repeated again. The presentation being devoid of freshness and novelty inevitably fails to rouse curiosity and a sense of wonder in the pupils.
- (ii) It is difficult, if not impossible to give a clear picture of a problem vivid with detail. Hurried and passing references will not be of help in understanding complex problems.
- (iii) If this approach is followed it is difficult to develop time and space sense in the pupils.
- (iv) The joy of discovery, the freshness of events, the adventures and achievements of great personalities, the atmosphere of an age, of an era, the wonder of geographical phenomena and the constitutional land marks those are the essential aspects of social science which are denied to the children in a strictly concentric approach to social studies. A sense of boredom and dullness is inevitable because the children have gone through the whole course more than once. They develop a sense a familiarity without the fullness of knowledge.

This criticism can however be met by making the repetition interesting by following a different approach and a fresh point of view in different stages.

4. Spiral: The spiral approach is nothing but devising a strategy that fosters continuous unbroken learning of the subject matter of social science through the various stages of education. According to this approach children in the primary classes begin to develop simple generalizations about man carrying on his everyday activities. Gradually as they progress through the middle and high classes they work with more and more complex items of information and as a result, deepen and reshape the dimensions of the related generalization already developed earlier. For example it is very important that children struggle. In the primary classes, the information about this unit will be imparted through the life of some the great leaders such as Mahatma Gandhi, Jawaharlal Nehru, Balagangadhara Tilak and Dr.B.R.Ambedkar. In the middle stage, the information will be imparted through events, the formation of the Indian National congress, Partition of Bengal, Civil Disobedience, Quit India Movement, etc., In the secondary stage, the pupils will learn to compare and contrast the freedom movement in our country with other countries of the world and analyse them scientifically by establishing cause and effective relations



Merits of the spiral approach: Application of this approach will make social science of immediate and real interest. For the average pupil, it will be the basis for correlating phenomena and happenings with the immediate life of humanity and for those who are more intellectual it will be the basis on which academic insights and specialization in the discipline concerned can be attempted.

Limitations

1. If proper care is not taken by the curriculum framers in gradually expanding the material without mere repetition and if teachers do not carefully increase the scope of study in a psychologically sound and natural way, this approach may cause monotony and lack of interest because of the repetition of information.
2. At the initial stage, it will be difficult to give a clear picture of a problem by presenting all the relevant details and by considering it in its totality.
3. It is difficult to develop a sense of time and space in the pupils.

5. Chronological Approach: Chronology is the study of dates or year of events in the sequence in which they happened. The real significance of an event lies in the context of its time which can be termed as the temporal significance of an event. This is largely related with the modern

concept of historicity, which indicates and stresses the importance of time, space and other socio-economic background of a historical event. Chronological approach is extremely useful in organizing the content especially in history. It is also worth while in the development of the curriculum for the study of the evolution of earth, man, etc, examination of facts and events one after another and in the sequence of their occurrence will give students a better gestalt of the subject matter.

Merits of the chronological approach

1. It will give more precise and comprehensive idea of the content in the context concerned

Eg. i. The history of freedom struggle from 1919 – 1947

ii. History of Europe between 1914 to 1945

2. Students can digest the content in a meaningful way because a cause course and effect relationship can be established with respect to every event.
3. No major aspect or incident will be omitted when the content is treated chronologically.

Limitations

1. This approach has got limited utility because the relatively of importance of a subject matter is actually not in terms of the sequence of its occurrence but in view of the socio economic and political impact on the life of the people.
2. The study of content through this approach will become quite mechanical when we give due importance to the order of its happening.

6. Topical Approach: Here certain topics of study suitable for the age, ability and interest of children make up the whole syllabus. Each topic in a way stands by itself and all the topic are or rather could be connected together by the teacher with the help of individual lessons called link lessons for the children of the age group 13+ and above the approach is quite worthy.

According to the topical approach the curriculum maker takes particular topics as the central theme of work in social science at different levels of instruction. The nature of the topic varies in accordance with the age, ability and interests of the children. In the primary classes the child may start the study of the developments of concrete and familiar things such as food, clothing, houses

or means of transport. In the middle classes, he may be introduced to more important and more difficult topic like the history of institutions and of government and finally to the history of ideas. The development of the topics throughout history is based on ideas. The development of the topic throughout history is traced, the topic supplies the central theme from which subsidiary investigation can radiate as far as pupils time and intelligence allow. Several events are logically and intelligently related.

It is believed that by a careful selection and detailed study of the topics, opportunities can be provided to the students for an intensive study of a particular problem. Instead of repeating the content a number of time as is done in concentric approach we can discuss all the aspects of a problem and give an overall view of that particular problem

Merits:

The topical arrangement of subject matter in social science has certain advantages:

- The method provides a solution for dealing with vast material in a logical and rational fashion. It helps the pupils to understand the facts in their developmental setting. This is perhaps the only approach by which without grossly overloading the syllabus. Social science could be studied through considerable stretches of lines, establishing at least a foothold in ancient cultures while at the same time maintaining a connection with them here and now.
- The topical approach can be adapted according to the age, ability and aptitude of the children. This flexibility is of special significance when we think of projects on topics pertaining to transport and communications scripts, trade, money, etc.
- The study of social science through this approach imparts a sense of purpose to the pupils. They are clear about what they are studying.
- The topical approach enables the teacher to control the subject matter and adapt it to the varying needs of the children. A definite problem is before the pupils and the consequent study shows an intelligible, objective understanding of the problem in all its facets.
- If the topic are selected wisely and the treatment is interesting the approach can prove useful in all the stages primary, middle and secondary.

3.9.1. Factors influencing alternative approaches : The organization of the social studies curriculum is not done by any fixed approach. No tailored path is suggested the approach is always contextual and relevant to the needs of the individual, society and nation in addition to teacher's potentialities.

Flexibility: A flexible syllabus in social studies can accommodate pupils experience and afford freedom to the teacher to plan curricular experiences according to the needs of the situation.

Availability of Resources: According to local conditions and specific situation, relevant resources which are available in and around schools could be organized to teach social studies. A teacher has to plan and develop awareness related to available resources to design the curricular processes.

Utilization of community Resources : Resource are clarified into various categories like school resources and community resources, sometimes the community has rich resources which could help in instructional organization of social studies, for instance a planetarium, zoo, museums, river, monumental buildings, etc., could be profitably utilized.

Utilization of Personal Experiences: While organizing the teaching learning process it is very important for a teacher to keep in mind the personal experiences of the learner and teachers in dealing with content. This will help in proper concept formation with a clear-cut understanding.

Learners Characteristics: Learners groups are different due to differences in grade, age, experience, exposure, rural or urban orientation, socio – economic placement, cultural background and so on. While designing content plan, a teacher has to be sensitive to the learner's characteristic as the demands of one special group may differ from those of the general groups.

Check Your Progress

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

6. What is the limitation of unit approach?

.....
.....

7. Write any two merits of concentric approach

.....
.....

3.10. LET US SUM UP

We learnt that social science is the sources and storehouses of scientific social knowledge. One of the major curricular goals it aims is equipping children with learning experiences in the context of social relationships. But such goals can't be reached in a vacuum. Social science curriculum is the most appropriate medium required for this purpose. As such every social science teacher has to get a clear and through knowledge of the importance, meaning, together with the principles for its development and transaction.

3.11. UNIT-END ACTIVITIES

1. Identify the philosophical foundation of curriculum in Tamilnadu
2. Analyse the social science text books and identify the method of content organization

3.14 ANSWER TO CHECK YOUR PROGRESS

1. The totality of experience in the classroom, school, and the community is the curriculum.
2. Curriculum is deeper perspective aims at all round development of the child. But syllabus is a guide for teachers, forms the basis for planning lessons. Syllabus is specific but the scope of curriculum is much broader and deeper. Syllabus gives much stress on learning materials but curriculum gives importance to experiences.
3. Philosophical, Sociological and Psychological foundations
4. Write your answer
5. Principle of child centered, community centered, integration, conservation, creative, flexible, maturity.... Any four
6. May not give a holistic approach, if not planned well.

7. More details are added when proceeds to higher classes, Content is increased gradually leads to familiarity with the subject.

3.15 SUGGESTED READINGS

1. Kohli, A.S. (1966) Teaching of Social Studies, Anmol Publications. Pvt. Ltd, New Delhi.
2. Mehta, D.D. (2004) Teaching of Social Studies, Tondon Publication, Luthiana
3. Kochar, S.K.(1998) Teaching of Social Studies, Sterling Publishers, New Delhi

UNIT IV PLANNING

Structure

4.1 Introduction

4.2 Objectives

4.3 Need and Importance of Instructional Planning

4.4 Planning the daily lesson

4.5 Lesson plan approaches

4.6 Lesson planning

4.7 Importance of lesson plan

4.8 Characteristic of good lesson plan

4.9 Need for Lesson Planning

4.10 Principle of Lesson Planning

4.11 Steps in Lesson Planning

4.12 Evaluation of Lesson

4.13 Blooms Taxonomy- Objective based Instruction

4.14 Model Lesson Plan

4.15 Let us Sum Up

4.16. Unit End Activities

4.17 Answer to Check Your Progress

4.18 Suggested Reading

4.1 INTRODUCTION

Social Studies instruction is a complex human activity consisting of different elements from the establishment of national goals to the daily activities of the youngest child in the classrooms. The

instructional process is of vital importance because it is through the process of instruction that many social studies objectives are achieved. The question of what to teach always precedes “how” to teach it. That is why the instructional process may lack relevance when it is removed from specific understandings attitudes and skills that are to be learned.

A good instructional process is one that enables the teacher and pupils to achieve predetermined objectives by selecting appropriate teaching learning strategies.

To develop the competence of choosing the relevant instructional process, the teacher is required to develop the skill of planning the instruction. How do we plan for teaching social studies? Developing instructional objectives (cognitive / affective etc.) in precise terms is one of the most important aspects of instructional planning. It helps in selecting suitable teaching learning alternatives and evaluation procedures too.

It is obvious that you as teacher are required to plan your instruction. In this unit a careful discussion on lesson plan and unit plan is presented. When you decide what the instructional objectives are the sequence of learning activities and how those activities are to be introduced, experiences and integrated you make your own teaching sequences. A lesson plan or an unit plan will emerge depending upon the magnitude of your effort. Lesson plans or the unit plans based on materials other than those found in textbooks (instructional inputs) often reflect a high order of creativity.

In the present unit let us look at the nature of the instructional process i.e., how to plan instruction for effective implementation and monitoring.

4.2 OBJECTIVES

After learning this unit, you will be able to:

- Acquire knowledge of the need and importance of planning for Instruction
 - Aware of the process of instructional planning
 - Develop the skills in preparation of unit plan and lesson plan
 - Understand the various approaches in writing lesson plans
 - Understand Bloom’s taxonomy of instructional objectives
-

4.3 NEED AND IMPORTANCE OF INSTRUCTIONAL PLANNING

1. To achieve definite goal and objectives: The teacher should keep before him the general and specific aims of each lesson. Thus his field of work will be delimited. He should think of ways, means and devices to realize his aim most successful.

2. To prevent wastage: Planning prevents wastage of time and energy of both the teacher and the taught. Prepared beforehand the treatment of the lesson will be logical, orderly and systematic with no thoughtless teaching.

3. To create self confidence in the teacher: By planning the lessons wisely in relation to his topic and his class the teacher shall enter the classroom with full confidence in himself. He shall know to proceed what general lines are to be followed, what material to be used, what activities are to be carried out by himself and by pupils.

4. To create thoroughness and effectiveness: Keeping in view the mental capacities, attitudes, habits, interests and aptitudes of the pupils to be taught a good lesson is planned before actual teaching. The teacher collects all the teaching aids, illustrative materials and other essential things that contribute to effective teaching.

5. To make evaluation possible: A good lesson planning enables the teacher to evaluate his work as the lesson proceeds. Evaluation is possible only definite aims and objectives are kept in view.

4.4 PLANNING THE DAILY LESSON

The lesson plan is the smallest unit plan which contains similar elements arranged in much the same way to achieve the objectives as in the extended unit plan. The effectiveness of the unit is dependent on the efficiency of daily lesson plan.

1. The daily lesson plan consists of five parts. They are

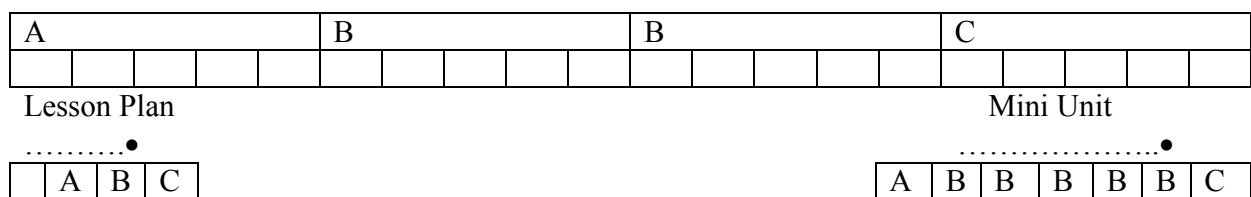
- i. Lesson objectives
- ii. A list of instructional materials
- iii. Opening activities
- iv. Developmental activities
- v. Closing activities

2. Unit Plan : A unit is a large subdivision of the subject matter. A teacher prepares the unit plan after preparing the year plan. A unit plan may extend to more than one period. It may take 4 to 8 periods depending upon the subject matter of the unit.

Planning of a unit : The main advantage of a unit plan is that it facilitates the management of learning. As the sequence of learning activities, and the related learning materials to be used, is listed in the unit, it even simplifies lesson planning. When planning is topical (lesson), the children may not have a sense of accomplishment in terms of true learning as the same cannot be tested. But at the end of an instructional unit in the teaching of social studies, children can sense accomplishment. For that purpose we need to focus our efforts on planning (and managing) instruction keeping in view that our unit objectives will be stated in specific monitorable and documented form. As we try to monitor the instruction we can communicate to the children our concern for their learning and make necessary correction for successful learning. As we document learning we can communicate to children that they have learned.

A unit plan is similar to a lesson plan in many ways. Objectives give direction to its organisation and sequence. A unit plan has five sections, namely, introduction, objectives, contents, hints for teachers and evaluation

A unit plan is also different from a lesson plan because it is more extensive. Its objectives have a wider scope. The following diagram gives a structural comparison of the lesson plan the unit and mini units or sub – units. Mini – units are sub divisions of a unit consisting of several lessons.



- Objectives

A = Opener

B = Development (Content – concepts / values etc.)

C = Closer

Thus lesson planning and unit planning help us systematization of learning social science.

Unit planning stands for the planning of the instructional work of the session by dividing prescribed syllabus into some well defined and meaningful units.

- It helps in the proper coverage of syllabus
- It proves advantages since it organizes the subject matter an learning experience
- It lays proper stress in the formula of teaching learning objectives of the unit in behavioural terms
- The teacher is well inform of the methods and strategies used
- Unit planning helps in the proper organization of teaching learning process
- Unit plan has a proper provision for the review, relational practice and drill related to the content

3. Year Planning : Year Planning is a long term planning of the instructional process. Planning in education starts at the national level. Teachers are provided with prescribed curricula to be transacted. At the beginning of the academic year, all teachers make a plan for organizing the year's work. Such a planning would provide the teachers with a design of the work to be executed during the year as a whole. In this design the total course materials is divided into units and units into daily lessons. Year plan in a subject should indicate the course purpose and objectives, course units, numbers of lessons, the time scheduled for dealing with each unit, general suggestions regarding methods of teaching, details of equipments and aids, their sources etc.

Why Year Planning?

- It indicated the total weightage to be given for various instructional objectives and learning material.
- It points out the broad based strategies for achieving these objectives and the methods and approaches to be adopted for each topic.
- It gives suggestion to make teaching interesting economic and effective .
- It makes evaluation easier as teachers are clear about the weightage given to objectives as well as content.
- It makes evaluation on objective based.

- It promotes professional co-operation and mutual exchange of ideas as the teachers of a school plan for the year jointly.

4.5 LESSON PLAN APPROACHES

1. Morrison Approach : H.C. Morrison was superintendent of schools in new Hampshire then became faculty member of the university of Chicago in 1910. Morrison proposed the mastery formula for learning – pretest, teach, test the result adopt procedure and test again to the point of nature learning. It is usually used in the teaching of Geography, history, government 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, solving relevance and cognitive relationship.

Morrison's Approach Steps

- Discovers the previous knowledge experience through questions and discussion
- Present the unit and important points are emphasized
- The child learns what has been presented by the teacher
- The outline is placed on the board
- The pupil has mastery of what he is talking about and may give a report

In short the steps are identified as

1. Exploration
2. Presentation
3. Assimilation
4. Organization
5. Recitation

Morrison's technique corresponds to the steps in the mastery formula. The morrisonian steps are not only logical but also psychologically social.

2. The evaluation approach: B.S. Bloom gave a concept in education known as evaluation approach. According to him evaluation is a continuous process. It has three components Behavioural changes, learning experiences and teaching objectives.

Evaluation approach of lesson planning consists of the following steps

1. Formula educational objective
2. Providing learning experience
3. Evaluator learning out come
4. Pupils activities
5. Teaching
6. Evaluation

3. RCEM Approach

This approach to lesson planning has been developed at regional college of Education, Mysore and that's why it's named as RCEM Approach.

The main features of this approach are

1. It makes use of concept of system approach to education.
2. In all three aspects of steps namely input, process and output are involved in this approach. In actual lesson planning scheme based on RCEM approach these aspects are known by the term Expected Behaviour outcome (EBO'S), communication strategy and real learning out comes (RLOs) These aspects resembles the introduction, presentation and evaluation phases of a traditional lesson plan.

Check Your Progress

Note : a) Write your answer in the space given below

b) Compare your answers with those given at the end of this unit

1. What are the major components of instructional planning?

.....

4.6 LESSON PLANNING

A lesson plan is the systematic preparation done in a scientific manner. Effective and successful teaching mainly depends on perfect lesson planning. A lesson plan represents a single teaching unit meant for a class period. Generally a lesson plan is teacher's mental and emotional visualization of classroom activities.

Definition : "Lesson plan is the title given to a statement of the achievement 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".

Bossing

"Daily lesson planning involves defining the objectives, selecting and arranging the subject matter and determining the method and procedure".

Binging and Binging

A lesson plan is "A plan of action"

Stands

4.7 IMPORTANCE OF LESSON PLAN

Planning is essential for every aspect of human activities, but for a planned teaching more planning is required.

1. **Suitable Environment :** In a lesson plan objectives are fixed and the teaching strategies, techniques and material aid etc. are decided beforehand. When a proper teaching environment is created, the teaching task goes in a much planned way.
2. **Based on previous knowledge:** In preparing lesson plans, the teacher presents new knowledge as the basis of previous knowledge of the pupils. This enables the pupils to gain the knowledge very conveniently on one side, the teacher succeeds in acquiring his objective on the other side.
3. **Psychological teaching:** The teacher uses proper teaching strategies, techniques and instruments keeping in mind the interests, aptitudes, needs, capacities and abilities of the pupils for teaching them when the lesson plans are prepared. This makes the teaching more psychological.
4. **Limitation of subject matter :** In a lesson plan, the subject matter becomes limited. This enables the teacher to give up irrelevant things. He only remembers definite and limited matter and its presentation before the pupils become easy. The pupils also receive the knowledge in a systematic and organized way.
5. **Determination of activities:** In a lesson plan, the teachers and pupils activities are pre-decided according to the class level. This makes the teaching activities meaningful and purposeful.
6. **Preparation of material aids :** At the time of preparing a lesson plan, the teacher decides what facts are to be clarified by what strategies, techniques and instruments and what aid is to be used at what time. This prepares the necessary and effective aids before starting the teaching task.
7. **Developing of teaching skill :** The lesson plan acts as an important means for developing teaching skills in the pupil-teacher.
8. **Use of Theoretical knowledge:** Whatever the pupil-teachers get theoretical knowledge during their training period, that knowledge is effectively used.
9. **Teaching with confidence :** The preparation of a lesson plan makes the subject and other allied subjects more clearly to the teachers. This arouses self confidence among them. When a

teacher gets developed the feeling of self-confidence, then he presents the new knowledge to the pupils with more enthusiasm and pleasure.

10. Discipline in class: By preparing lesson plan, the teacher becomes aware of what, when and how much is to be done in the class. This absorbs all the pupils in their respective tasks. Hence, it results in appreciable classroom discipline.

11. Time sense : Lesson plan is prepared allotting to the duration of the periods.

12. Teaching from memory level to reflective level : In an ideal lesson plan, development and thought provoking questions should be asked. Also there should be an effort to stretch the teaching from memory level to reflective level.

4.8 CHARACTERISTICS OF GOOD LESSON PLAN

1. Objective based: The lesson plan must be based on one or the other objective. While writing this, objectives should be written and defined clearly because its main objective is to achieve some goal.

2. Decision about appropriate material aids: The material aids are important means of the teacher. Hence correct decision regarding the charts, graphs, pictures, diagrams and maps should be taken while preparing ideal lesson plan and these should be marked at proper places which a teacher is to use them while teaching.

3. Based previous knowledge: An ideal lesson plan should be based on the previous knowledge of the pupils. This will avoid difficulty in acquiring new knowledge by the pupils.

4. Division of lesson plan in units: Lessons are of three types (a) knowledge lesson (b) skill lesson (c) appreciation lesson. In an ideal lesson plan all the relevant steps of these three types of lesson plan should be determined. Each lesson should be divided into suitable units so that the pupils may understand the lesson gradually.

5. Simplicity of activities: In an ideal lesson plan, the simplicity of the lesson plan and clarity of thoughts should be according to the mental level of the pupils.

6. Determination of activities: In an ideal lesson plan, the activities of a teacher and the pupils should be determined before-hand.

7. Home work: There should a provision of home work in an ideal lesson plan. This will enable the pupils to learn the appreciation of the acquired knowledge.

8. Self-evaluation: A good lesson plan must have a suitable plan for self-criticism. The teacher should put some questions to him and find out the answer and there by judge the effectiveness of the lesson writing.

9. Use of illustration: Examples should be used which have relevance with the daily life of the peoples.

10. Use of blackboard: The blackboard summary of each and every unit should be written on the blackboard.

4.9. NEED FOR LESSON PLANNING

Careful lesson planning is the foundation of all good teaching. It performs some specific functions.

- i. It forces consideration of goals and objectives the selection of subject matter the selection of procedure of planning of activities and the planning of evaluation devices.
- ii. It keeps the teacher on the track ensures steady progress and a definite outcome of teaching and learning procedures.
- iii. It helps the teacher in effective teaching. Teacher looks ahead and plans a series of such activities as well progressively modify children's attitudes, habits, information and abilities in desirable direction.
- iv. It prevents waste of time. It helps the teacher to be systematic and orderly. It encourages proper oragnisation of subject matter and activities.
- v. It can ensure that the teacher does not dry up or forget a vital point. It can remind him of the telling phrase, the apt quotation or the effective smile or illustration at the right moment in the lesson. The teacher can enter the class without anxiety, ready to embark with confidence upon a job he understands and prepared to carry it to conclusion.
- vi. It serves as a check on unplanned curriculum. It provides a framework to help the work directing along the lines of the syllabus at a suitable rate. The hierarchy of lessons becomes well knit and inter connected. Continuity is assured in the educative process Needless repetition is avoided.

Lesson planning does entail hard work. Yet it is potentially the most rewarding professional work that a teacher can do because in this planning he has the opportunity to become a really fine teacher.

4.10 PRINCIPLES OF LESSON PLANNING

Below we list some principles which may be helpful in preparing a lesson plan

- i. The teacher should prepare a careful but flexible plan. He should be so secure in the plan that he should be free to change it as the developing lesson and the needs of the children require. The plan is to be used as a guide rather than as a rule of thumb to be followed blindly. The teacher should have the courage to deviate from it when the needs of his children demand.
- ii. The teacher must have mastery of and adequate training in the topic from which the subject matter has been selected for certain lesson.
- iii. The teacher must keep abreast with methods and techniques of teaching social science.
- iv. The teacher must ensure active pupil participation.
- v. Since monotony is a drawback so work during a lesson should be varied particularly with young pupils. This variety of work may be marked on different occasions or at different stages of the lesson in the same period by pupils writing, watching, doing or listening to some person.

4.11 STEPS IN LESSON PLANNING

For teaching social science effectively the teacher has to proceed in a systematic manner. For this purpose some steps (although there can be no rigidity about them) have to be followed. Let us now discuss those steps which may help in preparing a lesson plan.

a. Formulation of Educational objectives (Aims)

As the teacher sits at his desk planning a lesson he should ask himself these questions

- i. Is this lesson primarily one of attitudes, skills, concepts or knowledge or is it combination of two or more of these ?

- ii. If he can get just one idea or attitude or skill or concept across today, what does he want them to know when they leave the classroom?
- iii. What is the bull's eye of the teaching target for today as is so well said by Leonard Kenworthy.
- iv. What are one or two other major aims? Are these aims suitable for this class for beyond their level of comprehension or possibly behind them?
- v. Are these aims specific ?

He should remember that the specific aims will be determine in their relationship to general aims. He should think out the statement as to what he intends to do in that particular lesson, e.g., to enable the pupils to be familiar with the social, economic and cultural advancement during the Gupta Period.

b. Selection and Organisation of Content : Now he should ask himself

- i. What type of content should he select to enable him to achieve the intended objectives?
- ii. How can he use the present knowledge of the pupils to make the lesson meaningful and interesting to the pupils? How can he arrange the relevant facts in order and correlate them with the life of the students ?
- iii. How much time will be spent in discussion revision practical work or in disciplinary interruptions? This will enable him to arrange rate of exposition accordingly.
- iv. How can he start this lesson? Can he use this motivation throughout the lesson?
- v. How can he reach the slow students? How can he reach the fast students?
- vi. How can he summarise the lesson?
- vii. What homework should he give?

c. Motivation

The word motivation is used in two different ways

1. Motivation as a broad approach to teaching. In this sense motivation includes all that we know about learning. It is something that is going on all through the period. It comes from the teacher's use of his voice, good questioning, by relating the past to the present and from many other sources.

2. Motivation as a means of getting a lesson underway : In this sense motivation means ways of getting a lesson started, getting a lesson off the ground so to say

He can motivate the pupils for the new lesson

- a. **By the use of object** : Costumes, coins, sculpture pieces, pictures etc., may be used to start a topic
- b. **By opening with a startling statement or question** : At the beginning of the lesson the teacher makes the statement. The Sepoy Revolt of 1857 was the First War of Indian Independence. The rest of the period can be spent in discussing how this statement is true
- c. **By using sociogram**: The teacher announces that he wants volunteers for positions in the Court of Aurangzeb. Some pupils may volunteer to play the role of Shivaji. In this way Pupils may be motivated for discussion on Mughal Marata relations during the time of Aurangzeb.

In a similar way individuals can be selected or asked to volunteer to represent the great freedom fighters. They can then be asked to make brief statements on how they contributed in the struggle for Indian independence. For this type of lesson, an assignment to learn dramatization should be given to one of the pupils in advance. Throughout the lesson these roles should be maintained

- d. **By posing a problem**: As soon as the class starts the teacher says that some recent excavations have been made which have brought to light some human skeletons of Harappan age at a number of places like Chansigarh, Ropar, Lothal etc. What is your idea about the extent of Harappan Civilisation? The rest of the period can then be spent in discussing the details of Indus Valley Civilization.
- e. **By using a filmstrip or film**: There are certain very good filmstrips and films available which can be used to motivate the students.
- f. **By using the chalkboard**: At the start of the period or before the students have entered the room the teacher draws a pyramid on the board. Then he suggests that in some way, this represent the Indian people at the time of 1947 when the British were to quit India. During the rest of the period the class fills in this chart with the names of the leaders, the Prime

Minister Lord Mountbatten and other leaders. A discussion can be held on how Indians took over the reign of government on their hands.

A word of caution here! Not all the lessons need to have a startling opening. The motivation can come from intrinsic interest aroused in scores of ways over a long period of time. But the techniques suggested above and others have been given to illustrate how teachers can arouse and maintain interest throughout a period.

There should be a fair distribution of time between students and teachers activities. The teacher can keep his pupils active by frequent questions fairly distributed over the whole of the class. The pupils can be encouraged to ask questions. Thus there should be a two way traffic. As far as possible the pupils should be active participants in the learning process. From time to time it is helpful to keep a record of pupil participation.

To see how many questions are coming from pupils

To see who is talking too much part in class discussion and who is not talking enough part.

To see if there is any section or group of students that the teacher is neglecting.

d. Recapitulation and Assignments : A lesson without recapitulation is incomplete. It's principal purpose is to make the presentation more effective. It helps the pupils to come to some conclusion with reference to the wider significance of the problem. An attempt is made to ask children to tell back or reproduce what they have learnt. The pupils learn how to express themselves and to reproduce the material learnt.

