



NETAJI SUBHAS OPEN UNIVERSITY

B. Ed. Spl. Ed. (M.R./H.I./V.I.)-ODL

PEDAGOGY OF TEACHING
SOCIAL SCIENCE

A-4 (Part-III)

**B. Ed. Spl. Ed. (M. R. / H. I. / V. I)-
ODL Programme**

AREA - A

**A - 4 (PART-III) : PEDAGOGY OF TEACHING
SOCIAL SCIENCE**



**A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND
REHABILITATION COUNCIL OF INDIA**



AREA - A
CROSS DISABILITY AND INCLUSION
COURSE CODE - A4 (PART-III)
PEDAGOGY OF TEACHING SOCIAL SCIENCE

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Sri Mohan Kumar Chattopadhyay
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Netaji Subhas Open University

From the Vice-Chancellor's Desk

Dear Students, from this Academic Session (2015-17) the Curriculum and Course Structure of B. Ed.- Special Education have been thoroughly revised as per the stipulations which featured in the Memorandum of Understanding (MoU) between the Rehabilitation Council of India (RCI) and the National Council for Teacher Education (NCTE). The newly designed course structure and syllabus is comprehensive and futuristic has, therefore, been contextualized and adopted by NSOU from the present academic session, following the directives of the aforesaid national statutory authorities.

Consequent upon the introduction of new syllabus the revision of Self Instructional Material (SIM) becomes imperative. The new syllabus was circulated by RCI for introduction in the month of June, 2015 while the new session begins in the month of July. So the difficulties of preparing the SIMs within such a short time can easily be understood. However, the School of Education of NSOU took up the challenge and put the best minds together in preparing SIM without compromising the standard and quality of such an academic package. It required many rigorous steps before printing and circulation of the entire academic package to our dear learners. Every intervening step was meticulously and methodically followed for ensuring quality in such a time bound manner.

The SIMs are prepared by eminent subject experts and edited by the senior members of the faculty specializing in the discipline concerned. Printing of the SIMs has been done with utmost care and attention. Students are the primary beneficiaries of these materials so developed. Therefore, you must go through the contents seriously and take your queries, if any, to the Counselors during Personal Contact Programs (PCPs) for clarifications. In comparison to F2F mode, the onus is on the learners in the ODL mode. So please change your mind accordingly and shrug off your old mindset of teacher dependence and spoon feeding habits immediately.

I would further urge you to go for other Open Educational Resources (OERs) - available on websites, for better understanding and gaining comprehensive mastery over the subject. From this year NSOU is also providing ICT enabled support services to the students enrolled under this University. So, in addition to the printed SIMs, the e-contents are also provided to the students to facilitate the usage and ensure more flexibility at the user end. The other ICT based support systems will be there for the benefit of the learners.

So please make the most of it and do your best in the examinations. However, any suggestion or constructive criticism regarding the SIMs and its improvement is welcome. I must acknowledge the contribution of all the content writers, editors and background minds at the SoE, NSOU for their respective efforts, expertise and hard work in producing the SIMs within a very short time.



Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor, NSOU

**B. Ed. Spl. Ed (M. R. / H. I. / V. I)-
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AREA - A

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**Netaji Subhas Open
University**

**AREA - A
A-4 : PEDAGOGY OF
TEACHING
SOCIAL SCIENCE**

A-4 □ Pedagogy of Teaching Social Science

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Unit-1 □ Nature of Social Science

Structure :

- 1.1 Introduction**
- 1.2 Objectives**
- 1.3 Concept, Scope and nature of Social Science**
- 1.4 Difference between Social Science and Social Studies**
- 1.5 Aims and objection of teaching Social Science at school**
- 1.6 Significance of Social Science as a core subject**
- 1.7 Role of Social Science teacher an egalitarian Society**
- 1.8 Check Your Progress**
- 1.9 Let Us Sum Up**
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1.1 Introduction

Social Science is an integral part of School education. Along with other subject like language, science and mathematics social science gives the students knowledge and understanding of the concrete realities and situations of life and aims at developing the skills to deal with several requirements of life. The course on teaching of Social Science is designed not only to provide the teachers with the pedagogical principle involved in teaching of Social Science. In this unit the course focuses on concept, scope and nature of social science, difference between Social Students and Social Sciences, significance of social science and the role of social science teacher for an equalitarian society.

1.2 Objtives

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

- State the meaning of the concept of social science.
- Describe the significance of learning social science.

- Determine the concept of social science teaching.
- Know the different perspective of the concept of social science.

1.3 Concept, Scope & Nature of Social Science

■ Concept :

Social science has a broader aspect which is related with the diverse concerns of society. Social science include in its course the disciplines of history, geography, political science, economics, psychology and sociology. It is a course of study with the society. It denotes the history of society with its emergence and downfall along with its continuous process. In a broader term "social science is a major categories of academic disciplines concerned with society" but it should be added that social science reveals the relationship among individuals, and their outlook to society. Moreover, it can also be said that the social science exerts an important responsibilities to make the base for social values and also human values, freedom, trust, mutual respect, sense for heritage etc. According to James High "Social Sciences are those bodies of learning and study which recognizes the simultaneous and mutual action of physical and non-physical stimuli which produce social relation" Social Science is defined as any scholastic discipline that investigates human society.

The concept of social science teaching basically should be aimed of investing in a child a moral energy and mental supports so that he or she can think independently and deal with the social forces, that threaten these values. Thus, the concept of social science and the teaching of social science has been linked up to the role of an individual in contributing to this development of personality. Gender concern also need to be addressed in terms of the perspectives of women. Environment studies is viable with the concept of social science. From primary education only it should be introduced, then a child may be initiated to locate and comprehend the relationship between the natural environment social science. Later, in higher classes the concept of social science among them could be more explicable and it can discuss the relation between natural diversity a socio-cultural diversity. The skill of observation and experience can create cognitive capacity within the learner thus, the concept of learning and teaching of social science creates a new approach in education.

■ **Scope & Nature :**

The scope of social sciences is multifarious. The study of social science is vital for the future of our civilization and society. The answer of modern problems and its remedies can be detected through social science. As social science is contained with different subjects so the scope of social science is vast. The scope of analysis of the facts and figures, problems and other thing can provide society with so many important answers and observations that may improve the understanding of our lives which helps us to improve our interaction with each other. Thus, social science will provide all types of social situation & psychological condition.

There are different subjects in social science. It is an important scope to inculcate different areas of social science. As for instance, we should say that geography and economics may together help in developing a proper perspective related to the issue concerning environment, resource and development at different levels from local to national level similarly Indian history will be taught emphasing the concept or plurality and change.

■ **Nature :**

The nature of social science is classical based on a wide range of content drawn from the disciplines of history, geography, political science, economics and sociology. Social science always tries to find out its relevance with the society. The nature and outlook of social science is based on scientific approach. Social science advocate for scientific inquiry like other science subjects. To search the logic and reason of human sciences (History, geography, economics, political science etc.) is the specific nature of social science. The major thrust of social science curriculum has remained utilitarian in nature and it put more emphasis on developmental issues for mankind. Thus social science makes a broader outlook and classic nature.

1.4 Difference between Social Science and Social Studies :

There is a debate regarding the difference between social science and social studies. Social science develope ideas on subjects but social studies has an objective outlook regarding subject. It is social study through which students understand their own social environment and they use to learn the pedagogical approach of subjects. Social science allows them more to learn. It is the philosophy and meaning of the subject which social science brings to them.

Generally it can be said that the social studies are concerned with man and his interaction as well as his relation with social, cultural economic and physical environment. In a nutshell it can be said that in social studies, studying human beings and its perspective towards society is important.

If we carefully try to understand what is the difference between social science and social studies, we will see that the area of social studies and its objective has a more wider space. In NPE core curriculum (1986) it is described that social studies should deal with the ideas of humanism, secularism, socialism and democracy. The chief aim of reading social studies is to know the society and to develop skills and attitudes for producing conscientious citizens. Through social studies a teacher can equip himself with the needed attitude and outlook absorbed in making a good citizen as well as good students.

On the part of learner the social studies has a promising outlook. Actually social studies prepare a student to investigate his past. It can be done through history, learner should be attentive about his whereabouts and surrounding as well as environment through studying geography. Social studies supplies the information on needs and desires of the people along with their psychological condition through reading psychology. How people will be supported financially, what would be his procurement, all of these things can be discussed through economics, sociology and political science. It shows them the way of a broader aspect of administration, nations and civilisation. Thus it is seen that through social studies students would be well aware of his time, space, society, background and outcome. These studies have a confluencing effort.

Now we can compare social science with social studies to a specific point. The point is that social science deals with facts and material objects, language with communication and mathematics with quantity accounts but social studies deals mainly with the socio-economic relationship among the people. It makes the study of the life of the pupil in society and it tries to discover society's needs and priorities, the emerging aims and objectives of teaching social studies should be discussed here. In this context we should say that social studies help learners to develop greater awareness among themselves, to classify and examine their values and to establish a sense of self-identity. It provides learners with a knowledge of human system in areas of economics, culture, and governmental administrative process.

Social science is the branches of the study of human society and social relationship. Social science is a subject that deals with the study of social life of people or groups

of individual. Social science is related with study and observation. Social science includes different subjects such as history, geography economics, psychology, political science and sociology. All of the subjects are important in relation with social science but study of sociology, history, geography and economics form a very important part of social science. The scope of social studies has a multifarious direction. The objective is also different. Social study is the combined study of social science and humanities. Social study helps to make healthy citizens. Social studies varies greatly among the countries according to their social, cultural and economic set up. The texture of social science remains same and it has a common area in different countries. Social science is the study of society and the manner in which people behave and works and influence the world around us. John Dewey opined that the concept of social science is a social enquiry. According to NCERT. "The social science encompass diverse concerns of society and include a wide range of content, drawn from the disciplines of history, geography political science, economics and sociology.

The social science carry a normative responsibility to create and widen the popular base for human values, namely freedom, trust, mutual respect for diversity etc."

Social studies has a practical base regarding the utility of education which could be meaningful and necessary for society. It has a wider range of action. It is not only confined to the classroom. It tries to prepare students to become well informed and constructive participants in society and capable of developing healthy relationships. The aims and objectives of social Science are more dynamic because it has to change itself by generation after generation. New generations have started facing new challenges. New social rules are introduced new ideas which used to challenge the old ones due to the change in Socio politico and economic situation.

There is a comparative study regarding the difference between social science and social studies. Some scholars say that social studies is no doubt a separate branch of studies but it is called 'Social science' when studied at a higher level. The term social studies is an age old term. According NCERT social studies is 'a field of study which deals with man, his relation with other men and his environment on understanding of human relationships, knowledge of the environment, dedication to the basic principle and values of the society in which it is taught and a commitment to participate in the process through which that society is maintained and improved.

A careful analysis will prove that social studies touches all aspect of human life and human relationship, side by side it derives and inculcate knowledge of all social

sciences. When not a student but a common man think of social studies, he or she give stress on social problems or current events but in the case soical science he or she will be attentive on subjective mood. Poeple generally concentrate on the theory part of human and social affairs, problems etc. in term of social science but no doubt social studies is the practice part of human and social affairs. Commonly it is told that social science and social studies receiprocate each other from different angle but at a higher level of studies, Social Science concentrate on investigation, research and solutions to social problem. Social scientist is eager to expand the bond of human knowledge. His treatment is more analytical than the treatment given by a specialist of social studies. Social studies is more or less of a descriptive type when the information is truly Presented Social Studies promide a good foundation on which the structure of Social Science can be built. The concept of social studies has been discussed by different scholars. In the words of J. F. Forrester "Social studies as the very name suggest in the study of society and its chief aim is to help pupils to understand the world in which they have to live and how it came to be, so that they may become responsible citizens. It aims of promoting critical thinking and a readiness for social change, at creating a dispositions for acting on behalf of the general welfare at an appreciation of other culture and a relaisation of the interdependence of man and man and of nation and nation."

The secondary education commission in India (Mudaliar commission 1952-53) states "social studies as a term is comparatively new in Indian education. It is meant, it cover the ground traditionally associated with history, geography economics, civils etc. The whole group of studies has therefore to be viewed as a compact whole where object is to adjust the students to their soical environment which includes the family. Community, state and nation."

Thus it is seen that social studies has a seperate identity. Obvioulsy there are some differences between social studies and social science.

- The focus and emphasis of both are different.
- Social Science represent an adult approach, while the social studies represent a child approach.
- Social Science are the theory part of human affairs Social Studies are the practice part of human affairs.
- The Social Sciences are far larger than the Social Studies.

1.5 Aims & objectives of Teaching Social Science at school level.

Aims and objectives of teaching social science of school level has a far reaching effect. Social science curriculum consist of a wide range of contents drawn from the disciplines of history, geography, political science, economics and sociology. The selection and organisation of material into a meaningful social science curriculum is the primary aim and objectives of teachig social science at school level. To enable student to develop a critical understanding of society is another aim of social science. Social science expresses the views that student's own life experiences is very important. The objective of social science is to create and widen the popular base for human values, nearly freedom, trust, mutual respect, respect for diversity etc. Thus, it is seen that social science teaching basically should be aimed at investing in a child a moral and psychie energy so that he or she can think independently and deal with the hostile social forces while threaten their values.

Aim and objectives of teaching social science at school level is to prepare a student philosophically so that he or she can understand the meaning of (Co-existence) between individual good and collective good. Social science tries to create a non-coercive & participatory mode, among childrens and teachers so that the best chance of making teaching and learning intersting as well as enjoyable. Social science created different disciplines like history, geography, political science and economics and its methodology with pedagogy, gradually social science put some new ideas on teaching different subjects at school level. Planning the curriculum at the primary stage, the natural and social environment should be taught as an integral part of language and mathematics along with other subjects.

Children should be engaged in such activities that would help them in promoting and understanding about the natural and social environment.

Another aim and objective of teaching social science at school is to make the students conscious with gender sensitivity. It is new ideas of contemporary age. It is also to be mentioned that understanding in social sciences at school level should be based on observation and illustration which is needed to be drawn from the physical, biological, social and cultural aspects of life because it is important for the child to develop the skill of observation, identification and classification. Through these power of observations, identification and classification a student can be competent to draw the analogies between natural diversity and socio-cultural diversity. Thus, the social science teaching based on observation and experience which can create cognitive

capacity within the child. At the upper primary stage the subject area of social science is generally based on history, geography, political science and economics. Side by side a new syllabus should be framed by introducing the learner to social & economic problems and emphasis should be made on issue like poverty, illiteracy, child and bonded labour, gender and environment. Indian history will be taught defining and giving stress on the concept of plurality and change. At the secondary stage the aim and objectives of social science will be broader. It should comprise the elements of history, geography, political science and economics.

The higher secondary stage is considered important as it offer different choice of streams to the students according to their Issues, During this period the teaching of history should be placed on a broader sense. Issues related to geography should be taught keeping in mind the need to inculcate in the child a critical appreciation for conservation and environmental concerns. In political science the focus should be on discussing the philosophical foundations based on the value framework of the Indian constitution. If economics as a subject should be discussed from the perspective of the masses, the sense of economic reason to clarify any social economic matter is important.

To sum up it can be said that the foundation of teaching social science needs basic knowledge, skills and attitudes to make meaningful contribution in any field, they choose.

Thus, it is seen that the aim and objectives of social science are larger to expand the bonds of human knowledge and teachers should resort to the techniques of Team teaching wherever possible to develop and socio scientific culture which is the general need of the hour.

1.6 Significance of Social Science as a core subject

The subject social sciences indicate the importance of the relationships between the key disciplinary contributors to this learning area. Together they provide a broad understanding of how societies work, and how people can participate as critical, active, informed and responsible citizens with high level skills needed for the twenty-first century.

Social Science as a core subject of school aims at enabling the student not only to adjust himself to the environment but also to improve his social, cultural, economic

and physical environment as an active group member. Social Science also includes development of knowledge, skills, attitudes and values through the activities of reading, writing, observing, discussing, creating, practicing, playing, problem solving, exhibiting and developing relationships etc. The significance of Social Science as a core subject has multi-dimensions. It can provide us with so many important answers and observations that may help to improve the understanding of our lives and then help us to improve our interaction with each other.

In this context the philosophy of Social Science related with core subject is to be discussed. It may be defined as the rational and systematic study of human society in all its forms with the aim of arriving at an enduring understanding, acknowledged as such by a broad consensus of researchers of social phenomena. It gives scientific explanations of certain social phenomena. Here, conceptual analysis is needed. Actually the objective of social and behavioural science component of a core curriculum is to increase students knowledge, to discover, describe and explain the behaviour and interaction with individual group, institutional event and ideas. Students develop knowledge and skills to enable them to: better understand, participate in and contribute to the local, national and global communities in which they live and work; engage critically with societal issues; and, evaluate the sustainability of alternative social, economic, political and environmental practices.

Social Science/learning as a core subject involves :

- critically examining society, social practices and social issues
- incorporating a range of theoretical perspectives such as socio-cultural, feminist, postmodern, postcolonial, indigenous and others used in the contributing disciplines
- using teaching approaches that are constructivist, socio-ecological, participatory, experiential, inquiry- or problem-based
- using teaching strategies that promote questioning, problematising, critical inquiry, values exploration, social decision-making
- gathering, verifying, evaluating and synthesizing multiple sources of data and using information communications technology
- allowing for personal growth, and the development of individual and collective responsibility

- connecting with students' social, affective, aesthetic, moral and spiritual development
- making judgments about appropriate personal and social actions.

The Social Science learning as a core subject will be the activity of gathering, analyzing and interpreting information for a variety of social, economic, educational and political purposes. So the Social Science teacher needs to be familiar with a range of social research method. Ability to conduct proper social research is significant to any social science qualification. Thus, it is seen that as a core subject Social Science is important because it helps to knowledge structure.

Simultaneously, to prepare the environment of relevant understanding the role of Social Science teacher is creative. Social science as a core subject not only defines and validates societal aims, it also has the capacity to provoke learners to critically examine them on the anvil of universal values of social justice and environmental sustainability.

In most democratic countries Social Science make the greatest possible contribution to citizenship education in the broad sense of maximum personal development, human relationship and loyalty to the principles and practices that support freedom.

Thus, the objective of teaching Social Science as a core subject is to help students to acquire knowledge of their own physical, social and economic environment, and understanding of human relationship. It also helps to achieve certain attitudes and values which are vital for intelligent participation in the affairs of the community, the region, the state, the nation and the world.

1.7 Role of Social Science Teacher for an Egalitarian society :

Egalitarian society is a favourable society for a social science teachers. An egalitarian society believes in treating people equally through giving people equal right and opportunity. This society advocates for the protection of human quality with respect to economic, social and political right. It advocates to drive out of inequality in the society and determination based on gender, race, religion etc. Role of social science teacher in this respect is very important. They should take the role of pioneers to preach these ideas. Social science teacher deals with attitudes, ideas and other knowledgable matter to a large extent. Teacher of social science have the duties to assist pupils to understand this complex world in which we live. Social science teachers should have faith on the socialisation of the people in society and will

develop trust, equity, logical thinking among the students. He should be careful to the mission of egalitarian society for making good citizens of the nation. The role of social science teacher would be as a guide, philosopher and friend. In this respect teacher should make his school as a centre of social reconstruction for a new social order. The teacher should arise intellectual interests and would be careful to open social insight and understanding.

Now, the question comes what the students will learn from the teacher? In this respect we can say that philosophical ideas are important. An egalitarian society is based on philosophical ideas which would be useful for the students. So a social science teacher must be careful about different sociological ideas. Indian society is a multicultural society. In India there are different religions. So an assimilation is important. Teacher will develop the spirit of tolerance and democratic ideas among the students. This role of teacher is very much helpful to form an egalitarian society depends on democracy. After the Renaissance the idea of democratisation in the sphere of education achieved a new dimension in educational thoughts. The idea of citizenship based on it. In this respect teacher should make the student very much aware of social interaction. There are different subjects in social science, so social science teacher should have some preliminary ideas on these subjects. A basic knowledge on social science is also needed. Teacher should try to combine the family, community, state, nations and international understanding through a scientific process. A knowledge of methodology is needed to specify gender, race & religions.

Now it is noticed that the process and arena of social science is changing very fast. A teacher must be well aware of it. The reciprocating process is more important to deal with the student. To arouse interest in the matter is more important. Teacher will find the stimulus and helpful areas of social science. Competency of teachers is needed in all respects.

Thus it is seen that performance, competency and transaction related competency are important in the life of a social science teacher. Now social inequalities are more prominent especially in developing countries of the world because of the limited capacity for economic growth. In the sphere of education, egalitarian process has identified three aspects to the questions of equal educational opportunities to the people. It gave stress on the idea that a social science teacher should make equal treatment during education irrespective of social origin. The second approach to equalising educational opportunities is to ensure that all students will get equal treatment during educational process. The third approach is to provide equal opportunities for

the students. So education is one of the instruments through which most societies advocate for social equity.

In an egalitarian society the scope of teaching are based on various medium. A social science teacher should well conversant with the use of teaching aids like (epidid scope), films, strips, projector, computers etc. Side by side a social science teacher should be well aware of suitable source material and appropriate method of teaching, good command over the language and good conversational pattern is important. The power of correlation is necessary and ability in planning, supervision, organisation and managment makes a teacher competent. Modern educational world opines that "the content of social science changes as the world changes time to time so a social science teaching would be versatile and he/she should cope up with the change. It is expected that he/she should have a full hold on any of the two subject among, history, geography, sociology and political science. Teacher shall be well aware of extra curricular activites as well as co-curricular activities. Co-curricular, activities like games, daily performance, excursion community and group activities shuld be guided by social science teacher because these activities help the student to realise the subjects. It provides different thoughts and derived social qualities in students.

Lastly, it can be said that to make a succesful egalaraterian society a teacher should know the proper teaching method. He/she should be carefull to choice source material. He she should have good command over the language and he/she should have the abilites to prepare and use relevant teaching aids. Thus, a teacher would be able to create the atmospher of learning for all and the aims of egaliterian society.

1.8 Check Your Progress

1. What does social Science decide as an area of study?

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2. State the concept of social science.

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3. What is the nature of social science?

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4. State the differences between social studies & social science.

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5. What are the aims and objectives of teaching social science at school level?

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6. Mention the main aspects you would consider Social Science subject as a core subject.

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7. What is Egalitarian Society?

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8. State the role of social Science teacher for an egalitarian society?

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1.9 Let Us Sum Up

The present unit has attempted to provide the basic concepts about the meaning, nature, scope and significance of social science and various approaches of social science curriculum. This unit also deals with the role of social science teacher which is very significant to develop in pupils an outlook in egalitarian society for making good citizens and new social order. And it is expected that a teacher will be able to create the atmosphere of learning for all and the aims of egalitarian society.

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Unit 2 □ Curriculum and Instructional Planning

Structure

- 2.1 Introduction**
- 2.2 Objectives**
- 2.3 Organization of Social Science Curriculum at School Level**
 - 2.3.1(a) Principles of framing history curriculum**
 - 2.3.1(b) Principles of Organising Geography Curriculum at school level**
 - 2.3.2 History Curriculum at school level**
- 2.4 Instructional Planning : Concept, need and importance**
- 2.5 Unit Plan and Lesson Plan : need and importance**
- 2.6 Procedure of Unit and Lesson Planning**
 - 2.6.1 Unit plan procedure :**
 - 2.6.1.1 Organising the subject matter and learning experiences**
 - 2.6.1.2 How to proceed**
 - 2.6.1.3 Unit plan format**
 - 2.6.2 Procedure of lesson plan**
 - 2.6.2.1 Model lesson plan format: I**
 - 2.6.2.2 Model lesson plan format II.**
- 2.7 Adaptation of Unit and Lesson plans for children with disabilities**
- 2.8 Check Your Progress**
- 2.9 Let us sum up**
- 2.10 References**

2.1 Introduction

The vital and most significant component of any teaching learning process is the curriculum which reflects the ideology and Philosophy of a nation as enshrined in its constitution. Keeping in mind the learning objectives of a particular stage of education, certain planned experiences are presented before the learners of that stage of education which would help the learners to achieve those specific learning objectives in the long run. These experiences are termed as ‘curriculum’. ‘‘The experiences are

suiting to the age of the learner, the emotional, physical and intellectual maturity of the learner and his previous experiences and learning.’’

Curriculum derives from a Latin word ‘‘couriere’’ which means a ‘race course’ to be covered within a specific time period to reach the goal. The Secondary Education Commission (1952-53) defined curriculum in a very comprehensive way that it ‘‘includes the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop, playground and in the numerous informal contact between teachers and pupils. In this sense the whole life of the school becomes the curriculum which can touch the life of the students at all points and keep in the evolution of a balanced personality.’’

Curriculum can broadly be classified as (a) subject-matter curriculum which includes separate subjects, correlated subjects and broad fields (b) developmental activity curriculum which takes into account the basic social and organic needs of the learners.

In the broad field curriculum subjects are grouped into broad areas like language, natural science, social science etc. ‘‘The social sciences encompass diverse concerns of society and include a wide range of content, drawn from the disciplines of history, geography, political science, economics and sociology. The selection and organisation of material into a meaningful social science curriculum, enabling students to develop a critical understanding of society, is therefore a challenging task. The possibilities of including new dimensions and concerns are immense especially in view of the student’s own life experiences.’’

The Secondary Education Commission (1952-53) states that, ‘‘The basis of teaching must be the organisation of subject-matter into units or projects which would create opportunities for self-activity on the part of the students.’’

2.2 Objectives

After going through this unit you will be able to :

1. Explain how to organize history and Geography curriculum at school level.
2. Describe the various principles of organizing history and Geography curriculum at school level.

3. Analyse the concept of instructional planning, its needs and importance.
4. State the concept of unit plan and lesson plan, its needs and importance.
5. Prepare unit and lesson plan of history and Geography for children with disabilities at school level.
6. Discuss the concept of pedagogical analysis.
7. Construct pedagogical analysis in Social Science for school level.

2.3 Organization of Social Science (History & Geography) Curriculum at School Levels

History is most often said to be the ‘‘mother’’ of the social sciences. The definition of history given by Johnson in his book ‘Teaching of History’ is very comprehensive. He said ‘‘History, in its broadest sense, is everything that ever happenedhistory, in its usual acceptance of the term means history of man.’’ History is the scientific study of the past, concerned with man in time and space which put emphasis on evolution, growth and development of human civilization through the ages. The scope of history is very wide, vast and comprehensive as it has expanded vertically and horizontally. Therefore, the selection of content and organization of content of history have to be made very carefully and logically while framing the curriculum of history at school levels.

2.3.1(a) Principles of framing history curriculum :

Following principles should be kept in mind for curriculum construction in history :

- a. The curriculum should be based on the aims and objectives of teaching history at school level.
- b. The curriculum should be suited to the age, capacity and ability of the pupils for whom it will be framed. So it should be learner centered.
- c. There should be a functional relationship between the content of the study.
- d. Curriculum should provide a totality experience of man’s evolution on earth.
- e. It should lay emphasis on promotion of social justice, democratic values, national integration and international understanding.

2.3.1.(b) Principles of Organising Geography Curriculum at school level:

- a. ***Proceed from known to unknown:*** Teaching of Geography should start from the micro level or local Geography study. It will follow the maxims of teaching:
 - Proceed from known to unknown
 - Proceed from concrete to abstract
 - Proceed from near to far
- b. ***Emphasis on empirical observations of the learner in selection of Subject matter:*** The curriculum should provide ample opportunity to the learners so that they can learn by actual experience. Therefore, the curriculum should be practical work oriented.
- c. ***Use of Geographical Terminology based on home Geography:*** An all out effort should be made to provide to the child Geographical vocabulary from their surroundings. For learning island, delta etc. it is essential that they have ample knowledge of the geography of their area for this the geographical vocabulary from their surrounds should be used.
- d. ***Idea of human life throughout the world:*** The Geography curriculum should give an idea of human life and activities throughout the world to understand man-environment relationship. Keeping this aim in mind, students will be able to enter the world as practical citizen.
- e. ***Study in the synthetic way:*** Various geographical facts should be presented to the child in a synthetic way. Geography is a practical subject and it should not be a collection of Geology and Astronomy etc. It should be presented as an integrated subject.
- e. ***Emphasis on physical and economic Geography:*** In any curriculum of Geography, physical and economic geography must be given their proper place. More emphasis is placed of these branches of Geography in later school days.
- e. ***International understanding:*** We cannot make a systematic study of all the countries of world in any curriculum of Geography. It makes it all the more important that we make our selection very carefully. An effort is made to put more stress on international understanding and interdependence of nations.
- h. ***Selection of subjects:*** Only elementary things of remote countries are included

in curriculum so that students know their situation. Only such topics which have international significance should be taught about these countries.

2.3.2.(b) Curriculum of Geography at school level:

There are three major components of Geography at school level. These are as follows:

- ✓ Physical geography and weather observation
- ✓ Regional geography and
- ✓ Map work

The curriculum of geography at school level may be subdivided under the following headings.

- I. General study of the world other than the country in which pupil resides.
- II. Study of home country and its relationship with other countries of the world
- III. While studying the world geography the following areas may be emphasized:
 - a. Movement of various planets, sun, earth etc.
 - b. Formation of day and night, change of seasons, movement of earth, change of weather, longitude and latitude.
 - c. Surface of the land, flow of river and its causes, various water divisions of the world, currents, ebb and tide etc.
 - d. Atmosphere, weather, climate, temperature, pressure, rainfall, bands and divisions of the world, cyclone etc.
 - e. Influence of physical conditions on human activities
 - f. Important cereals and crops of the world, raw material.
 - g. Mineral wealth and power, industry.
 - h. Routes of trades, communication and development of big cities.