Assignment from the topic covered is essential for the consolidation of knowledge. Let the pupils do some exercise in the form of answers to some question (objective or essay type), draw the maps and indicating the extent of empires or important places, collect the statements sayings or couplets of great leaders, saints and prepare scrapbooks, write out reports etc.

e. Chalkboard Work : Though the lesson is expected to be learnt in class, it is necessary for the pupils to have some record of it with them for future reference. Again a brief outline of the lesson ought to be more precise and concrete to them. Hence the teacher should make the chalk boards summary of most of the lessons.

Chalkboard summary should be brief, precise, neat and systematic and should cover the whole lesson. It is difficult for the teacher to develop it off hand in the class. It is always best to think out the chalkboard summary before hand and put it down in the lesson note for reference.

Chalkboard summary save in very elementary cases should be in the form of an outline as it is only a frame of reference for the pupils for guidance in their studies. Though the chalkboard summary should cover the whole lesson it should be made in points and sub points. If there are proper heads for the points and sub points they can become self evident even without the help of complete sentence.

Chalkboard work can include sketches, outlines, diagrams, maps, graphs, pictures, time lines and directions.

Chalkboard summary as far as possible should be developed with the help of pupils along with the lesson.

4.12 EVALUATION OF LESSON

After a lesson is completed it is advisable to evaluate it. The teacher can do it by asking these questions and filling in the column to the right with comments

	Questions	Yes	No	Comments
1	Was the motivation effective?			
2	Could I maintain this motivation throughout the lesson?			
3	Were the aims clear to the pupils?			
4	Did I have the right number of aims?			
5	Were my questions effective and well distributed?			
6	Were there questions from the class during the period?			
7	Was my command and mastery over the subject sound to enable me to change the plan where necessary?			
8	Did I use some effective audio visual aids?			
9	Was I able to involve the slower and below average students?			
10	Was I able to satisfy and challenge the gifted students?			
11	If did not know something did I call on the class for help or			

	promise to look it up?			
12	Did I try to repeat or review or use facts from time to time to drive the facts home to the pupils?			
13	Was there enough pupil participation?			
14	Did I include a homework assignment?			

Check Your Progress

Notes : a. Write your answers in the space given below

b. Compare your answers with those given at the end of this unit

3. What are the major parts of a daily lesson plan?

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4. What are the techniques of motivation?

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4.13 BLOOM'S TAXONOMY- Objective Based Instruction

What is objective based instruction?: An instructional objective is a specific and immediate goal attainable as a result of instruction. In that respect instructional objectives differ from educational aims. Aims such as self realization, personality development etc. are distant and too general. They are not fully realizable within a limited time span. But objectives can be realized fully within a limited time span. For example the objective developing understanding of a concept can be fully realized within a very limited time. Hence these are more crucial for a practicing teacher. The properly stated instructional objectives serve as a guide for both teaching and evaluation. A clear description of the intended outcome of instruction helps the teacher in

selecting relevant materials and methods of instruction in monitoring pupil's learning progress and in selecting and practicing appropriate evaluation procedures. The instruction which is aimed to attain in pre determined objectives is known as objective based instruction.

Taxonomy of Instructional Objectives : The taxonomy of instructional objectives is basically classificatory scheme. The idea of taxonomy of instructional objectives emerged at an informal meeting of college examiners attending the American psychological Association Convention (APAC) at Boston in 1948. It was agreed upon a classification of instructional objectives under three domains cognitive, affective and psychomotor. Cognitive domain includes those objectives which deal with the development of intellectual abilities related to the acquisition, processing and master of knowledge. Affective domain includes those objectives which are concerned with desirable modifications in the emotional patterns related to appreciation, interests, attitudes, values etc. Psychomotor domain includes the development of manipulative or motor skills.

Based on the above decision a team of professors headed by Dr.Benjamin S Bloom of the university of Chicago (USA) developed books on "Taxonomy of Educational Objectives" in 1956. These taxonomies are often referred to as Blooms Taxonomy. Bloom served as the editor for the work while the book was actually the work of a large team of researchers. The first among the taxonomies published was the taxonomy of the educational objectives cognitive domain. This work was the first real effort to identify what learning really was. It established a set of educational goals related to changes in the cognitive area remembering and recalling knowledge, thinking, problem solving and creating. The taxonomy is organized into six major classes of hierarchical order namely knowledge, comprehension, application, analysis, synthesis and evaluation.

I. Cognitive domain: As already discussed the cognitive domain involves acquisition of knowledge and development of intellectual competencies this includes the recall or recognition of specific facts, terms, symbols, concepts, procedural patterns etc. that serve as the basis for the development of ability for intellectual activities. As mentioned earlier there are six hierarchical levels of changes in this domain. The levels indicate the level of complexity and hence difficulty in processing the knowledge.

II. Affective domain: In 1964 Krathwohl Bloom and others listed the major categories of modification of the affective domain. Changes in this domain indicate the manner in which one deals with situations involving feelings, interests, attitudes, appreciations, values etc.

III. Psychomotor domain: The categories of modifications in the psychomotor domain have been listed by R.H. Dave in 1970. To overcome the limitations of Dave's classification Simpson and others listed the major categories of the behaviours of the psychomotor domain in 1972. The psychomotor behaviours include physical movement, co-ordination and the use of the motor skills. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedure or techniques in execution.

Levels within the Domain

Cognitive Domain	Affective Domain	Psychomotor Domain
Knowledge	Receiving	Perception
Comprehension	Responding	Set
Application	Valuing	Guided Responses
Analysis	Organization	Mechanism
Synthesis	Characterisation	Complex overt response
Evaluation		Adaptation
		Origination

Description of the Major Categories in the Cognitive Domain

(Bloom and Others 1956)

1	Knowledge: Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of materials from specific to complex theories but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain. It is also referred to as information.
2	Comprehension: Comprehension is defined as the ability to grasp the meaning of the material concerned. This may be shown by transiting material from one form to another (words or numbers) by interpreting material (explaining or summarizing) and by estimating future trends (predicating consequences or effects). These learning outcomes

	go one step beyond the simple remembering of material and represent the lowest level of understanding.
3	Application: Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.
4	Analysis: Analysis refers to the ability to meaningfully break down material into its component parts, so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application. Because they require an understanding of both the content and the structural form of the material.
5	Synthesis: Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal) or a set of abstract relations (Scheme for classifying information). Learning outcomes in this area stress creative behaviours with major emphasis on the formulation of new patterns or structures.
6	Evaluation: Evaluation is concerned with the ability to judge the value of a material or phenomenon (statement, novel, poem, research report) or that of a procedure adopted for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are the highest in the cognitive hierarchy. Because they contain elements of all the categories plus value judgments based on clearly defined.

Examples of Specific instructional objectives and Clarifying verbs for the cognitive Domain

Specific Instructional Objectives	Specific Learning Outcomes
Knows Common terms Knows Specific facts Knows methods and procedures Knows basic concepts Knows Principles	Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
Understands facts and principles Interprets verbal Material Interprets charts and graphs Translates verbal material to mathematical formulas Estimates consequences implied in data Justifies methods and procedures	Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives, examples, infers, paraphrases, predicts, rewrites.
Applies principles to new situations, Applies theories to practical situations solves mathematical problems, constructs charts and graphs, Demonstrates correct usage of a procedure.	Changes, Computes, Demonstrated, discovers, manipulates, modifies operates predicts prepares, uses, produces relates shows solves
Recognize unstated assumptions Recognize logical fallacies in reasoning Distinguishes between facts and inferences Evaluates the relevancy of data Analyse the organizational structure of a work (art, music, writing)	Breaks down, diagrams differentiate, discriminates, distinguishes, identifies, illustrates, infer, outlines, points or relates selects, separates, subdivides.
Writes a well organizes theme, gives a well organized speech, Proposes a plan for experiment, integrates learning from different areas into a plan for solving problem, formulates a new scheme for classifying	Categorise, combimes, complies, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, recognizes, revises, rewrites, summarizes, tells, writes in a novel

objects (or events or ideas).	form.
Judges the consistency of written material Judge the adequacy with which conclusions are supported by data, judges the value of a work (art, music, writing) by use of internal criteria	Appraise, compares, concludes, contrast, criticize, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports.

Description of the Major Categories in the Affective Domain

1	Receiving : Receiving refers to the students willingness to attend to particular phenomena or stimuli (classroom activities, textbook, music etc). From a teaching stand point it is concerned with getting, holding and directing the student's attention. Learning outcomes in the area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcome in the affective domain.
2	Responding : Responding refers to active participation on the part of the student. At this level he not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasise agreement in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under the interest that is those that stress the seeking out and enjoyment of particular activity.
3	Valuing : Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon or behaviour. This ranges in degree from the more simple acceptance of a value (desire to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is an overt behaviour. Learning outcomes in this area are concerned with behaviour that is consistent and stable enough to make the value clearly identifiable instructional objectives that are commonly classified under attitude and appreciation would fall into this category.
4	Organization : Organisation is concerned with bringing together different values resolving conflicts between them and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating and synthesizing value responsibility of each individual for improving human relations or with the organization of a value system (develops a vocational plan that satisfies his need for both economic security and social service).

	Instructional objectivities relating to the development of a philosophy of life would fall into this category.
5	Characterization: At this level of the changes in the affective domain the individual might have internalised a value system that has controlled his behaviour for a sufficiently long time for his to have developed a characteristic life style. Thus the behaviour is pervasive constant and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behaviour is typical or characteristic of the student. Instructional objectives that are concerned with student's general patterns of adjustment (personal social emotional would be appropriate here).

Examples of Specific instructional objectives and Clarifying verbs for the Affective Domain

Specific Instructional Objectives	Specific Learning Outcomes
Listen attentively Shows sensitively to social problems Accepts differences of race and culture Attends closely to the classroom activities	Asks, chooses, describes, follows holds, identifies, locates names, points to selects sits erect replies uses
Completes assigned homework / Obey School rules / participates in class discussion / Completes laboratory work / Volunteers for special tasks / Shows interest in Subject / Enjoys helping Others	Answers, assists, complies, conforms, discusses, greets, helps, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Demonstrates belief in the democrats process Appreciate good literature art or music Appreciates the role of social science (or other subjects) in every day life shows concerns for the welfare of others Demonstrates problem solving attitude Demonstrates commitment to social improvement	Completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Recognize the need for balance between	Adheres, alters, arranges, combines, compares,

freedom and responsibility in democracy. Recognize the role of systematic planning in solving problems. Accepts responsibility for own behaviour understands and accepts own strength and limitations.	competes, defends, explains, generalizes, identifies, integrates, modifies, organizes, prepares, relates, synthesizes..
Displays safety consciousness Demonstrates self reliance in working independently Practice Co-operation in group activities. Uses objective approach in problem Solving. Maintains good health habits.	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies.

Description of the Major Categories in Psychomotor Domain

1	Perception: The first level is concerned with the use of sense organs to obtain cues that guide motor activity. This category ranges from sensory stimulation (awareness of a stimulus) through cue selection (Selecting task relevant cues) to translation (relating cue perception to action in a performance).
2	Set: Set refers to readiness to take a particular type of action. This category includes mental set (mental readiness to act), physical set (Physical readiness to act) and emotional set (Willingness to act). Perception of cues serves as an important prerequisite for this level.
3	Guided Response: Guided response is concerned with early stage since learning a complex skill. It includes imitation (repeating an act demonstrated by the instruction) and trial and error (using multiple response approach to identify an appropriate response). Adequacy of performance is judged by an instructor or by a suitable set of criteria.
4	Mechanism: Mechanism is concerned with performance acts where the learned responses have become habitual and the movements can be performed with some confidence and proficiency. Learning outcomes at this level are concerned with performance skills of various types but the movement patterns are less complex than at the next higher level.
5	Complex Overt Response: Complex overt response is concerned with the skilful

	performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, smooth, accurate performance requiring a minimum of energy. This category includes resolution of uncertainty (performs without hesitation) and automatic performance (Movements are made with ease and good muscle control). Learning outcomes at this level include highly coordinated motor activities.
6	Adaptation: Adaptation is concerned with skill that are so well developed that the individual can modify movements, patterns to fit special requirements or to meet a problem situation.
7	Origination: Origination refers to the creating of new movement patterns to fit a particular situation or specific problem. Learning outcomes at this level emphasize creativity based upon highly developed skills.

Examples of Specific instructional objectives and Clarifying verbs for the Psychomotor Domain

Specific Instructional Objectives	Specific Learning Outcomes
Recognises malfunction by sound of machine Relates taste of food to need for seasoning Relates music to a particular dance step	Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects, separates.
Knows sequence of step in varnishing wood Demonstrates proper bodily stance for batting a ball. Shows desire to type efficiently	Begins, displays, explains, moves, proceeds, reacts, responds, shows, starts, volunteers.
Performs a golf swing as demonstrated Applies first aid bandage as demonstrated Determines best sequence for preparing a meal	Assembles, builds, calibrates, constructs, disassembles, displays, manipulates, measures, mends, mixes, organizes, sketches.
Writes smoothly and legibly set up laboratory equipment operates a slide projector Demonstrates a simple dance step	
Operates a power saw skillfully Demonstrates correct form in swimming	

Demonstrates skill in Driving an automobile Performs skillfully on the violin Repairs electronic equipments quickly and accurately	
Adjust tennis play to counteract opponents style Modifies swimming strokes to Fit the roughness of the water	Adapts, alters, changes, rearranges, reorganizes, revises, varies
Creates a dance step Creates a musical composition Designs a new Dress style	Originates, arranges, combines, composes, constructs, creates, designs

Specific Objectives or Specifications: Mentions has already been made about analysing each educational objective into more specific objectives. Since this is a very important aspect in objective based instruction a more detailed discussion on these is attempted below.

An objective is a level of mental growth which the learner attains as a result of action and reaction related to learning activities provided This means that learning results in some change in the behaviour of the learner and these behavioural changes can be taken as the evidences of the attainment of an objective. This evidence are observable and measurable. The observable and measurable behavioural change that occurs as a result of raising an objective is termed as specific objective or specification. This can be compared with the measurement of temperature is not directly measurable but we collect evidence of it such as the expansion of mercury due to rise in temperature. So the expansion of a substances is observable and measureable evidence to assess the temperature. Similarly the teacher can determine the level of achievement of any specific educational objective from the behavioural changes resulting from its realization. It is important that an objective can have more than one specification each which can be cited as an evidence for the attainment of that objective. For example if one has acquired knowledge of a term he will be able to (i) recall its meaning (ii) recognise it from others such specific objectives are also known as performance objectives, behavioural and measurable objectives or merely specification.

Major Instructional objectives and specifications in Social Science: We know that man is supposed to have three domains of behaviour cognitive, affective and psychomotor. Actually these three domains are not totally independent to each other. They are inter related. Along with the development of cognitive behaviour there may or may not be changes in the affective and psychomotor domains. So it is very difficult to build water tight compartments separating these three domains. Hence a judicious selection of objectives may become necessary for the practicing teacher. Taking all the studies in the field into consideration as well as the recommendation of the NCERT and for practical we are recommending the following instructional objectives to be taken care of at the time of instruction by a social science teacher.

1	Acquisition of knowledge	Cognitive Domain
2	Development of Understanding	Cognitive Domain
3	Application of Knowledge	Cognitive Domain
4	Development of Skill	Psychomotor Domain
5	Development of Interest	Affective Domain
6	Development of attitude	Affective Domain
7	Development of appreciation	Affective Domain

1. Acquisition of knowledge (knowledge Level)

Objective: The Learner acquires knowledge of terms facts concepts, principles processes rules etc in social science

Specifications : The learner

1.1 recalls the term

1.2. recognises the term

2. Development of understanding (Understanding level)

Objective : The learner develops understanding of terms, facts, concepts, principles, processes, rules, etc. in social science

Specifications: The learner

2.1	Describe phenomena	2.2	Illustrates Phenomena
2.3	Defines concepts etc	2.4	Points out characters errors etc
2.5.	Identifies relations	2.6	Compares related concepts etc
2.7	States reasons on the bass of similarities	2.8	Classifies phenomena
2.9	Distinguishes related concepts	2.10	Contrasts concepts on the basis of difference
2.11.	Explain concepts etc	2.12	Detects errors
2.13.	Gives own examples	2.14	Gives reason for an agreement
2.15	Interprets situations	2.16.	Criticises view points
2.17	Summarise details	2.18	Supports arguments
2.19.	Discriminates between concepts etc	2.20	Write details systematically
2.21.	Differentiates between concepts etc	2.,22	Rectifies errors or gaps

3. Application of Knowledge (Application level)

Objective : The learner applies the acquired knowledge and understanding to unfamiliar situations.

Specifications : The learner

- 3.1. analysis complex situation
- 3.2. verifies conclusions, results, etc
- 3.3.interprets relations etc
- 3.4. draws inferences from analysed data
- 3.5. predicts probable consequences
- 3.6. relates principles etc to draw conclusions
- 3.7. makes generalizations out of observed phenomena etc
- 3.8. establishes relationship between concepts phenomena etc
- 3.9. suggests alternative methods for solving a problem

4. Development of Skill (Skill level)

Objectives : Leaner acquires practical skill in a particular area of social science.

Specification : The learners

- 4.1. draws charts, tables, formats, graphs etc.
- 4.2. translates data from one form to another
- 4.3. solves the given problem will speed and accuracy

4.4. Prepares models different types of materials etc with speed and accuracy

4.5. detects errors with speed and accuracy

5. Development of Interest (Interest level)

Objectives : Learner develops interest in studying social science and in dealing with the various activities related to the subject.

Specifications : The learner

5.1.voluntarily studies literature related of social science and tries to know about the inherent issues and problems

5.2.Spends leisure time in various activities related to social science

5.3.closely observe social processes

5.4.discusses and readily communicate various aspects concerning social issues and their implications

5.5.enthusiastically participates in excursions visits and field trips to places of social relevance

5.6.enjoys attending and participating in debates symposiums discussions on social science topics

5.7.Writes articles and prepares pamphlets brochures etc on topic related in social science

5.8.Prepare display materials related to social events

5.9.collects information about different branches of social science and correlates them

6. Development of Attitude (Attitude level)

Objectives : Learner develops desirable positive attitude towards issues related to social science

Specifications: The learner

6.1. Shows willingness to consider new ideas

6.2. Shows clarity and precision in statement and activities related to social science

6.3. adjusts with the sequential development and growth of new ideas in social science

6.4. bases judgments on verified facts and not on opinion

6.5. respects the teacher of social science

6.6. records and interprets observations related to social science honestly

6.7.does independent thinking about issues in social science

6.8. shows spirit of team work self help and self reliance

6.9. keeps collected information regarding social science in a systematic manner

7. Development of Appreciation (Appreciation level)

Objectives : Learner develops appreciation of the systematic precise and science dealing in social endeavours.

Specifications : The learner

- 7.1. Shows respect and admiration towards great social scientist etc
- 7.2. appreciates the social value of social science as a discipline
- 7.3. Shows appreciation of system, rhythm etc noticed in social phenomena
- 7.4. appreciates the beauty involved in systematic and logical reasoning involved in social science
- 7.5. enjoys in organising programmes on social science
- 7.6. eagerly observe and approves all desirable developments in social science

e. Criteria for writing major instructional Objectives

The following criteria should be kept in mind while writing instructional objectives

1. The statement of objective should contain a non action verb

For example

- i. The learner acquires knowledge of the various branches of social science
- ii. The learner develops skill in manipulating apparatus

Here the verbs acquires and develops are non action verbs which we cannot measure or observe directly

2. The statement should indicate a worthwhile objective

By worthwhile objective what we mean is that the objective is directed towards desirable progressive changes and could be achieved by way of teaching social science

3. The statement should be in the form of student's achievement and not in the form of teacher's intension

For example it is not advisable to write

To develop understanding about the functions of grama sabha among the learners.

It is better to write as

The learner develops understanding about the functions of grama sabha.

4. The objective should be written in the form of the achievement of every single learner and not in the form of achievement of a group of learners.

For example

It is not advisable to write as The learners apply skill in preparing the model of parliament
Instead it is better to write as The learner applies skill in preparing the model of parliament

5. The statement of objective should contain only one ability to be developed or achieved or modified.

For example to write

The learner acquires knowledge and applies his understanding to prepare model of parliament is a wrong usage.

A better version of it is

- i. The learner acquires knowledge about parliament
- ii. The learner applies the knowledge to prepare a model of parliament

f. Criteria for writing specifications : The criteria to be followed while writing specifications are given below

1. The statement of specification should contain an action verb.

For example

The learner defines the terms Civics. Here defines is the action verb.

2. The statement of specification should contain two parts modification part and content part.

For example in the specific objective the learner defines the term population education. Defines is the modification part and population education is the content part.

3. The other criteria which are applicable to statement of instruction objectives are applicable in the case of specification also they are

- i. The statement of specification should indicate a worthwhile specification.
- ii. The statement of specification should be in the form of learners achievement.
- iii. Statement of specifications should be written in the form of the achievement of every single learner.

- iv. Specification should contain only one behavior to be developed or modified.
- v. Specification should reflect the general characteristics warranted namely specificity absorbability and measurability.

Advantages of objective based instruction

Following are the major advantages of objective based instruction

- 1. It gives direction to the teachers and helps to take wise decisions.
- 2. It helps the curriculum planners to decide in advance the matter to be included in the curriculum and the scope to be envisaged regarding its transactions.
- 3. Objectives aid in evaluation which in turn helps in refining objectives.
- 4. The effort of the teacher is made more specific and concrete.
- 5. It makes instruction output oriented and hence helps to maximize the output of learning normally development of desirable changes

Check Your Progress

Notes : a. Write your answers in the space given below

b. Compare your answers with those given at the end of this unit

5. What are the hierarchical abilities of cognitive domain?

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.....

6. Write any two psychomotor objectives

.....
.....

Advantages of Lesson Plan

- 1. **Suitable Environment:** Objectives and the teaching strategy, teaching techniques, instructional aids etc. are decided before hand in a lesson plan. This creates interest of the pupils in the lesson and helps in creating proper environment for the teaching.

2. **Based on previous knowledge:** In preparing a lesson plan, the teacher presents new knowledge on the basis of previous knowledge of his students.
3. **Psychological Teaching in preparing:** A lesson plan the teacher uses proper teaching strategies, techniques, tactics and instruments keeping in mind the interests, aptitudes, need, capacities and abilities of the pupils for learning them. This makes teaching more psychological. The pupils receive the knowledge in a systematic and organized way.
4. **Limitation of Subject Matter:** The subject matter becomes limited. It enables the teacher to give up irrelevant material. As he only remembers definite and limited matter, its presentation before the pupils becomes easy.
5. **Determination of activities:** The activities of teachers and pupils are pre planned in a lesson plan prepared by the teacher what he and his pupils are to do in the class. This makes the teaching activities meaningful and purposeful. Consequently both the pupil and the teacher become active in developing the lesson.
6. **Preparation of material aids:** While preparing a lesson plan the teacher decides about the facts to be classified, strategies, tactics, techniques instruments and aids to be used. He prepares the necessary and effective aids before starting the teaching tasks.
7. **Means for developing teaching skills:** The lesson plan acts as an important means for developing teaching skills in the pupil teachers.
8. **Use of theoretical knowledge in teaching:** Theoretical knowledge attained by pupil teacher during their training period can be applied in the class with the help of a lesson plan. It helps in providing practical steps to the theoretical knowledge.
9. **Orderliness and Development in thinking:** By preparing a lesson plan the development in the thinking of the pupils, the teacher to the teaching objectives and presenting the contents are arranged in an orderly way
10. **Economy of Energy and Time:** Preparing lesson plan before hand saves energy and time. The new knowledge is presented in a proper sequence before the pupils and can successfully remove their doubts

4.14. MODEL LESSON PLAN

Name of the student teacher	L.Arul Suganthi Agnes
Name of the School	St.Ignatius Convent Hr.Sec.School
Subject	History
Class	IX F
Lesson	The Constitution of India – Its salient features
Duration	45 minutes
Date	14.10.2015

General Instructional Aims	1. Pupils acquire knowledge about the constitutions of India 2. Pupils understand the meaning of the Federal state 3. Pupils apply the knowledge of the rights and duties of a citizen to know about the salient features of our constitutions 4. Pupils analyse the context in which the constitutional assembly was convened 5. Pupils synthesise the noble ideals that are present in the preamble of our constitution 6. Pupils evaluate the services of Dr.B.R.Ambedkar in preparing the constitution of India 7. Pupils develop a sense of pride on coming to know the written as well as the flexible features of our constitutions 8. Pupils develop a sense of appreciation towards the noble ideals that are guaranteed in our constitution 9. Pupils develop the skill of preparing a chart explain the components of the directive principles
Instructional Aids Motivation	Chart and pictures depicting the fundamental right, pictorial map of India 1. What is the name of our country? 2. What is its capital? 3. Is Delhi a state? 4. How many union territories are there? 5. How many states are there in India? 6. Can you name four freedom fighters? 7. Name a few eminent personalities involved in drafting of our constitution 8. What are the salient features of our constitution? 9. What are the important terms used in the preamble?
Statement of aims	Salient features of our constitution. Federal state, citizenship, Fundamental Rights and Directive Principles of State Policy

Content	Specifications	Learning Experience	Instructional Aids	Evaluation
Federal State India – Lateral and state Govt - 28 states and 6 union Territories – divided based on languages	Pupils reason out why India is called a Federal state	The teacher makes it clear that India is a union of states. So it is federal in nature. It has the central and the state Governments and the union Territories. There are 28 states and 6 U.T. The states are divided into the languages spoken. We all belong to the Bharat.	‘Federal State’ ‘Indian Union’ Pictorial map of India is shown	Why is India Federal in nature? How many states and union Territories are there in India?
Citizenship Single citizenship – Citizenship rights – Indian citizenship act 1955 Citizenship rights by – birth, descents, registration, naturalization – fundamental rights	Pupils recognize the meaning of single citizenship Pupils give the different means of acquiring our citizenship rights.	The teacher explains further that though India is a federal country we have single citizenship. The citizenship act 1955 says the qualifications to acquire Citizenship rights. It can be acquired by birth, descent, registration, naturalization and other specified ways. We are ensured of certain fundamental rights	‘Single citizenship’ Citizenship Act 1955 ‘birth, descent, registration, naturalization	What do you understand by single citizenship? What is the qualification to acquire citizenship?

Fundamental Rights 6-fundamental rights in articles 12 to 35	Pupils list out the fundamental rights	The teacher describes briefly that all Indian citizens are guaranteed with fundamental rights They are 1. Right to equality 2. Right to Freedom 3. Right against exploitation 4. Right to freedom of religion 5. Cultural and educational rights 6. Right to constitutional Remedies	Fundamental Rights Chart is shown	How many fundamental rights are there? What are they?
Fundamental rights – violated – court – enforceable – democratic character protect human rights	Pupils critically analyse the enforcement of the fundamental rights	The teacher further analyses that the fundamental rights, when exploited an individual can go to the court. Thus they are enforceable. They tell about the democracy of our constitution. They protect the individual human rights of every citizen of India.	Enforceable	What is the role of a court in applying the fundamental rights ?

The Directive Principles of state policy Not only laws and rules government work for the welfare – directive principles of state policy – government take policies to implement this	Pupils point out the directive principles of state policy	The teacher highlights the importance of the directive principles of the state policy. They are 1. Secure means of livelihood 2. raise the standard of living 3. Improve public health 4. provide free and compulsory education 5. Distribution of wealth 6. Provide free legal aid to the poor 7. Preserve the country's natural resources 8. Promote international peace and security	Directive principle of the state policy	Mention the directive principles of the state policy.
	Pupils differentiate fundamental rights and directive principles in enforcement.	The teacher explains that there is a difference between these principles and the fundamental rights. These are not enforceable by the court laws. However, these are fundamental to the governance	Directive Principles- Chart	What are the differences between the fundamental rights and the directive principles

Review	1. What is the character of our constitution? 2. What does the Indian union comprises of? 3. How many states and territories are there in our country? 4. How are the states divided? 5. How can the citizenship be acquired 6. Which act mentions its qualification? 7. How many fundamental rights are there? 8. Name the fundamental rights 9. How can you say that these rights are enforceable? 10. What do you mean by directive principles of the state policy? 11. Mention a few directive principles 12. What is the differences between directive principles and the fundamental rights? 13. What do you understand by single citizenship?
Assignment	The students are asked to prepare a chart depicting the fundamental rights and the directive principles

4.15 LET US SUM UP

In this unit we have tried to discuss the meaning of social science and instructional process in social science highlighting the different components like planning, implementation, management and feedback. The major focus was on planning the relevant components of instruction in social science. How can we develop daily lesson plans or a series of lesson plans or unit plans? How to formulate the objectives of instruction? How can content points be sequenced? What might be the process of instruction most appropriate to learning outcomes? How will you identify the pupil's progress? All such questions were discussed to help you as a teacher to develop the competencies of planning, implementation and management of resources and apply feedback procedures to know effective you as a teacher. Also you as teacher may acquire the skill of developing a lesson plan and unit plan.