While carrying out the study of home country an effort should be made to acquaint the child about maximum of details of the country. For this purpose, maps, atlases and other teaching aids should be used. To acquaint students with home country tours and excursions may be organized. For this specific purpose the regional method of teaching geography must be followed. The study of the following should be incorporated while framing the curriculum.

- I. Situations and locations of various physical divisions of the world, their longitude, latitude etc.
- II. Students are asked to measure the length and breadth of a specified region from the map so that they get a clear idea of physical divisions of the world.
- III. Study of natural or physical conditions including study of mountains, rivers, peaks etc.
- IV. To know the climate and its qualities a study of maximum minimum thermometer should be included.
- V. Study of pressure of area and wind.
- VI. Study of rain fall in the area.
- VII. A detailed study of mineral wealth of area.
- VIII. A complete study of animal wealth of area.
- IX. Study of industry, art, craft and trade.
- X. Comparative study of location of various trades and industries.
- XI. Study of industrial tours and cities.
- XII. Study of population.

While taking up the teaching of world geography different teachers follow different order of treatment of continents. However, it has now been concluded on the basis of various studies that the three southern continents should always be taught before Europe and North America. The regional study of India should be taught at lower classes.

Practical work:

- Map work should be given due importance and in junior classes we should try to clarify the meaning of map and scale. Maps should be used to teach relief. Before taking up the contour line method of showing relief, heights may be shown by shading. Three dimensional models can be used for interpretation of maps for the visually impaired students.

- Study of physical and political divisions of the map of the world.
- Various means of communications like sea routes, land routes, air routes etc.
- Trade of perishable goods.
- Science and its influence on human life.
- Modern inventions.
- Local environmental studies.
- To keep a record of weather and seasons and to maintain charts for this purpose.

2.3.2 History Curriculum at school level :

History has been given an important place in the school curriculum for a long time. The scope of history is very large and vast, wide and long. It deals with human achievements in all walks of life-political, social, economic, cultural etc. There are also many types of history like local, regional, national and international. It is comprehensive in nature. There should be a reflection and an adequate coverage of all the aspects and all types of history in any school curriculum, so that the students will be able to get an over all idea of history.

The curriculum of history can usually be divided into three broad categories :

Ancient Period, Medieval Period and Modern Period. The landmark happenings led to the evolution of human civilization both nationally and internationally are selected as content for each period.

Ancient Period of history should cover the following topics :

Concept of history-Pre-historic period and the Early man-The stone age-The copper bronze age- The sources of history- The River centric civilizations (The Harappan civilization, the Mesopotemian civilization, the Egyptian civilization, the Chinese civilization). The iron age- The Roman civilization and the Greek civilization, The Vedic and the later Vedic Civilization, The Protest Movement- rise of Jainism and Buddhism, The rise of Empire or the age of imperialism in India - The Mauryan Empire, The Kushana Empire, The Gupta empire- The history of Bengal, The Deccan and South India, Relations with the outside world.

Medieval Period should deal with the following topics :

Beginning of the medieval period and its features, the sources of history- rise of regional powers in Bengal, North India and South India- The tripartite struggle centering around Kanauj-contact of India with Islam- The Delhi Sultanate, The Mughal Empire, The history of Vijaynagar and Bahamani kingdom in the south, Administration, society, economy and culture, Relation of India with the outside world. The Arab Empire and rise of Islam, The Byzantine Empire, Feudalism in Europe, Rise of towns, Trade and commerce, History of China and Japan.

Modern Period Should consist of the following topics :

Beginning of the Modern Age-Renaissance in Europe, Reformation Movement in Europe, Geographical discoveries and exploration, growth of Nation States, The English Revolution. The Industrial Revolution, The American War of Independence, The French Revolution, The Democratic and Nationalist Movement in Russia, Imperialism and the First World War, The League of Nations, Rise of Fascism in Italy and Rise of Nazism in Germany, The Second World War, The United Nations Organisation and The Cold War.

The Indian States and Society in the 18th Century – The Rise of Regional Powers in Bengal, Maharashtra, Mysore and in Punjab.

The beginning of the European settlements in India and the East India Company, The Anglo French Rivalry in the Deccan.

The British conquest of India (1757-1856) : Expansion of the British Empire British occupation of Bengal, British imperialist policy, Anglo Maratha, Anglo Mysore, Anglo Sikh war.

British administrative policy and the structure of government.

British economic policies the drain of wealth, British agrarian policies impact of British economic policies, development of modern industries.

British education policies and beginning of modern education.

Social and cultural awakening in 19th century India : Raja Rammohan Roy, Brahma Samaj Movement, Young Bengal Movement, Pandit Iswar Chandra Vidyasagar, Ramkrishna Mission Movement, Prathana Samaj Movement, Arya Samaj Movement, Aligarh Movement.

The Revolt of 1857- administrative policies and reform after 1858.

India and her neighbours : war with Nepal, Burma and Tibet.

The Peasant Movements and the Tribal Movement.

Emergence of Indian Nationalism (1858-1950) : Factors behind the emergence of national consciousness, political associations and birth of Indian National Congress, activities of Congress from 1885 to 1995

National Movement (1905-1920) : Growth of militant nationalism and extremist politics, partition of Bengal and Swadeshi Movement, The Muslim League and rise of communalism, the First World War, the Home Rule League, growth of revolutionary movement.

Struggle for Swaraj (1920-1947) : National movement after the First World War, Rise of Mahatma Gandhi in Indian National Politics- Three Satyagraha Movements by Gandhiji, Montagu Chelmsford Reform, Rowlatt Act, Jalianwalabag Massacre, Non Co-operation and Khilafat Movement, the Swaraj', Civil Disobedience Movement, The Government of India Act 1935, Growth of Socialist Politics, Working class movement, The Second World War- Quit India Movement, Netaji Subhas Chandra Bose and INA, Royal Navy Movement, Wavel Plan, Transfer of power, partition and independence, New Constitution of Independent India.

2.4 Instructional Planning : concept, need and importance

Planning is preparation for action. It is an essential tool for effective teaching. Instructional planning is a process of using appropriate curricula, instructional strategies and available resources by a teacher to address various needs of the students. It is the systematic selection of educational goals and objectives and their design for use in the classroom. Prior to each lesson, unit, semester, while teachers are planning the content of instruction, selecting teaching materials, designing the learning activities and grouping methods, and deciding on the pacing and allocation of instructional time, they are actually determining what learning opportunities their students are going to have. Teachers could use learning outcomes developed by professional organisations or school curriculum goals and objectives to plot the sequence of subject topics. However, the most informative source of any instructional planning is the students to whom the teacher would teach in the classroom.

A solid planning process is integral to a teacher's efforts in identifying appropriate curricula, instructional strategies, and resources to address the needs of all students.

Research shows the following key areas that a teacher should follow while making instructional planning.

What should be taught?

Effective student learning requires a progressive and coherent set of learning objectives. Effective teachers excel in delineating the intended outcomes of each lesson and describing the behaviours or actions that students should be able to perform after participating in the learning activities. Expert teachers conceive a lesson along two dimensions simultaneously :

Teacher's own actions, thoughts, and habits; and students' and students' thinking and understanding of the content. Thus, effective teachers not only plan what to teach, but more importantly, they plan for whom they are going to teach.

How should it be taught?

After developing the learning objectives, the next step is to translate the instructional plans into actions. Effective teachers follow the predefined plan while remaining open to changes and continuously adjusting their instruction based on student needs.

How Should instruction and student learning be assessed?

Teachers need to link assessment plan to learning objectives. Before the actual instruction starts, teachers need to decide upon valid and reliable assessment techniques that are available to solicit student learning data and judge the success of the instructional plan. Teachers should communicate to their students about what they are expected to achieve and inform them about how they will be assessed after participating in the learning activities.

Need and importance of instruction planning

Instructional planning assures improved delivery of instruction.

It helps in creating effective, meaningful lesson.

It helps students make sense of information.

Effective lessons make sense of information.

Teacher feels comfortable about instruction and giving them a sense of understanding and ownership over the teaching they plan.

It established a sense of purpose and subject matter focus.

It provides a change to review and become familiar with the subject matter before actually begins to teach it.

It links daily lessons to broader integrative goals, units or curriculum topics.

Instructional Objectives:

The teacher has to place before the students some definite and specific objectives within a specified classroom period and resources in hand at the time of imparting a particular lesson. Through these specific objectives, commonly known as instructional objectives, the teacher tries to bring necessary behavioural changes among the students. Therefore, the term instructional objectives may be defined as ‘‘a group of statements formulated by a teacher for describing what the pupils are expected to do or will be able to do once process of classroom instruction is over.’’

Instructional objectives are specific and quite narrow.

They are predetermined.

They are learning outcomes and stated in terms of desired behavioural changes of the learners.

Taxonomy of Instructional Objectives :

Taxonomy means a system of classification. The taxonomy of educational objectives are framework for classifying statements of what we expect or intend students to learn or show behavioural changes as a result of instruction

The taxonomy of educational and instructional objectives are divided into three domains: cognitive, affective and psychomotor. The taxonomy related to cognitive domain has been presented by Benjamin S. Bloom and his associates in 1956 under the title, ‘Taxonomy of Educational Objectives : The Classification of Educational Goals. Handbook 1 : Cognitive Domain’. The second or the affective domains was presented by Krathwohl (1964) and the third one or psychomotor domain by Harrow and Simpson(1966).

Structure of Bloom’s Taxonomy :

Bloom and his associates have classified the objectives related to cognitive domain into six categories arranged from the lowest to the highest level of thinking process which is mentioned below :

- 1.0 Knowledge
 - 1.10 Knowledge of specific
 - 1.11 Knowledge of terminology
 - 1.12 Knowledge of specific facts
 - 1.20 Knowledge of ways and means of dealing with specifics
 - 1.21 Knowledge of conventions
 - 1.22 Knowledge of trends and sequences
 - 1.23 Knowledge of classifications and categories
 - 1.24 Knowledge of criteria
 - 1.25 Knowledge of methodology
 - 1.30 Knowledge of universals and abstractions in field
 - 1.31 Knowledge of principles and generalizations
 - 1.32 Knowledge of theories and structures
- 2.0 Comprehension
 - 2.1 Translation
 - 2.2 Interpretation
 - 2.3 Extrapolation
- 3.0 Application
- 4.0 Analysis
 - 4.1 Analysis of relationship
 - 4.3 Analysis of organizational principles
- 5.0 Synthesis
 - 5.1 Production of unique communication
 - 5.2 Production of a plan, or proposed set of operations
 - 5.3 Derivation of a set of abstract relations
- 6.0 Evaluation
 - 6.1 Evaluation in terms of internal evidence
 - 6.2 Evaluation in terms of external criteria

The Revised Bloom's Taxonomy

The original Bloom's Taxonomy was revised in 2001 (Anderson, Krathwohl, et al., 2001) where any objective is represented in two dimensions – cognitive process dimension and knowledge dimension.

Structure of the cognitive process dimension of the Revised Taxonomy :

1.0 **Remember**-Retrieving relevant knowledge from long-term memory

1.1 Recognising

1.2 Recalling

2.0 **Understand**- determining the meaning of instructional messages including oral, written and graphic communication.

2.1 Interpreting

2.2 Exemplifying

2.3 Classifying

2.4 Summarising

2.5 Inferring

2.6 Comparing

2.7 Explaining

3.0 **Apply**- Carrying out or using a procedure in a given situation.

3.1 Executing

3.2 Implementing

4.0 **Analyze**- Breaking material into constituent parts and detecting how the parts relate to one another and to an overall structure of purpose.

4.1 Differentiating

4.2 Organising

4.3 Attributing

5.0 **Evaluate**-Making judgements based on criteria and standards.

5.1 Checking

5.2 Critiquing

6.0 **Create**- Putting elements together to form a novel, coherent whole or make an

original product.

6.1 Generating

6.2 Planning

6.3 Producing

Structure of Knowledge Dimension of the Revised Bloom's Taxonomy :

- A. **Factual Knowledge-** The basic elements that students must know to be acquainted with a discipline or solve problems in it.
 - Aa. Knowledge of terminology
 - Ab. Knowledge of specific details and elements
- B. **Conceptual Knowledge-** The interrelationships among the basic elements within a larger structure that enable them to function together.
 - Ba. Knowledge of classification and categories
 - Bb. Knowledge of principles and generalisations
 - Bc. Knowledge of theories, models and structures
- C. **Procedural Knowledge-** How to do something; methods of inquiry; and criteria for using skills, algorithms, techniques, and methods.
 - Ca. Knowledge of subject specific-skills and algorithms
 - Cb. Knowledge of subject-specific techniques and methods
 - Cc. Knowledge of criteria for determining when to use appropriate procedures
- D. **Metacognitive Knowledge-** Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.
 - Da. Strategic Knowledge
 - Db. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
 - Dc. Self-knowledge

Taxonomy of Objectives in the Affective Domain :

- 1. Receiving (attending)
 - (a) Awareness
 - (b) Willingness to receive
 - (c) Controlled or selected attention

2. Responding
 - (a) Acquiescence in responding
 - (b) Willingness to respond
 - (c) Satisfaction in response
3. Valuing
 - (a) Acceptance of a value
 - (b) Preference for a value
 - (c) Commitment
4. Organisation
 - (a) Conceptualisation of a value
 - (b) Organisation of a value system
5. Characterisation by a value or value complex
 - (a) Generalised set
 - (b) Characterization

Taxonomy of Objectives of Psychomotor Domain :

1. Imitation
 - (a) Impulsion
 - (b) Overt repetition
2. Manipulation
 - (a) Following direction
 - (b) Selection
 - (c) Fixation
3. Precision
 - (a) Reproduction
 - (b) Control
4. Articulation
 - (a) Sequence

- (b) Harmony
- 5. Naturalisation
 - (a) Automatism
 - (b) Interiorization

The Cognitive Process Dimension

The Knowledge Dimension	1.Remember	2. Understand	3.Apply	4. Analyse	5. Evaluate	6. Create
A.Factual Knowledge						
B.Conceptual Knowledge						
C.Procedural Knowledge						
D.Metacognitive Knowledge						

Revised Bloom Taxonomic Table

2.5 Unit plan and lesson plan of Social Science :

A unit is a related learning segment made up of a few lessons along with an outline of its actual execution in the class room. Thus a unit will consist of both the subject matter and methodology of its delivery to students. Hoover defines unit as, “the teaching unit is a group of related concepts from which a given set of instructional and educational experiences is desired. Unit generally ranges for three to six weeks long”. After having divided the prescribed syllabus into a number of teaching units the teachers will decide the time that could be allotted to each unit. After that he can break up each unit in a number of lessons and each lesson should be complete in itself.

Need and importance of unit plan:

- ◆ It provides a basic course structure around which specific class activities can be organized.

- ◆ It enables the teacher to integrate the basic course concept and those of related areas into various teaching experiences.
- ◆ It provides an opportunity to the teacher to keep a balance between various dimensions of the prescribed course.
- ◆ It enables the teacher to break away from traditional text book teaching.
- ◆ If the prescribed course has to be covered in a number of years then it is necessary to distribute the course into units spread over a number of years.

Lesson Plan :

Lesson planning is the most important part of teaching. It means “the planning of a daily lesson related with a particular unit of that subject to be covered by the teacher in a specific school period for the realization of some stipulated instructional objectives.”

A teacher has to keep in mind certain things while preparing a lesson plan. These are :

Broader objectives of the subjectives.

Setting and defining the classroom objectives.

Organisation of the relevant subject matter.

Selection of appropriate teaching strategies.

Provision for feedback and evaluation.

Need and importance of lesson plan :

- ◆ Lesson planning makes the work regular, organized and more systematic.
- ◆ It induces confidence in the teacher.
- ◆ It makes teacher quite conscious of the aim which makes him conscious of attitude he wants to develop in his students.
- ◆ It saves a lot of time.
- ◆ It helps in making correlation between the concepts with the pupils' environment.
- ◆ It stimulates the teacher to ask striking questions.
- ◆ It provides more freedom in teaching.

- ◆ It helps a teacher to improvise his teaching.
- ◆ It helps the teacher to prepare, organize and arrange for necessary teaching aids for a particular topic.

The criteria of an effective lesson planning

The criteria of an effective lesson planning can be summarised as below:

1. An effective lesson planning always needs its planning in the written form.
2. It must have instructional objectives properly expressed in behavioural terms.
3. The teaching aid materials used should be mentioned specifically.
4. It should clearly mention the procedure or the activities adopted for introduction of the lesson.
5. The subject matter should be properly selected, organised and presented in the planning.
6. The methods, techniques and devices related to the presentation should be properly selected and utilised.
7. An effective lesson plan should provide due place and have adequate provision for the effective interaction between the teacher and the students. It should ensure active cooperation and involvement of the students in the teaching-learning process.
8. An effective lesson plan should take care of the age, mental level, previous knowledge, duration of the period, teaching-learning conditions and resources available at the time of delivery of the lesson.
9. It should mention the type of black board work or summary to be developed during the presentation stage.
10. It should follow the principles of correlation and integration in the presentation of subject matter.

Approaches to Lesson Planning :

For planning the lesson and writing, it various styles and approaches are followed. However, the most common and popular is Herbatian five steps Approach. These steps are :

1. Preparation : This step is concerned with the task of preparing the students for receiving new knowledge. The Herbatian approach puts more emphasis on

this step and considers it as a base for the delivery of the lesson. It is also termed as introductory stage. Following points should be taken into consideration :

- (a) The previous learning of the students
 - (b) The factors responsible for capturing students' attention and motivation
 - (c) The objectives of the lesson
2. Presentation : New learning material is presented before the students and efforts are made to help in acquiring new learning in this stage. This step requires following considerations on the part of the teacher:
- (a) What learning experiences to be presented and how much
 - (b) How much is to tell and how much the students are to find for themselves
 - (c) What type of techniques, methods, devices to be adopted to deliver the lesson
3. Comparison and association : The step is related with the task of strengthening the acquisition of new learning material. It is based on the assumption that a child grows in knowledge through comparison and association. A teacher requires to compare, contrast and associate every new knowledge to be learnt with the previous knowledge of the learners.
4. Generalisation : it is concerned with arriving at some general ideas or drawing out the necessary conclusion by the students on the basis of the different comparisons, contrasts and associations observed in the presented learning experiences.
5. Application : Efforts are made to seek applications of generalised facts in this step. In fact, it is a step for the fixing up or consolidation of the newly acquired knowledge.

Difference between unit plan and lesson plan

Unit planning is meant for the division, organisation and planning of the prescribed syllabus being covered in the whole session while daily lesson planning helps in the organisation of teaching- learning in terms of a lesson delivered during a classroom period.

The scope of unit planning is much wider than the scope of daily lesson planning.

The duration of unit planning may be extended to several days but in case of lesson planning its duration is strictly limited to a single day task.

The objectives of unit planning may have wider coverage in comparison to the objectives of daily lesson planning.

Unit planning may give birth to a number of daily lesson planning depending upon the number of subunits divided from the main unit.

2.6 Procedure of unit and lesson planning

2.6.1 Unit plan procedure :

2.6.1.1 Organising the subject matter and learning experiences

Formation of proper units out of the prescribed syllabus of history of a particular class Combination of various topics of the syllabus in view of the contents and learning objectives to form a unit is important. For example, topics like the Non-cooperation movement, the Civil disobedience movement, the Quit India movement may be combined into a single unit termed as ‘Nationalist movement in India (1920-1947) A.D.’

The total number of days and working hours should be kept in mind.

Suitability in terms of age, interest, needs and abilities of the learners.

Available resources and teaching learning conditions

Realization of teaching-learning objectives of the subject

Proper correlation, coordination and integration among the different units

2.6.1.2 How to proceed

A unit should be divided into some suitable sub-units. The content of a sub-unit should be selected keeping in mind the duration of a class hour.

Teaching-learning objectives should be formulated in behavioural terms and it should be predetermined.

Proper decisions should be taken about the methods of teaching, use of teaching aids and the learning experiences provided to achieve the desired goals.

Proper decisions should be taken for the evaluation of the unit.

2.6.1.3 Unit plan format :

Name of the unit

Division of the unit into sub-units

Formulation of objectives in behavioural terms

Teaching strategies including teaching methods, use of teaching learning materials

The utilization of the outcomes of the evaluation for the proper follow-up and remedial teaching.

2.6.2 Procedure of lesson plan

A teacher should take into care the following principles while preparing the lesson plan :

Principle of clarity and definiteness of the objectives

Principle of availability of resources and conditions

Principle of the knowledge of entry behaviour

Principle of motivating the students

Principle of maintaining interest in the classroom

Principle of appropriateness of teaching methods and techniques

Principle of mastery over the subject matter and related activities

Principle of active participation of the students

Principle of providing feedback and reinforcement

Principle of adequate class control and discipline

Principle of appropriate evaluation

Principle of adequate fixation of the learning

Principle of flexibility

2.6.2.1 Model lesson plan format: I

Name of the school: ABC

Class: VII

Section: B

Total no. of students: 40

Duration: 40 minutes

Name of the teacher: XY

Subject: Social Science

Unit: Advent of Middle Age in the West

Sub- units:

Division and fall of the Roman Empire

The migration of the Germanic Tribes into western part of the Roman Empire

The invasions of the Huns, Visigoths, Vandals and other Germanic tribes

Social, political and religious life of the Germanic tribes- the Roman-German fusion

The rise and impact of Christianity

Day's lesson: The invasions of the Huns, Visigoths, Vandals and other Germanic tribes

Learning objectives in behavioural terms: (According to Revised Bloom's Taxonomy)

The students will be able to-

1. Recall the meaning of barbarians (remembering factual knowledge).
2. Memorise the date when they invaded the Roman Empire (Remembering factual knowledge).
3. Distinguish between the characteristic features of the various Germanic tribes(Analysing conceptual knowledge).
4. Compare the invasion pattern of the tribes respectively(understanding conceptual).
5. State reasons for the entry of the Germanic tribes from various parts of North, Central and Eastern Europe(remembering conceptual).
6. Discuss about the military strategies that each of these tribes took to invade the Roman Empire (Understanding conceptual).

7. Name the first Germanic tribe to enter to the Roman Empire (remembering factual).
8. List the names of most powerful leaders of each barbarian clans(remembering factual).
9. Justify the statement that the Roman slaves welcomed the invasion of these barbarians(evaluation conceptual).
10. Describe the clever trick used by Pope Leo I to stop Attila from attacking further(remembering factual)
11. Estimate the success and failure of each of these barbaric tribes in the Western Roman Empire.(evaluating conceptual).
12. Discuss the procedure by which each of the tribes attacked Western Roman Empire(Remembering procedural).

Previous Knowledge:

The students can state and write:

1. About the classification of the barbaric tribes like Huns, Goths, Franks, Vandals and Anglo-Saxons.
2. Time period as to when these barbarians invaded the Empire.
3. The reason behind the invasion of the barbarians.
4. The definition, characteristics and nature of these barbaric tribes.
5. Causes of the migration of the Germanic tribes into the Empire.
6. The procedure used by the tribes to enter the heartland.
7. The direction from where each of these tribes entered Roman heartland.
8. The time span of the Medieval Age in the west with the fall of the Western Empire and coming of the barbarians.
9. The difference between the Ancient Roman culture, habits, ways of life with that of the barbarians.

Brief summary:

People belonging to various races used to live in North, East and Central Europe outside the territory of the Roman Empire. Their primitive history is not known. But they were not as civilized as the Romans. They were different from the Romans in language, culture, customs, manners and natures etc. They were called barbarians.

Teaching strategies:

Teaching Strategies	Teaching Method	Teaching Aid	Use of Board
<p>Necessary information will be presented partly by lecture method and partly through conversational method.</p> <p>To specify the locations and places the teacher will use outline maps of the world and Europe relevant to the topic.</p> <p>Necessary information, for the first time mentioned names, dates, events will be written on the board.</p> <p>Charts, diagrams, timelines etc. can be drawn on the board.</p> <p>To keep the students interactive In the class developmental and probing questions will be asked.</p>	<p>Lecture and conversational method will be followed to deliver the lesson and to make the class interactive question answer technique will be followed.</p>	<p>An outline map of Europe and World to locate different places related to the subunit.</p> <p>A time line Roman Empire.</p> <p>A chart depicting the main points related to the subunit.</p> <p>Work sheet will be given to each student.</p>	<p>Diagrams showing the classification of the Germanic tribes, their place of origin and the leaders of each tribe will be on written on the board.</p> <p>First time mentioned names, dates and other important information related to the topic will also be written.</p>

Evaluation: In order to assess how far the students have understood the day's lesson the teacher will ask the following questions:

1. How did the Roman manage to stop the Huns from invading further into the territory?(U/CK)

2. Distinguish between the nature of the Germanic tribes and Huns.(A/CK)
3. Why was Attila called the 'Scourge of God'?(U/CK)
4. Justify the statement that a small gesture on the part of the Romans moved Attila from invading Rome further.(E/CK)
5. Explain the invasion of the Visigoths under Alaric(U/FK)

2.6.2.2 Model lesson plan format II

Name of the School : ABC Subject : Social Science
 Class X Unit : Work of river and glacier
 Section B
 Total no of students : 40 Sub Unit : Work of river in-Middle course.
 Duration : 45 minutes
 Name of the teacher : XY
 To Day's lesson : work of river in middle course.

Previous knowledge

The teacher is aware about the fact that the students have already learnt the following :

- (a) Basic knowledge that transportation is the main work of the river in the middle courses with some deposition and lateral erosion.
- (b) Idea that some landform are formed in the middle course of a river.

Learning objectives in behavioural terms : (According to Revised Bloom's Taxonomy)

1. Remembering : The students will be able to
 - (a) Recall : Recall the extension of the middle course of a river (Remembering Factual)
 - (b) Identify : Identify the different landforms formed in the middle course (Remembering conceptual).
2. Understanding : The students will be able to
 - (a) Differentiate : Differentiate between Alluvial cone and Alluvial Fan (Understanding Factual)
 - (b) Explain : Explain the formation of wide 'V shaped Valley (Understanding Procedural)

3. Applying : The students will be able to
 - (a) clarify : clarify how sand banks and Braided River are formed. (Applying Factual)
 - (b) Construct : Construct a chart showing the different land form formed in the middle course. (Applying Meta cognitive)
4. Analysing : The students will be able to :
 - (a) Explain : Explain the formation of Flood Plain and Natural Levee (Analysing conceptual)
 - (b) Difference : Difference between Braided river and Meander (Analysing Procedural)
5. Evaluating : The students will be able to
 - (a) Assess : Assess the formation of Ox-bow Lake (Evaluating conceptual).
 - (b) Redefine : Redefine the landforms in the middle course of a river.
6. Creating : The students will be able
 - (a) Imagine : Imagine the different landforms formed in the middle course of river. (Creating Conceptual)
 - (b) Construct : Construct a model representing a landform formed in the middle course. (Creating Metacognitive)
3. Brief summary of the concept :
 - (a) River flowing through a plain land is called the middle course land formed in the middle course.
 1. Alluvial Fan or Cone : At the foot of the mountains where the slope of the land is reduced suddenly the velocity of the river is also checked consequently, most of the river load are dropped them and forms a fan shaped or cone-shaped deposit.
 2. Wide V shaped Valley : Lateral erosion widens the river valley and it becomes shallow due to deposition.
 3. Sand Bank and Braided River : Deposition of stones, pebbles and silts on the river bed forms sand bank over islands in the river. Because of the sand bars and islands, the river divides into branches and rejoin again after going past the obstacle.
 4. Flood Plain and Natural Levee : Deposition of silt takes place on both the bank forming an embankment called Natural Levee : In the rainy season, the river floods and deposits the silt carried by it on the banks and forms flood plains.
 5. Meander : The meandering course of a river is called Meander.

6. Ox-Bow Lake : A meander becomes prominent to form a loop as the river cuts the concave slopes and deposits silts on the concave slope of meander. The river cannot flow straight and leaves its old course which takes the shape of the horse shoe and is called Horse-Shoe or Ox-bow Lake.

MAJOR TEACHING STRATEGIES

Strategies	Technique	Applicability
Teaching Strategy while teaches in the class, she might be followed following techniques which must be associated to upbring the quality of teaching. In that case teacher will demonstrate today's questions Lesson and put some questions in front of the students to recapitulate the interest regarding the day's lesson.	1. Observation Method 2. Discussion Method 3. Question Answer Method 4. Demonstration Method Use of Coloured Chalk	Teacher will crade some chalks and will show the transportation process by pouring water on the dust. Teacher will discuss the different land forms produced in the Middle course. Teacher will apply Question Answer Method to discuss todays topic more scientifically among the students. To enhance interest among the students, teacher will use various charts to describe the landforms formed.
Use of Blackboard	Use of Charts	The teacher will use coloured chalks to write the names of the landforms formed.
Teaching Aid	Use of Model Experiment Power Point Presentation	Teacher will use a chart to show some land forms formed in the Middle course. Teacher will perform an experiment to show the process of transportation.
Use of Software		No Power Point Presentation will be used to demonstrate the lesson.

2.7 Adaptation of unit and lesson plans for children with disabilities:

Inclusion or inclusive education is the most contemporary issue in the field of education now a days. A requirement for inclusionary practices and proper educational facilities for special children has placed greater responsibility and challenge on a classroom teacher. A teacher has to prepare the lesson plan considering the diverse needs of the learners in the classroom. Adaptation of innovative practices or techniques according to the needs of the disabled children is the key for achieving learning objectives. For children with disabilities following things can be incorporated in the plans for teaching:

1. Content should be selected on the basis of the students' needs.
2. Content should be simple and generalised.
3. Principle of individual difference always should be kept in mind.
4. Securing attention and arousing motivational level of the students is very vital for both the teacher and the learners.
5. Learning objectives should be formulated keeping in mind the specific needs of a particular group of learners. Another set of learning objectives may be formulated for other disabled pupils.
6. Teaching strategies should be flexible in nature.
7. Various types of effective teaching aids to be selected very wisely and be used to make the class interesting.
8. Ample opportunities should be there so that the pupils can take part actively in the teaching-learning process.
9. Teacher should deliver the lesson part by part, but not too much content, in a very simple way.