4.16 UNIT - END ACTIVITIES

1. Define in your own words what is meant by the instructional process in social studies.
2. Construct your own lesson plan guide. Name the different components and give their functions.
3. List the procedures you will follow in constructing a unit plan in chronological order.
4. Try to identify the key terms useful for writing instructional objectives and the terms that do not specify student behaviour.

4.17 ANSWER TO CHECK YOUR PROGRESS

1. The major components of the instructional process are planning, execution or implementation, managing and monitoring and feedback mechanisms.
2. A unit plan consists of
 - a. Introduction
 - b. Objectives
 - c. Contents
 - d. Hints for teacher
 - e. Evaluation
3. A daily lesson plan comprises five parts. These are
 - a. Lesson objectives.
 - b. A list of instructional materials

- c. Opening activities
 - d. Development activities
 - e. Closing activities
4. Thought provoking questions. Using model, Dramatization, Using filmstrip, Posing a problem etc
 5. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation
 6. Write your experience.

4.18 SUGGESTED READINGS

Ellis, A.K. (1977) : Teaching and Learning Elementary Social studies, Allyn and Bacon Inc., London

Michaclis, J.V. 91963): Social studies for children in Democracy, Recent Trends and Developments, Third Edition, Englewood Cliffs, Prentice Hall Inc

Mehlinger, M.D. (1981): UNESCO Handbook for the teaching of social studies, (Ed). Crocm Helm, London

NCERT (1969) : Improving Instruction in Social studies, Vol.I, Dept. of Field Services, NCERT, New Delhi

Servey, R.E (1981) : Elementary Social studies : A skill Emphasis, Allyn and Bacon Inc:

UNIT V INSTRUCTIONAL METHODS AND TECHNOLOGICAL APPLICATIONS

Structure

5.1 Introduction

5.2 Objectives

5.3 Methods of Teaching Social Science

5.4 Major Methods of Teaching Social Science

5.5 Educational Technology

5.6 Educational Technology- Applications in classroom Instruction.

5.7 Cone of Experience

5.8 Audio Visual Aids- Classification

5.9 Programmed Instruction

5.10 Multimedia Approach

5.11 Computer Assisted Instruction

5.12 Power Point Presentation

5.13 Interactive White Board

5.14 Social Media

5.15 Let Us Sum Up

5.16 Unit End Activities

5.17 Answer to Check Your Progress

5.18 Suggested Readings

5.1 INTRODUCTION

“Even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and the right kind of teachers.” says Secondary Education Commission.

As the means of reaching predetermined ends, method forms the most important link in the total teaching – learning chain. It is middle link connecting the objectives with its value. It determines the quality of result.

Social science teaching needs to be revitalized for helping the learner acquire knowledge and skills in an interactive environment. The teaching of social sciences must adopt methods that promote creativity, aesthetics and critical perspectives, and enable children to draw relationships between past and present, to understand changes taking place in society.

5.2 OBJECTIVES

After learning this unit, you will be able to:

- Acquire knowledge of different instructional methods of teaching
- Develop the skill to use appropriate method for effective teaching
- Aware of educational technology and its applications in classroom instructions
- Understand Edge dale’s Cone of experience
- Enable to understand the usage of audio visual aids, power point presentation and interactive white board in classroom teaching
- Enable to apply social media for updating information on social science

5.3 METHODS OF TEACHING SOCIAL SCIENCE

a. What is a method of teaching?

A method of teaching is primarily a scientific way of transacting curriculum, keeping in mind the psychological and physical requirements of the children. Methods are the means of attaining predetermined goals. In fact it forms the most important link in the total teaching learning cycle. It has on the one hand, the goals and purposes and on the other hand results. Results can be in terms of cognitive development or the development of desirable habits,

interests, attitudes, values and skills related to the various domain of human life. A method connects the objectives with its results.

Methods of teaching are a dynamic phenomenon. There had been methods suggested by the traditional theories and practices of education. But as a result of recent psychological and technological development many novel tracks have been introduced as models of teaching strategies, teaching approaches etc. But still one cannot argue that the term method is out dated.

b. Need for Right Methods : The secondary education commission has rightly put it that the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right method of teaching and right kind of teacher ... Good methods which are psychologically and socially sound may raise the whole quality of life, bad methods debase it. So in the choice and assessment of methods teachers must always take into consideration their end products namely the attitudes and values inculcated in them consciously and unconsciously.

All decisions regarding teaching procedures in social science should be governed by the objectives of teaching this subject. The objectives, the specific goals or purposes projected by a particular unit as well as the nature of the content area of the unit would largely determine the method to be used in teaching the unit. For the realization of comprehensive objectives of teaching social science, methods are needed which could expose the pupils to knowledge and experience, helpful in the development of understandings, critical thinking, scientific outlook to social issues, practical skills and interests. The procedures adopted should also give training in constructive thinking, reasoning and critical judgment. The goal expectations in the teaching of social science warrant deeper and extensive participation of students in learning. The good old lecture method alone would not be adequate for realizing this wide variety of goals. Students will have to be exposed to a variety of learning experiences involving book learning, observation, interviewing, surveying, interpreting, reviewing, recording, reporting and evaluating if comprehensive objectives of teaching social science are to be realized in students. The type of growth and behaviour changes to be brought about in learners and the need to make them enlightened, critical, dynamic, productive and democratic citizens would make it imperative to provide them learning experiences geared to that end.

c. Need for a variety of Methods : There may be more than one method of teaching in the same way as there are more than one road for going to a destination. In the case of paths only

one will be selected for reaching the destination. But in the case of methods of teaching selecting more than one method in a judicious manner and integrating them with a view to realize the diverse objectives in the most effective way preferable.

The social science teacher must be well equipped with the theory and practices of different methods of teaching the subject for mainly three reasons.

First the teacher should be able to use a combination of methods, devices and techniques to make the subject interesting, vital and lively. For example he could adopt lecture or discussion method or a combination of these two, to lend colour to class teaching. The point which needs emphasis is the urgency of the teacher to be conversant with a variety of methods of social science instruction.

Second for avoiding monotony, different lessons or units demand different approaches of teaching if a teacher always adopts the same method it can be very monotonous indeed. A tremendous increase in equipment, materials and teaching procedures has been witnessed by the past few decades. It is necessary to be able to utilize all these to provide variety and colour to instruction in social science. Let children be exposed to varied experiences to create and maintain interest and avoid monotony.

Third and the most important reason is that the development anticipated by education has to be able to total (comprehensive) and this warrants the realization of a variety of goals cognitive, personal, social etc. A single method cannot lead the learners to such a total development.

It is thus evident that no single method can be advocated as the best for all situations and for all teachers and pupils. The method adopted by the teacher should emerge out of the abundance of information and skill of the teacher and to top it all, should harmonise with the curriculum material to be transacted.

d. Characteristics of a good Teaching Method

1. It should awake interest in the materials and techniques used by a social scientist. It should provide the learner with an entry into the workshop of the social scientists so that the subjects are learnt by students with a scientific outlook.
2. It should give scope for the creative expression of the child's individuality.

3. It should provide a group of related activities and experiences arranged on an individual as well as group basis, specially designed to produce certain changes in terms of knowledge, understanding, habits, attitudes, skills and values in the students
4. It should arouse a large range of interests in the minds of the students rather than be a mechanical device for passing on facts and figures.
5. It should shift emphasis from verbalism and memorization to learning through purposeful, concrete and realistic situations and that too in a scientific manner.
6. It should train the students in the techniques of self study and the methods of acquiring knowledge through personal effort.
7. It should stimulate the desire for further study and exploration.

e. Factors which determine the selection of a Teaching Method: The following aspects have to be considered while selecting the teaching method for a given situation

1. The Nature of the child: In modern educational practice the child should be the centre of all educational programme and activities. The method of teaching to be used must provide experiences appropriate to the ability, interest, needs and the specific developmental stage of the learners.

2. The objectives of instruction: The objectives of instruction envisaged for a particular learning situation should form the basis for selecting the teaching method for that situation.

3. The nature of the subject matter: The nature of the subject matter dealt within the lesson must be well considered in selecting the method of teaching. The term subject matter refers to the learning material around which the curricular experiences are to be given.

4. Class room environment: The environment of the class room should also be taken into consideration while selecting the suitable method of teaching.

5. Expertise of the teacher who adopts the method: Before selecting a particular method, the teacher should ensure that he gains mastery over the theoretical and practical competencies required for adopting the method effectively in the class room.

Check Your Progress

Notes: a. Write your answers in the space given below

b. Compare your answer with those given at the end of the unit

1. What is method of teaching?

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.....
.....

2. What is the need for employing variety of methods?

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.....
.....

3. What are the factors which determine the selection of teaching methods?

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.....

5.4 MAJOR METHODS OF TEACHING SOCIAL SCIENCE

With regard to approaches to pedagogy and resources in social science the National Curriculum Framework 2005 points out problem solving, dramatization and role play are some hitherto under explored strategies that could be employed in order to make the process of learning participative. There is a need to shift from mere imparting of information to debate and discussion. This approach to learning will keep both the learner and the teacher alive to social realities.

Corresponding to the different aims of social science education there are different methods of teaching. Now we shall discuss the following methods which the teachers may use according to the needs of a situation

1. Story telling method
2. Supervised Study
3. Text Book Method

4. Source Method
5. Lecture Method
6. Demonstration Method
7. Dramatization Method
8. Team Teaching Method
9. Problem solving method
10. Project Method
11. Discussion Method

1. Story Telling Method: Story telling is one of the most important methods of teaching social science particularly the history part of this subject, stories of great men and women of the past as well as the present depicting the life ancient societies as well as those related to famous rulers, reformers, writers, saints, discovers and scientists can be presented. Also stories concerning the development of scripts, numbers, systems, trade and money all need to be told in the secondary classes also. Narration in fact is an art in itself which aims at presenting to the pupils various types of events through the medium of speech if these are presented in a clear, vivid, interesting and sequentially and orderly manner, students will have active mental participation in the situation / event presented and they will reconstruct what was presented and register it in their cognitive structure. The teacher's capacity as an actor and speaker can make the lessons lively and interesting to the pupils; they can almost visualize the events and personalities described.

Advantages

In addition to cognition of information it can help in

- a) **Inculcation of values.** Story telling can be relied upon by the teacher as the best ally for developing in his pupils the much coveted traits of character, such as piety, truthfulness, charity etc. He can very easily achieve success in his objective by relating the pupils to the life stories of great personalities.
- b) **The development of imagination.** A good story told in a proper manner goes a long way in firing the imagination of listeners. It is sure to make them away from the matter of fact world and thus offer ample scope for the play of their imagination as well as creative talents.

- c) **Enhancement of interest in the subject.** By bringing out all the aspects cultural, social, and economic of prehistoric, ancient and medieval societies pupils get more interest in social science.,

Story telling is an art. Every teacher should master this art. He should have rich imagination, as well as accurate and wide knowledge of the past. Also he should possess rich collection of stories to be able to use them when situation so demands.

Limitations

- a) If the teacher is not capable enough to present the story in tune with the age and maturity level of the student it will result in mere waste of time.
- b) Too much dependence on this method will tempt the students to view social science more as story instead of as a scientific branch of study.

1. Supervised study:

Supervised study is a method of teaching for promoting optimum learning. Every student may need some help in acquiring the many competencies associated with the learning of social science as and when the learning tasks progress. The main principle behind this approach is the self effort of the child, in learning new things under the supervision and guidance of the teacher as and when the learner needs such supervision. The pupils may be busy at work assigned to them. When they meet with a difficulty that they cannot overcome, they ask the teacher for assistance. The teacher when not called upon, walks quietly up and down the classroom, of course with an eye on how each student progress, with a view to locate any wrong procedure that the pupils might be adopting. He is always ready to assist them. Supervised study is teaching the students how to study and helping them when they want help. The main aim of the method is to help the students master good study techniques and to ensure that they are not mislead.

Supervised study can yield good result if the teacher has worked out a good plan of action. Some of the specific types of learning that can be handled by adopting supervised study are as follows

- i. Reading to find the main points in a paragraph chapter or unit
- ii. Training in effective memorization by using mnemonics etc (Mnemonics is a technique to memorize many points effectively and systematically E.g The advantages of studying Social Science can be memorized by using an acronym

MIAVU which stands for Moral, Intellectual, Aesthetic, Vocational and Utilitarian aims)

- iii. Checking on a point on which the class is not clear
- iv. Studying pictures maps or charts and interpretations
- v. Using the table of contents, glossary and the index of a book
- vi. Preparation of notes or reports
- vii. Working on various kinds of assignments
- viii. Tasks in which pupils engage in formulation of hypotheses, organization of data, formulation of conclusions, applications and judgments

Advantages

1. Certain skills essential for the interpretation and application of materials can be acquired only through practice under the teacher's supervision.
2. Pupils benefit from individual attention by the teacher for rectifying on the specific difficulty detected. The teacher can get insight into the study habit efficiency of study skills and degree of progress with regard to each learner. On the spot guidance can be given which saves time as the probability for repeating errors is eliminated
3. Teacher becomes aware of individual differences and this act as a guide line for the teacher to provide help and guidance in tune with the strength and weaknesses of individual students.
4. As guidance for correct learning is given then and there. Knowledge becomes precise and hence thorough.
5. Better pupil- teacher relationships developed: The teacher, instead of being a hard task master is a monitor and guide. He gets an opportunity for displaying sympathy and understanding. The teacher is able to understand the pupil and his difficulties and is in a position to spur him into greater effort.
6. Experience gained from supervised study can establish in pupils habits of critical thinking as errors are identified and correct procedures are logically adopted under the guidance of the teacher. Supervised study encourages the pupils not only to compare facts but also to evaluate the sources of facts. They acquire the habit of withholding opinion until enough evidence is available to justify a conclusion. Thus pupils learn to examine the material critically. This in itself is a valuable experience.

3. Text Book Method: Defined as that teaching procedure in which the mastery of the text book is the immediate objective. Text book method means the procedure which revolves around the text book just as another procedure might revolve around the problem or the project. However we may find good as well as bad teaching within the limits of the text book method. The teacher utilizes the text book to the best advantage of his pupils.

While text book is a very useful means of getting concise and up to date information an oral lesson may become lengthy, complicated and unintelligible a text book is logically and systematically arranges the subject matter for students. It lays down the minimum essentials and enables the teacher to work out problems and projects and to pursue further discussion.

Use of text book in social science: If the teacher bases all of his teaching upon a single text book the text book procedure may become undesirable. As generally followed in schools in this procedure the teacher or one of the students reads the text book in the class. The teacher explains difficult words and sentences and removes flaws in reading and pronunciation. While suitable in language teaching this procedure is highly objectionable in case of social science. A text book is an effective aid and must be taken as such. One text book should never be completely depended upon. To supplement the subject matter given in one particular text book, other text books, references and resources should also be consulted. The teacher should tell his students how to make the best use of a text book giving a demonstration himself along with his comments.

Advantages of Text book Method

- a) **Meeting the need of the students:** From the students point of view a text book should meet their requirements by the use of simple language, headings, sub headings questions, assignments, maps, charts, pictures and other illustrative material.
- b) **Developing study skills:** Provides a common basis on which the process of reading, analyzing, outlining and summarizing can be mastered. A text book furnishes a common laboratory in which study skills can be developed. By studying the text book independently at home and understanding its content the student develops study skills.
- c) **Giving an accurate account of the subject:** A text book is very useful as it gives a reasonably correct, logical and systematic account of the subject field in an organised manner.

- d) **Suggesting application of the material:** A text book suggests application of the subject matter through assignments, drills, questions, projects and other activities in social science.
- e) **Reflecting and establishing standards:** A text book indicates what the teacher is required to teach and what the pupils are supposed to learn social science. By it teaching and learning aids text book greatly affects methods and establishes the standards of scholarship. It furnishes a definite basis for specific assignments, problems, and projects. Through it the teacher can easily establish class as well as individual standards.
- f) **Expanding and limiting its scope and size according to needs:** According to the changing needs of education a text book can expand and delimit its scope, size and content sometimes it leads, sometimes follows the educational process.
- g) **Basis of almost all other methods:** As almost all other methods can be used with the text books as basis of study assignment, procedure or telling and discussion method or even problem, project and unit methods can be used with advantage with the help of text book.
- h) **Presenting different and opposing points of view on historical and current events:** A text book presents history and current affairs in such a way as to develop in pupils an appreciation of different points of view.
- i) **Presenting content relating to human relationship:** Giving an accurate account of our environment the values and principles which guide our actions and the processes through which we hope to improve ourselves. A social science text book helps in improving the physical and mental well being of pupils.

Limitations of the text book

- a) **Rote Memorisation:** Students generally memorise text book word by word and reproduce the same in black and white at the time of examination. Accepting blindly what is given in the text book they feel that it contains all the needed information and knowledge. However enriched scholarship of the teacher can be suitably guarantees against this limitation.
- b) **Possibility of errors of detail and interpretation:** There is a possibility of errors of detail and interpretation as the whole field of subject matter in a text book is too condensed and encompassed by an author to meet the requirements of students. This defect can be removed if the teacher is competent enough to correct errors and counteract prejudiced interpretations.

- c) **Contains only minimum essential:** Containing only a summary treatment of the subject matter a text book does not give lively detail it thus leaves a lot to be done by the teacher. Without teacher's planning and direction the students cannot derive full advantage of the text book.
 - d) **Tendency to dominate:** Because of its definite and convenient subject matter a text book may dominate the entire procedure of teaching covering certain number of pages the students and teacher may drift into the habit of routine procedure accepting anything that they see in print. This limitation can also be overcome by the utilization of other aids.
2. **The source Method:** This is another activity method of teaching social science. According to this method pupils are expected to build up historical, political, social and economic accounts with the help of available sources, such as documents, historical accounts, biographies and inscriptions, coins, travel accounts, literature etc. They learn how particular items of information can be gathered from such sources. The use of the source method is advocated it does not mean that the aim is to convert school children into full fledged historians or social scientists.

Objectives of the source Method

- i. To enable the students develop critical thinking by studying the sources and weighing evidences.
- ii. To enable the students to form their own independent judgment through a critical analysis of sources.
- iii. To develop elementary skills of collecting data identifying the specific items relevant for a given situation organizing them and interpreting them.
- iv. To create proper atmosphere so as to make the people and events of bygone times more real to students.
- v. To stimulate imagination of the students for reconstructing the past.
- vi. To develop and promote interest in the study of social science in right perspective.

Use of sources at various steps of the lesson

Pre –lesson use of source: It can be used to motivate the pupils for a particular lesson. For example while dealing with the topic Nationalist Movement in our country the teacher may quote from the life of many of our national leaders.

Mid lesson use of Sources: The sources can be made use of for developing the lesson also. For example while teaching about the people of India during Harsha's period the teacher can quote the following extract from the accounts of Hieun Tsang.

Post lesson use of Sources: Sources can be used by the teacher after he finishes the lesson. Interesting and useful extracts from original or secondary sources may be given to the students and they may be asked to write answers to questions based on the extracts. This technique will be useful particularly for the gifted students. Their interest may be used to motivate them, pursue the study of the topic concerned further and prepare write ups reflecting critical thinking and creativity.

Advantages

- a) It develops a sense of vividness and reality. The sources examined will give a sense of reality to the information cognized.
- b) It can satisfy the curiosity of children on the question how do we know this? Study of sources gives the children an insight into the scientific methods by which social science has been built up. The sense of objectivity which is important in the scientific study of the subject can be particularly developed through this method.
- c) The original sources serve as an effective means for creating realistic background which in turn would create a congenial and motivating atmosphere.
- d) The use of sources provides opportunity for involving in certain useful mental exercise such as right thinking and imagination comparing and classifying phenomena, analysing complex situations, drawing logical inferences, free expression of one's own ideas and opinions etc.
- e) The original sources can be used to illustrate oral expositions and to provide additional information for making the incomplete or one sided picture of historical, political, economic and social scenario more comprehensive and complete.
- f) The method initiates the pupils to the research mentality.
- g) Though the method is more suitable for the pupils of higher classes it can be used with advantages by the pupils of primary classes also. The study of social science through this method will make the subject more concrete and meaningful for them.

Limitations

- a) It is always not possible for the teachers of schools to have easy access to the sources particularly the original ones.
- b) Most teachers might not have expertise in the proper selection and use of relevant sources
- c) The method is too complex and technical. Hence the use of this method is difficult at the school level.
- d) The sources available are in many languages and might cover a period of more than three thousand years. All teachers are not conversant with such different scripts and environments. Hence their use is difficult.
- e) There is also the difficult problem of sifting the relevant items from a multiplicity of sources.

Use of the method at least for a few selected topics will make the study of social science appears more real and interesting. Attempts need to be made to make use of the source planned and purposeful, well directed and geared towards the anticipated curricular experiences and goals.

4. Lecture Method: Lecture is the oldest procedure of teaching social science for imparting authentic and systematic information about events and trends. The method is particularly used in the secondary classes and above it can be used. The method can be used at different situations.

- i. **To motivate:** While starting the study of a new unit or topic the teacher can sometimes present the important points effectively in a lecture. He can indicate some of the significant persons, events and problems and thus arouse the curiosity of the pupils.
- ii. **To clarify:** When a learning situation call for summarizing details for getting a total picture, for synthesizing related points presented, for interpretation, or for the purpose of linking a number of facts involved in the situation, lecture can be helpful. A few minute's lecturing can help to clarify matters and thus save valuable time.
- iii. **To review:** Through lecture the teacher can very well guide the pupils by summarizing the main points of a unit or topic and indicate some of the important and significant details.
- iv. **To expand contents:** Lecture is one of the best ways of presenting additional materials. Pupils are interested to know beyond what is present by the text book.

They will be interested to hear more about the topic which the teacher can present on the basis of his additional reading and or personal experience. This is possible if the teacher manages to give a lecture interspersed with interesting anecdotes, stories, personal experiences and chatty descriptions.

Advantages

- a) A Well prepared and a well delivered lecture can make social science interesting. The spoken word can be far more effective than the printed one especially when the teacher has good communication skill. While delivering a lecture, the teacher can indicate by tones, gestures and facial expressions the exact shades of meaning that he wishes to convey. He in fact can act out his story. By shifting his position by impersonating characters by changing his voice and by using simple devices he can deliver his message effectively. He in fact can impart life and blood, colour and vividness to the lifeless and colourless printed material.
- b) Lecture gives the teacher an opportunity to come into immediate contact with the pupils. He can see and know whether the pupils are appreciating what he says. He can promote thinking by posing appropriate questions and in case of some doubt he can repeat the message or change the approach and thus manage to carry the pupils along with him.
- c) Lecture gives the pupils training in listening and taking rapid notes.
- d) Lecture saves time, it warrants adequate preparation on the part of the teacher and this if properly done will be beneficial for the pupils. Greater enthusiasm and interest on the part of the teacher is bound to be transacted to the pupils as well as such enthusiasm is contagious.
- e) Good lecturers stimulate bright pupils. They are prompted to put in more work by way of reading or preparing write – up’s.

Limitations

- a) If the teacher goes on giving lectures the pupils lose opportunity to make self study. The teacher will be doing it for them and their responsibility naturally will be listening what is presented. Effective learning requires active participation by way of reading, asking questions, preparing assignments etc, Opportunity for this is lost if the teacher goes on talking. In order to guard against this danger, it is advisable for the teacher to judiciously limit the use of this method.

- b) Lecture lessens the opportunity for the pupils to learn by doing as readymade cooked material is presented to the pupils. A great reliance upon vicarious learning will be the result.
- c) Lecture can soon result in monotony. Only an exceptionally competent teacher with brilliant communication skill can keep up the interest of the students continuously.

Suggestions to make the method successful

- a) The teacher should choose the occasions for lecture with great care. The opening of a unit or topic, presentation of additional material, summarizing of an extensive topic, clarification of a complex problem, elaboration of a current event or practice are some of the best occasions for the use of this method. On appropriate occasions the teacher can give a hint about some topic or unit to be developed in some later lecture. Pupils thus can be led to anticipate a lecture with eagerness.
- b) The teacher can prepare a synopsis of the lecture and give it to the pupils in advance. It will save the teacher from pointless discussion. It will also help the pupils to pay undivided attention to the lecture.
- c) The teacher must be very careful about the delivery of the lecture. He should speak clearly and slowly using lucid language so that the pupils are able to keep pace with him. He should talk to the students rather than lecture to a class. To lay emphasis on a point and also to attract the attention of the pupils, modulation of voice is necessary. Frequency but natural change of position helps the speaker to feel at ease and also ensures every member of the class an equal opportunity to hear.
- d) Lecture should be interspersed with timely humour. It can be made interesting and meaningful by the judicious use of analogies, comparisons, illustrations and anecdotes relevant to the topic. Aids such as pictures, films, film strips, slides, diagrams, etc. should be used to make the lecture meaningful and interesting.
- e) Lecture can often be followed by a written test to measure the success or otherwise of the lecture. If the pupils perform well the lecture is successful and if not the teacher can revise his methods.

Check Your Progress

Notes: a. Write your answers in the space given below

b. Compare your answer with those given at the end of the unit

4. What is the caution a teacher should be aware of while using text book as a method?

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5. How will you effectively make use of lecture method in social science class?

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4. Demonstration Method: Demonstration is another method which is employed in teaching social science. Demonstration means showing how something is to be done or not to be done. Through demonstration a teacher models the behaviour of presentation, analysis and synthesis. The student's role is that of the observer and recorder of information and skills. In schools the teachers of social science adopt this technique specially when something related to the development of skills is required. For example, how to draw a map of a country is a skill which has to be demonstrated. Demonstrations are most effective when followed by a corresponding student activity. A teacher demonstrating a measuring technique for determining distances on the maps should be followed by students using the skills associated with an action. Sometimes, ideas, attitudes, processes and other tangibles are also demonstrated consciously.

Preparing a classroom demonstration: While making preparation for a classroom demonstration the teacher has to

- Plan a demonstration that will create interest among students.

- Plan every step in the task of demonstration carefully.
- Relate the task to be demonstrated.
- Outline the various steps of the task to be demonstrated on the chalkboard.
- Make sure that everyone can see and hear.
- Prepare written materials, handouts etc. on the task to be demonstrated.

Performing a classroom demonstration: The following points should be remembered by the teacher while demonstrating a skill:

- Communicate properly while demonstrating.
- Keep the demonstration simple and precise.
- Do not digress from the main theme.
- Do not hurry through the demonstration.
- Do not drag out the demonstration too much.
- Make sure that the demonstration is observed by all the students.
- Summaries as the demonstration go on.
- Distribute handouts at the end.

The danger of the demonstration strategy lies in the passive role of the students who may or may not understand the concept or skill the teacher is demonstrating. The solution is to follow up the demonstration with replication by the class. Ideally the students will perform exactly the same activity the teacher has demonstrated in much the same way the teacher has done.

7. Dramatisation:

Meaning: Acting is a wonderful way of learning in which the children engage in creative, make believe acting and learn what no teacher can teach. Drama is a living experience, creation of experience of human relationships of people and of character of situation, stories and emotions. It helps the child to expand the boundaries of his life space. It enables him to express his imaginations. It helps him to make believe his ideas, his concepts and his feelings about events and happenings of the days gone by.

Objectives of Dramatisation

- a) To help indicate a problem.
- b) To prove effective tools for evaluating the result of instruction in social science.

- c) To be used as a tool of evaluation histrionics make a galaxy of learning observable they reveal the degree to which children are internalizing the knowledge they are acquiring.

Forms of Dramatisation

The play: Carefully rehearsed by school children or adults play is staged using proper costumes and stage setting. As every participant memories and his or her predetermined part in the play and performs accordingly. Plays develop the personality of the pupils and help them in acquiring information. Plays make social science lively and interesting. They may be selected from the writings of reputed authors. The pupils should cooperate in designing the scenes and costumes and lead them to a study of original sources. After the plays have been staged there should be follow up work in the class. The class may judge the authenticity of the subject matter of the drama. They may also summarize information gathered from the drama.

The pageant: The pageant gives more importance to setting and action and less to speed. In pageant persons appear in proper dresses and make up and parade before the audience. The parade tells its own story. For example ambassadors coming to India from different countries may appear in a chronological sequence with a standard bearer carrying a poster in bold letters with the basic information regarding the country. There may be background music or song appropriate to the occasion to make the pageant more interesting.

Sometimes instead of dresses and make up only posters are hung around the necks of pupils to indicate the personalities they represent. Topic like England and France under different rulers, Gupta Empire under different emperors, religions of the world, people living in different regions etc. may form the subject matter for pageant.