2.8 Check Your Progress

1. Discuss the principles for framing history curriculum at the secondary stage at school education.

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2. What are the major components of geography at school level?

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3. The content of history at different stages should contain a fair mixture of world, history, national history, local history, social economic and cultural history, contemporary history or current affairs why?

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4. Mention two practical work in geography curriculum at secondary school.

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5. What is instructional planning?

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6. Why is it necessary for a teacher to make instructional planning?

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7. How would you define the term unit plan?

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8. Why should every teacher prepare a lesson plan before entering into a classroom?

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9. Which principle should be followed by a teacher while preparing a lesson plan?

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10. State any two considerations that be taken into consideration while adapting lesson plan for disabled children.

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2.9 Let us sum up

These principles can help in selecting Social Science curriculum;

It should help in achievement of aims of teaching Social Science.

It should be appropriate to the age and ability of that group of pupils to whom it is to be taught.

The content of study should have functional relationships between them.

The curriculum selected should lay emphasis on national and world unity.

The curriculum must be wide and comprehensive.

For the selection of subject matter for different stages Culture Epoch Theory of Stanley Hall, Biographical Theory and Psychological Theory can be helpful.

For the organisation of subject matter Chronological, Concentric, Topical, Regressive, Lines of Development, Patch Method can be used.

The unit planning and lesson planning are the two most important things in teaching.

While having unit planning a teacher first tries to divide the prescribed syllabus of the subject into some well-defined and meaningful units. These units are then properly sequenced and subjected to planning taken one at a time.

Unit planning paves the way for daily lesson planning i.e. the planning for the instructional work on a day to day basis.

Careful lesson planning is the foundation of all good teaching from the first day of student teaching to the last day of the month of the retirement years.

Proper advance planning will keep the teacher on the track, prevent waste, ensure that the teacher does not forget a pivotal point. Thus the task of daily lesson planning may prove helpful to a subject teacher in a varieties of way.

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Unit - 3 □ Approaches to Teaching of Social Science

Structure

3.1 Introduction

3.2 Objectives

3.3 Curricular Approaches

3.3.1 Coordination

3.3.2 Correlation

3.3.3 Spiral

3.3.4 Integrated

3.4 Methods of Teaching Social Science

(i) Lecture Method

(ii) Discussion Method

(iii) Socialized Recitation

(iv) Source Method

(v) Project Method

3.4.1 Devices and Techniques of Teaching Social Science

(i) Narration

(ii) Description

(iii) Illustration

(iv) Questioning

(v) Field Trip

(vi) Role Play

(vii) Inductive and Deductive thinking.

(viii) Concept Mapping

(ix) Problem Solving

(x) Programmed Learning

3.5. Techniques and strategies required in approaches for teaching children with disabilities.

3.6. Instructional Material for teaching of Social Science

3.6.1 Maps and globes

3.6.2 Different types of boards – smart boards, chalk-boards, brail-boards,

3.6.3 Tape Recorder

3.6.4 Overhead projector and power-point presentation.

3.6.5 Concept and adaptation of inclusive classroom for challenged children.

3.7 Adaptaion of materials for teaching challenged children.

3.8 Check Your Progress

3.9 Let Us Sum Up

3.10 References

3.1 Introduction

The best of the curriculum of social science subject remain ineffective until and unless implemented by the teacher using the right approaches and methods of teaching with the help of the right kind of devices, techniques and instructional materials. In this unit an effort has been made to present how a Social Science teacher can translate a better teaching with various devices, technique and instructional materials.

The Social science teacher's approaches and methods of curriculum transaction will be successful only if he/she can –

- foster among the pupils curiosity to learn.
- enable the pupils to develop their personality.
- Keep the pupils active.

3.2 Objectives

After studying this unit the students will be able to :-

- Explain the different curricular approaches of social science.

- Explain the different methods of teaching social science.
- Explain the devices and techniques of teaching social science
- Explain the concept and adaptations of various instructional materials for teaching social Science.

3.3 Curricular Approaches

A curricular approach is the broad direction to show the manner in which a curriculum is to be framed. It can also be explained as the guiding principle on the basis of which the curriculum frame work is to be created.

An approach goes hand in hand with methods of teaching as methods of classroom teaching follow the approach based on which a curriculum has been created.

A suitable curricular approach is one that caters to the needs of the learners as well as to those of the classroom teachers who are engaged in the act of facilitating the learning effectively.

3.3.1 Co-ordination :

Coordination as a curricular approach means that the various parts of the curriculum of a subject are interrelated with each other. In the curriculum of the subject geography, all the branches of physical geography, Economic geography, Regional geography, Human geography, etc. must intricately inter-related and coordinated with each other. Descriptions of matters under the different branches of geography should not be treated in water-tight compartments. For an example – while describing the lower reach of an ideal river in physical geography, examples can be cited from Indian rivers with deltas on their mouth, the main occupations of people living on deltaic regions, their way of living, etc.

A coordinated approach of curriculum also means that all the learning objectives like knowledge, Skills and values should get equal weightage while framing the curriculum. A properly coordinated curriculum of geography must put suitable emphasis on acquisition of theoretical knowledge or information, development of desired values or affective qualities of learners as well as practical work, drawing maps, diagrams, graphs etc. for development of the learners practical skill.

3.3.2 Correlation :

Correlation as a curricular approach is synonymous to the fact the major aim of education is the unification of knowledge existing in different branches of learning. To achieve such a unification a conscious effort must be made, while framing curriculum, to establish interrelation and curriculum, to establish interrelation and interdependence between various subjects taught in the same class.

This is an age of correlation and no subject can be taught in isolation. It is only for convenience of study that we have divided knowledge into different subject areas but actually no subject is completely independent.

Modern educationists have no doubt about the fact that the teaching of a particular subject should be carried out in correlation with other subjects, especially with those subjects that have a common learning.

Geography is basically an interdisciplinary subject and is interdependent with such subjects like History, Political Science, Economics, Language and Literature, Fine Arts, Mathematics, Natural Sciences, etc.

Geography is intimately correlated to History and in earlier times, the two subjects were taught together. History emphasizes time while geography emphasizes space. History studies man's life at different times while geography deals with man's life at different places. It is rightly said that geography describes the stage on which human life is enacted while history describes the drama of human life. No history can be complete without reference to space. Similarly no geographical account can be intelligible without reference to development over time.

It is through the study of geography that we come to know how physical features and phenomena of a region have influenced the course of history of that region.

The teacher of History like a geography teacher must use maps, diagrams etc to show extents of empires, political boundaries, routes of invaders, etc.

Political Science studies the foundations of the state and the principles of government. Difference of political administration from country to country, different traditions, political principles etc are guided by geographical factors. Rousseau tried to establish relationship between the climatic conditions and the forms of government when he said that warm climates are conducive to despotism, cold climates to barbarism and moderate climates to good polity.

In the present age of science and technology, economic forces influence and control human activities more than natural forces. More importance is now paid to economic conditions which modify the influence of natural environment. For this purpose, Economic geography is an important branch of geography. Agriculture, Mining, Industry; Trade, are all influenced by geographical factors. So, **Economics**, which is called the science of wealth, cannot be properly studied without the knowledge of geography.

Language and Literature is much influenced by the geographical factors prevailing in a region. Description of natural phenomena and cultural conditions of any region can be easily found in the existing literature of the area i.e. prose, poem, drama, etc.

Reading, writing and speaking ability through languages is a very essential medium which allows us to express our geographical concepts vividly. Evaluation of students about their geographical knowledge also depends on language usage.

Practical geography provides vast relationship with **Art and craft**. Drawing diagrams, graphs, charts, maps, etc. are important part of geography to make teaching of the subject simple, effective and interesting. This is possible only through art activities. Craft helps in preparing geographical models with clay, plaster of paris etc.

On its part geography also provides art and craft with interesting subject matter like rivers, lakes, mountains, waterfalls, forests, etc. These establish the correlation between the two subjects.

There are important calculations and problems in geography which cannot be solved without reference to **Mathematics**. Geography involves surveys, measurements, calculations specially related to the concepts of time and longitude, latitude etc, distance, width and depth of rivers, oceans, lakes, etc. height and distance of stars, planets, etc. which can be dealt with taking help from Mathematics. Geography also lends its concepts as basis for exercising mathematical calculations. Thus the two subjects are inter-related.

Geography is a link subject between social sciences and Natural Sciences. Many facts described in geography are included in the subject matter of Natural Sciences like Physics, Chemistry, Botany, Zoology, Geology, Astronomy, Agriculture etc. cause and effect relationship which is so emphasised in geography is a gift of Science. Physical geography which studies climate, soil, air pressure and velocity of wind, rocks, currents, weather, mineral wealth, rotation and revolution of the earth, earthquakes, vulcancity, flora and fauna is very closely dependent for concepts on subjects of Natural Sciences.

3.3.3 Spiral Curriculum

In a spiral curriculum, learning is spread over time rather than being concentrated in shorter periods. In a spiral curriculum, material is revisited repeatedly over months and across grades. Different terms are used to describe such an approach, including a “distributed” and “spaced”. A spiral approach is often contrasted with “blocked” or “massed” approaches. In a massed approach learning is concentrated in continuous blocks. In the design of instructional materials, massing is more common than spacing.

The spacing effect - the learning and practice - has been repeatedly found by most researchers to be most effective for more than a century. Findings about distributed learning are among the most robust in learning many sciences and social sciences including geography applying across a wide range of content and for all ages of students from infants to adults. Space learning over time is the first research based recommendation.

3.3.4 Integration

We have already studied about how Social Science subject like geography is correlated with other School subjects. Many concepts of Social Science subjects like History or geography also provide situations where learners can find related learnings of other subjects in a functional setting. Units of the subject geography can provide a natural setting or background for application and use of knowledge and basic skills in solving many problems related to experiences from different spheres of knowledge. Thus we can rightly say that geographical situations are used as means of integrating various schools subjects and experiences and vice-versa.

Integrating Natural Sciences and geography : Many basic elements related with human needs like food, shelter, clothing, weather and climate, transport and communications are dealt with both Natural Sciences and Social Science like geography. Both geography and Natural Sciences deal with topics like conditions required for various plants, health and hygiene, sanitation, etc. Biology, Astronomy, Mathematics, Geology have many topics to study which are common with geographical topics.

The teacher of Geography is required to trace the history of a region while lessons of history also explains the geographical reasons of a historical episode.

Integrating with Languages :

In any system of education, for teaching learning of any subject, language is of

prime importance. Reading, writing and communicating ideas of geography as well as adopting geographical concepts for language learning-teaching is a very common endeavour in everyday school education. Stories and poems about places and travels in language and literature learning in school education easily intergate both the spheres of knowledge. A Student of geography has to communicate his thoughts vividly through reading, writing and speaking using good language skills. Debating, discussing, narrating also enhances the verbal capability of the learner of geograpy, thus integrating his knowledge of both the subjects of geography and Literature and Language.

Integrating with Mathematics :

Mathematics, integrated with Social Science like geography, provides accuracy of ideas, and perfection and speed of calculation. Geography is the study of man and his environment and every human being is to be a producer as well as a consumer. Related to the real life situations of human beings, Mathematics integrates in its subject matter, opportunities for acquiring skills, involving income, expenditure, budgeting, calculations of funds, takes measurement of height, weight, time temperature, rainfall and many other elements related to human life.

Integrating Art :

Art activities are integrated into social science concepts e.g. while collecting and preparing diagrams, maps, weather charts, graphs, pictures, specimen of rocks, minerals, dresses, cereals etc. pupils automatically apply their aesthetic, artistic aptitude.

While learning and collecting a piece of art, students generally tend to explore about its source, geographical location, under what circumstances the artistic material was created or preserved etc., matters which come under the jurisdiction of geography.

Thus geographical concepts are embedded in 'Art' curriculum while Art is a deeply integrated with geography curriculum.

We can easily say that there is very fine integration among subjects and disciplines. Science, Social Sciences, Languages, Mathematics and Fine Arts are all actually integrated into the world of wholesome knowledge and if learning-teaching of any one of these brings reference from others, the effort will reinforce and strengthen the knowledge of each one of these and it will make knowledge more meaningful and realistic.

3.4 Methods of teaching geography as a social Science Subject :

A method is a procedure which a teacher follows to make learning easy and effective. It is composed of several important steps which are logically and systematically arranged by the teacher. Many of the steps followed in one particular method may also be used in other methods. It is the duty of the teacher to find out effective ways of guiding pupils to learn and develop properly. Actually, a method is the ‘‘Process of planning, guiding, sharing and evaluating learning with a group of students’’. It is, therefore, that method is one of the most fundamental aspects of teaching-learning.

After deciding about the geography syllabus, i.e. ‘What to teach’, the geography teacher must decide about ‘how to teach’ or the method of teaching the particular piece of the geography syllabus for a specific level. Every teacher selects his own method of teaching. A method which is successful in the hands of one teacher may not be effective in the hands of another teacher. Actually, a method of teaching should always be in accordance with the age and requirements of the students, their levels of education and the available physical and cultural environment. A method should never be repetitive, it should rather be flexible and workable. The effectiveness of a method is judged by its results in terms of the students, growth and development. Learning that is interesting, easily acquired, functional and long-term is the result of applying good methods of teaching-learning. A good method, therefore is one which leads to :-

- Inculcation of the love of work and efficiency.
- Establishment of organic relationship between the teacher and the taught
- Development of clear thinking.
- Expansion of the range of pupils’ interest.
- Acquisition of knowledge through independent work.
- Catering to individual differences of needs.

By its very nature, the interdisciplinary subject geography draws its subject matter from various fields of knowledge—Science and humanities. Therefore, both scientific methods which provide organised and systematic learning situations and activities as well as methods suitable for learning of humanities are applied for teaching of geography. Really speaking, there is not a single road to success. There are endless varieties of methods. No single method is suitable for successful teaching-learning of all geographical concepts. In fact a successful geography teacher is one who can select the best suitable method at a particular time and place for bringing in the most desired goal

depending on the nature of the subject matter to be taught, the age and stage of the pupils and the facilities available.

(i) Lecture Method

Lecture method is the most commonly used method of teaching geography and history in classroom situations. In lecture method, the teacher in the classroom is the sole speaker and the students are passive listeners. Science students do not actively participate in classroom proceedings, this method can be called a teacher - controlled and information centred method. A lecture is taken as a technique of description, explanation and clarification. In this method, students are provided with readymade knowledge by the teacher and as a result of such spoon-feeding, students gradually lose interest and power of reasoning and observation. This method allows the teacher to go ahead with the subject matter at his own speed. This teacher oriented method in its extreme form does not expect any questions or response from the students.