The Tableau: Tableau is a play acted without words. Either as individuals or as groups the students tries to represent some scene by silent motionless posing. Very effective in representing an emotional theme it is also presented generally without any announcement. The audience has to guess what is being presented. For example

- i. At the background of world of misery Gautam Buddha and his teachings may be shown as appearing like a light.
- ii. In the midst of communal riots Jawaharlal Nehru may be represented as the guardian angel.

Tableau may be arranged on topic as First Indian War of Independence 1957, Declaration of Indian Independence on 15th August 1947, speech by Jawahar Lal Nehru on the question of India's freedom and the need to preserve the unity of the Indian nation etc.

As the tableau is an acted play without words attention should be paid to costumes and scenery. Well prepared and presented occasionally tableau can be of much value as an aid to teaching social studies.

Puppetry: It is a specialized form of dramatization ordinarily employing doll like figures of human or animal forms. The puppets may be mechanically operated or they can be operated by hand with the help of strings. The operator himself speaks for the puppet in different tones and plays different roles.

- i. Puppetry puppets are simpler to make and operate. They are held and moved by the hands of the operator.
- ii. Marionettes are manipulated by strings, wires or rods from a different level.

Knowing the operation of puppets a teacher may deliver a whole lesson in social science through them. He can also hold puppet shows with proper use of light and stage effects.

- i. Puppetry can present ideas with extreme simplicity without elaborate scenery and costume aid quite effectively.
- ii. Distracting details are eliminated so that attention is focused on the dramatized experience itself.

There should be follow up work in the class after every puppet show. Puppet shows have maximum appeal for pupils of primary classes. However it can be used with profit with pupils of higher classes also.

For effective use of Dramatization

1. Introduce dramatisation in classrooms carefully and see that the class takes it seriously
2. Do not dominate the show, direct and guide only from the background. Encourage pupils to come forward and express themselves.
3. Choose characters as appropriately as possible. Take care that some pupils do not monopolise all the activities. Do not plan stage setting and scenery in a classroom play.
4. Emphasise action, gestures expression, voice and interpretation rather than clothes, scenery and setting.

5. Histrionics must be properly followed up. Questions wisely chosen by you should open up wide discussion. These should ultimately help in increasing knowledge and understandings.

8.Team Teaching Method :

Team Teaching is a form of organization in which resources as well as interests and expertises of various teachers are pooled in order to devise and implement a scheme of joint work in teaching. In this strategy the needs of pupils are met in a comprehensive manner and in tune with all the facilities available in schools. Team teaching has been defined as a type of instructional organization involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility of working together for all or significant part of the instruction of the same group of students. Team teaching is a co-operative endeavour where a group of teachers are jointly responsible for planning and executing instruction of a course. All pupils are benefited by the expertise of all teachers and all relevant learning points can be thoroughly covered. The short comings of any one of the teachers either in mastery of the content or in the skill for presentation are made good by making use of the expertise of others. This innovative practice now a days becoming popular as it would help to improve the teaching learning process.

Types of team teaching

- a) **Team teaching in the same class period:** In it the team members discuss the various aspects of the same topic to be covered in the same class period and share these aspects in tune with the special knowledge area in which each has expertise. Gaps, if any left by a teacher can be filled up by another.
- b) **Team teaching based on specific teacher competencies:** In this model units are shared by different teachers not on the basis of subject matter but on the basis of special competencies such as lecturing, demonstrating, guiding, discussing etc.
- c) **Team teaching based on specialization:** In it members with different subject specialization are responsible for instruction. In this type totally starting from course, formation to evaluation. They share the content and instructional tasks according to their areas of specialization.
- d) **Team teaching or relay system:** In this one teacher starts the instructional process when he completes, another follows and so on. Here the division of work is not based

on subject competency or skill what each teacher does, supplements, enriches and supports what others have done.

Advantages of Team Teaching

- Quality of Instruction can be enhanced
- Teachers get a chance to exchange ideas
- Expertise of all teachers in the school may become beneficial to all pupils
- Workload of teachers can be minimized
- More time will be devoted to prepare the lessons thoroughly
- Professional co operation is ensured
- Economical use of resources can be made possible

9. Problem Solving Method: This method is not quite new. Socrates was one of its proponents as were Comenius, Pestalozzi and John Dewey.

In this method the learner is required to solve a problem making use of his previous knowledge. Problem solving can be defined as an organized attack upon a puzzling situation in which a person makes use of his cognitive competencies to find a suitable and satisfying solution. According to Dewey “The problem fixes the end of thought and the end controls the process of thinking”.

Essentially the problem solving approach to learning in social science is one of training children in the technique of discovery. It is more than learning the formalized procedures for the solution of problems, and also more than analytical thinking that characteristically provides one step at a time it involves intuitive thinking as well it is learning to utilize conceptually adequate modes of thought it aims at mastery in competencies for predictive reasoning and for manipulating knowledge which in turn would help in tackling new tasks. It is in short developing a style of problem solving that will serve for solving most of the difficulties encountered in life. The hypothesis on which it is based is this by generalizing what they have learned about the solving of intellectual problems in social science, children can solve their problems of life efficiently and effectively.

Steps involved in problem solving

Richard Gross and Frederick McDonald suggested the following four steps

- An awareness of a problem which is personal in character that is the problem solver is disturbed by a given situation.
- The data gathering phase, in which the solver familiarize himself with the task to be tackled and the data / materials available for solution.
- Hypothesis formation stage, in which the solver formulates hypotheses (tentative solutions).
- Hypothesis testing phase in which the hypotheses formulated are scientifically tested.

Criteria for problem selection: Selection of appropriate problems for training pupils in the problem solving technique is a very important task to be performed by teachers. The following criteria have to be taken care of.

- i. The problem should be intellectually challenging to children. It should stimulate critical thinking and evoke a desire to seek cause and affect relationships together with evidence to prove it as well as the urge to arrive at logical conclusions. It should open up opportunities for formulating hypotheses and testing them.
- ii. The problem should not be entirely unfamiliar to the learners it should be related to their previous experiences.
- iii. The problem should be related to basic human activity. It should illumine man's effort to meet his basic needs as well as those of the society in general.
- iv. The problem should have the potential to create interest among children in the specific problem in particular and problem solving in general.

Advantages

- i. **It serves as a preparation for adult life:** Training in problem solving will help the pupils to form certain attitudes and skills which are essential for adult life. Having been trained in this methods they will be able to face challenging life situation with courage, confidence and scientific outlook.
- ii. **It develops the power for critical thinking:** Collection and organization of relevant data, looking for additional data, wherever necessary formulation of hypotheses and testing this etc. are of vital importance in a democracy.
- iii. **It makes pupils active recipients of knowledge:** Since students are making their own efforts in the solution of the problem they can no longer be passive.
- iv. **It develops values of tolerance and open mindedness:** Through this method a learner understands that there are many ways to looking into a single problem and

they have to listen to different points of view. So they will become tolerant and open minded and will appreciate the point that all truths are only tentative.

- v. **It helps for the easy assimilation of knowledge:** When knowledge is gained by actively involving in the processing of information for solving problematic situations related to one's own personal experiences, assimilation of knowledge become easier and meaningful.
- vi. **It helps to establish harmonious relations between teacher and pupils:** Since problem solving is the task taken up by the learner, he learns to appreciate the value of the guidance of the teacher. Thus a foundation is laid for good happy relations between the teacher and the taught.

Limitations

- i. This method will become monotonous if used too frequently. So it can be used as one of the procedures and not as the sole method.
- ii. The problem solving method can easily lead to the selection of trivial and untimely issues and in some instances to those that generate more feeling and emotion than thought. This danger can be avoided if the teacher is very cautious in selecting the problems.
- iii. This is appropriate for developing cognitive competencies but not for bringing about affective changes.

10. The Project Method: This method is based on the educational philosophy of John Dewey, an American philosopher and psychologist. It is a method propagated by the philosophic school of pragmatism. "Learning by doing" can be considered as synonym to this method. Some scholars prefer to call it as Learning by Living.

The following definitions will give us more obvious picture of the method

Stevenson defines "A project is a problematic act carried to completion in its natural setting."

Kilpatrick defines "A project is a unit of whole hearted purposeful activity carried on preferably in natural setting".

Good defines "A project is significant activity having educational value and aimed at one or more definite goals of understanding. It involves investigation and solution of problem and

frequently the use of manipulation of physical materials. It is planned and carried to completion by the pupils and the teacher in a natural life like manner”.

The above definitions throw light on the fact that project method gives much importance to the activity of the learner. It is a form of concrete activity directed towards the learning of a significant skill or process. It has a wide connotation and can be taken to include any activity like dramatics, pageants, making models, drawing, maps and charts collecting pictures, preparing scrap books, going of purposeful historical tours and exhibitions, preparation of wall newspaper, organization of debates etc. The method transcends subject barrier because while undertaking a project in social science it is possible to associate it with literature, mathematics, art etc. also.

Some basic principles of the Project method

- i. **Activity should be purposeful** : The project selected should be based on a felt need of the pupils
- ii. **Activity**: The project should involve activity mental or motor.
- iii. **Experience**: Project undertaken should provide varied type of experiences to the pupils manipulative, concrete, mental etc.
- iv. **Reality**: Project undertaken should provide real experiences.
- v. **Freedom**: The pupils should be allowed to undertake the different activities connected with the project in a free atmosphere.
- vi. **Utility**: The activities undertaken should be useful.

Steps in the project method: The project method aims to teach the pupils through some whole hearted purposeful activity. This activity will be fruitful only when it is carried out according to a set procedure. The procedure is outlined below

i. Providing a Situation : The first step in this procedure is that of providing for a suitable situation where the pupils feel a spontaneous craving for carrying out a useful activity. For this the teacher has first to identify the interest, needs, tastes and aptitudes of the children through conversation, discussion, etc. Telling a story involving social realities and problems or taking the pupils out on field trip can initiate the pupils to the nature of social life and hence to the world of projects. The pupils are thus exposed to so many problematic situation from which they can select an appropriate project. Enough opportunities should be given for the children to express their own ideas and to have discussions among themselves, as well as

with the teacher, which in turn will satisfy. It is also suggested that the situation or problem selected should have social relevance.

ii. Proposing and Choosing: The second step is to delimit the scope of the project and stating it with clarity. This should be done by the pupils under the expert monitoring and guidance of teacher. In his anxiety to achieve results the teacher might fall a prey to the temptation of making the choice of the project himself. By doing so the most important principle of the method may get violated. It is the feeling of active involvement in the planning and execution of the project that motivates pupils to work whole heartedly and energetically. Then only they will be stimulated to better planning, thorough execution and successful completion of the project. Of course the teacher should also be involved in this process. He should point out probable difficulties if any and raise feasible alternatives etc. But such guidance should in no way hinder the initiative and development of the pupils. The pupils should feel that the final choice was theirs. There should be common acceptance of the group. In short the project must ensure the whole hearted involvement of the student.

After the choice of the project has been made the pupils may write in their note book reasons for their choice. Also a title may be arrived at this should clearly indicate the purpose and scope of the project.

iii. Planning: The next step is a detailed step wise planning of the project done by the pupils, under the guidance of the teacher. The teacher should first of all draw the attention of the pupils to the necessity of a good plan. Discussion should be held. The pupils and the teacher are free to express opinions and give suggestions. The teacher can expose the difficulties and limitations inherent in the working of different plans. After taking stock of the strength and limitations of the plans, a final plan is drawn up. The whole plan should be written down by the pupils in their note – books under the careful guidance of the teacher.

iv. Execution: When the plan of the project is ready, pupils are encouraged to start working on it. The main responsibilities for the various task involved may be divided among themselves according to individual interest and capacities. The teacher should see that every child is assigned some work and every pupil contributes something towards the successful completion of the project. The teacher should not give too much help in order to speed up the work. Wise monitoring and guidance on the part of the teacher is most essential. Even though responsibilities are divided and specified, care should be taken to see that every child is aware of the major task in its totality.

This step requires a lot of pupil activity and is the longest of all steps. A series of activities have to be taken up by the pupils. They may be busy in collecting information, visiting places and people, interviewing important personalities, collecting labels, observing specimens, preparing maps and charts, diagrams and graphs of the data collected by various groups, surveying the locality, studying books, keeping records, calculating prices, inquiring rates, writing letters and thank you notes or acknowledgement depending on the nature of the project chosen. In short all inputs required for the effective execution of the project concerned have to be explored and pooled. The teacher has to play a very important role here. He has to guide the pupils with respect to the source of relevant inputs, and to provide them with necessary information sought for. The teacher has to supervise the activities and watch the progress of the project. Even common activity like the production of a play or a concert may involve a large variety of tasks that might require a number of inputs ranging from materials to persons and their expertise. The teacher has to see to all these and ensure that pupils get a variety of experiences and thus learn a good deal including mastery of a number of competencies.

v. Evaluation: Evaluation or appraisal of the work done is of utmost importance. Pupils must learn to find out their shortcomings and compensate these by remedial measures. After the execution step, the pupils should gather immediate feedback. It's to find out that nothing has been omitted and that the work has been carried out in accordance with the plan laid down; the mistakes committed are to be noted then and there, useful experiences and successes are to be reviewed to serve as reinforces, that would motivate further action on correct lines. In short the pupils will critically appraise their work. This self appraisal will stand them in good stead.

vi. Recording: Impressions left unrecorded are likely to be wiped away from memory. So it is necessary that pupils are encouraged to maintain a complete record of all activities connected with the project. It is necessary that in the project book everything is put down regarding the choice of the project, the discussions held, duties assigned, books and journals consulted, information sought for, work undertaken, inputs pooled, difficulties felt and experiences gained, short and long term gains obtained etc. Results of self appraisal are also to be entered and important guidelines and references for future are to be noted down.

The project book if well maintained can serve a very useful purpose because it will embody in itself the valuable experiences of the group. Well prepared project books may be awarded prizes.

Teacher's Role: While it is really a sound practice that pupils should plan and execute a project, in all this accomplishment the teacher has to play a vital role. The teacher has got mature experience as well as deeper and broader knowledge than the pupils. For this very reason his guidance and prompting is not only desirable but also indispensable. The pupils are out on a venture they need suggestions and guidance at every step. The teacher has to save the pupils from faltering and floundering. He should give help when it is required. He should be a good prompter just behind the curtain but should never make his appearance on the stage is meant for those who are expected to act that is the pupil themselves.

The teacher must be a keen observer and a true sympathizer. He should be able to win the good will of the pupils so that the pupils would not feel discouraged. He should be storehouse of information and knowledge. Then only can be anticipated the difficulties before hand and suggest remedies as and when necessary. He should command the respect of the pupils so that they might look to him for help, guidance, solace and affection. No method however good can ever be superior to the teacher.

Advantages

- The method is in accordance with the psychological laws of learning. It provides the most natural conditions of learning with the result that the learner sustains what is learnt.
- The method is valuable because of the element of freedom. The method is a method of self direction. When it is used the child learns to improvise, to invent, to experiment, to gather and process knowledge in all ways possible to translate the knowledge into action until the need that has been felt is met. This is how the creative mind developed.
- The method is in agreement with the psychological concept of maturation. It provides the sort of learning material that suits one's particular stage of mental development. The more mature pupils are likely to go for the abstract and difficult features of the task in hand and leave the simple elements to the others. However learning is never held up altogether.
- The method can result in social commitment. Each group take up responsibility for making its own contributions, these are subsequently pooled together so that the product becomes the common asset of the total group.

- The method gives training for social adjustment. It aims at developing in the pupils the capacity to adapt themselves with environment to make use of whatever is available for a common cause.
- The project method saves children from insincerity and superficiality. They understand the value of what they learn and do for carrying out a purposeful and socially relevant task.
- The method trains children for a democratic way of life. It encourages children to co-operate as well as to think and act together for a common goal. It teaches students to be responsible and at the same time gives them freedom within the framework of cooperative endeavours.
- The method emphasizes learning practical problems. It encourages pupils to achieve a deeper insight into principles through actually seeing them in operation.
- Through the method both the student and the teacher develop. The student stimulated by and encouraged by the success of the purposeful and cooperative effort will naturally transfer the insights and competencies to other areas of learning in a similar manner. The teacher too will grow in his understanding of a child's creative development.
- In the project method an intrinsic standard of evaluation is involved. The pupils learn to evaluate their own work. This evaluation brings home the mistakes and develops the habit of taking goal oriented remedial measures.
- The child gets the satisfaction of completing a definite task in its totality. When the work on a projects is organized it is divided into definite tasks and distributed. Hence each child gets a chance to contribute for the completion of the project complete. He sees before him a definite unit of a work, a unit which he can finish and so gains the pleasure of success and creation. The project method while making learning more interesting also makes it more effective. Pupils get joy and pride in the finished product of their labour which provides a spur to further creative work in life.
- The most important gain is that the learner develops the ability to construct by himself new knowledge through social work. Remember that this is in accordance with the message social constructivism.

Limitations

- The practical difficulties of covering a syllabus rule out the project method as the basis of teaching in most schools. Children taught by the project method often show astonishing knowledge of details in odd thing but reveal depths of real ignorance of

curriculum content that is not covered by the projects. A social science project may deal with construction of the model of an ancient house with great thoroughness and yet the pupils may have no knowledge of the administration of Chandraguptha Maurya.

- It is argued that a later stage of education. It is not so easy to formulate projects having a satisfactory degree of width and comprehensiveness.
- There is great difficulty in ensuring systematic progress in instruction.
- For success in this method very highly qualified teachers are required. Teachers should be zealous and well prepared.

The project method gives us a wonderful practical approach to the learning of both theoretical and practical problems. In short the responsibility of the success or otherwise of the method, rests with the teacher. Any how the project method can be considered as a valuable supplement to other methods and approaches.

Discussion Method : The term discussion denotes exchange of ideas, opinions or knowledge in a group with a view to more increased understanding and comprehension of these between and among the members involved in it. It can be one of the valuable methods of teaching social science. It is said that two heads are better than one. When a number of heads combine to discuss a problem, wonderful results can be achieved. The gist of this method is the process by which members of a dedicated group thoroughly examine an issue from different points of view. Coming to a common agreement leading to feasible decisions is the purpose.

A problem, a issues, a situation in which there can be difference of opinion etc. are suitable for the conduct of a planned discussion. Ideas are initiated; opinions are expressed, accompanied by a search for the various aspects involved. A free but serious atmosphere is ensured. Constructive suggestions based upon beliefs and value systems are encouraged. The participants are engaged in a process of competitive co-operation. Agreement is the declared purpose of discussion. But even if it is not possible to arrive at a common agreement it has the value of clarifying the various points of view associated with the issue.

Discussion as a method of teaching social science may be used for the following purposes

- i. Laying plans for new work
- ii. Making decisions concerning future action
- iii. Sharing and systematizing information as well as view points

- iv. Clarifying ideas
- v. Creating interest in issues of social relevance
- vi. Evaluating progress

The steps involved in the discussion method

In the case of problems

- i. Locating and defining problems of common interest and significance
- ii. Working together to find ways of solving the problems
- iii. Allocating responsibilities for the successful conduct of a systematic discussion
- iv. Evaluating the effectiveness of the suggested solutions and their implementations

In the case of plans for projects and programmes

- i. Deciding on the programme and the particulars such as date, time and place
- ii. Allocating duties to the members of the group
- iii. Evaluating the results

Procedures involved in the conduct of a discussion

i. Planning the discussion: Discussion method can produce the desired results only if the teacher and student representative do considerable planning. Discussion in fact required a good deal of planning and use of a well directed procedure. The whole process may be divided into three stages preparation, discussion and evaluation.

ii. Preparation: Thorough preparation on the part of the teacher and the students alike is required. The teacher should read widely so as to get a very comprehensive picture of the topic of discussion. He should read purposefully and critically and prepare the material conscientiously and maintaining sound logical sequence. The various aspects to be discussed should be presented to the learners well in advance. They should feel the relevance of the problem and they should be encouraged to gather relevant information.

iii. Conduct of discussion: While conducting the discussion the teacher should see that the procedure goes on in an orderly and disciplined manner. The arrangement of seats should ensure face to face talk since the strength of the discussion depends on a feeling of equality and on participation by all. It is a thinking together process which becomes ineffective if one or two members of the group participate. He should encourage relevant questions and

comments. The discussion must be geared to the realization of specific objectives that aim at clear insight regarding the issue as well as the competencies for systematic and meaningful interaction in a group

A relaxed and informal climate is essential if desirable results are to be achieved. The teacher should see that the discussion is truly a cooperative experience, not a competitive quarrel. He must continually discourage remarks and seek to bring the participants to focus their comments on the proposition and not on individuals. He should ensure that discussion is objective oriented. His questions should be skillful and his direction sound. He should also see that a happy rapport is established between the teacher and the taught.

Evaluation: Discussion must result in certain achievement such as expanding information or lessening / removing prejudices, changing attitudes or ideals, increasing the range of one interest, altering ones ideas, concerning issues. In short it should help learners to become active citizens. We must evaluate the discussion with these motives in mind. It goes without saying that a sound evaluating is possible only if the proceedings are comprehensively and systematically recorded for ready reference.

Advantages

- i. It is useful both for the juniors and seniors. At the level children learn through conversation and discussion, taking turns and by listening attentively, acting co-operatively, speaking distinctly, respecting the ideas of others, sharing interests, asking pertinent questions and thus gaining clear insights. At the upper level, children plan and discuss problems with the entire group and in smaller units. A group learns together and presents important information makes suggestions, shares responsibilities, comprehends the topic, evaluates the finding and summarized results.
- ii. It helps in clarifying and sharpening the issues. New ground is discovered both for agreement and disagreement old ideas and values get replaced by new ones.
- iii. It helps children crystallize their thinking and identify concepts needed for further study. Thus their knowledge of social science clear.
- iv. Discussion may help students know and understand that difference in perspective need not result in disaster and that people have the right to hold their own view points with readiness and open mindedness. Also they feel that these could be modified as and when they feel the need for a change.

- v. Discussion helps the student in discovering what he did not know, what he has overlooked and wherein he had mistaken notions.
- vi. Discussion gives opportunity for active interaction. It eliminates the one way affair in which the teacher happens to be the sole provider of information. It employs reasonable persuasion arising from motivation in place of threat and compulsion.
- vii. Discussion is valuable in that it represents a type of intellectual team work resting on the philosophy that the pooled knowledge, ideas and feelings of several persons have greater merit than those of a single individual. In short it reflects the spirit of social constructivism.
- viii. Discussion activates thinking along the lines of self evaluation. It is helpful in establishing an attitude of looking forward to progress and growth.
- ix. Lastly discussion can help teacher in discovering students who have potential for becoming genuine leaders.

Conclusion

When all has been said and discussed, it will have to be admitted that there is no single method of teaching social science which could be recommended for all topics and all situations. It is very aptly said that there is no single method to successful teaching. One thing is certain in order to make education the tool for ensuring total sustainable and transferable development of the learners, a teacher has to adopt the multi methodology approach. For transacting the curriculum with regard to a specific unit the domains of the anticipated development relevant to that unit have to be ascertained in advance and the most appropriate method or methods should be followed in a judicious manner at each stage of curriculum transaction.

Check Your Progress

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

6 What are the various forms of dramatization?

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.....
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7 How will you prepare for discussion session ?

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5.5. EDUCATIONAL TECHNOLOGY

Educational Technology is the application of scientific knowledge to education. Educational Technology involves input, output and process aspects of education. Educational Technology stresses on the development of the methods and techniques for effective learning. Educational Technology is helpful in making the teaching process objective, easy, clear, interesting and scientific.

Educational Technology facilitates learning by controlling the environment, media and methods. It stresses the organization of learning situations for the effective realization of the goals of education

Thus educational technology is the dynamic progressive and important mechanism in the field of education which modifies and analyses the various steps of teaching and learning with the help of indoctrinated principles and laws of modern psychology, sociology, engineering, administrative theory, mathematics and other social and physical sciences.

5.6 EDUCATIONAL TECHNOLOGY - APPLICATION IN CLASSROOM INSTRUCTION

Educational Technology is highly needed for the effective realization of the goals in education. Educational technology emphasizes the designing and measuring instruments for testing learning outcomes and stresses on the development of methods and techniques for effective learning.

Educational technology facilitates learning by controlling the environment, media and methods. There is a great need for educational technology in the developing countries like India, as it makes education more productive relating it to the individual providing instruction on more scientific basis. Moreover educational technology makes learning more powerful and more lasting making up the cultural handicaps of certain categories of pupils and for extending educational services in the remote areas.

Educational Technology is very much needed for our Indian classroom conditions as it is concerned with the problems of education and training and it is characterized by a disciplined and systematic approach to the organization of resources for learning. Further educational technology could be helpful in educational innovation by considering new systems and materials along with inventing instruments and finding procedures. Because of all the above reasons, there is a great need for introducing educational technology in the teaching learning process.

5.7 CONE OF EXPERIENCE

Learning experiences can be classified in a number of ways. Edger Dale's psychological classification is known as Dale's Cone of Experience, the experience at the base of the cone is direct purposeful experience where as the one at the apex is the abstract verbal symbolic experience. All other experiences are arranged between them from bottom to top in increasing order of abstraction.

It is interesting to note that Burner has also proposed a cone of learning experiences brings out its advantages and drawbacks.

Advantages of the cone

- It shows at a glance all the learning experiences arranged in an increasing order of abstractness.
- Teachers are made aware of the different experiences and their relative values by looking at the positions they occupy.
- It helps us to define inductive and deductive strategies of teaching. In an inductive strategy the students are first taught theory and then given practical tasks i.e., they are provided with symbolic experiences and they are assisted to deduce the theory. It is for the teachers to decide which strategy they would prefer for a particular objective.
- It shows that there is no perfect learning experience. Different experiences have different effects. It is for the teacher to provide a combination of experience or to sequence two or more experiences.

Disadvantages of the Cone

- The cone of experiences due to Dale may not be taken as gospel truth. It is hypothesis. For example field trips and demonstration could be interchanged in positions if field trips are arranged to provide demonstration and some firsthand experiences.
- The cone of experience does not take into account the cognitive impact of different audio visuals for example projected visuals should be given higher rating compared to non projected visuals.
- The cone of experience has no scope to classify newer learning experiences, for examples learning with computers, interactive video and multimedia are not listed.
- The fact that verbal and visual symbols are placed at either ends in contrast to direct purposeful experience. Purposeless an impression that the same are indirect of purposeless experience. That is not true. Much of the learning in science and mathematics is with verbal and visual symbols and it is quite appropriate to do so.

Dale's Cone of Experience

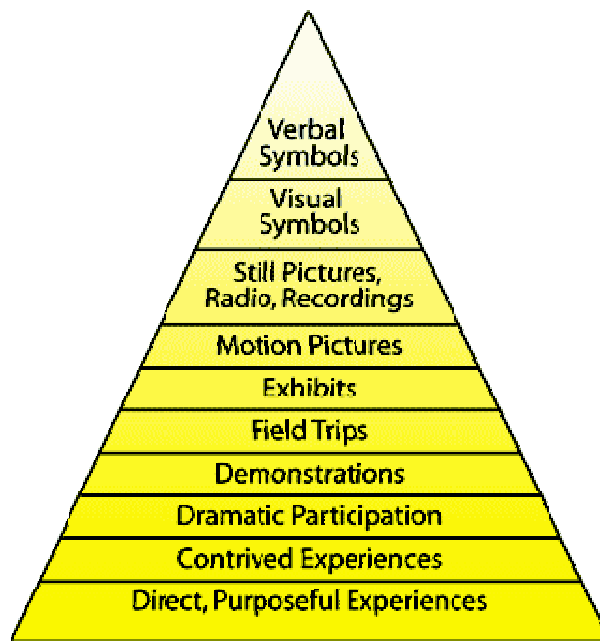


Illustration of Cone of Experience

Direct purposeful experiences refer to real life practical experiences of doing something. It is called so, because it is the first hand experience. It is called purposeful because it serves the desired purpose of being visible and tangible. Example is working in a workshop, an industry, a hospital etc. or an outdoor activity e.g., mountaineering, fishing or rowing a boat are all direct purposeful experiences.

Contrived Experiences are those which are designed and arranged closely resembling direct experiences. It is not always possible to let a student have a direct experience of all things, some contrivance such as laboratory experiments, working models etc. are very useful. Contrary to popular belief contrived experience are usually better than direct experiences. This is because models are made less complex; see through as also easier and safer to operate.

Drama and Role Playing places us in a contrived situation calling upon us to play some role. The act of imaging ourselves in a new situation and performing a role takes us nearer the reality of the situation. Imagine yourself playing the role of an executive of a sick industry or one facing labour problems. How about playing the role of an aggrieved teacher? Participation in a drama gets one close to direct experience than watching the drama.

Demonstrations are another source of fairly direct learning. A teacher may demonstrate a principle or a process calling the attention of the students to salient and precautions etc. students may be better involved through question answers and by way of being asked to do or to perform the demonstrated task.

Field trip is source of learning and entertainment at the same time. Students are brought closer to reality they can see people working and machines operating in the real environment. The value of a field trip is appreciably enhanced if the same is well planned. For example if the teacher visits the site in advance and prepares the students to watch out a list of things or the teacher arranges for some demonstrations during the visit the students benefit more. Sheets of questions could also serve to motivate the students to pay attention.

Exhibits and Models are useful to illustrate the principles of operation and mechanism. Given to the students to handle and play about models can create insight experience. Use of display, charts, photographs etc. alongside models ensure better participation.

Motion Pictures and Video occupies an enviable position in the cone of experience. They bring the outside world into the classroom both motion and sound effects come alive. In addition time and space may be regulated. For example an event may be shown in slow motion, time lapse or freeze frame mode occurring here or anywhere. Good filming and creative editing can make the learning experience extremely powerful.

Still pictures and Audio provides one dimensional visual and aural experiences respectively. Pictures of object create visual stimuli; audio recordings communicate the aural message. The two together complements each other and make a rich learning experience. The teacher should therefore explain and comment on the still pictures being shown.

Visual symbols include charts, maps, photographs and posters containing words, diagrams, graphs, schematics, algorithms, cartoons and pictures. Visuals comprise a universal language for communication. Simple sketches drawn on a board or a chart convey more than paragraphs of verbalism. It is necessary to create visual literacy among young children if they have to grow up and learn through video and computers.

Verbal symbols constitute the most abstract learning experience. Words formulae, number and expressions come in this category. They are precise means of communication. A formula or an equation for a chemical action written in one line conveys a great deal of information.

Check Your Progress

Notes: a. Write your answers in the space given below

b. Compare your answer with those given at the end of the unit

8. What is Educational Technology?

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.....
.....

9. Why direct purposeful experience is considered as superior of all other experiences?

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5.8 AUDIO VISUAL AIDS CLASSIFICATION

Teaching aids are those means which we can see by the eye, hear from the ear. Those processes in which the sense of sight and hearing take an active part, are called teaching aids.

In fact an audio visual aid is that learning experience which stimulates the teaching process motivates students to gain new knowledge and makes it clearer in order to make it simpler, natural and comprehensible for students.

Need: In education the knowledge based on senses is considered more permanent. In audio visual aids too education by senses is given special emphasis. It creates interest in the topic for new things. It creates natural curiosity in students to know about the new. The concept of novelty is inherent in audio visual aids consequently students are able to gain new knowledge easily. Audio visual aids focus student's interest and inculcates interest in the topic by which they are motivated and become curious to receive new knowledge.

In education students have to remain active in order to receive knowledge. Audio visual aids fulfill student's mental, emotional and psychological needs in order to stimulate them for active participation in the teaching process.

The subjects and concepts which cannot be expressed orally can be better explained by the medium of audio visual aids. Instruction and teaching become more effective through them.

- Audio visual aids help in maintaining attention and motivation in the learning process.
- The application of audio visual aids helps to simplify complex form of content.
- This helps in making students understand the content well.
- This is capable of making teaching learning system efficient, effective and attractive.
- This is capable of maintaining dialogue to a certain level and making it dynamic.
- This pays attention to individual difference.
- This expands learning resources by providing scientific and psychological bases to teaching learning process.
- Audio visual aids have the unique ability to make teaching circumstances concrete and live by which transfer becomes effective and simple.

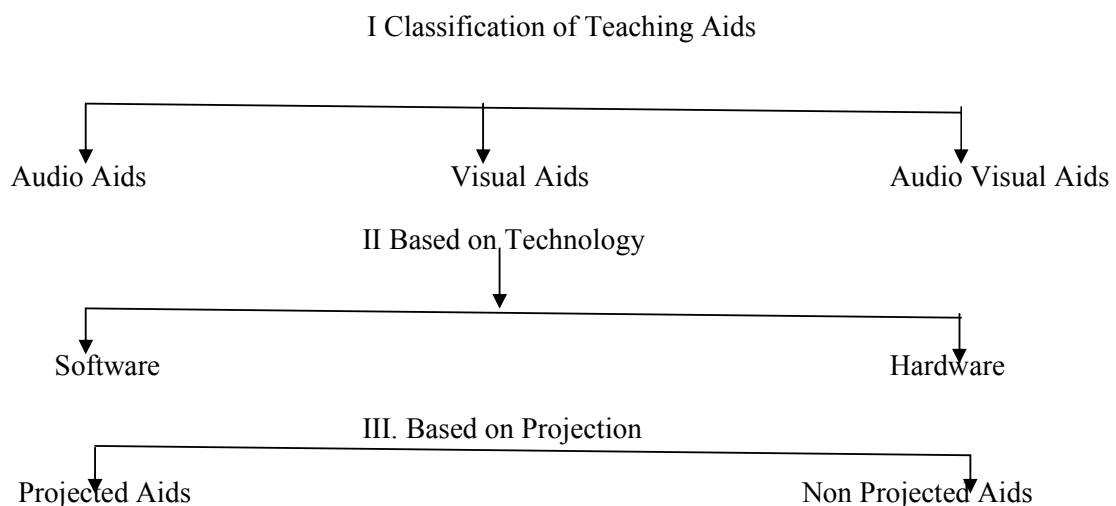
Essential qualities of Audio Visual Aids: A good audio visual should have the following characteristics

- a) **Accuracy:** The right type of audio visual aid should be chosen for explaining a topic. It is not all proper to choose a science model for teaching commerce however analogical it might be. Whatever is taught the audio visual aids should be chosen accordingly.
- b) **Relevance:** If the teacher wants to teach Mughal architecture then he should use the models of Agra fort, TajMahal, Red fort etc. not Qutub Minor. Therefore the quality of relevance is essential in an audio visual aid.
- c) **Realism:** The audio visual aid which is being used for explaining a process, topic or concept should realistically represent it 100%. If is not real the audio visual aid cannot be said to be proper.
- d) **Interesting:** A good audio visual aid is the one which inculcates interest in students. If it does not introduce the element of interest in teaching then its utility is brought under the scanner of suspense.
- e) **Adaptability:** A good audio visual aid should have the quality of adaptability. If is not according to the topic and subject and if it cannot be adapted for it then such an aid should not be used.
- f) **Economical in Time:** A good audio visual aid should consume less time in the teaching process. It is aptly said don't teach aids, teach the subject with aids. Attention should be paid to explain not the aid but the topic.

g) **Economical in cost:** As far as may be possible an audio visual aid should be less expensive. If an aid is expensive and the school finds itself unable to buy it then it is not useful. Efforts should be made to make use of improvised teaching aids to the maximum extent. Aids can also be made by teachers and students themselves in a meager expenditure.

h) **Availability of Aids:** A good teaching aid should be available for teaching.

Classification of Audio Visual Aids: Educationists have classified audio visual aids on different bases. These bases are being given below



On the Basis of Senses

1. **Audio Aids:** By this type of aids, student gains knowledge through the sense of hearing, its chief examples are radio and tape recorder. They comprise of radio relay, tape recording, gramophone and linguaphone etc.
2. **Visual Aids:** By the use of visual aids, knowledge is gained by the sense of perception. An object seen by a child finds more interest and a child becomes curious about it. They comprise of models, charts, graphs, maps, bulletin boards, flannel boards, museum, magic lantern slides, real objectives and blackboards etc.
3. **Audio visual aids:** The use of this type of aids helps to activate both eyes and ears together. A child watches by his eyes and hears by his ears in order to learn the teaching points. The knowledge imparted by them should have the quality of correctness, reality, relevance and comprehensibility in the absence of these qualities an audio visual aid cannot be said to be useful. They comprise of television, drama, film, and computer assisted aids, radio etc.

On the Basis of Technology

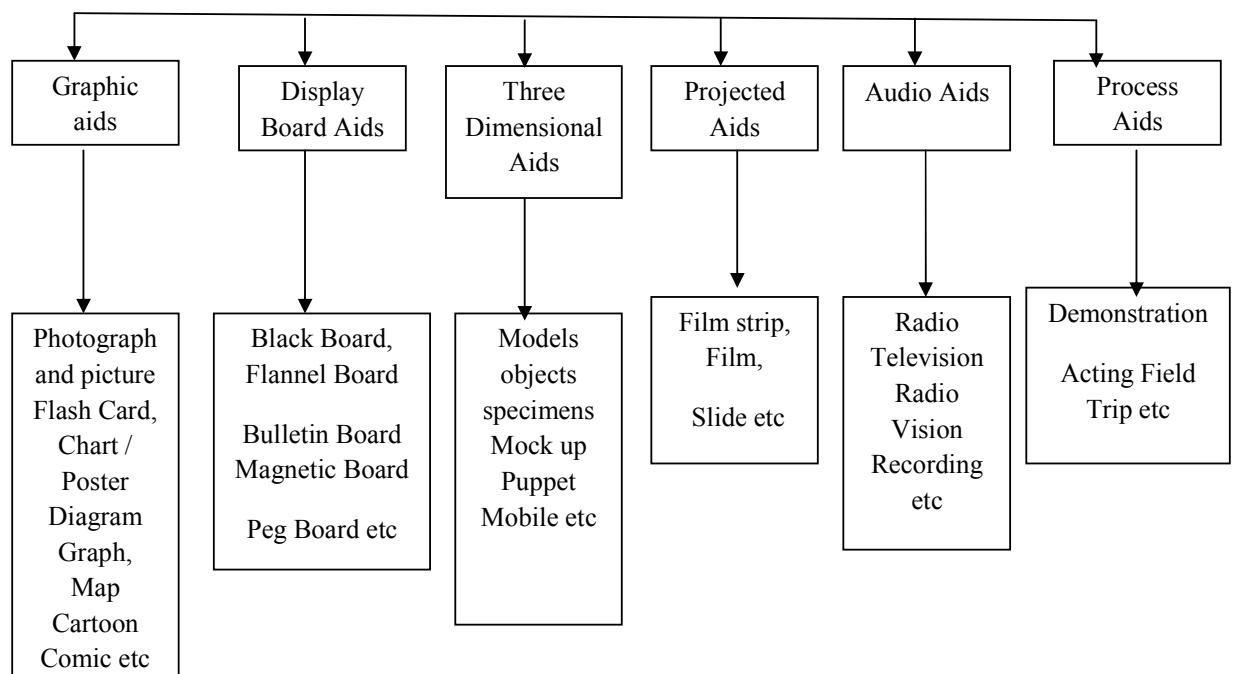
1. **Software:** This comprises of such aids such as figures, graphs, charts, books, maps, cartoons and models etc.
2. **Hardware:** This comprises of radio, radio, television, tele-lecture, record player, epidiascope, projector, cinema, computer etc.

On the Basis of Projection

1. **Projected Aids:** They comprise of all those aids which can be projected such as slides, films, film stripes etc.
2. **Non Projected Aids:** They comprise of different types of charts, figures, diagrams, models and specimens.

On Miscellaneous Basis

The scholars at the NCERT have classified audio visual aids in another classification, into six classes



Check Your Progress

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

10 . How audio visual aids are classified?

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.....
.....

5.9 PROGRAMMED INSTRUCTION

From a layman's point of view programmed Learning means learning by preparing a programme. Programme is a device to control the student's behaviour and help them to learn without the supervision of a teacher. The programme may be of several forms. It may be a book, may be in the form of tapes or strips of paper, may be series of micro filmed slide, it may be auditory materials to be used with a tape recorder. All these forms of programmes can be prepared by the experts and put to use for teaching purposes. Programmed material refers to programme, which consists of a reproducible sequence of instructional items designed to produce a measurable behavioural change in the student.

Definition of PI: Epich and Williams (1967) states "Programmed instruction is a planned sequence of experiences, leading to proficiency, in terms of stimulus response relationship that has proved to be effective".

Objective of PL: The idea behind programmed learning is that since teaching is a broad vague and ill defined term, instruction is a purposeful, orderly and controlled sequencing of experience to reach a specified goal. The objectives of programmed learning are to

- i. Help the learner to learn by doing.
- ii. Providing the situation to the learner to learn at his own pace.
- iii. Help the learner to learn without the presence of a teacher.
- iv. Present the content in a controlled manner and in logically related steps to the learner.

- v. Study by him and assess his own performance by comparing it with the given answer.

Principles of PL: The functional principle of Programmed Learning is learning through a logical sequence in the own pace by the learner by himself. Further the programmed learning is based on a few principles which are briefed here as follows:

- i. **Small Steps:** A programme is made up of a large number of small and easy steps. One learns better in small steps, since the likelihood of errors is reduced in small steps.
- ii. **Active responses:** Programmed learning is based on the principle of active response. A student learns better if he / she actively participate in the learning and he / she learns best if he is actively responding while learning.
- iii. **Immediate confirmation:** As the student learns best if his answer is confirmed immediately. Hence immediate confirmation serves as a kind of motivation or reinforcement.
- iv. **Self pacing:** In programmed learning each student proceeds at his own speed or pace. It is common knowledge that some students naturally learn more rapidly or more slowly than others. This principle is based on individual difference in the process of teaching and learning.
- v. **Evaluation:** Constant evaluation is yet another fundamental principle of programmed learning. It helps learner to learn and grasp the material given in each frame.

Types of PL: A few popular styles of programming are discussed below

- a. Linear or Extrinsic programming
- b. Branching or Intrinsic programming

Linear Programming: Linear programming was developed by B.F.Skinner. Hence it is called the Skinnerian style of programming. According to him, the best way to teach students is to break the subject matter into meaningful segments of information and to write small steps in such a way that only the correct responses are likely to occur. This would lead to success. Students learn better when they go on succeeding in the effort. The students should be provided immediate knowledge of the result of their performance through immediate feedback. They should actively participate in the process by constructing responses. Skinner

is of the opinion that recall responses or constructed responses are better than recognition type responses in terms of learning efficiency. He believes that the act of responding on the part of the student would result in learning.

Linear Programmed material: A linear programme can be said to be a straight line programme as the learner starts from his initial behaviour to the terminal behaviour along a straight direction. Linear Programming can be represented in the following way.

Branched Programming : This is a different type of programming more appropriate for pupils of comparatively higher classes. The branched programming was developed by Norman A. Crowder. Hence it is called the Crowderian style of programming. It is also known as intrinsic programming because the learner is given the opportunity and freedom to make decisions regarding instruction, according to his needs, background and level of existing knowledge. The underlying principle of branching is that different students need different instructional materials and the students can learn from their own errors. This principle is quite different from that of linear programming because in that type, all the students uniformly follow the same sequence of frames irrespective of their background knowledge and competencies.

In the branching programme the subject matter is not broken into very small steps instead it is presented in comparatively larger steps. The learner is given guidance to master the material presented. Then a question is asked at the end. The student has to select correct response out of four or five choices.

5.10 MULTIMEDIA APPROACH

Multimedia approach is the incorporation of sound, animation, still images, hypertext and video integrated under the control of the computer programme. Multimedia is a powerful tool for instruction which has influenced the process of education and training significantly. The essence of multimedia is to make computers more interesting. As a result of this teaching becomes more easy and fun filled.

Multimedia is applicable in all fields such as Management, education, business broadcasting etc. in different forms. In the field of management, multimedia computer is helpful as a wonderful teaching material whereas in education multimedia is applied as an instrument and courseware material. Likewise it exists nowadays in all fields.

Effect of multimedia in Education: The introduction of multimedia computer changes the present teacher oriented system to a student oriented one. Here more emphasis is given on creating individualized learning environment. The multimedia teaching proved effective for learners and saved lot of money and time. The other effects of introducing multimedia are

- Easy to learn and operate
- No wastage of time in rubbing out the drawing and writing on the blackboard
- Graphs and diagrams can be reproduced perfectly
- Animation in the diagrams can be reproduced perfectly
- Animation in the diagrams facilitate quick understanding
- Multimedia storage and retrieval system can contain more information than any human teaching agent can possibly embraced and have many terminals through which students can have access to the information
- The range of instructional and informational supports in education and training through multimedia is very high and effective
- Provides the opportunity to learn exceedingly complex skills
- Users of multimedia can interest with computer and see the real life situations and their consequences. Main educational benefits of multimedia are collaborative work, critical thinking and individualized learning and trainees will learn at their own pace

Multimedia in Teaching Process: Multimedia is not a product but a combination of technologies when a teacher is teaching he can add a variety of information with graphics, text, video etc. In this way the teacher can help the learner to understand the difficult concept clearly.

Trainees can study at home using multimedia software through this process of learning the trainee can work at his own pace and determine when and what to study.

Multimedia encyclopedias can be used to give detailed information about a subject. The use of sound, colour, images, moving video, rapid references in the form of glossaries and background details can be used to enhance this valuable teaching reference tool.

5.11 COMPUTER ASSISTED INSTRUCTION (CAI)

CAI is a natural outgrowth of the application of the principles of programmed learning. CAI facilitates instant access to accurate information with infinite opportunity for practice. It also

provides opportunity for systematically organized learning to the maximum level possible for all learners it makes learning easy and interesting.

Three types of activities can be pursued through the CAI system. Logo is a simple programming language which can be taught to children. The second activity of CAI is gaming and simulation. The third general type of CAI is controlled learning which includes both drill and practice.

Before starting the programme the student checks in with the computer by displaying his identity number. This connects him with his part of the learning programme. A complete package of information stored in the system is presented sequentially. It is displayed on the computer screen. Then the computer asks questions to test the student. If the student supplies the correct answer the programme moves on to the next step, if the answer is not correct the computer gives some error signal and the topic is presented again and retested. The student can also question the computer and feed answers into it by means of a typewriter keyboard. The computer responds by providing comments, answers and questions.

Different Modes of CAI:

Drill and practice: In this mode the computer presents to the student a series of exercises which he or she attempts by giving some responses. It provides the student feedback on his answers in the form of congratulatory message if it is right or corrective comment if it is wrong. For example CAI packages could be developed on topics like Indus valley civilization, India as a Nation, Human interaction with environment etc. and students would be allowed to learn through drill and practice.

Tutorial Mode: In the tutorial mode information is presented in small steps followed by a question. The student's response is analysed by the computer and appropriate feedback is given. Computer programme in social science in the tutorial mode could be developed and used for providing individualised instruction.

Simulation mode: Learning experience related to real life phenomena is provided to the student through this mode. For example the flow of river from its origin could be very well simulated through computer simulation.

Discovery mode: This mode is the inductive approach to learning in which problems are presented and students solve them through the trial and error method. The discovery mode is very useful for teaching geographical concepts and principles.

Gaming mode: In the gaming mode teaching can be imparted through play way method. This mode is very effective for teaching history, civic and economics. Computerised games could be developed in which students assume roles as pioneers, explorers, government officials, producers and consumers. Games offer students a number of decision making situation and motivate them to learn many specialized skill. Moreover students enjoy learning from this mode.

Advantages of CAI

1. Provide individualised, self paced instruction
2. Enhances the level of student's performance
3. Create interest in learning
4. Create positive attitude towards school
5. Provides immediate feedback
6. Reduce the number of teachers
7. Be used to develop skills
8. Reduced bad effects of human weaknesses
9. Easily convey the content material
10. Easily evaluate learning
11. Be used for review and practice

Limitations of CAI

1. Fails to appreciate the emotions of students
2. The programmes cannot solve psychological or educational problems by themselves
3. Fails to develop essential language competency in which the ability to generate meaningful sentences is essential.
4. Cannot appreciate the student's artistic endeavour nor can it refine the learners perception of those around him and provide experiences leading to value orientation.

Role of the teacher: The introduction of CAI has created a fear in the teacher community that its use in instructional process will eliminate teachers from the teaching scene. But as a matter of facts CAI is a powerful tool for the teacher in the instructional process. No doubt

the role of the teacher has changed from his conventional assignment of delivering lectures to a guide and a problem solver, but the fear of elimination is baseless. Teachers have to play their role in CAI. CAI can improve the quality of their contributions to the teaching learning process. CAI is a flexible system of instruction. CAI is only supportive to live teaching. The two can be used side by side. The only thing to be taken care of is that the teacher should always remember the fact that the role of computer programmes is to assist instruction only. In CAI the teacher has the chance to use new tools which will enhance his individual satisfaction and will increase his efficiency. The teacher will be liberated from his routine duty. He can use his time to more creative work.

Check Your Progress

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

11 What are the principles involved in Programmed Learning?

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.....
.....

12 What is multimedia approach?

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.....
.....

13 What are the modes of CAI?

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.....
.....

5.12 POWER POINT PRESENTATION

PowerPoint is an extremely useful and a handy tool for communication, expression, training and entertainment. The fact that the software is easy-to-use, familiar since ages now, and can be converted into more web friendly and content safe formats, such as flash and PDF, makes it one of the most preferred tools globally. The ease with which one can create complex presentations using audio, video, animations and graphic makes it extremely user friendly.

PowerPoint presentations consist of a number of individual pages or "slides". The "slide" analogy is a reference to the slide projector. Slides may contain text, graphics, sound, movies, and other objects, which may be arranged freely. The presentation can be printed, displayed live on a computer, or navigated through at the command of the presenter. PowerPoint provides numerous features that offer flexibility and the ability to create a professional presentation. One of the features provides the ability to create a presentation that includes music which plays throughout the entire presentation or sound effects for particular slide. In addition to the ability to add sound files, the presentation can be designed to run, like a movie, on its own. PowerPoint allows the user to record the slide show with narration and a pointer.

Its use in classroom lectures has influenced investigations of PowerPoint's effects on student performance in comparison to lectures based on overhead projectors, traditional lectures, and online lectures. There are no compelling results to prove or disprove that PowerPoint is more effective for learner retention than traditional presentation methods.

5.13 INTERACTIVE WHITE BOARD IN CLASSROOM INSTRUCTION

An interactive whiteboard is an instructional tool that allows computer images to be displayed onto a board using a digital projector. The instructor can then manipulate the elements on the board by using his finger as a mouse, directly on the screen. Items can be dragged, clicked and copied and the lecturer can handwrite notes, which can be transformed into text and saved.

They are a powerful tool in the classroom adding interactivity and collaboration, allowing the integration of media content into the lecture and supporting collaborative learning. Used innovatively they create a wide range of learning opportunities. However, in many

environments they are not being used to their full potential, and in many cases acting as glorified blackboards.

This type of whiteboard is now commonplace in schools. They are an extremely flexible tool which can be used with both the youngest primary school children and university graduates.

An interactive whiteboard can be a cost saver as this technology demonstrates how one computer can provide learning stimuli for a whole classroom. Examples of the features available when using an interactive whiteboard:

5.14 SOCIAL MEDIA

What is social media?

Social media and social networking are “Web 2.0” tools and platforms that enable “user-generated content” through writing and uploading to a webpage. Examples of social media technologies that can be used for learning and teaching include: discussion forums, blogs, wikis, and 3D virtual worlds. External social media sites include Facebook, YouTube, Wikipedia, Flickr, Twitter, LinkedIn and Second Life.

Social media such as Facebook, Twitter, Google Plus, and Flickr, as well as open social practices such as blogging, are being used in learning for the purpose of convenient communication with other students and potentially with others outside the class such as students of the same topic and subject experts. The fact that these media are generally open to the world implies a need to carefully consider the risks of openness as well as need for ongoing communication with students in order to address their concerns and deal with issues in the use of social media as they arise. These risks are counter-balanced by the benefits of open discussion and academic debate in authentic online environments.

Blogging site as a forum to share content, encourage debate and answer queries, with some even setting up hash tags for individual courses to create online discussion communities for their students.

5. 15 LET US SUM UP

The teaching of social science requires a variety of instructional inputs. These instructional inputs are teacher directed, learner directed and group directed activities. The teacher is expected to use appropriate method of teaching and learning suited to the nature of the

learner and relevance to the content. The effectiveness of teaching social science is depended upon the judicious use of method and instructional aids. The audio visual aids both traditional and modern and digital are discussed in this unit for the wise selection and use of teachers of social science to make the classroom teaching interesting and effective.

5.16 UNIT - END ACTIVITIES

1. Select stories for using story telling method for secondary classes.
2. Evaluate the defects of lecture method and suggest ways to remove them.
3. Prepare a programmed learning material on a topic of your choice.
4. Develop power point presentation for a lesson from the text book of Standard x

5.17 ANSWER TO CHECK YOUR PROGRESS

1. SSIt is a scientific way of transacting curriculum
2.
 - ✓ To present the subject matter interestingly
 - ✓ To avoid monotony
 - ✓ To realize variety of goals of education
3.
 - ✓ Objectives of instruction
 - ✓ Nature of the child
 - ✓ Nature of subject matter
 - ✓ Classroom environment
 - ✓ Expertise of the teacher
4.
 - ✓ Since the text book is precise the teacher should elaborate the content
 - ✓ The teacher should critically analyse the text book to avoid indoctrination
5.
 - ✓ Choose occasions to use lecture method
 - ✓ Teacher should distribute the synopsis in advance
 - ✓ Careful about the delivery
 - ✓ Use analogies, comparisons, illustrations, anecdotes etc.

- ✓ Lecture should be full of humour
 - ✓ Lecture should be followed by written test.
6. The play, pageant, the tableau, puppetry
- 7.
- ✓ Plan for discussion
 - ✓ Teacher should read widely
 - ✓ Points to be discussed should be informed
 - ✓ Care for seating arrangement
 - ✓ Encourage participation of all students
 - ✓ Discussion should be goal directed
 - ✓ Evaluate the discussion
8. It is the application of scientific knowledge to education.
- 9.
- ✓ Learning by doing
 - ✓ Provides firsthand experience
 - ✓ Uses all the senses in learning
10. Audio and Visual , Software and hardware, projected and non-projected
- 11.
- ✓ Principle of small steps
 - ✓ Active response
 - ✓ Immediate confirmation or correction
 - ✓ Self pacing
 - ✓ Sequential programming
12. Multimedia Approach is incorporation of sound, animation, still images, hyper text and video integrated under the control of the computer programme.
13. The modes of CAI are
- ✓ Drill and Practice
 - ✓ Tutorial Mode
 - ✓ Simulation
 - ✓ Discovery mode
 - ✓ Gaming Mode
 - ✓

5.18. SUGGESTED READING

1. Kumar L. (2009) “Educational Technology” New Age International Publishers, New Delhi
2. Kochar, S.K. (1998), “Teaching of Social Studies”, Sterling Publishers, New Delhi
3. Anandan K. ,William Dharma Raja D.(2010), “Educational Technology”, A.P.H Publishing Corporation, New Delhi

UNIT VI RESOURCE AND EQUIPMENT

Structure

- 6.1 Introduction**
- 6.2 Objectives**
- 6.3 Social Science Library**
- 6.4 Social Science Laboratory**
- 6.5 Museum for Social Science**
- 6.6 Study Circles**
- 6.7 Community Resources**
- 6.8 Social Science Club**
- 6.9 Celebrations of National Festivals**
- 6.10 Model Parliament**
- 6.11 Organisation of Field Trips and Excursions**
- 6.12 Lets Sum Up**
- 6.13 Unit End Activities**
- 6.14 Answer to Check Your Progress**
- 6.15 Suggested Readings**

6.1 INTRODUCTION

The resources and instructional equipments are tools for significant learning and teaching. A teacher must explore a wide variety of materials to find suitable aid for instruction to supplement the text book to provide additional information, to broaden the concept and to arouse interest. The teacher needs to use the resources. Because of the vastness of the subject, he needs both in the area of content and methodology. The immediate community provides an excellent curriculum laboratory. Certain activities also prove to be useful in enhancing learning social science. In this unit we need to learn about the resources and equipments which help the teacher and pupils to expand the content and create interest in the subject.

6.2 OBJECTIVES

After learning this unit, you will be able to:

- Develop insight into various resources and equipment in teaching social science
- Understand of the usage of social science library
- Aware of the importance of celebrating national festivals and international days
- Understand the process of organizing field trips and excursions

6.3 SOCIAL SCIENCE LIBRARY

The social science as an area of school curriculum demands a lot of reading on the part of both the teachers and the pupils there is the utmost necessity for the provision of book as well as non book resources for the proper teaching and learning of social science.