Advantages of this method :

1. This method is economical. It is possible to handle a large number of students at a time and no laboratory, equipments, aids, materials are required.
2. By this method, knowledge can be imported to the students quickly and the prescribed syllabus can be covered in a short time.
3. It is easy to impart factual information.
4. Spoken words are more effective than printed notes.
5. A lecture can be immediately repeated & modified
6. It saves time and energy.
7. It gives pupil good training and experience of learning by hearing.
8. In this method teacher can easily maintain the logical sequence of the subject by planning his lecture in advance. It minimises the chances of any gaps or overlapping.

When to use this method?

1. At the time of clarifying concepts.
2. Supplementing the knowledge of pupils.
3. Summing up the findings of pupils.
4. Preparing the students to undertake an assignment, project or an activity.

Disadvantages of Lecture Method :

1. In this method, student participation is negligible and students become passive recipients of information.
2. In this method the teacher can never be sure whether the students are concentrating and understanding the subject matter being taught to them by the teacher.
3. It is not a natural way of learning.
4. It cannot be used effectively by all types of teachers.
5. It creates heavy teaching load on teachers
6. It may become monotonous and uninteresting.
7. It does not cater to individual needs.
8. There is no place of learning by doing.
9. It is an undemocratic and authoritarian method.
10. Its extensive use may lead to harmful effects.

(ii) Discussion Method :

The present age is an age of discussion. Discussion has presently come to challenge the authoritarian methods through which teaching used to be imparted in older days. Teacher's authority was accepted in these days in all matters in the classroom. But now the scenario has completely changed. Presently, all academic and non-academic activities to be carried on in and outside the classroom are first discussed in a social atmosphere by the teacher and the students and then only these are given practical shapes. Discussion may assume the form of a conference, a symposium or a seminar. Ideas are initiated and exchange of opinion takes place along with a search of its factual basis. All participants are allowed to share their opinions on a fair basis. In a discussion, there is competitive cooperation among the participants and the aim should be towards a collective decision. Essential elements of a discussion are : a) a leader, b) a group, c) a topic, d) a content and e) a session for evaluation and conclusion

Advantages of Discussion Method

- 1) Discussions give scope to participants to come out of the monotony of classroom lectures and think reasonably on a topic, listening to other's deliberations and justifying their own.

- 2) In a discussion session, a lot of information and knowledge along with logical explanation are offered in front of the students.
3. This method helps to inculcate toleration among the students. Discussion may give rise to difference of ideas through arguments and counter-arguments and the participants have scope of practising the exercise of patient listening, justifying their own ideas and accept the conclusive ideas that come out as a result of discussion.
4. It is an intelligent teamwork resting on the principle that pooled knowledge carries greater merit than single individual.
5. It develops team-spirit.
6. It provides training in democratic values.
7. It helps to develop the students' communicative skill, confidence and power of reasoning.
8. It helps the teacher to discover each individual student's talents and potentials.

Disadvantages of Discussion Method :

- 1) It is not suitable for all topics.
- 2) This method demands wide background of knowledge of the teacher about the subject matter.
3. Discussion sessions are likely to be dominated by a few students.
4. Such discussions may sometimes, if not frequently to out of the track resulting in wastage of time.
5. Discussions, if not well-guided, may lead to unpleasant feeling and emotional tensions.

(iii) Socialized Recitation

Socialized Recitation is not an invention of modern education. It has existed wherever true education has been given, because the basic principle underlying its use, namely, pupil activity, is the very foundation stone of all education. The true teacher will not attempt to fit the child to a course of study, instead, he will try to help the child to learn by himself. Dewey, in his 'schools of Tomorrow', gives many proofs of the universality of this practice.

By Socialized Recitation in Social Science, we mean students discussing and repeating matters learnt in the geography or history class anywhere outside the classroom. A debate may go on among the students in the common room or on playfields, or in the Debate club of the School about geographical phenomena. Quiz sessions may take place, a drama may be enacted by the students on some historical event or idea during cultural programmes. Even at home with the parents and relatives, in the community gathering, the student of geography or history may be proudly expressing his ideas, give a talk or recite some portions of the matters has learnt in the school geography or history class from the teachers.

(iv) Source Method

Skillful teachers of geography have always realized the educational importance of first hand experience because first-hand experiences are always more profitable than experiences narrated or discussed by others. The study and use of original material from actual sources will provide to the students a much better understanding methods, collecting samples of rocks, minerals, cereals, fibres, flora and fauna, industrial products etc. from different regions, showing these samples to students in a geography class followed by discussion on the regions concerned and natural and man-made products available in those regions will provide a situation where students will learn about the matter in a more effective manner. This is called the source method of teaching-learning of geography.

Types of sources are

- Natural sources → examples : rocks, minerals, plant samples, soil, sand, cereals etc.
- Man-made sources → examples : dresses, packaged food, metal products, leather products, etc.
- Printed sources → examples : books, reference books, journals, periodicals, pictures, maps, etc.
- e – sources → examples : matter collected through electronic media like e-mail, internet, etc.

Many of these sources are available around or near each school. If properly approached and utilized these can be made to yield the geographical information related with them.

Advantages of Source Method :

1. Sources reveal reliable evidence because using source materials facilitate the realization of the students about the difference between a guess and an assertion.

2. It provides a sense of reality. The use of source materials during learning gives the students a sense of reality which a secondary writer cannot.
3. It affords training in reasoning and judgement. It teaches a student to examine carefully before arriving at a decision.
4. It provides functional knowledge. Even the slow and backward children feel interested when they have the opportunity of handling original source materials. Their learning becomes functional because it is gained in the proper context.
5. It arouses the students curiosity, stimulates their creative expression and develops their skill.

(v) Project Method

The project Method is a modern contribution to educational theory and practice. It is a result at John Dewey's Philosophy of education and is a natural extension of the problem solving method. But the credit for initiating this method goes to prof. William H.Kilpatrick who has defined it as a whole-hearted purposeful activity, proceeding in a social environment''. Dr. J.A. Stevenson who perfected it as a method of teaching says, "A project is a problematic act carried to completion in its natural setting." Ballard gives another definition when he says, "A project is a bit of real life that has been important into the school''. Accordings to C.V.Good. "A project is a significant unit activity, having educational value and aimed at one or more definite goals of under standing. It involves investigation and solution of problems. It is planned and carried to completion by the pupils and the teacher in a natural life-like manner."

If we analyse the above definitions, we shall find that project method lays great emphasis on actual activity of the students. In this method, the curriculum, content and techniques of teaching are considered from the student's point of view.

Basic principles or features of project Method :

- 1) The principle of purpose.

No aimless activity can be taken up in Project method. Activity should be purposeful and interesting.

- 2) The principle of activity.

A child is active by nature. The Project Method provides ample apportunities to people to think and plan things independently and then carry out the project in co-operation with others,

3. The principle of experience.

The project method enables the child to work in groups. He thus learns to cooperate with others and to share his interest and purposes,

4) The principle of reality

In this method, students are provided with opportunities to exercise their power in real life situation.

5) The principle of freedom.

In project method, the choice of activity should be spontaneous and no forced imposition is desired, it should be left to the students in an atmosphere of freedom. Students choose their activity according to his own capacity and a felt purpose.

6. The principle of utility.

The knowledge gained through activity must be useful and practical. Experiences gained through projects ensure utility because they are carried out under natural settings. Students can feel that their effort does not go waste and the activity must end in something concrete from the educational point of view.

Steps involved in the project Method :

1. Providing a situation.

A project is never to be forced upon pupils. The teacher's job is to provide a situation according to the interest and aptitude of the pupils which may give them a spontaneous urge to carry it out.

2. Selecting a project.

After a situation has been provided, the next step is the selection of a good project. Only such a project should be selected as may satisfy some real need of the pupils. The project must be chosen according to the capacities of the pupils.

3. Planning.

Once a suitable project has been selected, the next step is to prepare a plan for its execution. Entire planning is to be done by the pupils under the guidance of the teacher, after a good deal of discussion. Each student should be encouraged to participate in the discussion, and offer his suggestion.

4. Execution.

When the plan is ready, the teacher should encourage the pupils to go ahead and put the plan into practice. He should ask the pupils to assign duties and distribute

work among themselves according to their individual capacity and interest. Pupils should work in co-operation with one another till the project is complete.

5. Judging and evaluating.

After the project is executed, students should be asked to review their work, they should identify their mistakes if any, and find out whether they proceeded in the right direction according to plan.

6. Recording.

Students should be asked to maintain a project book in which they should put down a complete record of all the activities related with the project. This record will include the selection of the project, its planning, discussions held, duties assigned, references and books consulted, information gathered, difficulties felt, experiences gained, guidance sought etc. Important points for future reference and guidance are also to be noted down.

Advantages of the Project Method :

1) It is based on the laws of learning.

It is in accordance with the psychological laws of learning i.e., the law of readiness, the law of exercise and the law of effect. The law of readiness requires the pupil's mind ready for acquiring knowledge.

The planning and selection of the project, prepares the child's mind for the work. The law of exercise requires the child to practise whatever he has learnt. This method is not only meant for learning by doing but for learning by living. The actual execution of the project gives effective experience. The law of effect requires that learning should be accompanied by satisfaction and purpose. By actually being involved in the project execution, the student gets pleasure and satisfaction.

2) This method is economical :

The students select their own project according to their interest and capacity. So it gives the best results in the shortest possible time and least wastage of money and energy.

3. It provides training for democratic way of life.

Pupils work with each other under this method for a common purpose. Thus they acquire foresight, power of judgement, independence of thought and action, initiative, responsibility, resourcefulness, tolerance, self-respect, etc. All these are useful social habits leading to good training in citizenship and democratic way of life.

4. Dignity of labour

Since the pupils are required to do all types of work by themselves, it upholds dignity of labour.

5. Correlation

Knowledge is gained through this method in a correlated manner in a natural setting and not in water-tight compartments.

6) No cramming or rote memory.

Children learn by doing themselves. No finished product is supplied to them. A problem solving attitude develops within the students and they don't have to memorise matters forcefully in an abstract form.

7) It imparts education in real life situation.

Projects are related to everyday needs and experiences of the child and so knowledge is gained in real, practical situations.

8) Individual skill and interests are aroused.

Students having wide varieties of skills and interests can select projects of their own choice. Very rarely is there any student who finds no challenge in any project whatsoever.

9) Incidental learning.

In order to attain fair accuracy and success in the project, pupils seek answers and solutions to many questions and problems and thus come across a lot of incidental learning.

Limitations of their Method :

1) Knowledge comes in a haphazard way

In project Method, systematic arrangement of subject matter is not possible because students proceed initially with a problem related to the subject matter and in the course of solving the problem, knowledge results in a natural, practical setting.

2. It sometimes creates heavy load on the teacher.

The teacher has to act as a guide of the project and take leadership in conducting all stages of actions involved in the project like selecting a project, planning, guiding execution, evaluating, recording etc.

- 3) It may result in disorganisation of School schedule.

It is not possible to follow any fixed schedule while implementing the project work. Students some times may have to work outside school campus. Thus frequent deviation from normal school time-table takes place.

- 4) It may involve a lot of expenditure.

For successful completion of a project, a lot of materials and fund is required which may not be affordable by all schools.

- 5) Balanced learning for all students may not be possible.

A few bright students may be inclined to take all the responsibility upon themselves as they are more capable than others while weaker students may remain comparatively inactive in a mixed group.

Even after having a few limitations, the project method gives ample opportunity to all students to come out of the monotonous classroom lectures, become active and work in a team to solve academic problems in a natural atmosphere.

3.4.1 Devices and Techniques of teaching Social Science

As we have already noted, Social Science is a pivotal subject between Sciences and Humanities and is rightly termed as a Social Science. Its teaching involves a primary analysis of cause and effect relationships, a critical interpretation based on observation and a correlated description of basic information and understanding from almost all sphere of human life and its environment, physical and cultural. This subject requires a broad and rich background of perceptual experiences, as an important basis for good teaching. Hence to enliven the teaching learning of geography, a variety of devices and techniques are to be adopted by the teacher of geography.

(i) Narration

Narration or story-telling is a technique that can be very effectively utilized in the teaching-learning of Social Science in schools. Such narrator of stories with geographical and history elements in them arouse curiosity and interest among children for acquiring his/her geographical information of different regions, countries, continents, mountainous or riverine areas, islands, travels and excursions, nature and human activities, etc. e.g. the narration about the life of the eskimoes, life of pigmies or life of bedawins against different kinds of environments.

Some educationists are of the opinion that narration of stories connected with the life of unknown countries and regions will not create an impact on young minds as they will not be able to visualize them properly and cannot connect such narrations to their real-life situation.

However, this technique has proved useful in primary and lower secondary school level, on imaginative minds of story-loving youngsters.

(ii) Description

The subjects social Science contains many such elements whose pictures have to be visualized by the students as it is not possible for them to go and visit those places personally. Such visualization is possible through vivid description of those matters by the Social Science teacher in a very skillful manner. To make verbal description more interesting and attractive, an attempt should be made to utilize charts, models, pictures, etc.

Description may be given of travels to different regions of the world, Physical and cultural characteristics on many regions such as the ice-covered continent of Antarctica, the equatorial rainforest areas of Congo or Amazon valley, the extreme climate of the Sahara Desert, etc. Descriptions should be in full detail and they must awaken the imagination of the students.

Finally attempt should be made to draw substance so that the students have a thorough knowledge.

Teacher should also encourage his students to actively participate in such descriptions and give them enough opportunity to give vent to their feeling. Description must follow simple but attractive language expression. Description can be given about mountains, plateaus, plains, Water-bodies, rivers, glaciers, deserts, forests, islands, agricultural activities, industrial activities, mining operations, ports, cities, life of man in different natural region and their cultural adaptations. etc.

(iii) Illustration

Narration of geographical and historical stories and description of different elements and past events in different regions of the world should be accompanied with presentation of illustrations to show students examples of various matters included in the description. Illustration may be presented in the form of maps, pictures, photographs, globes, charts, calendars, graphs, drawings, sample pieces, etc. Illustrations will make the narration or description more vivid, meaningful and attractive.

iv) Questioning

During classroom teaching-learning of Social Science an effort is to be made by the teacher to systematize the previous knowledge of the students and connect the previous knowledge to present lesson. While presenting the current knowledge also the teacher should try to arouse the motivation of the students for actively participating in the lesson development. A Social Science teacher with an orientation of very good art of questioning knows how to engage his students through question answer sessions. Questions can be of different types.

Questions asked by the teacher to test the previous knowledge of the students are known as preparatory questions. Through this type of questions the teacher can easily make out the level of entry knowledge of each of the classroom students. Such questions keep the teacher to determine the point from where the day's lesson must start.

The teacher of Social Science should take help of very small developing questions on fragmented parts of the content to draw out from the students, their ideas of the matter which is going to be discussed during the class session. These questions arouse interest and motivation in the students and make them actively participate in the development of the day's lesson.

After the presentation stage is over, the teacher can make use of recapitulative questions so that by answering such questions, students can consolidate the concepts which they have grasped immediately before that.