The main objectives in building a social science library are

- To create interest in the subject
- To stimulate the student mind into a fine restlessness
- To develop in the student a critical attitude and a capacity for independent judgement
- To cultivate in the students taste for extra reading and
- To acquaint the pupils with the various forms in which social science materials can be had

Important Library Resources for Social science

I. Book Resources: Books Resources are essential for presenting different points of view for providing adequate background for understanding the people the processing and the places so essential in social science instruction in book resources we can include

- a) **Text Book:** The library should have a variety of most up to date text books in different sections of social science.
- b) **Unit Booklets:** The booklets on a variety of topics ranging from family life and neighbourhood to people of other lands and places should be available in the library.
- c) **Library Materials:** Inspirational and imaginative literature particulars tales of adventure should appear prominently alongside books of information on children's hobbies which may be anything from boats and balloons to kites or foam doll uses to dress design. Eassy, biographies, historical series, animal stories etc., are favourites with children. Travel stories are really magic carpets to those who cannot leave their homes.
- d) **Reference Material:** The library should be fairly well equipped with reference materials. Standard or conventional reference books include dictionaries, encyclopedias, yearbooks, atlases, maps, charts, pamphlets, handbooks, manuals, syllabi of different classes, and books of knowledge. There should be some picture collections which should include well known masterpieces and everything to which teachers and children are attracted e.g animals, insects, flowers, portraits, seasons, holidays, places of interest and events.
- e) **The non conventional reference materials:** They consist of all other library books that may be employed for reference service of any other kind. They include books on miscellaneous information, any books on special subjects such as history, economics, civics, sociology, anthropology, Government and political theory.

II. Non Book Resources: The field of social science is concerned with happenings in the local community, the state, the nation and the world. Naturally it becomes essential that books are supplemented by periodicals, pamphlets, newspapers and other such material which may help vitalize the teaching of social science with the latest in the field. The following non book resources should be available in the social science library.

- a) **Periodicals:** Some good periodicals and magazines which throw light on current events and aspects of Indian life, showing art literature, music, dance etc. should be available in the library
- b) **Pamphlets:** Pamphlets published by various Government agencies and bureaus for specialized services are also very important sources of information. They are generally low priced. Every school library should subscribe for these pamphlets.

- c) **Newspapers:** It is essential that the social science teacher and pupils keep well informed of events of national and international importance. A newspaper is a wonderful source of such information. Some local newspapers and one or two other daily news papers of all India circulation need to be provided.

Utilization of Library Resource: It is necessary that pupils are taught the technique of locating relevant references and resources material quickly. Assignments should be given in the form of problems. This would compel the pupils to investigate and examine multiple sources. In the course of the search pupils will not only assimilate some of the essential facts concerning the learning unit, but more important than that they will be using these facts in a creative and productive way to arrive at their own independent conclusions, and thereby will invariably grow in enriched knowledge, abilities, skills and interest.

The Library today is considered to be the Intellectual Laboratory of the school. It is being rightly felt today that textbooks are no longer Educational Bibles to be used alone. They need to be support, supplemented and reinforced by other sources of information. A library is the treasure vault of ideas, the store house of knowledge and the flowering stream of living thought. If social science is to be a living and vital disciplines the library must be accepted as an integral part of the entire social science programme.

6.4 SOCIAL SCIENCE LABORATORY

Why a social science Laboratory?

It has long been recognized that subjects like sciences and handicrafts which require considerable apparatus and equipment need to be taught in laboratories specifically equipped and reserved for them. Social science also requires a specially equipped laboratory for the reasons detailed below

- a) **To provide social science teacher a home:** If the social science teacher is to be inspired with the requisite faith in himself and imbued with essential imaginative strength, he has to be provided with a home of his own. Of course the most vital piece of apparatus in the social science laboratory is undoubtedly the social science teacher himself, but there is to be full scope for imaginative and practical methods of teaching the provision of a home of his own is necessary to assist him to develop a enthusiasm for the subject and to provide him with best opportunities for a awakening a corresponding interest in this pupils.

- b) **To create and maintain an effective atmosphere:** A laboratory well equipped with equipment and material for teaching social science will help in creating and maintaining a much needed atmosphere for social science. For example the wall displays of varied nature can motivate the juniors whereas the laboratory will provide a good activity centre for the seniors.
- c) **To make social science teaching more effective:** Specialist accommodation gives greater scope for variety in teaching methods and facilitates the use of teaching aids. The permanent display of important maps and globes, pictures and charts and constant reference to them by the teacher is sure to make the teaching of social science effective, lively and interesting.
- d) **To provide a quick and ready functional environment:** Since mastery of essentials in the social science extends beyond the theoretical knowledge. It is essential that there is provision for functional knowledge and there is provision for functional activities. The classroom facilities must be capable of rapid transformation into a laboratory setting. The physical equipment must provide a work room for the pupils, because activities and the practical solution of problems characteristic of every unit or topic.
- e) **To save teaching time:** Equipment like maps, models, charts, projectors, etc., is too cumbersome to carry round the school. A permanent base will save a lot of time. For instance black board can be prepared beforehand and the diagrams can be preserved for future use.

The social science laboratory is a highly desirable addition to any secondary school in which the teachers use a diverse methodology and go beyond the simple use of one text book and a rigid curricular pattern.

The social science Laboratory – Room Arrangement

The social science laboratory might be of any size. It should have a few basic essentials: good lighting and ventilation, adequate book cases and other storage facilities, tables and chairs to accommodate the students and teachers who are to work in it. With a proper arrangement for ventilation and light the wall space could be utilized for display of the chalk board, bulletin board, models, maps and book shelves. It should have the scope to serve as an audio visual room as well.

The laboratory should be so arranged that it provides an inviting and stimulating atmosphere. It should be as much unlike the bare walled and fixed type of classroom as possible. The arrangement of furniture and display should be informed to give an impression that something interesting is happening in the room. It should look like a place where one is expected to do things rather than like a place where one is asked to recite formal lessons.

Furniture: The necessary items of furniture in a social science laboratory are working table, chairs, shelves, stands, map racks, atlases and black boards. The table should be small and flat and which can be easily rearranged for group work. The general arrangement of the room will be determined by the teacher and students and the immediate activity for learning such as discussion, forums, group work or viewing a film.

Seating arrangements should make for comfort, health and efficiency of the pupils. It is better that seats, individual desks or dual desks or tables and chairs are moveable and easy to rearrange for a variety of purposes for the teacher's lessons or group work or construction of all kinds. Furniture should provide storage facilities for the pupils, books, pictures etc

Teacher's desk should also be moveable so that it may be used for general administration as well as instruction. It should be equipped with an atlas, a table dictionary, a memorandum pad and a desk blotter.

A permanent projection screen may be fixed above the blackboard which can be easily lowered for projection work any time. The windows should be provided with dark curtains which could be used when a film is to be screened.

It will be very helpful if a permanent channel railing with sliding hooks is fixed along the chalk board wall for hanging maps, pictures or graphs during teaching.

Equipments: A social science laboratory should possess maps, historical, economic, geographical, political, social and pictorial maps of all the countries.

Charts: Different types of charts, genealogy charts, flow charts, tabulation charts, time charts, and relationship charts need to be provided. The charts may be purchased from the market or prepared by the teacher or pupils or both.

Time Lines: Every social science laboratory should provide a time line which should run half way along the wall. It should be painted or made of either the hard board or card board. Important dates and persons should be marked appropriately all along with the line while

teaching. The pictures of the important persons about whom the class is to study can be nailed. This will help in making the pupils familiar with the distance between the lives of great persons.

Time Graphs: These may be provided to show the gradual and incidental rise and fall of the dynasties, the progress of rival powers, ideas and cultures, personages and movements.

Model: Social science laboratory should have models depicting dams and projects, the solar system, motion of earth, changes of seasons etc. and relief modes on life in different parts of the world, sources of history and great men of different lands. Models can be prepared by the pupils under the guidance of the teacher. Readymade models may also be purchased from the market.

Slides: Album containing slides showing architecture, sculpture, paintings, dancing, music etc. should also be there.

Flags: Flags of different nations of the world may be provided with explanatory notes.

Specimen: Locally manufactured goods of cloth, pottery, wood, metal lacquer, agricultural products like rice, wheat, millets tea, oil seeds and fibers etc. and rocks, stones and minerals, stamps, coins could have been placed in the laboratory.

Meteorological Instruments: Rain Gauge, Wind Vane Barometer, Tube Barometer, Centigrade thermometer, Maximum and Minimum Thermometer, Wet and Dry Bulb Thermometer are kept for learning.

Survey Instruments: Plane table, spirit level box, compass, tripod poles, flags, chain and arrows, prismatic compass, survey field book, tape, scale or foot rule compass, divider protractor are collected and kept.

Statistical data regarding climatology should be diagrammatically represented by means of the following

- a. The Wheel diagram
- b. The Bar Graph

Audio Visual Aids: Tape recorder, TV, Computer, LCD and OHP projectors, filmstrip projector, Magic lantern, Epidiascope etc. should also be provided.

Reference Books: Provision should be made for good historical novels, dramas, pictorial books, illustrating the life and customs of different peoples, important historical and geographical works of eminent writers, some good books on sociology, history and geography, besides biographies auto biographies and travel stories, and social science encyclopedias, book on the peoples in different lands etc. are also needed. These books should be always at hand when the subject is being taught.

Bulletin Board: It is a necessary piece of equipment in a social science laboratory because on it could be displayed relevant cuttings and pictures collected by pupils from magazines and newspapers. Maps, pictures, cartoons, newspaper, reports on topics done or in progress in the classroom can be displayed on the bulletin board with a caption or study questions for pupils. Map of the world showing the controversial spots of the world with suitable newspaper cuttings can also arouse the interest of the students and keep them in touch with the current problems.

No room however complete with furniture and equipment will by itself make a perfect for the proper study of social sciences. The laboratory must be extended by the wise teacher into the word outside as far as he and his pupils can go as a result of visits and all kinds of community contacts. He must understand that social sciences cannot be taught inside the laboratory with the help of the text book and by the teacher alone. Living and frequent contacts with the outside world alone will justify the purpose of the special laboratory for social science.

It is of utmost importance that the social sciences laboratory becomes the hub of social science teaching and activities in a school. It should be able to produce dynamic sparkling interaction among physical things and students. Above all its should be a place where ideas can come to life and be illustrated with activities and articles which will help to make the ideological experiences more lasting and pervasive in the lives of students they continue on into the future.

Improving Good Learning Environment: The social science laboratory should serve the purpose of a classroom, a library, a workshop, an amateur theatre, a student's club, a stock room all rolled into one. It should grow steadily and constantly in equipment let it become an interesting and exciting centre for activity for all the students and teachers of social science in a school.

6.5 SOCIAL SCIENCE MUSEUM

Museum 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.

Instruction through visits to museum is becoming increasingly popular in all progressive countries. It is being generally recognised that museum especially those which preserve historical and cultural objects impart wholesome education at all level. They give new impetus to teaching methods. In most progressive countries the museum is being recognised as an instrument of public education with vast potentialities at all levels. In Canada a well organised modern museum is considered essential to the educational system of the community. In Sweden visits to museum are connected with the curriculum. Museum collections are a valuable aid to teachers is giving life and reality to school course at every stage of formal education. The organised class visits to the museum have been the accepted practice in most countries of Europe and America. Guided tours, walk talks and illustrated lectures supplement book bound curriculum of schools.

Today it is considered essential that every school should have a museum with a separate section for each subject. It is essential and desirable that there should be a social science museum in each school. It will invest this area of school curriculum with a sense of reality. History will come to life when the children see the relics of the past. The pictures of old monuments, ruins, sculpture etc. will impress upon the students that history deals with real people, real places and real things.

In Geography the specimens of the rocks, seeds, soils etc. are very useful similarly various types of maps, models etc. will create interest in the subjects.

In civics the preamble of our constitution, bill of rights, declarations etc. will enable the pupils to know something about the efforts of man for independence and a better ways of life.

The materials in a museum need to be well classified so that the pupils could get a fair idea of different events and developments. There can be three sections in the museum local, national and international.

The local section may be built with local relics, local specimens, models, charts etc. images of gods and goddesses, carvings in bricks or stones, pottery pieces, ancient books, ancient coins, costumes etc. can build up this section. These can stimulate the interest of the pupils in the local history and geography and can invest the study with a sense of reality.

The national section can be built up with the help of models as it may not be possible for each school to get original relics. Some commercial agencies in the country also supply educational models. The models can also be prepared by the pupils with the help of social science teacher and art master. Models may be prepared on civilization of India during the New Stone Age, Indus Valley Civilization, Sculptures of Gupta Age, Dams and projects etc.

In the **International section** curios from different countries stamps, coins, flags, dolls etc. can be kept.

The social science museum can be gradually built. Efforts should be made to find real objects which should be authentic but need not be valuable. There should also be models, photographs, diagrams, charts, paintings etc.

An elaborate account of each name of teacher and pupils responsible for the collection of the item date, purpose, utilization, expense and any other necessary information about it should be kept in a record book or in some other permanent form. The relics collected should be presented in chronological order with proper titles and annotations. The exhibits should be neatly displayed. The relics which are not immediately required should be kept stocked in boxes and exhibited on appropriate occasions.

A good social science museum is not merely a collection of items it should be a collection of useful items.

Check Your Progress

Note : a) Write your answer in the space given below

b) Compare your answers with those given at the end of this unit

3. What are the important resources of social science library?

.....
.....

4. How will you equip the social science laboratory?

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6.6. STUDY CIRCLES

A study circle is a small group of people who meet multiple times to discuss an issue. Study circles may be formed to discuss anything from politics to religion to hobbies. They are differentiated from clubs by their focus on exploring an issue or topic rather than on activities or socializing. When they emerged in the early twentieth century they were based on a democratic approach to self-education and were often linked to social movements concerned with temperance or working class emancipation. Study circles are typically created by persons who discover a common interest; other study circles may be created to analyze and find solutions to social, political, or community problems. Study circles allow complex topics to be broken down into manageable parts. Single session programs can result in meaningful and productive dialogue, but study circles usually involve multiple sessions in order to fully investigate the question at hand. However, a study by Staffan Larson in 2001 concluded that while study circles foster participation they are only partly successful as civic change vehicles, since their power to influence social action is weak. Often there is no teacher, but one member usually acts as facilitator to keep discussion flowing and on track, and ensure that everyone has an opportunity to become as involved as she/he desires to be. Reading material and audio/visual aids are often used to stimulate dialogue.

6.7 COMMUNITY RESOURCES

Importance of Community Resources

Educationists have after all come to realize the immediate community is a wonderful laboratory which can provide extremely dynamic, interesting and real life opportunities for learning. Every community has in its historical records, the stories of people and resources woven into the pattern of our national development. Social problems become concrete as we investigate them in our own communities. Thus the community provides concrete data on cultural, industrial, political and geographical facts and relationships. These data are tangible seeable and describable. This is the reason that the school should take itself to the community regard it as laboratory, discover its resources and people through field trips, community surveys service projects etc. It is not enough for a child to have knowledge about the factories and farms, social agencies and museums, council sessions and union meetings he must have an acquaintance with all these.

In the process of education the school and the community must work together, theirs must be co-operative and collective quest. If there is no living dynamic relationship between the two,

education will be anemic, unreal to make any abiding impact on the mind and character of children. As social purposes change as the meaning of culture deepens the life of the community is powerfully influenced by all these factors. If the school is not able to keep pace with these changes and adjust its programmes to them, it becomes an outdated backward looking agency. In the present set up the school cannot be an island in the minds of the community it has to be a watch tower not an ivory tower. The school must enrich the community and the community must support the school. Bridges need to be built between the two so that the two way traffic is not only possible but also pleasant and useful.

The latest slogan in education in all the progressive countries is “Let us study the community, use the community, survey the community, serve the community and involve the community in the educational process”. Let educational reform start with the re-linking of the school to life and the restoring of the intimate relationship between them.

Importance of community Resources for social science Teaching: Community experiences can enrich social science instruction in ways more than one. To achieve the purposes of social science, the child must become a real part of the community in which he lives, interact with it and contribute to it. To become an effective citizen the child must become a responsible member of community with civic attitudes and ideals compatible with the spirit of democracy. There is no more effective way of becoming this kind of person than through practicing what such a person will do. A variety of community experiences offer the child the laboratory in which he may experiment with life in the community and begin to find his place in it.

Again venturing into the community gives children an opportunity observe and sometimes to participate in the basic human activities that characterize living in the careful guidance of the school and of cooperating community groups, asking questions, gathering data and pooling information. They can investigate many phases of human activity in the community. Visits to telephone, newspaper and telegraph offices clarify ideas about communication, study trips to airports and other transportation centres as well as rides in a variety of vehicles show how people and goods are moved about. Production and consumption can be understood better when pupils see the stores, the markets and factories of the community. Education, government, religious, activities, protection and conservation are all there for children and they venture forth hearing, seeing and sometimes taking part in the life of the community.

There are so many community problems which constitute the subject matter of social science. Traffic, protection of public property, community beautification, conservation and law observance are but a few to which children can actually make a contribution appropriate to their level of development. A problem shared builds interest, concern and a feeling of kinship. The principle works well when pupils and community are thrown together in the consideration of vital problems. Pupils develop a sense of belonging and the community is benefited because of the sense of responsibility developed in the pupils.

Thus the social science classroom is as big as the community if teachers and pupils take advantage of all that the world outside the school has to offer. The wise use of community resources is a boon for vitalizing the teaching of social science.

Important Community Resources : Cataloguing of the available resources may be done under the following heads

- **Resources of geographical interest** such as hills and valleys, lakes and waterfalls, rivers, springs, sea ports, dams and river valley projects, mines, rocks and fossils, tea gardens etc.
- **Resources of historical interest** such as fort, pillars and monuments, Gurudwaras temples, mosques and churches, old relics and inscriptions, excavations and caves etc.
- **Resources of cultural interest** such as art, theatres and galleries, museums, zoos, cinema halls, radio stations, universities, film studios, school and colleges, Bal bhawans, Doll Museums, Kala Kendra, organizations like Boy scouts, Girl Guides, emporium, newspaper offices etc.
- **Resources of economic interest** such as market places, commercial centres, brick kilns, dairies, banks, mills and factories, railway junctions, post and telephone exchanges, agricultural farms, water works, printing presses etc.
- **Resources of scientific interest** such as scientific laboratories, thermal and hydro power generating stations, radio transmission stations, workshops, factories, power transmissions distributing stations, engineering colleges, broadcasting and television stations etc.
- **Government buildings** such as municipalities, district boards, hospitals, law courts, police stations, fire stations, Parliament House, Rashtrapathi bhawan, Assembly Halls, Secretariats, Military installations etc.

- **Forms of social control** such as traditions, customs, usages, rituals, mores, beliefs and attitudes of the local community.

Methods of Utilizing Community Resources: There are basically two ways in which the teacher may make use of community resources. One method is to **take the school to the community** the other method is to **bring some portion of the community to the school**.

Taking the school to the community

There is a saying that emotions of children are most easily reached not by words but by sights and sounds. It is actually when they see the things that they remember them. This is possible through field trips, survey, camping, service projects etc.

1. Field trip: Few social science teaching programmes are not complete without a field trip. It may be undertaken for securing information, changing attitudes, awakening interest, developing appreciation, promoting ideals and enjoying new experiences. They can initiate a unit of study, they can be a part of the core or they can give it the finishing touch. They are a very good means of getting knowledge.

Field trips may be many types. Some are complex and require elaborate transportation, full day planning and additional adult helpers. These longer journey trips to historical sites and special events beyond the local community not only have exciting destinations to be explored for problem solving and project executing but also offer valuable opportunities for observation. They are planned visits to factories, radio stations, newspaper plants, whole sale and retail establishments, libraries and the like. Others are simple to undertake like the walk to the neighbouring farm, the walk through the park to gather some needed specimen.

Field trips are useful for educational purposes in ways more than one

- They stimulate imagination and learning by providing sensory perceptions, the taste of fresh milk, the breath taking heat of glass furnace, the metallic hum of a weaving room, the sight of real things in the real world of adults.
- They integrate classroom instruction by exposing the artificial divisions in the traditional subject matter and enable the pupils to view facts and forces as they exist in their everyday relationship in living communities. Insight into the familiar phenomena is deepened.

- Through the field trips the student may come to realize community in ways which bookish learning cannot by its very nature allow. Through field experiences they may come to know, see and feel their community as way of life acting with vividness.
- They enable the pupils to learn the art of living with others. Travelling in the same vehicles, participating in the same experiences these are the experiences which are helpful in various ways.
- They expand emotional and intellectual horizons by making us acquainted with people whose manners, customs, living standards, outlook and interest may be quite different from our own.

Whenever we take up a field trip we should see that it is planned democratically, organized properly and executed carefully. It requires a preface and follows up. It ought to be connected with and extend classroom study. It should be much more than going to places and seeing things.

Before a field trip is actually take up it is important that every pupil as well as the teacher becomes fully aware of just why this particular trip is being planned and of how it is related to his own classroom experiences and activities. Appropriate audio visual aids may also be used both for initial motivation and for general orientation to what will be seen on the trip itself. It will be better if the teacher suggests, guides and questions which the pupils might put while approaching community leaders from whom they want useful information about the various aspects of community life. Major purposes should be clarified and made specific.

As far as possible the teacher should be thoroughly familiar with the best route, bus stops, provisions for guide service, things to be seen and done by the group, the resource centre to be stressed or ignored, eating arrangements, time need at each stage of the trip etc.

Definite follow up activities also form an integral part of any well arranged trip. The follow up may take the form of reading books on the places observed, writings reports or descriptive accounts, preparing scrap books, panel or forum discussions.

Last but not the least important trips should be evaluated in terms of the originally established purposes, mistakes and difficulties should be diagnosed, conduct of the group should be discussed, letters of thanks should be written to the persons concerned and highlights of the trips should be record in some permanent form for future reference.

2. Community Survey Community: Survey can provide excellent educational experience particularly for senior pupils. They are one of the organized and systematic methods for an accurate determination of social or physical data.

Surveys foster comprehensive understanding of community structure and processes in their every day operation, interaction and complexity. They are extremely itself in stimulating depth of insight into vital community problems which should be met. Also, they suggest possibilities for student participation in the affairs of the community. Such constructive participation imparts training to the pupils in democratic citizenship. They develop awareness of human inter dependence and the practical necessity of general civic cooperation in carrying on successful individual group living. Existing conditions can be critically examined and the way is prepared for superior citizenship.

Any aspect of the community which has meaning for young people may be considered an appropriate field for school surveys. The past history of the locality, the social institutions, the customs, the traditions, the conventions, the ceremonies, the folk ways, the folk songs, and folk stories may be surveyed with effect. Similarly problems of the community such as the problems of housing, health, sanitation, employment, taxes, traffic are some problems in which pupil will be interested. The scope and depth of each survey may depend upon the time available for the study as well as upon the maturity of the pupils involved.

Teacher should possess definite awareness of directions and possibilities before such explorations are undertaken by the group. The teacher should spend as much time as possible in personal observations of the community in order to get the feel of it.

The interest of the pupil should be aroused. The teacher should relate the proposal for a survey with factor that touch the life of the pupils. He should see that survey has its basis in the achievements, good and bad of people instead of starting with statistical summaries he should start with people.

The purpose of the survey must be made clear. The problem must be properly analysed, practical limits to the survey should be set. Techniques to be used for collecting data should be decided upon. Data once gathered should be verified. Collected data should be recorded for future use.

The teacher should have an encouraging attitude. Let teacher and pupils work cooperatively together in a spirit of shared research. Community survey ought not to be a one man job, but should be carried on cooperatively. For collecting data, the pupils and the teachers can approach local experts, old residents and social workers. Various types of important persons can be interviewed; places of interest can be visited.

3. School Camping: The camp a classroom in the woods is a part of the larger community. The outdoor environment in and around the camp offers tremendous possibilities for true education. The opportunities to learn, work and play amidst the natural resources of the area stimulate interest and concern for the protection and wise use of the natural resources of the community.

School camping encourages direct learning experiences and has potential life situations that are conducive to the most effective teaching methods that is through learning by doing, seeing, hearing, tasting, smelling and feeling with a minimum of answers given by teachers and resource leaders.

The school camp is essentially miniature community with the campers and teachers. Many of the problems faced by the community are inherent in the camp such as the handling, preparation and eating of food, sanitation, sewage disposal, housing, health habits, social and cultural differences and the process of representative government. It is here that the uniqueness of this activity lies.

Camping can be taken during school time for a one week period, two weeks or a longer period. Duration of the camping will depend upon the age of pupils. Similarly the types and patterns of camping undertaken will vary according to the age of pupils appropriate activities depicting the folklore and history of the area. Indian life, transportation, correction of soil erosion, excavation of relics etc., can be taken up by the campers.

4. Community Service Project: Sharing in community improvement programmes, can prove useful for the pupils and the community service projects can be taken up by the pupils for civic welfare involving individual activity of an integrated mental, physical, emotional and spiritual nature. Service projects result in genuine educational value to the pupils as well as significant social value to society.

The following service projects can prove quite useful

- Social service among the backward population of the town such as cleanliness, anti mosquito campaigns, bathing young children, attending on the sick.
- School labour service being organized on special occasions such as Republic Day independence day, Gandhi Jayanthi and Gandhiji's Death Anniversary. Activities like planting of trees, road repairs and erection of platforms, cleaning of lanes, digging of manure pits and drains may be taken up.
- Animal welfare through provisions of water facilities, fodder and medical aid.
- Beautification of villages through planting of trees, laying out of avenues, clearing up of public places like streets, temples, drains etc

When relief parties consisting of teachers and pupils go out in the service of the community at times of natural emergencies such as floods, epidemics, fire, earthquakes etc. when they leave their classrooms to plant trees in and out of way places of the community, when they help the community on fairs, festivals, elections or when they undertake anti mosquito campaigns, attend the sick etc., or work on fund raising for the welfare of the poor they are developing deep roots for personal responsibility and social concern.

Community service projects lift education from the dull routine of leading each generation in the footsteps of its predecessor to earnest yet joyous adventures in cooperative welfare. They help in raising the status of the pupils. Their all round growth and development is stimulated.

Service projects undertaken by the school should not be too complex, costly, dangerous involved or delicate. It will be better if the students discover service projects through community surveys and other informational learning activities. Education weeks, clean up weeks and youth weeks, projects in public safety, civic beauty, health, agricultural and industrial improvement, local history and protection of resources are some of the projects through which the pupils and community can mutually benefit. Teachers of foresight and patience can do much to provide functional, realistic and democratic education through such community service programmes.

As with all other vital educational techniques service projects must be planned, executed and evaluated with extreme care.

Bringing the Community to the School : The Community can be brought to the school in a number of ways

1.Inviting resource persons: Every community no matter how small or isolated has within it the scores of people of rich and varied background who can open doors to vivid learning experiences. The banker, the doctor, the engineer, the merchant, the artist, the sarpanch, the municipal commissioner, the editor all these and many more are communities human resources which can be utilized by the enterprising teacher to enrich and vitalize the school programme. These distinguished persons can explain to students their own important role in the community and service rendered by them to community in the different directions. Important persons from other towns, states and countries can also be invited. This will create better understanding of many different types of people and will help students identify themselves with other people and their problems.

Inviting resource persons provides opportunities for developing social skills in real life situations such as letter writing, introductions, receiving guests, carrying of conversations, listening attentively and leading discussions. In this way resource personnel are a significant avenue to realistic life centred education. Pupils realize that people as well as books are desirable of information and inspiration.

2. Parent teacher associations: There is a saying that “people care when they share.” The constructive involvement of parents in the school policy and programme, planning, execution and evaluation is very useful. Parent teacher associations can cooperate in efforts to make the school a real community centre to locate and list resource visitors to the classroom, to assist with field trips and surveys and to develop the community programme. Parents participation in the school programme is not only something generous adults do for schools it is also an intrinsically rewarding process adults themselves. Parents will know what is going on in the school and what is expected of their ward. Similarly the knowledge that the work of teacher is being appreciated by the parents of the children in his charge gives him encouragement and inspires him towards better and greater efforts. Thus parent teacher associations may serve as important two way channels of communication between school and community

Parents can be asked to meet the pupils in the school and relate their experiences. Thus success can serve as mottoes and failures as eye openers for the pupils. When the parents talk to children in the school the gulf between the school and community will be bridged.

3.Social service activities: School map can be made the centre of social education. Bulletin Boards may be set up containing daily news and other useful information about the local community in particular and the country in general. The school furniture, the rooms, the

playgrounds, the school hall, the school gymnasium and audio visual aids may be freely lent to the adult community for purposes of education and recreation.

4.Celebration of fairs, festivals and national days: Social studies can be very well taught with the help of fairs, festivals and national days to be celebrated in the community. Every child is interested to know the significance of these social events. Celebrations of the birth and death anniversaries of great men can make the children familiar with the noble ideas and deeds of the great men we have got innumerable opportunities for learning. Religious festivals like Janum – Ashtami, Good Friday, Easter Day, Shabe Barat Id – Ul Zuha etc., which can give an idea of toleration and spirit of accommodation. Cultural festivals like Raksh Bandan can help to give an insight to the children about our culture. There are certain seasonal festivals too as we have Pongal. Not only that there are certain national and International days these can help to indicate a sense of patriotism in the children. These are Independence day, Republic day, U.N. day, human rights day and red cross day which can very well develop international understanding and make the children understand the rights of human beings all over the world. Celebration of children's day will enable them to realize their own character or rights. Observance of Social Education Day will show them the magnitude of illiteracy in our country.