Evaluative questions are such questions that the teacher uses while testing the students' development of knowledge, affective and skill domains to receive feedback from the students about their achievement of the subject matter.

The technique of questioning and its effectiveness depends entirely on the teacher's questioning skill. while using questions as a device, utmost care must be taken by the teacher to keep up the interest of the students.

(v) Field Trip or Excursion

Social Science teaching should not be confined to the four walls of the classroom. Along with classroom teaching, students should be given good opportunities to go out on short and long field trips or excursions to study geographical facts and historical events in their natural settings and surroundings. Thus excursions must form an essential part of Social Science teaching programme from the very beginning. According to E.A. Mcnee, ‘‘It is essential that the foundations of geographical knowledge shall be laid down in the field. No amount of reading from books can make up for a practical

knowledge gained by looking at the earth which the child is studying. It follows that from the very early stages, expeditions should form part of the geography course.’’

Field trips can be of 3 types e.g.

1) Local trips – Local trips are very short trips to convenient places in the village or city near the school for one or a few lesson periods. On these occasions the students will study their surroundings and collect first-hand knowledge and information about various geographical phenomena and historical places. Like local agricultural or industrial products, local market, transport system, etc. On the basis of such knowledge, the geography teacher can give an instructive lesson on local geographical features. The purpose of such trips is neither recreation nor teaching about the locality of the school. The main aim is to give reality to teaching of geography and to make difficult ideas simple by referring to concrete, known ideas, and focus.

2) Communication or neighbourhood trips –

Such trips occupy half or full day's duration and therefore may be arranged either on Saturday afternoon or on Sundays or on some other holiday. Such excursions may include a visit to a hilly area or to a riverside, or a factory or mine or port etc. On such trips, students are encouraged to observe, study and investigate the geographical items and historical places by themselves and ask as many questions as they may desire to remove their doubts. They will get first-hand knowledge about things like, nature of soil, climate, irrigation facilities, transport, production imports and exports etc. Besides providing useful knowledge such trips also provide recreation.

3) Tours or Excursions –

For secondary and higher secondary students, geographical and historical excursions lasting for several days, may be arranged profitably. Adequate preparation must be taken both by the teacher and the students for excursion. These require careful planning, organization and execution. It is advisable that the teacher himself pays a visit to the place of excursion before-hand and makes a list of objects to be observed by the students. He should also make necessary arrangements for lodging, boarding and conveyance to the place to be visited.

While on excursion, students should be divided into a few groups. Each group may be asked to describe a particular aspect of geographical phenomenon. This will enable students to acquire knowledge independently as well as in a group.

Advantages

- 1) It provides direct learning experiences.
- 2) It satisfies the natural urge of the students.
- 3) It provides practical social training.
- 4) It broadens the outlook of the students.
- 5) It helps to create interest in the subject

Limitations

- 1) It is time and money consuming.
- 2) There is a general lack of parents cooperation.
- 3) Lack of initiative and resourcefulness among many teachers.
- 4) Lack of proper organisation and guidance.
- 5) It is not a complete method and is not applicable for all contents in the syllabus.

(vi) Roll Play.

Role play is an important teaching method which can be intelligently applied by a geography teacher, but is often under used or only used on special occasions. Role play is especially valuable because it gets students actively involved in their learning and it compels them to engage with the subject matter in a focused way. Some issues to bear in mind about role play are as follows :-

- 1) Role play should be seamlessly integrated into the lesson and should not be considered as a special treat.
- 2) Role play can be used when students are arranged in pairs, small groups or working as a whole class.
- 3) Role play is an ideal way for students to be made aware of the differing views of people on contentious issues. This helps students to come across points of views that they may not usually share and sometimes enables them to change their view when presented with enough reasoning.
- 4) Role play needs careful setting up and monitoring by the teacher to ensure that students are benefiting from it. Without teacher intervention, it can easily become a chaotic exercise.

- 5) It can be fun, sometimes, to allow students to dress up in appropriate costumes and dramatize the whole matter.
- 6) While using the technique of Role play, links can be established with other areas of the curriculum such as language subjects for developing oracy skills or Drama for developing the performance aspect of role play. This technique can be applied through collaborative lessons with teachers of other subjects.
- 7) Extensive support and preparation should be employed for application of such innovative practices in teaching-learning of Social Science.

(vii) Inductive and Deductive thinking.

Inductive thinking

Applying the inductive thinking technique We guide the students towards establishing a universal law or definition by showing small examples in case of which the law or formula is true. Through a number of illustrations, an attempt is made to elicit the new theory of knowledge from the students. This technique is psychological as well as logical. Following precautions are to be taken while implementing this technique :-

- 1) The teacher should make all possible efforts to lead the students towards establishing the general rule, theory or definition.
- 2) The teacher should encourage the students so as to develop their power of researching.

Merits of the technique

- 1) It helps deep understanding.
- 2) It is a scientific method & helps to develop scientific attitude.
- 3) It is a logical technique and develops critical thinking and habit of keen observation.
- 4) It is also a psychological technique and provides ample scope for students interaction.
- 5) It is based on actual observations, thinking and experimentation.
- 6) It keeps the students' interest intact as they move from known to unknown.
- 7) It reduces the tendency of rote learning.
- 8) It develops self-confidence.
- 9) It helps to develop the habit of intelligent hardwork.

Limitations

- 1) It has limited application in Social Science and cannot be used for solving and understanding all areas of Social Science.
- 2) The generalization obtained from a few observations are not the complete study of the topic. To retain the matter in the learners' understanding level, a lot of supplementary work and practice is needed.
- 3) Inductive reasoning is not absolutely conclusive. generalization is made from the study of a few cases which indicates a certain degree of probability.
- 4) The use of this technique is to be restricted to early and middle stages of secondary section.
- 5) Inductive thinking may be proved only when the generalization arrived at is verified through the deductive process.

Deductive thinking

Deductive technique is apposite to inductive thinking process. In deductive process the learner proceeds from general to particular, from abstract to concrete. Facts are deduced or analyzed on the basis of already established and declared formula. In this case the learner accepts the formula as an established fact.

In this technique the teacher announces the topic of the day and gives the relevant formula or principle with the help of a few examples. The students follow the use or application of the formula or principle by suppling more examples. They memorise the results for future application.

Merits of Deductive thinking

- 1) It is time-saving and is usually liked by teachers or authors.
- 2) It is a suitable method for all level because is basically explanation-oriented.
- 3) It glorifies the faculty of memorising because students have to memorize the facts, principles, formula, law, etc.
- 4) It helps the students for revision work in a more efficient manner.

Limitations

- 1) It is not a scientific or psychological technique. Because the facts or principles are not discovered or established by the students.

- 2) It sometimes causes heavy burden on the learners' brain.
- 3) Students have very little scope for being active learners.
- 4) It is not suitable for developing thinkings, reasoning or experimenting power of the students.

(viii) Concept Mapping

It happens very frequently that visual imagery descriptions help us to understand matters that are difficult to understand through narrative text alone. Visual system diagrams or concept maps are two means of adding value to messages students are sharing. A concept map is a type of diagram which shows various relationships between concepts.

The identification, organization and graphic depiction of relationships among concepts in a knowledge domain, the technique employs a node-link formalism in which the main key concepts are circled, bracketed, etc., arranged hierarchically (general to specific), then interconnected by lines labeled with short explanations.

Concept mapping have been developed by Joseph D. Novak, Concept map is a network representation of several concepts. Concept maps identify linkages between concepts, consolidate concepts, facilitate long-term memory and cultivate self-learning ability of students.

(ix) Problem Solving

Problem-solving is the ability to identify and solve problem by applying appropriate skills systematically.

In the teaching-learning of Social Science, Problem-solving technique can be used as a learner-centred process or activity in which the student are guided to start with what they know and proceed towards the discovery of what they do not know. It involves overcoming obstacles by generating hypotheses, examining those predications, and arriving a satisfactory solutions.

Problem-solving technique for teaching - learning of geography involves few basic functions :-

- 1) Seeking and collecting information.
- 2) Identifying a problem
- 3) Framing a hypothesis

- 4) Experimenting with probable solutions.
- 5) Generating new observations and knowledge.
- 6) Coming to a conclusion.

Problem-solving should be an integral part of the curriculum and methodology of teaching-learning of Social Science. It takes into consideration the fact that students can take on some responsibility on their own learning and can take personal action to solve problems, resolve conflicts, discover alternatives and focus on thinking as a vital element of the curriculum. It provides students with opportunities to use their newly acquired knowledge in meaningful real-life activities and assists them in working at higher levels of thinking.

Some educationists provide the following five-stage formula for application of problem-solving technique for handling many areas of the curriculum as well as real every-day life problem of the students.

- 1) Understand the problem.

It is primarily important that students understand the nature of a problem and the related goals. Students must be encouraged to frame a problem in their own words.

- 2) Describe any barriers.

Students need to be aware of barriers or constraints that may prevent them from achieving their goals.

- 3) Identify various probable solutions.

After understanding the nature and parameters of a problem, students need to select one or more possible strategies to resolve the problem. For this stage, a few sub-stages may be considered

Create visual images – visual imaging or mental imaging of the problem will allow the problem – solver to map out many dimensions of a problem and see it clearly.

Guessing – students should be allowed some time to engage in trial - error approach to problem-solving. This is an attempt to gather some preliminary data.

Create a table – When students get engaged in creating a table of orderly arrangement of data or information, they become more confident about analysing, grouping and organizing relevant data relative to the problem and proceeding towards a solution becomes easier.

Use manipulatives – by moving objects around on a table or desk, students can develop patterns and organize elements of a problem into recognizable and visually satisfying components.

Work backward – The students should go back at the beginning of the problem frequently during his proceeding ahead with a probable line of solution.

Look for pattern - A pattern is a regular, systematic repetition may be numerical, visual or behavioural. Looking for patterns is an important problem-Solving strategy because many problems are similar and fall into predictable patterns.

Create a systematic list – Recording data in a list form is a process used quite frequently to map out a plan of attacking the problem and solving the problem.

4) **Trying a solution** –

While working through a single strategy. The students should :

Keep accurate and up-to-date records of their thoughts, proceedings etc.

Try to work through a selected strategy or combination of more than one until it becomes evident that it is not working.

Monitor with great care the steps undertaken as part of a solution.

Feel ready and comfortable for putting a strategy aside for a period of time and tackling it at a later time.

5) **Evaluate the results**

It is vitally important that students should have multiple opportunities to assess their own problem-solving skills and the solutions they generate from using those skills. Frequently, students are dependent on teachers to evaluate their performance in the classroom. The process of self-assessment is not easy. However, it involves risk taking, self-assurance and a certain level of independence.

(x) **Programmed Learning.**

Programmed Learning is the technique of learning by the students themselves on a computer or other types of teaching machines where instructions have been set or programmed by the teacher or instructor on a particular concept of geography before the students start their learning.

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computer or other types of teaching machines where instructions have been set or programmed by the teacher or instructor on a particular concept of geography before the students start their learning.

Programmed instruction is the method of presenting new subject matter to students in a graded sequence of controlled steps. Students work through the programmed material by themselves at their own speed and after each step test their comprehension of the matter by answering an examination question or filling a diagram, etc. They are then immediately shown the correct answer or given additional information. Computers and other teaching machines are used to present the material although books may also be used for this purpose.

Computer-assisted instruction, which tests both students, abilities and evaluates their progress, may supplement classroom activity or helps students to develop ideas and skills independently.

The first teaching machine was invented by Sydney. L. Pressey (1934) but it was not until 1950s that practical methods of programming were developed. Programmed instruction was reintroduced by B.F. Skinner of Harvard university and much of the system is based on his theory of the nature of learning. As programming technology developed, so did the range of teaching machines and other programmed instruction materials. Some programmes are linear in concept, allowing advancement only in a particular direction or order as the correct answer is given. Others are branching giving additional information at the appropriate level whether a correct or incorrect answer is given.

Although programmed instruction cannot be considered as the sole method of teaching, many educators agree that it can contribute to a very efficient classroom procedure and supplement conventional teaching methods. Teaching machines enable students to work individually, calling for active participation of the learner.

3.5 Techniques and strategies required in approaches for teaching children with disabilities

Within the mainstream inclusive classroom environment in a school, there are children with single or multiple disabilities. like children with specially health-care needs, children with sensory impairments like visual or hearing impairments, orthopaedic impairments, borderline or slight mental retardation.

Many research results have shown and many continue to show that we can teach students with learning disabilities to “learn how to learn.” We can put them into a position to complete and hold their own.

Some intervention practices produce large outcomes like –

- direct instruction
 - learning strategy instruction, and
 - using a sequential simultaneous structured multi-sensory approach.
 - Teachers who apply these kinds of intervention.
- a) break learning into small steps,
 - b) administer probes,
 - c) Use diagrams, graphics and pictures to depict what they explain in words,
 - d) Provide ample independent well-designed intensive practice
 - e) Model instructional practices that they want their students to follow.
 - f) Provide prompts of strategies to use
 - g) engage students in giving feedback about the success of the strategies.

Scaffolding is also something that seems to make a real difference. The teacher should start with using heavily mediated instruction or explicit instruction and gradually let the students acquire the skill, moving toward the goal of student-mediated' instruction.

Success for the student with learning disability requires a focus on individual achievement, individual progress and individual learning. This requires specific, direct, individualized, intensive remedial instruction for students who are struggling.

Whether the student with disability is in the general inclusive classroom or learning in a special classroom setting, the teacher should focus the activities on assessing individual students to monitor their progress through the curriculum. Concerns for the individual must take precedence over concerns for the group or the curriculum or for the organization and management of the general classroom content.

As general strategies for teaching and presenting, a geography teacher should :

- Begin class with a review of the previous lecture.

- Give an overview of the topics to be covered during the lesson period.
- At the conclusion of the day's lesson, summarize key points.
- Highlight major concepts and terminology both orally and visually. Be alert for opportunities to provide information in more than one sensory mode.
- Emphasize main ideas and key concepts during lecture and highlight them on the blackboard or overhead.
- Speak directly to the students, use gestures and natural expressions to convey further meaning.
- Diminish or eliminate auditory and visual distractions.
- Present new or technical vocabulary on the blackboard or overhead, or use a handout.
- Use visual aides such as diagrams, charts and graphs, use colour to enhance the message.
- Give assignments both orally and in written form, be available for clarification
- Provide adequate opportunities for participation, questions and discussion.
- Provide time-lines for long-range assignments.
- Use sequential steps for long-range assignments, e.g. for a lengthy paper–
 - select a topic
 - write an outline
 - Submit a rough draft
 - make necessary corrections with approach.
 - turn in a final draft
- Give feedback on early drafts of papers so there is adequate time for clarification, rewrites and refinements.
- Provide study questions and review sessions to aid in mastering material and preparing for exams.
- Distribute sample test questions, explain what constitutes a good answer and why.
- Test knowledge of material, phrase test items clearly. Be concise and avoid double negatives.