There are a number of local fairs and festivals which are celebrated in every locality. These can enlighten the pupils about the local traditions and local customs. Interesting talks may be arranged on holidays to celebrate local fairs.

5. Arranging talks on national and international problems: Adults are interested in current problems of national and international interest. When such talks are arranged by the school authorities' members of the community may be cordially invites to listen and participate in the discussion.

6. Financial aid by the community members: Well to do members of the community can help the school enterprise financially too. Local trades can provide apprenticeship experiences to the students

The Role of Teacher:As in every other field here too the role of the teacher for the proper utilization of the community resources is very important.

In the community life there is always the likelihood of the existence of evil trends like faourtisim, nepotism, dishonesty, hypocrisy etc. It is the duty of the teacher to bring home to

the pupils the idea that children are not only to study the community life for its own sake, it is the pupils ultimately who can guide it by fighting these evil trends. He should neither suppress facts nor ignore them. It is the duty of the teacher to make a wise and judicious study of the community life for its own sake. The teacher must be careful in developing the right attitudes towards the community, local, national and international. He must display initiative and resourcefulness, foresight and patience to build the community understanding of the pupils. Only in this way he can prepare them to be worthy members of the community.

Check Your Progress

Note : a) Write your answer in the space given below

b) Compare your answers with those given at the end of this unit

3. What are types of community resources available?

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4. Write the two techniques of utilizing community resources ?

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6.8 SOCIAL SCIENCE CLUB

The social science clubs have a great role in the study of the subject. Social science clubs should guide the learning activities which extend beyond classrooms. Club members along with the teacher should attend field trips, exhibitions, quiz competitions, surveys, organization of school museums etc. The co-operation of various divisions and classes is to be ensured for the systematic and effective functioning of the club.

Objectives of the club activities

- To create interest in the subject
- To bring out various talents of the students
- To give training in organizing various activities
- To develop cooperation among the students
- To make the children learning by doing.

Organisation of the club : The club can be organized with the enthusiastic leadership of the social science teacher. The teacher can create interest in the subject through these club activities. The member can elect their own officer bearers like the president, secretary and treasurer. The year's activities can be planned. The club can raise their fund through subscription a small amount affordable to all children.

Activities of Social Science Club:

The club can carry out the following activities

- Celebration of national and international days
- Celebration of festivals of all religions
- Organisation of field trips to places of historical and cultural importance
- Arrangement of museum exhibits
- Organisation of mock and model parliament
- Arrangement of talk by eminent personalities
- Conducting awareness programmes
- Undertake surveys and projects

Merits of Social Science Club: Club activities can develop great social, physical emotional moral cultural and democratic values

- **Intellectual Development:** The social science club activities promote the intellectual values among children. The guest speakers speak on topics of national and international importance and the debates and discussions enhance the intellect of students who take part.
- **Social development:** The club activities involving group work help in social development of the children. These socialize the child. It would help the child to acquire various social qualities like cooperation, tolerance, we feeling etc.
- **Physical Development:** Activities which involve some physical activity such as celebration of fairs and festivals help in the physical development of the children.
- **Emotional Development:** Activities related to art, music, drama, debate etc. as well as opportunity to maintain cordial social relations with proper adjustment will help in the emotional development of children.
- **Moral Development:** Club activities can infuse certain moral values also which would help children to acquire traits like honesty, integrity, truthfulness, hard work etc.
- **Cultural Development :** These activities especially drama, art etc. inculcate cultural values
- **Democratic Values:** All these activities inculcate among children various democratic values and qualities like tolerance, equality, justice, freedom, leadership etc. These encourage democratic way of life and outlook which in turn will promote inculcation of a variety of values associated with social life.

In this way the social science club helps to develop the all round personality of the students.

6.9 CELEBERATION OF NATIONAL FESTIVALS

National Festivals : Central to our country's political and social framework is the observance of several important days of historic importance collectively called national festivals. In India Republic Day, Independence Day, and Gandhi Jayanti are gazetted public holidays. Teachers Day and Children's Day also come within the ambit of national integration as they honour distinguished political leaders of our country with a nationwide celebration. Apart from these, there are other important days such as those dedicated to freedom fighters like Bhagat Singh and important personalities such as B. R. Ambedkar and Sardar Patel. These can be considered festivals of national integration as they bring together the whole nation in a shared

experience. As such, the universal message of love and solidarity resound throughout the length and breadth of the country.

National festivals in India have a distinctive quality which sets them apart from other festivals. The government recognizes and attests to the overriding importance of these red-letter days. It steps up preparations to mark the occasion, mobilizing all of its resources at each level of administration.

Republic Day and Independence Day are both national holidays of supreme importance. Both these uphold the pluralism and diversity of India and are celebrated in that very spirit. Flag-hoisting tradition is carried out in state capitals, constituencies, district headquarters and every level of administration. All government offices, government institutions, agencies and educational institutes hold a similar ceremony with stately pomp and show. The grand celebration in New Delhi presents a kaleidoscopic view of the country's composite culture as well as a showcase of India's military might. Not only is the wholly-encompassing nature of the festivals important, the underlying relationship of the country to its citizens as its guardian is effectively brought out. Awards and honours are given away with much fanfare. The mass media is put to efficient use. People wish each other by sending messages and cards, watching documentaries, enjoying picnics and shopping.

Gandhi Jayanti : Gandhi Jayanti celebrated on 2nd October is also an important day. Though it is a national holiday, the celebration is not on the same scale as Republic Day and Independence Day. Yet it has caught the imagination of the entire nation as this day carries a strong message of peace and harmony that resonates with every Indian. Mahatma Gandhi, who led by example, Gandhi's values and belief in Satyagraha (truth) and Ahimsa (non-violence) have stood the test of time.

Republic Day: On Republic Day, held on 26th January, the President of India pays tribute to the Indian martyred soldiers at India Gate in New Delhi. The importance of Republic Day is that on this day, India became a sovereign Republic, with the right to form its own government. The grand formation of tableaux, the breathtaking display of the folk dances of each state celebrating the diversity of each state, the decoration, the display of weapon systems are integral part of India's Republic Day celebration. To witness the event, a foreign dignitary is also invited as Chief Guest every year. Gallantry and bravery awards are given away to armed forces personnel and to civilians. The award ceremony is a proud moment for

all Indians. Republic Day is also celebrated at all the district and sub-divisional headquarters of the state.

Independence Day: The same spirit of fervour accompanies the celebration on Independence Day on 15th August every year. It is a joyous occasion for every Indian as it reminds us of the martyrs of the freedom struggle of India. In New Delhi, the national flag is hoisted by the Prime Minister and by Chief Ministers in their respective states and by other officials at different levels of political hierarchy. India's Prime Minister hoists India's flag and gives a speech at the Red Fort in Old Delhi and highlights focus areas for future, while also reviewing the past achievements. The Chief Ministers of different states also unfurl the national flag in their respective states.

Children's Day: Children's Day is more or less confined to schools. So is Teacher's Day, when many schools follow the practice of observing a role reversal getting the students of the higher grades to take classes for the lower grades while the teachers themselves sit among the students.

The birthdays of other national leaders are not much more than official observances. The states of India celebrate their own days. The bigger cities, especially the state capitals, hold programmes and events that specifically display the highlights of the state's culture and way of life.

International Days: The world celebrates important days in remembrance of social, political, economic, health and environment issues. These celebrations help the people to introspect the importance of the day and to observe it. The important international days are given below

- 12th January International Youth day
- 4th February World Cancer day
- 20th February World of Social Justice
- 3rd March World Wild Life day
- 15th March World Community
- 21st March International day of happiness
- 7th April World Health day
- 26 April World Intellectual properties day
- 24th May Common Wealth day

- 14th June World Blood donor day
- 21st June Father's day
- 21st September International day of Peace
- 24th November UNO day
- 10th December Human rights day

6.10 MODEL PARLIMENT

It is of the highest importance that the youth of the country understand and appreciate the edifice of national polity and parliamentary institutions built through suffering and sacrifice and bequeathed to them by their forefathers. In order to ensure more constructive and purposive channelization of their youthful energies and to ensure that they imbibe the parliamentary ethos and culture and become good and proud citizens of India, it may be most desirable to involve the youth in the study and working of democratic processes from an early age. Students in particular should be provided with opportunities of study and training in the actual working of Parliament and other parliamentary institutions and their operative procedures.

The objective is to enable the students and the youth to develop a basic interest in the parliamentary processes and to gain an insight into the actual functioning of our parliamentary institutions. It is felt that if the students are provided with the necessary guidelines. It is felt that if the students are provided with necessary guidelines some advice and minimum facilities and the right environment, they can organize successful model parliament sessions themselves in their schools without much help or guidance from the teachers. Also holding of such sessions at periodic intervals may inculcate in the youth of the country a greater sense of discipline and dedication to upholding the democratic traditions in every sphere of our national life. Further it may develop in them a flair for healthy and effective oratory and a zest for participation in constructive debates and discussions in various forums on matters of national concern. They would also learn the art of orderly conduct of group discussions and tolerance of the opposite view points.

6.11 ORGANISATION OF FIELD TRIPS AND EXCURSIONS

Social Science teaching programmes are not complete without a field trip field trips may be undertaken for securing information, changing attitudes, awakening interest developing

appreciation promoting ideals enjoying new experience Initiating a unit of study they can be a part of the core of it or they can give it the finishing touch They are a means of getting firsthand knowledge and confirming and supplementing second hand knowledge they are a means for sharpening observation testing principles and doing everything which social science requires.

Simple undertaking these may be embarked at the moment of conceiving the idea the walk around the block to see nature and man getting ready for winter the journey to the neighbouring farm the walk through the park to gather some needed specimens etc

Procedure of Field trip

1. **Preparation:** A field trip should be planned democratically organized properly and executed carefully permitting our pupils an immediate reconciliation with life in the round requires a preface and follow up connected with and extend to classroom study. It should be much more than going to places and seeing things.
2. **Objective:** Every pupil as well as the teacher should become fully aware of the objective why this particular trip is being planned and of how it is related to his own classroom experiences and activities.
3. **Guidance:** Appropriate audio visual aids may be used both for initial motivation and for general orientation to what will be seen on the trip itself. It will be better if the teacher suggests guide questions which the pupils might put while approaching community leaders from whom they want useful information about the various aspects of community life. Major purposes should be clarified and made specific.
4. **Information:** The teacher should be thoroughly familiar with the best route bus stops provisions for guide service to be seen and done by the group aspects or phases of the resource centre to be stressed or ignored eating arrangements time needed at each stage of the trip etc.
5. **Definite follow:** There is essential to have follow up activities of any well arranged trip. They may take the form of reading books on the places, observed writing reports or descriptive accounts, preparing scrap books, panel or forum discussion.
6. **Evaluation:** Trips should be evaluated in terms of the originally established purposes. Mistakes and difficulties should be diagnosed the conduct of the group should be discussed. The letters of thanks should be written to the persons concerned. The highlights of the trip should be recorded in some permanent form for future reference.

Check Your Progress

Note : a) Write your answer in the space given below

b) Compare your answers with those given at the end of this unit

6.12 LET US SUM UP

In this unit we discussed about how text book can serve the teacher and students, the social science laboratory and its organization, social science club and its benefits, organization of mock parliament and field trips. These resources and activities will make the teaching interesting and new spirit to the learners. The resources can be exploited very well only by an enthusiastic teacher. Well equipped library and social science laboratory will be an asset to the school.

6.13 UNIT END ACTIVITIES

1. Visit to your school library and make a survey of book resources and non- book resources available for teaching learning of social science.
2. Prepare a list of topics to be discussed in study circle.
3. Analyse the resources available in your community for teaching social science.

6.14 ANSWER TO CHECK YOUR PROGRESS

1. Text books, unit booklets, reference materials, non-book resources, news papers, periodicals
2. Room, furniture, audio-visual aids, charts, boards, projectors, computers, books
3. Resources of historical, geographical, political, cultural, scientific, economic interest, Government buildings and forms of social control.
4. Taking school to the community and Bringing community to school
5. Talks, Discussions, Dramas, Field trips, competitions, celebration of festivals and national days etc.
6. Imitating the conduct of parliament by students.

Uses are

- To enhance interest in politics
- To give training in the parliamentary procedures
- To bring insight in the activities of parliament
- To develop oratory skills in students.

6.15 SUGGESTED READING

1. Mehlinger , Howard, D.(1981) UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO.
2. Kochar, S.K.(1998), Teaching of Social Studies, Sterling Publishers, New Delhi
3. Mehta, D.D.(2004) Teaching of Social Studies, Tondon Publishers, Luthiana.

UNIT VII CONTEMPORARY INDIA

Structure

7.1 Introduction

7.2. Objectives

7.3 Current Issues and Challenges of India

7.4 National Integration

7.5 Secularism

7.6 Social and Economic Justice

7.7 Empowerment of women

7.8 Preservation of Natural Resources

7.9 Sharing of Natural Resources

7.10 Equality of Opportunity

7.11 National and International Peace

7.12 Let us Sum up

7.13 Unit End Activities

7.14 Answer Check your Progress

7.15 Suggested Readings

7.1 INTRODUCTION

India – the biggest democracy in the world is going through a lot of changes and turmoil, both from within and due to forces outside. As a country, it is unparalleled in its diversity – cultural, religious, social, and economical as well as political. India has entered the world stage as a rising economic superpower, technology leader and strategic partner. Already the world's largest democracy, soon to be the world's most populous nation and with a 3,000 year old civilization that is continually redefining itself, India is an exciting place to study. Let us explore the issues of contemporary India and think of the solutions as the citizens.

7.2 OBJECTIVES

After learning this unit, you will be able to:

- Acquire updated knowledge of contemporary India
- Develop knowledge about current issues and challenges of India
- Develop skills to promote national integration values among students
- Understand the core components of secularism, social and economic justice
- Create awareness for the preservation of natural resources

7.3 CURRENT ISSUES AND CHALLENGES OF INDIA

Over Population: The population of India is estimated 1.27 billion. Though India ranks second in population, it ranks 33 in population density. Indira Gandhi, the then Prime Minister of India, had implemented a forced sterilization program in the early 1970s but the program failed. Officially, men with two children or more were required to be sterilized, but many unmarried young men, political opponents and ignorant, poor men were also believed to have been affected by this program. This program is still remembered and regretted in India, and is blamed for creating a public aversion to family planning, which hampered Government programs for decades.

Poverty: India suffers from substantial poverty. In 2012, the Indian government stated 21.9% of its population is below its official poverty limit. The World Bank, in 2011 based on 2005's PPPs International Comparison Program, estimated 23.6% of Indian population, or about 276 million people lived below \$1.25 per day on purchasing power parity. According to United

Nation's Millennium Development Goal (MDG) programme 270 million or 21.9% people out of 1.2 billion of Indians lived below poverty line of \$1.25 in 2011-2012 as compare to 41.6% in 2004-05.

Official figures estimate that 27.5% of Indians lived below the national poverty line in 2004–2005. A 2007 report by the state-run National Commission for Enterprises in the Unorganized Sector (NCEUS) found that 25% of Indians, or 236 million people, lived on less than 20 rupees per day with most working in informal labour sector with no job or social security, living in abject poverty.

Sanitation: Lack of proper sanitation is a major concern for the people of India. Statistics conducted by UNICEF have shown that only 90% of India's population is able to utilise proper sanitation facilities as on 2008. It is estimated that one in every ten deaths in India is linked to poor sanitation and hygiene. Diarrhea is the single largest killer and accounts for one in every twenty deaths. Around 4,50,000 deaths were linked to diarrhea alone in 2006, of which 88% were deaths of children below five. Studies by UNICEF have also shown that diseases resulting from poor sanitation affect children in their cognitive development.

People without access to proper sanitation facilities more-often-than-not defecate in public or in rivers. One gram of faeces could potentially contain 10 million viruses, one million bacteria, 1000 parasite cysts and 100 worm eggs. The Ganga river in India has a stunning 1.1 million litres of raw sewage being disposed into it every minute. The high level of contamination of the river by human waste allow diseases like cholera to spread easily, resulting in many deaths, especially among children who are more susceptible to such viruses.

Corruption: Corruption is widespread in India. India is ranked 76 out of a 179 countries in Transparency. International's Corruption Perceptions Index, but its score has improved consistently from 2.7 in 2002 to 3.1 in 2011.

In India, corruption takes the form of bribes, tax evasion, exchange controls, embezzlement, etc. A 2005 study done by (TI) India found that more than 50% had firsthand experience of paying bribe or peddling influence to get a job done in a public office. The chief economic consequences of corruption are the loss to the exchequer, an unhealthy climate for investment and an increase in the cost of government-subsidised services.

Poor Education: While many schools were built, they had poor infrastructure and inadequate facilities. Schools in the rural areas were especially affected. According to District

Information System for Education (DISE) in India in 2009, only about 51.5% of schools in India have boundary walls, 16.65% have computers and 39% have electricity. Of which, only 6.47% of primary schools and 33.4% of upper primary schools have computers, and only 27.7% of primary schools have electricity. Learning in poorly furnished schools was not conducive, resulting in poor quality education. Economic and social disparities also plague the fundamentals of the education system. Rural children are less able to receive education because of greater opportunity costs, since rural children have to work to contribute to the family's income.

Religious violence: Constitutionally India is a secular state, but large-scale violence have periodically occurred in India since independence. In recent decades, communal tensions and religion-based politics have become more prominent.

Terrorism: The regions with long term terrorist activities today are Jammu and Kashmir, Central India (Naxalism) and Seven Sister States (independence and autonomy movements). In the past, the Punjab insurgency led to militant activities in the Indian state of Punjab as well as the national capital Delhi (Delhi serial blasts, anti-Sikh riots). As of 2006, at least 232 of the country's 608 districts were afflicted, at differing intensities, by various insurgent and terrorist movements.

Naxalite Maoist Insurgency: Naxalism is an informal name given to communist groups that were born out of the Sino-Soviet split in the Indian communist movement. Ideologically they belong to various trends of Maoism. Initially the movement had its centre in West Bengal. In recent years, they have spread into less developed areas of rural central and eastern India, such as Chhattisgarh and Andhra Pradesh through the activities of underground groups like the Communist Party of India (Maoist). The CPI (Maoist) and some other Naxal factions are considered terrorists by the Government of India and various state governments in India.

Caste related violence: Over the years, various incidents of violence against Dalits, such as Kherlanji Massacre have been reported from many parts of India. At the same time, many violent protests by Dalits, such as the 2006 Dalit protests in Maharashtra, have been reported as well. The Mandal Commission was established in 1979 to "identify the socially or educationally backward" and to consider the question of seat reservations and quotas for people to redress caste discrimination. In 1980, the commission's report affirmed the affirmative action practice under Indian law whereby members of lower castes were given exclusive access to a certain portion of government jobs and slots in public universities.

Social Inequality: Social divisions exist in every country. But India's caste system is a unique one. Here social status, responsibilities, socio-religious privileges and occupational position have been determined by birth. Such birth based social divisions are the basis of social inequalities and social injustice. Large sections of the society mostly doing manual work, had been termed as sudars and Panchamas. These people were deprived of education, government jobs, right to temple entry, property and usage of public paths and water sheds such a system resulted in exploitation of majority of people by the people of higher castes.

Ultimately Pandit Jawaharlal Nehru brough forward the first amendment to the fundamental rights enabling the states to implement social reservation policies. Now the reservation system in Tamil Nadu is more improved and more elaborate with 18 percent for SC one percent for ST, 20 percent for MBC and 30 percent for other backward communities. Further inner reservation is provided for Arunthathiyar, backward Muslims, and adequate reservation for women in local bodies and full reservation for women in certain categories of jobs are also provided.

Untouchability in India is worse than slavery and apartheid. Until the advent of the British rule and during the British rule the untouchables were treated as outcastes (i.e beyond the Hind fold). They were not only untouchables but also unseebles, unapproachable and they had no right to education, to residence in general villages and towns, to use public path and watersheds, to enter into temples, to own land, to do official work or to seek justice in the court of laws. Their women were not even allowed to cover their upper parts of the bodies, they should not wear sandals, use umbrellas and not to have civilized names.

During the colonial period especially in the second half of the 19th century and in the first half of the 20th century voices were raised against this inhuman tradition. Demands for equal opportunities in education, employment, religious rights, social status, and economic opportunities arose in different parts of India.

Transgender: The term transgender (TG) was popularized in the 1970's describing people who wanted to live cross gender without sex reassignment surgery. In the 1980's the term was expanded to an umbrella term, and become popular as a means of uniting all those for whom no gender could be assigned birth.

Tamilnadu became the first state in the country to recognize transgender as a separate gender and issue ration cards to them. The application for a new passport now has three options in gender – M, F and E (for Eunch).

The state Government has issued an order providing for admission of transgender into government colleges. This is probably the first instance where a third gender category was created for giving admission transgender in government colleges and the G.O., was passed by the state higher education department. In an effort to broaden employment opportunities for transgender people the Tamilnadu government offers computer training and job opportunities are provided to them.

Scientifically and Technologically India might have advanced ahead of all other nations but the hard reality remains that in the social, economical and cultural field we are far behind all other small nations. Challenges of this complexity and magnitude cannot be solved by government ministries alone. They require a collaborative approach involving business and political leaders, members of civil society and academia, youth groups and social entrepreneurs.

Check Your Progress

Note : a) Write your answer in the space given below

b) Compare your answers with those given at the end of this unit

5. What are the socio- economic problems you perceive in India?

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6. Write any three solutions to those problems?

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7.4 NATIONAL INTEGRATION

National integration aims at unifying the people and not making them conform to one pattern. Instead of aiming at lifeless uniformity in thought and action it gives the progressive realization that there can be similarities among differences. 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.

Importance of National Integration: It is a universally admitted fact that unity is the precondition of Nationhood. No nations can survive much less make progress without it. Unity is prime necessity for a country such as ours which has plural society and suffers from feudal and colonial hangovers.

No nation can exist or flourish long without the unity of spirit. We must hold together as a single compact undivided nation. We must achieve and consolidate the unity of India. Without it nothing worthwhile can be accomplished. If we wish to retain our hard won freedom, national integration has to be our natural aim because once the people start feeling as one nation there will not be any further difficulty to national solidarity. National integration therefore is of utmost importance.

Role of Social Science Education: Education properly oriented in respect of the knowledge which it imparts the capacity for thinking which it develops, the training of emotions which it undertakes and the practical activities which it organizes can be a potent instrument in making the people of the country an integrated nation. It is the ignorance of the other peoples ways of living and thinking, ignorance of the democratic and secular nature of our constitution which strengthen separatist tendencies and it is the function of education to remove the ignorance. Education can become an effective laboratory of Indian culture in which not merely the culture is examined for its maladies and for learning the ways of continuously improving the inter relationship of regional sub cultures but also for a better appreciation of the differences among sub cultures. In order to bring about national integration in the country our schools needs to make a deliberate effort to reorient their educational programme. This reorientation is required under various aspects of school programmes like the aims of education, the content, the teaching process, the textbooks, the

research and so on. Through content, methods and devices the teacher should try to develop the following understanding, attitudes and skills among the pupils.

- National unity is the primary conditions 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.
- Our history, geography, art, architecture, culture, literature and psychological make up from a sound basis for national unity and for that we should have a legitimate pride
- 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.
- In a plural society with a wide variety of local customs and traditions in different parts of the country unity can be achieved on the recognition and understanding of differences and by giving opportunities for the development of each section of society
- A feeling that the cooperation and effort of every citizen is essential for the attainment of the country's ideals enshrined in our constitution e.g. progressive democracy, secularism and the socialistic pattern of society.
- Respect for other individuals and their beliefs irrespective of the place of their birth, religion and language need to be developed.
- An understanding to loyalties that one's own caste, community, race, religion or region at the cost of the nation stand in the way of national integration and hold up the country's progress.
- The country's common problems – problems of illiteracy, housing, health and sanitation, the status of women, the problem of scheduled castes, economic and political problems etc., which can only be solved by the unified efforts of the different part of the country.
- Promotion of social and economic equality and the removal of regional imbalances are essential for strengthening national unity.
- An appreciation of the efforts the country has taken and is taking towards the attainment of national integration.
- An understanding that tradition and history have to be tackled and intercepted in an objective way so as to serve as a sound foundation for growing society.

The approach:

Unity in Diversity: It is essential that the importance of unity is brought home to the pupils. Unity is the precondition for all progress social, economic, educational and cultural. For rapid progress systematic and sustained effort is needed. This is possible only in a peaceful atmosphere. Our goal is to have unity in a land of diversities. Ours is a land of many races, many languages, several sects and regions. Thus it is not possible to have unity based on uniformity of race, religion, culture and language. Since ours is a huge country complete uniformity is out of the question. Ours is and has to be a unity in difference which admits of full and free scope for the development of different races, religions, cultures and languages of the various regions which make our country. Differences need not end in disunity. Variety should make life richer, more interesting and enjoyable and should give strength to the whole.

The teacher should emphasis the spirit of tolerance pervading the Indian life. He can emphasis that during the Golden Age of the Gupta, Fa hein was impressed by toleration of the people. Harsha also adopted the policy of religious freedom. Akbar the Great made conscious efforts to integrate people politically and emotionally into a single nation. He introduced the principal of widest toleration of opinion, of justice to all and thus welded together all classes of the community. Thus religious toleration was preached and practiced in the past and people developed readiness to accept inferences.

Even in architecture, painting, music and other fine arts, we find a unique blend of Persian and the old Indian style. This oneness of Indian culture and people through the ages, their unity in spite of varied diversities needs to be emphasized.

Legacy of Unity: Right through the ages, India remained united. The teacher should uphold that our country is a geographical and economic entity, a cultural unity admits diversity, a bundle of contradictions held together by strong but invisible threads. He should emphasis that smaller systems merge to form larger ones and administrative boundaries among the various states of our country are arbitrary and artificial. The rivers, the waterfalls, the mines and oil and coal resources, our mountain peaks and forest wealth, belong to all of us. It is essential for the greatest good of the largest numbers that they are properly husbanded.

Again man made dams, power houses, railways, roads, air and water ways all are our common resources they make isolation not only unnecessary but disadvantageous and harmful too.

The teacher should make efforts for creating a feeling of pride for the eminent personalities like Visvesvaya who dreamt of a national grid for electricity and for the waters of the Ganga to flow into the Cauvery.

The heritage of India in its two antecedent areas – namely the heritage of conflicts in religious, linguistic, economic, political and cultural dimensions and the heritage of cultural unity in its projective and maintenance dimensions must be identified. It needs to be emphasized how India, a geographical unit has made the people belonging to different faiths, religions and languages; even different races feel that they belong to one country. Not only that, various tribes who came to this country from time to time adopted this country as their homeland. They made their contribution to the culture of the country and adopted this enriched and synthetic culture as their own. Even our languages and scripts bear the imprint of this synthesis. Hence it is not difficult for an Indian to learn a number of languages and scripts of the country.

There is tremendous similarity in the style of our dress and food. An Indian accent and Indian curries are easily recognized in foreign lands. This is because despite differences there is a running thread of unity underneath this variety. The teacher should emphasize that plenty of cooperation and tolerance existed in the past; it should be possible for us today too to keep up these efforts towards a synthesis.

The teacher should lay stress upon the point that technological developments also make it imperative that we must stand together, distance have been eliminated, travel has become easier. Developed means of transport and communication make it possible for the states to exercise quick control over vast territories. There are challenging problems of defense research and economic development. India has to keep her head high. This can be possible if we are united and make all out efforts to strengthen our country's unity.

The teacher should emphasize the need for making concerted efforts for bringing unity and national integration today in the light of discordant forces raising their head. Forces like communalism, casteism, untouchability, tribalism, linguism, regionalism and growing economic disparities are a constant threat to national unity and integration. Some special efforts need to be made for integrating the people despite this discordant force. Below we list some techniques.

Techniques for promoting National Integration

- **Singing of the National Anthem and other patriotic songs.** This technique can go a long way in creating in the mind of young a rightful pride in their country
- **Symposia debates and discussions on topic of secular nature.** Besides increasing the thinking capacity of the pupils these will also widen their mental horizon about the diversification of their country
- **Stimulating children to read newspapers and books** of non communal nature throwing light on the contribution of nationalists These can also help in creating attitudes.
- **Acquainting children with the national projects** and consequences progress. This will make them conscious of the greatness of their country.
- **Talks:** These may be given to the pupils on the way of living of people in different parts of the country so as to create a better understanding of the country as a whole.
- **Festivals:** Those pertaining to different sections of the community may be celebrated with national outlook. They are 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.
- **The celebration of national days and secular festivals.** They can also go a along way in promoting national coconsciousness. Once imagination of the pupils is 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 and national coherence.
- **Documentaries and school broadcasts.** These can also promote national consciousness in student by highlighting the synthetically trend in Indian culture
- **Exhibition on the life of different people living in different parts.** They can also help us to achieve national integration.
- **Sisterhood programme.** Educational institutions can be helped in formulating sister hood programmes among themselves. These programmes would envisage the visits of selected students of their institutions on a reciprocal basis and provide opportunities for joint cultural activities which will help them to live down irrational prejudices arising from narrow considerations of regions and groups. These contacts will help a lot in promoting cross cultural understanding.

- **Scrap books.** Students may be encouraged to maintain a scrap book containing pictures and information about incidents and problems of different regions and communities it may includes information about language riots, oppressions on the untouchables, evils of caste system etc.
- **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 casts 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.
- **Display of moral sayings.** Display of the moral sayings of different religious leaders as Nanak, Kabir, Vivekananda, sufi saints and from different scriptures and religious books on wall magazines or thought for the day board can also be of great help. The sayings should be such as are common to a number of religions as emphasis the unit of all religions and attack superstition.

7.5 SECULARISM

India has been declared a secular state by its written constitution and it is every Indians duty to stand by and believe in this declaration. And yet recent political and social events have questioned this declaration. Is India a secular country only on paper or does secularism actually exist in India; or is in the form of pseudo- secularism, a term the BJP and its allies seem to repeatedly harp on.

During the freedom struggle, secularism was emerging as the most dominant principle. The leaders of the Indian National Congress; Gandhi, Maulana Abul Kalam Azad, Nehru and others were deeply committed to the ideal of secularism, though each expressed it in very different manners. Secularism became the mantra of the Indian nation, a nation exhausted by partition and sectarian riots and above all the assassination of Gandhiji, did not want any more divisive talk. The founding fathers represented the aspirations of the different sections of society and it is due to the struggles of these different people that secular principles got enshrined into the Indian constitution.

Secularism introduces science, technology and rationalism in the society and forms the basis of a modern secular state. In the process, it has to oppose and struggle against the clergy and vested forces in the society. And as such, the fundamentalist communal onslaughts are the

'other' of secularism and secularization. The oppressed sections join the secular movement to wrest the accompanying liberal space that can be the base for launching the struggles for their rights. Fundamentalism is the regressive reaction of feudal elements and sections of middle classes in league with the clergy, to crush the aspirations of oppressed class, whose movements for their rights is a big source of tension for them. The secularization process and the accompanying movements of the oppressed increase the insecurity of fundamentalist forces. They try to lure these classes into their fold through religion and liberal use of money and muscle power.

In the end, secularism begins in the heart of every individual. There should be no feeling of "otherness" as we all have a shared history. Ours is a society where Sufis and Bhakti saints have brought in a cultural acceptance for each other. Are we going to let it all go to waste and listen to people who have concern for their careers as politicians or leaders rather than our welfare at heart? Let us discuss the problems against secularism.

- **Problem of Uniform Civil Code:** A problem of uniform civil code is essential in the direction of bringing about national identity and the integration of members of all religious communities into one bond of common citizenship.
- **Politics and Religion:** The growing communalism has also greatly hampered the growth of genuine secularism in India. Despite abandonment of communal electorates and a ban on the use of religion for soliciting votes, the various political parties and groups have frequently made use of communal factors to get into power.
- **Failure of the Government in Evolving a Just Economic Order:** The failure of the government to evolve a just economic order and eliminate poverty also gave a serious setback to secularism. The common masses suffering from deprivation and grinding poverty could not develop any faith in the polity which failed to provide them basic necessities and consequently did not attach much importance to secular values.
- **Cultural Symbols and Secularism:** Many public rituals and ceremonials like bhoomi puja, breaking of coconuts on inaugural or auspicious occasions, performing of 'aarti' and applying to 'tilak' to distinguished guests are perceived by Hindus as cultural or nationalistic expressions, but to non-Hindus these are manifestations of Hindu culture. Such rituals are performed even on state functions and therefore, create unnecessary misgivings about the neutrality of the State.

- **Minority Group Perceptions:** Apart from education and jobs, prejudice and discrimination are perceived as operating in the matter of intergroup violence and conflict. There is now ample evidence to show that at times the administrative machinery of the State does not operate impartially at the time of communal riots; those responsible for ensuring law and order act in a non-secular way and tend to victimise members of minority groups.
- **The Defective Educational System:** The defective educational system which has encouraged the people to think in terms of groups and communities, has also failed to inculcate secular ideas in the minds of young students and promote feeling of mutual give and take.
- **The Distortion of the Constitutional and Democratic Institutions:** The distortion of the Constitutional and democratic institutions has also greatly contributed to the weakening of the secularism in India. The Constitution and the political institutions have not worked the way they were envisaged by the framers of the Constitution.

Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and human society by which the exploitation of the weak will be minimised.”

Check Your Progress

Note : a) Write your answer in the space given below

b) Compare your answers with those given at the end of this unit

1. What is national integration?

.....

2. What hampers secularism in India ?

.....

7.6 SOCIAL AND ECONOMIC JUSTICE

The term 'justice' in the Preamble embraces three distinct forms- social, economic and political, secured through various provisions of Fundamental Rights and Directive Principles.

Social justice denotes the equal treatment of all citizens without any social distinction based on caste, colour, race, religion, sex and so on. It means absence of privileges being extended to any particular section of the society, and improvement in the conditions of backward classes (SCs, STs, and OBCs) and women.

Economic justice denotes on the non- discrimination between people on the basis of economic factors. It involves the elimination of glaring inequalities in wealth, income and property. A combination of social justice and economic justice denotes what is known as 'distributive justice'. Political justice implies that all citizens should have equal political rights, equal voice in the government. The ideal of justice- social, economic and political- has been taken from the Russian Revolution (1917).

The term 'equality' means the absence of special privileges to any section of the society, and provision of adequate opportunities for all individuals without any discrimination. The Preamble secures to all citizens of India equality of status and opportunity. This provision embraces three dimensions of equality- civic, political and economic.

The following provisions of the chapter on Fundamental Rights ensure civic equality:

- a) Equality before the Law (Article 14).
- b) Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth (Article 15).
- c) Equality of opportunity in matters of public employment (Article 16).
- d) Abolition of untouchability (Article 17).
- e) Abolition of titles (Article 18).

There are two provisions in the Constitution that seek to achieve political equality. One, no person is to be declared ineligible for inclusion in electoral rolls on grounds of religion, race, caste or sex (Article 325). Two, elections to the Lok Sabha and the state assemblies to be on the basis of adult suffrage. (Article 326).

Articles 36 to 51 incorporate certain directive principles of State policy which the State must keep in view while governing the nation, but by Article 37 these principles have been expressly made non-justiciable in a court of law. Although these principles are not judicially enforceable, yet they are not without purpose. The report of the Sub- Committee said:

“The principles of Policy set forth in this part are intended for the guidance of the State. While these principles shall not be cognizable by any Court they are nevertheless fundamental in the governance of the country and their application in the making of laws shall be the duty of the State”.

According to Dr. B.R. Ambedkar, the Directive Principles of State Policy is a ‘novel feature’ of the Indian Constitution. They are enumerated in Part IV of the Constitution. They can be classified into three broad categories- socialistic, Gandhian and liberal- intellectual. The directive principles are meant for promoting the ideal of social and economic democracy. They seek to establish a ‘welfare state’ in India. However, unlike the Fundamental Right, the directives are non- justiciable in nature, that is, they are not enforceable by the courts for their violation. Yet, the Constitution itself declares that ‘these principles are fundamental in the governance of the country and it shall be the duty of the state to apply these principles in making laws’. Hence, they impose a moral obligation on the state authorities for their application. But, the real force (sanction) behind them is political, that is, public opinion.

7.7 EMPOWERMENT OF WOMEN

Women Empowerment refers to increasing and improving the social, economic, political and legal strength of the women, to ensure equal-right to women, and to make them confident enough to claim their rights, such as:

- freely live their life with a sense of self-worth, respect and dignity
- have complete control of their life, both within and outside of their home and workplace
- to make their own choices and decisions
- have equal rights to participate in social, religious and public activities
- have equal social status in the society
- have equal rights for social and economic justice
- determine financial and economic choices
- get equal opportunity for education
- get equal employment opportunity without any gender bias
- get safe and comfortable working environment

Women have the rights to get their voices heard.

Why Women Empowerment is Important?

- **Under-employed and unemployed:** Women population constitutes around 50% of the world population. A large number of women around the world are unemployed. The world economy suffers a lot because of the unequal opportunity for women at workplaces.
- **Equally competent and intelligent:** Women are equally competent. Nowadays, women are even ahead of men in many socio-economic activities.
- **Talented:** Women are as talented as men. Previously, women were not allowed higher education like men and hence their talents were wasted. But nowadays, they are also allowed to go for higher studies and it encourages women to show their talents which will not only benefit her individually but to the whole world at large.
- **Overall development of society:** The main advantage of Women Empowerment is that there will be an overall development of the society. The money that women earn does not only help them and or their family, but it also help develop the society.
- **Economic Benefits:** Women Empowerment also leads to more economic benefits not to the individuals but to the society as well. Unlike earlier days when they stayed at home only and do only kitchen stuffs, nowadays, they roam outside and also earns money like the male members of the society. Women empowerment helps women to stand on their own legs, become independent and also to earn for their family which grows country's economy.
- **Reduction in domestic violence:** Women Empowerment leads to decrease in domestic violence. Uneducated women are at higher risk for domestic violence than educated women.
- **Reduction in corruption:** Women Empowerment is also advantageous in case of corruption. Women empowerment helps women to get educated and know their rights and duties and hence can stop corruption.
- **Reduce Poverty:** Women Empowerment also reduces poverty. Sometimes, the money earned by the male member of the family is not sufficient to meet the demands of the family. The added earnings of women help the family to come out of poverty trap.
- **National Development:** Women are increasingly participating in the national development process. They are making the nation proud by their outstanding performances almost every spheres including medical science, social service, engineering, etc.

➤ **Irreplaceable** in some sectors: Women are considered irreplaceable for certain jobs.

Strategies: The most famous saying said by the Pandit Jawaharlal Nehru is “To awaken the people, it is the women who must be awakened. Once she is on the move, the family moves, the village moves, the nation moves”. In India, to empower the women, first it needs to kill all the demons killing women’s rights and values in the society such as dowry system, illiteracy, sexual harassment, inequality, female infanticide, domestic violence against women, rape, prostitution, illegal trafficking and other issues. Gender discrimination in the nation brings cultural, social, economic and educational differences which push country back. The most effective remedy to kill such devils is making women empowered by ensuring the Right to Equality mentioned in the Constitution of India.

Giving priority to the gender equality facilitates women empowerment all over the country. To get the high level goal of women empowerment, it should be promoted from the childhood in each and every family. It needs women to be strong physically, mentally and socially. Since the better education can be started at home from childhood, the upliftment of women needs healthy family to bring a holistic development of the nation. Still in many backward areas, there is a trend of early marriage and childbirth because of the poverty, insecurity and illiteracy of the parents. In order to empower women, various steps have been taken by the government to prevent violence, social separation, gender discrimination and abuse against women.

Constitutional Amendment Bill 108 (also called Women’s Reservation Bill) was passed to reserve one-third of the seats for women only in the Lok Sabha to make them actively involved in every area. In other fields also the seats for women have been reserved for their active participation without any limitation and competition. Various mass campaigns need to be organized in the backward rural areas to make them aware about the real values of women and all the facilities available by the government for their bright future. They need to be promoted for the survival and proper education of female child to really bring the dream of women empowerment come true.

In the recent years, various constitutional and legal rights have been implemented by the government of India in order to eliminate ill practices and gender discrimination against women. However, in order to solve such a big issue, the continuous effort of everyone including women is required. Modern society is being more aware about the women rights

which results in the increasing number of several self-help groups, NGOs, etc. working in this direction. Women are being more open minded and breaking the societal barriers in order to achieve their rights in all dimensions even after crimes are going side by side.

Some of the acts passed by the Parliament are Equal Remuneration Act-1976, Dowry Prohibition Act-1961, Immoral Traffic (Prevention) Act-1956, Medical termination of Pregnancy Act-1971, Maternity Benefit Act-1961, Commission of Sati (Prevention) Act-1987, Prohibition of Child Marriage Act-2006, Pre-Conception & Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act-1994, Sexual Harassment of Women at Work Place (Prevention, Protection and) Act-2013, etc in order to empower women with legal rights.

In order to provide safety to women and reduce crime against women in India, government has passed another act Juvenile Justice (Care and Protection of Children) Bill, 2015 (especially after Nirbhaya case when an accused juvenile was released). This act is the replacement earlier Indian juvenile delinquency law of 2000 (Juvenile Justice (Care and Protection of Children) Act, 2000) in order to reduce the juvenile age from 18 to 16 years in cases of heinous offenses.

In order to really bring women empowerment in the Indian society, it needs to understand and eliminate the main cause of the ill practices against women which are patriarchal and male dominated system of the society. It needs to be open-minded and change the old mind set against women together with the constitutional and other legal provisions.

Check Your Progress

Note : a) Write your answer in the space given below

b) Compare your answers with those given at the end of this unit

1. What is social justice?

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.....

2. Is women empowerment necessary? Why?

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7.8 PRESERVATION OF NATURAL RESOURCES

Air, water, soil, forests, animals, etc., that are provided by nature or occur naturally are called natural resources. Some of these natural resources like sunlight and wind are renewable resources. This means that they can be used again and again without being exhausted. But some like forests, minerals, oil, etc., are non-renewable.

We know that man depends on his environment. We need our environment and the things it provides us for staying alive. Animals and plants also depend on the environment for their survival. Over a period of time, we have used up a lot of these resources. We need to conserve and preserve these resources or soon they will be exhausted.

1. Preservation of forests and wild animals: We need to stop destroying forests and cutting trees. Forests are the home to many different animals, birds and insects. Many animals like the leopard, the Indian Wild Ass, the great Indian one-horned Rhinoceros, etc. have become endangered and are close to extinction because of the destruction of their natural habitat. Trees give us wood that helps in making so many things like furniture, paper, etc. Trees help in purifying the air and also hold the soil with their roots and stop soil erosion. We must protect our forests. This can be done in the following ways:

- We must control the cutting of trees and plant more trees.
- We must prevent forest fires.

2. Converting forests to National Parks and Bird Sanctuaries: The government has now started protecting forests by converting them into national parks and wildlife or bird sanctuaries. Cutting of trees or killing of birds and animals is not allowed here and is punishable by the law. Grazing or cultivating of the land is also prohibited. Some national parks of India are marked on the map given alongside. The Kaziranga National Park in Assam is famous for one-horned rhinoceros. Bird sanctuaries are areas where birds are protected and encouraged to breed. The Bharatpur Bird Sanctuary is one of the biggest bird sanctuaries in India. It houses more than 415 kinds of birds, out of which many birds like the Siberian crane, flycatchers, buntings, etc., migrate from places as far away as Siberia and China.

3. Preservation of soil: Soil is a very important natural resource. Man and animals depend on plants for their food and plants get nourishment from the soil. So we can say that all living

things depend on soil for their food. The process of wind, rain or rivers carrying away the top fertile layer of soil is called soil erosion. Cutting of trees or deforestation, strong winds in places of less vegetation (deserts), running of water bodies over the soil and overgrazing are all causes of soil erosion. We can prevent it by the following methods:

- i) Forestation or planting trees as their roots hold the soil together. Cultivating the soil also provides it cover and prevents wind from blowing it away,
- ii) Terrace or step farming done on slopes of hills slows the speed of water flowing down and reduces soil erosion.
- iii) Building embankments on river banks prevents soil erosion by the rivers.

4. Preservation of minerals: We must use minerals sensibly as they are non-renewable natural resources. There is only a limited amount of oil, limestone, iron, coal, etc., found in the Earth. We should use renewable and non-polluting sources of energy like solar energy, wind energy, etc., instead of coal and oil so that they can last longer.

5. Windmill is used to harness wind energy: Though some resources like air, water, soil, etc., are renewable we should use them carefully as their pollution has affect on plants and animals too. Even a small change in environment or the quality of natural resources affects life around it.

7.9 SHARING OF NATURAL RESOURCES

Conservation of Natural Resources and Traditions of India: The need for conservation of natural resources was felt by our predecessors and in India, there was a tradition of respecting and preserving the nature and natural resources. Natural resources were conserved in the form of sacred groves/forests, sacred pools and lakes, sacred species etc. In our country the conservation of natural forests is known from the time of Lord Ashoka. Sacred forests are forest patches of different dimensions dedicated by the tribal to their deities and ancestral spirits. Cutting down trees, hunting and other human interferences were strictly prohibited in these forests. This practice is wide spread particularly in peninsular, central and eastern India and has resulted in the protection of a large number of plants and animals and. Similarly, several water bodies, e.g., Khecheopalri lake in Sikkim was declared sacred by people, thus, protecting aquatic flora and fauna. Worshipping certain plants like banyan, peepal, tulsi etc.

has not only preserved them but also encouraged us for their plantation. History recalls numerous instances where people have laid down their lives in protecting the trees.

Conservation and Sharing of Water : Conservation and management of water are essential for the survival of mankind, plants and animals. This can be achieved adopting the following methods:

1. Growing vegetation in the catchment areas, which will hold water in the soil and allow it to percolate into deeper layers and contribute to formation of ground water.
2. Constructing dams and reservoirs to regulate supply of water to the fields, as well as to enable generating hydroelectricity.
3. Sewage should be treated and only the clear water should be released into the rivers.
4. Industrial wastes (effluents) should be treated to prevent chemical and thermal pollution of fresh water.
5. Judicious use of water in our day-to-day life. 6. Rainwater harvesting should be done by storing rainwater and recharging groundwater.

Coal Conservation and sharing : Coal reserve in [India](#) is one of the largest in the world. As on April 1, 2012, India had 293.5 billion metric tons (323.5 billion short tons) of the resource. Coal conservation is an important concern of mine planning and operation. Mechanized open-cast mining is practised. Since most of Indian coal occurs in thick seams and in shallow depths, special techniques in order to minimize wastage and maximizing recovery have been developed in case of underground mining. Blasting gallery method is increasing in popularity.

It gives excellent results. In thick seam and steep coal mines in Assam, (Margheritta area) Shield mining system is employed. In this direction constant applied research is being carried out in the fields of production, safety, coal utilization environment and ecology. National Coal Development Corporation was set up and collieries were owned by Railways. India consumes coal mainly for Power sector. Other industries like cement, fertilizer, chemical and paper rely coal for energy requirements.

Oil conservation and sharing : India had about 750 Million metric tonne of proven oil reserves as April 2014 or 5.62 billion barrels as per EIA estimate for 2009, which is the

second-largest amount in the Asia-Pacific region behind China. The combination of rising [oil consumption](#) and fairly unwavering production levels leaves India highly [dependent](#) on imports to meet the consumption needs. India's oil sector is dominated by state-owned enterprises, although the government has taken steps in past recent years to deregulate the hydrocarbons industry and support greater foreign involvement. India's state-owned [Oil and Natural Gas Corporation](#) is the largest oil company. ONGC is the leading player in India's upstream sector, accounting for roughly 75% of the country's oil output during 2006, as per Indian government estimates.

7.10 EQUALITY OF OPPORTUNITIES

Need for Equalisation of Educational Opportunities: The equalisation of educational opportunities is essentially linked with the equality notions in the social system. The social system which intends to provide equal opportunities for the advancement of all has to make provision for equal educational opportunities also. The need for emphasising the equality of opportunity in the education arises for various reasons. They may be cited here.

1. Equality of educational opportunities is needed for the establishment of egalitarian society based on social equality and justice;
2. It contributes to the search for talents among all the people of a nation;
3. It is essential to ensure rapid advancement of a nation;
4. It is needed for the successful functioning of a democracy. Educated and enlightened people alone can ensure a meaningful democracy, and
5. It helps to develop a closer link between manpower needs of a society and the availability of the skilled personnel.

Problems Concerning Equality of Opportunities in Education: Education is of great help in establishing equality and ensuring social justice no doubt. But the system of education itself can add to the existing inequalities, or at least perpetuate the same. This has been the major problem in providing equal educational opportunity for all. Inequalities of educational opportunities arise for the following reasons.

Causes for the Inequalities of Educational Opportunities:

1. Inequalities of educational opportunity occur due to the poverty of a large number of people. The poor cannot afford to meet the expenses of education.
2. Children in rural areas studying in poorly equipped schools have to compete with the children in urban areas where there are well-equipped schools. The poor exposure of rural children may lead to their poor performance.
3. In the places where no primary, secondary or collegiate educational institutions exist, children do not get the same opportunity as those who have all these in their neighbourhood.
4. Wide inequalities also arise from differences in home environments. A child from a rural household or slum does not have the same opportunity as a child from an upper class home with educated parents.
5. There is wide sex disparity in India. Hence, girls' education is not given the same encouragement as boys.
6. Education of backward classes including scheduled castes and tribes and economically backward sections is not at par with that of forward communities or classes.

Suggestions for Reorganising Educational System for Providing Equality of Educational Opportunity in India:

The Government of India has been striving to achieve the target of providing equal educational opportunities to all the people. Some suggestions could be cited in this regard. These suggestions may be of some help in reaching the target.

1. In order to reap the fruits of education and also to remove the prejudices and biases, adult illiteracy has to be removed by launching appropriate programmes.
2. By following a "policy of protective discrimination" all efforts must be made to increase the opportunities for education to all the weaker sections of the society like the scheduled castes, scheduled tribes, backward communities and even women.

3. Honest attempts be made to provide compulsory education to all the children at least upto 14 years. No one should be made to suffer for want of educational opportunity and facilities.
4. The higher educational chances should be extended to all on merit.
5. Education Commission suggests that for equalisation of educational opportunity the following measures may be adopted:
 - a) Education should be made tuition free for all immediately at the primary and secondary levels and in course of time, at the university level at least for the needy deserving students
 - b) Free textbooks and writing materials should be supplied at the primary stage
 - c) Transport facilities should be provided to reduce cost on hostels and scholarships
 - d) Facilities for the students to earn a part of their educational expenses, that is, “earn while you learn” schemes should be developed
 - e) There should be liberal schemes for scholarships
 - f) Wide differences that are found in the educational development in different states and districts must be minimised to a desirable extent.

Health for all

1. Health is a basic human right : Every person is entitled to make use of this right without any restriction. Public institutions and private organizations are to be held accountable for providing life-saving health information to the people of the world. The obstruction of the right to essential health information for everyone constitutes a crime against humanity.

2. Today, health is not available to every human being - for good reasons : These include social injustice, military conflicts and others. Another significant reason is the fact that the most profitable industry on earth, the pharmaceutical industry, is an investment industry based upon the existence and continuation of diseases - despite declarations to the contrary.

Low-cost prevention, treatment and elimination of diseases threaten this multi-trillion dollar "business with disease".

3. Most efforts to improve health on a global scale have failed : The World Health Organization's effort "Health for All by the Year 2000" could not reach its goals because it did not distinctly separate itself from the global "business with disease." It focused instead on administrative health care changes, rather than taking advantage of global advances in medicine.

4. Advances in the field of natural medicine have been made over recent years: That will reduce the incidence of common diseases in the industrialized countries as well as in the developing world, to a fraction of their current frequency. The primary cause of the world's most common health conditions is a chronic deficiency of micronutrients, essential for optimum cellular energy metabolism as well as optimum connective tissue stability.

5. In the industrialized world : The leading causes of death are heart attacks, cancer, strokes, diabetes and high blood pressure. Using the available knowledge in nutritional research and cellular medicine, these health conditions can be significantly reduced and hundreds of millions of lives can be saved.

6. In the developing world: Two billion people suffer from deficiencies in micronutrients, according to United Nations Organizations. Avitaminosis is a leading cause of disease resulting in blindness in millions and promoting infectious diseases in hundreds of millions by compromising cellular defence mechanisms in their bodies. By taking advantage of the knowledge of nutritional medicine already available today, billions of lives can be saved in the developing world.

The people of the world face one of the largest challenges in human history : The right to health and life for billions of people is being threatened by the profit interests of a few shareholders. The goals of these two interest groups are incompatible by their very nature. Similarly, in the battle to save human lives against the profits from patented drugs, every government, every public and private institution has to take a decision on which side they stand. And they will be held accountable by history.

7.11 NATIONAL AND INTERNATIONAL PEACE

In India, there is [communal harmony](#) and peaceful co-existence of people belonging to different ethnicity, caste, creed, race and religion. India offers [unity in diversity](#). She is committed to peace. The Constitution of India moreover have granted to all its citizens irrespective of religious beliefs, equal rights of speech, movement etc. It has recognized that the Hindus have as much right to the temples, as Muslims to the Mosques, Sikhs to the Gurudwaras and Christians to the Churches. All are equal in the eyes of the Indian Law and all feel equal and free on the Indian soil. No wonder, there is a sense of peace, harmony and universal brotherhood in India.

Indians speak different languages, wear different dresses, and subscribe to different religious beliefs. There are Hindus, Buddhists, Jains, Sikhs, Persians, Muslims and Christians. From time immemorial, they have lived peacefully in friendship and harmony, forgetting their petty differences of caste, creed, colour and colloquial medium.

Peace and harmony is sometimes disturbed in India because of the scarcity of commodities. Sometimes the prices of essential things are so abnormal that it is not possible for the people to remain satisfied. Green Revolution has been able to increase production of food grains to a great extent and so people are not so much worried about food. Similarly the government is making every effort to increase the supply of those commodities which are likely to be scarce in the market.

Sometimes, peace becomes the victim of political manipulation. Opposition parties start obstructing rather than helping progress. Correctly speaking the task of opposition should be to build itself and to oppose. So the government has the responsibility to allow the opposition to function properly. But opposition has responsibility to allow the government to function. They start exploiting the situation and creating problems for the government. Instead of fishing in the troubled waters they should try to come out with constructive suggestions. If the opposition parties do not approve the some of the policies of the ruling party they should bring it before the people particularly at the time of elections. This is the democratic and constitutional method.

Peace and harmony demands that we should meet the challenges. There is need of unity and of commitment not to a party, not to a particular person but to the nation as a whole. At this time, it is necessary that we should cultivate national attitude towards India as a united country.

India is suffering from the problem of [poverty](#) and [unemployment](#) which at some or the other stage may threaten even our democracy. Unless there is peace and harmony in the country, it is not possible to make India politically strong, economically better off and socially united. There should be peace within the country as well outside the country. So if we want peace and harmony in the country, we will have to see that there is peace and harmony in the world also.

Education plays a vital role in equipping the nations in being more humane. Peace education only can extend a real peace in this world. It has been well said by Mahatma Gandhi that “if we are to reach real peace in this world we shall begin with the children”. People think that peace is not just the absence of war; it is the practice of love. In a peaceful society people would work together to resolve conflicts, develop morally, treat each other with fraternity and justice, satisfy basic needs, and respect each other. In essence, they would live in unity. Our aim is to achieve a perfect world full of peace and compassion which can only be achieved by imparting peace education in school curriculum. It has been found that there is no happiness greater than peace and that peace links with the practice of love.

Check Your Progress

Note : a) Write your answer in the space given below

b) Compare your answers with those given at the end of this unit

9. Suggest measures to provide equal opportunity for education ?

.....
.....

10 What is the need for peace?

.....
.....
.....

7.12 LET US SUM UP

In this unit we discussed about the issues and challenges of contemporary India. The issues discussed here are not comprehensive. There are many other issues faced by the nation in

general and regions and communities in particular, that all of us should think about. As teachers we should think of remedial measures for the challenges and we should develop the young minds to fight against the evils which hamper democracy in India. Children at schools must be brought up with social and human values. Let us teach them to fight against inequalities, injustices and poverty and promote the cause of peace in India and in the world.

7.13 UNIT END ACTIVITIES

List out the current issues faced by India

Suggest remedies for gender inequality at school.

Make a survey of natural resources of your community and write down the means of conservation

7.14 ANSWER CHECK YOUR PROGRESS

1. Over population, Poverty, Religion and Caste related violence, Terrorism, Social inequalities
2. Write your own answer
3. Unity in diversity, we feeling, patriotism
4. Communalism, Economic in justice
5. Equal treatment of all citizens without any social distinction
6. Write your own answer
7. Air, water, soil, flora and fauna, energy, minerals, forest
8. Write your own answer
9. Free education at all levels, Free books and transportation, number of schools and colleges run by Government must be increased, Rapid change in the educational policies, committed Government and true effort.
10. For harmonious living, Social and Economic development of nations, Human existence,

7.15 SUGGESTED READING

3. Haseen Taj (2008) “Current Challenges in Education”, Neelkamal Publishers.
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4. Ramesh Ghanta, Dash (2004) “Foundations of Education”, Neelkamal Publishers.
New Delhi.
5. Sivarajan, G.(1997) Education in the Emerging Indian Society, (11th ed)Calicut,
Calicut University Central Co-operative Stores.