- Facilitate the formation of study groups for students who wish to participate.
- Encourage students to seek assistance during his office hours and to use campus support services.
- Design collaboration educational services.
- Interact regularly with families.
- Manage the physical environment of the classroom & positioning of the disabled students favourably.

3.6. Instructional Material for teaching of Social Science

Teaching-learning of Social Science involves a primary analysis of cause and effect relationships, a critical interpretation, based on observation and a correlated description of basic information and understanding. Therefore, good teaching-learning of this subject requires a broad and rich background of perceptual and conceptual experiences. To make geography teaching learning more meaningful, vivid and clear, a variety of instructional materials or learning materials are used to support geography teaching learning in the classroom situation.

3.6.1. Maps and globes

A map may be defined as the representation of the earth's surface on a flat sheet of paper for the whole of the world or a part of it, drawn with the help of conventional signs and on a definite scale. Many points in this definition need clarification. We can represent the whole of the world or a part of it on a map. Thus we can represent a village or town, district or state, a country or a continent or the whole world on maps, various features of the earth's surface like hills, rivers, lakes, roads, railways, plains, plateaus etc. can be shown on a map with the help of certain symbols. These signs have been accepted universally by all countries with slight modification here and there. In India, the survey of India have prepared a long list of such conventional signs. A map is always drawn on a definite scale. Without a scale it cannot be called a map, it becomes only a sketch. The scale is always shown at the bottom of every map.

Our earth is so vast and presents such a variety of features that it is impossible for any one person to visit the whole world and experience every feature of the earth directly. But if these features are presented on a map, everything will be clear to us even without going to that place and seeing everything with our own eyes. With the help of a map even the unknown and unseen lands may be unfolded before our eyes. Maps are prepared

on that sheets of paper and can be easily rolled and taken from one place to another. Separate maps can be prepared for different places and different features.

A good map must show at least one of the three things correctly, shape, area and direction, unfortunately no map projection has, so far, been evolved which can show all these three things with great care. But if a map shows two of these things with great care, it may be considered as a good map.

Boundary lines shown in the map should be clear. Different types of boundaries are to be shown in types of lines.

Right type of colour should be used to show different items. Selection of suitable caption, use of latest names, selection of suitable size of the letters to be used is very important in map preparation.

Every good map must show the lines of latitude and longitude correctly.

There may be different types of maps like

- 1) Cadastral maps drawn on very large scales ranging from 10 cm : 1 km to 50 cm : 1 km. These maps show a large number of details and drawn by survey Department after careful survey.
 - 2) **Topographical maps** : – These maps are also fairly large-scale maps. Scales may vary from 4 cm : 1 km to 1 cm : 1 km. These maps are also prepared by the survey of India and these show a large number of details like hill, valleys, rivers, towns, villages, roads, railways etc. with symbols called conventional signs with suitable colour.
 - 3) **Wall maps** : – These maps are drawn on a small scale which may vary from 1 cm : 50 km. to 1 cm : 500 km. The world, a continent, a country, a state, district etc. are shown on such maps for use in a classroom.
 - 4) **Atlases** : Atlases or maps in book form are drawn on very small scales i.e. 1 cm : 500 km to 1 cm : 5000 km. The world or any part of it can be shown on atlas maps. on a very very generalised basis.
- 1) **geological maps**, 2) Relief maps, 3) Drainage maps, 4) Soil maps, 5) Weather maps, 6) Climatic maps, 7) vegetation maps 8) Astronomical maps, 9) Population maps, 10) Linguistic maps, 11) Agricultural maps, 12) Mineral maps, 13) Industrial maps, 14) Historic maps, Transport maps, 15) Ethnic maps, 16) Distribution maps, 17) Irrigation maps etc.

Globe : The globe is the most accurate representation of the earth that is available in the classroom. It is a combination of a map and a model. It is really a map with a curved surface and is therefore a more accurate representation than a map on a flat surface. The globe provides a simplified small replica of the earth. It gives us a correct idea of many geographical concepts like latitudes, longitudes, the two poles, Arctic & Antarctic circles, equator, the two tropics, the axis of the earth, hemispheres, rotation & revolution of the earth, locational relationships of different lands and oceans of the earth. etc. Globes and maps used together will provide very valuable concepts for the students of geography. Students should be taught to interpret various concepts from the globe in a right manner. The globe should be used to develop fundamental concepts about classes the globe may be used to develop concept of the round shape of the earth, directions, stretches of lands and waters etc. In secondary classes the globe may be used to develop concepts of the formation of day and night, changes of seasons, rotation, revolution, latitude, longitude, etc.

3.6.2. Different types of boards

Chalk boards – In place of only black boards, we now use chalk boards for geography teaching. Chalk-boards are not necessarily black but may be black, green, yellow, pink and even white. But chalks are not used on white boards. Whiteboard marker pens are used on white boards. All these boards are used for illustrating ideas in various directions, for outlining the topic, for summarising concepts, for drawing diagrams, for developing plans for recording students, achievement in the class etc. A projector are connected wirelessly or via USB or serial cables. A projector connected to the computer displays the computer image on the interactive white board. The white board accepts touch input from an interactive pen. A smart Board system provides an intelligent whiteboard surface for work and users move within information spaces, exist within information spaces rather than merely gaze at them, and information spaces must be shared with others rather than being private, lived within rather than simply visited. Students can be engaged in active collaboration. The functionality of the technology allows users to work with large amounts of information, 2) it offers an information space that invites active collaboration and 3) the work produced is often dynamic. It has brought a new era in education.

Braille Board – This is a light and easy-to-use translator, designed for sign-making, compatible with graphic layout programs such as CASmate, Corel Draw, Flex Sign, Graphix Advantage, Page Maker, Sign Lab, etc. Language support is limited to English. It is a simple but indispensable tool for production of signs. Braille fonts, both regular braille and Sim Braille (with shadow dots) are included.

Braille is system of raised dots that can be read with the fingers by people who are blind or who have low vision. Teachers, parents and others who are not visually impaired ordinarily read braille with their own eyes. Braille is itself not a language. Rather it is a code by which many languages may be written and read. Braille is used by thousands of people all over the world on their native languages and provides a means of literacy for all.

Blackboard is one of the oldest visual devices for instruction. We may not procure many other aids but a black board is a minimum form of aid in a classroom. If used properly, a chalk board can be of tremendous use. Besides all qualities, a geography teacher must possess illustrative talent in him. He must be in a position to use effectively this basic helpful device as frequently as possible. Drawing and writing freely and correctly on the Chalk-board should be considered as an indispensable requisite of every geography teacher. A lot of maps, charts, diagrams and other ready-made illustrative materials may be brought in the classroom and used but it cannot be denied that the most useful and valuable diagrams, maps and graphs are those drawn in the presence of pupils.

It is advisable that the geography teacher should take great care to write legibly and in bold letters, make correct drawings using suitable colours, prevent glaring of the board by adjusting room lights, avoid over-crowding of materials on the boards, plan the use of chalk-board in advance and take care of the student, work simultaneously with boardwork to make the use of this instructional aid most effective.

Smart Board – A Smart Board is an interactive white board that uses touch detection for user input in the same way as normal pc input devices. The Smart Board interactive whiteboard operates as part of a system that includes the interactive whiteboard, a computer, a projector and white board software.

Braille symbols are formed within units of space known as braille cells. A full braille cell consists of six raised dots arranged in two parallel rows each having three dots. The dot positions are identified by numbers from one through six. Sixty-four combinations are possible using one or more of these six dots. A single cell can be used to represent an alphabet letter, number, punctuation mark, or even a full word.

3.6.3 Tape recorders

A tape-recorder is another useful device at the service of the teacher. It is an instrument which is used to record speeches, songs, music and uses may be played back at any time and any number of times. If some items are not needed after a particular

time, it may be erased and the tape can be used for recording some other speech or music. This device may prove especially effective in developing worthwhile standards of correct speech by providing opportunities to the pupils to their own speeches as compared to the speeches of respected and well-known personalities.

3.6.4 Overhead projector and power-point presentation

An overhead Projector is a device that can project a chart, a diagram, a map, a table or anything written on transparent plates, upon a screen or a white wall or white board to supplement discussion in the classroom. This makes teaching illuminative, illustrative and attractive. It also saves a great deal of the teaching time used in writing and drawing. These transparencies can also be preserved by the teacher for future display while taking up the same topic.

Transparencies are transparent plates on which materials can be written or drawn with dark ink with a fibre-tipped pen. Matters can also be typed or photocopied on transparencies. Washable colours can also be used on transparencies if matters meant for washing after use.

Power Point Presentation – Power Point is a slide show presentation programme developed by Microsoft. Power point was officially launched on May 22, 1990 as a part of the Microsoft office suite. Power Point is well known for helping develop the slide based presentation format and is currently one of the most commonly used presentation programmes available.

Power Point presentations consist of a number of individual pages or slides. Slides may contain text, graphics, sound, movies and pictures, diagrams, etc, which may be arranged as per the user's wish. The presentation can be displayed live on a computer, printed as handouts or navigated through at the command of the presenter. For large audiences the computer display is often projected using a video projector.

Power point presentation is a very strong audio-visual aid for topics of social science. Slides can be prepared for any concept of social science with proper pictures, diagrams, proper explanation in clear and suitable sized letters if required with animation. Special softwares can also produce sound along with pictures. Suitable explanation can be recorded and presented in an effective manner. Popularity of Power Point presentation among teachers depends on its following uses–

- 1) It creates proper atmosphere for teaching-learning of the subject.
- 2) It helps to understand the subject clearly.

- 3) It helps the teacher in repetitive classroom proceedings on the same topic.
- 4) The teacher can go on improving the power point presentation because it is very easy to add or delete matters and redesign the slides.
- 5) students can also get a copy of the same and use them whenever they feel to revist them.

3.7. Adaptation of materials for teaching challenged children

Concept

The concept of inclusive education means that students with special needs will be placed in the same classroom environment as other students of their age who do not have special needs. Within inclusive education there are two main branches of thoughts : mainstreaming and full inclusion. Mainstreaming is a process that allow children with special needs to enter certain standard classrooms after they show the ability to keep up with the rest of their peers. Full inclusion puts students with special needs in standard common classroom environments without testing or demonstration of skills.

While acceptance of the idea of inclusive education is somewhat mixed, educationists in general at present are of the opinion that children with special needs thrive in standard classroom environments for a variety of different reasons. Inclusive classroom allows children to develop friendships with their peers and feel less that children who are placed in standard common classroom environments generally have higher special classrooms because they have special needs. Children with special needs actually learn more in a regular classroom environments provided they get help and support they need in and out of the classroom when it comes to academic subjects.

Children actually need to feel included or belong to a group. Children who are groomed in special schools or special classes develop a kind of self-esteem that would remain with them throughout life and it would make them difficult to feel like they belong to adults. Moreover according to children with Disabilities Act, disabled children have the right to access to the same general curriculum taught to students without disabilities.

As educators demand increasingly to include children with disabilities in the regular classrooms, the need for teachers with greater expertise in this field or support from special educators increases as well. Collaborative teaching is fast becoming one of the most popular service delivery in inclusive classroom settings. Co-teaching involves two or more certified professionals to share instructional responsibility

A child with disability means a child with :

1. Mental Retardation
2. Hearing Impairments (including Deafness)
3. Speech or Language Impairments.
4. Visual Impairments (including Blindness)
5. Serious Emotional Disturbance
6. Orthopedic Impairments
7. Autism
8. Traumatic Brain Injury
9. Other Health Impairments
10. Specific Learning Disabilities.

Materials that should be adapted for teaching challenged children in an inclusive classroom are :-

1. **Thick hard-paper coloured text books with bold writings**
- 2) Picture books depicting all geographical concepts.
- 3) Braille books., Braille Boards for visually impaired students.
- 4) Overhead projector, LCD projector for projected materials on a screen with use of coloured writings and diagrams wherever suitable.
- 5) Interactive smart Boards to make the children motivated in participation in the lesson.

- 6) Language Laboratory equipments for the children with speech or language impairments.
- 7) Hearing Aids (Personal), microphones, good sound system for helping hearing impaired students.
- 8) For orthopedic impaired children wheel chairs with attached small sized computers and Key-boards may be used for a single group of students in a single classroom for specific content and objectives with mutual ownership, pooled resources and joint accountability.

One of the advantages of co-teaching is that more detailed observation of students engaged in the learning process is possible. With this approach, co-teachers can decide in advance about the type of observational information to gather during instruction. Afterwards, the teachers can analyse the informations together.

Another approach of co-teaching may be that one teacher would have primary responsibility for teaching while the others provide support in classroom proceedings.

‘Parallel teaching’ can also be adapted where both teachers cover the same content but they divide the class into two groups and teach simultaneously.

In ‘Station teaching’, both teachers divide the content and each take responsibility for planning and teaching part of it. In this case, the classroom is divided into various teaching centres.

Alternative teaching may also be adapted wherein one teacher manages most of the classes while the other teacher works with a small group inside or outside the classroom.

In ‘Team teaching’ both teachers are responsible for planning and sharing the instruction of all students.’

3.8 Check Your Progress

1. What is curricular approach ?

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2. What is Spiral Curriculum ?

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3. When do we usually use Lecture Method ?

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4. What are the steps involved in project Method ?

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5. Mention the advantages and disadvantage of discussion Method.

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6. What do you mean by developing questions?

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7. Why the 'Filed Trip' considered the most effective technique of teaching Geography?

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8. What is the main difference between inductive and deductive thinking?

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9. What do you mean by inclusive education ?

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10. Mention two strategies of the teacher teaching in an inclusive classroom.

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11. What does the term instructional material stands for?

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12. Explain the use of maps in your own words.

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13. Why is chalk board considered the basic instructional material for a school classroom?

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3.9 Let Us Sum Up

The teaching of Social Science require a variety of instructional inputs. These instructional inputs are essential to achieve the desired learning outputs. Instructional inputs can broadly be classified into teacher directed and learner directed. In this unit apart from these instructional inputs we have also discussed devices and techniques of teaching Social Science.

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Unit 4 Evaluation of Learning in Social Science

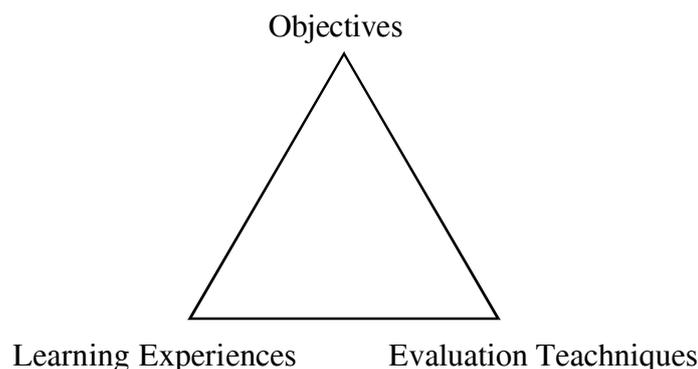
Structure

- 4.1 Introduction**
- 4.2 Objectives**
- 4.3 Purpose of evaluation in Social Science.**
- 4.4 Techniques of evaluating learner achievement in Social science : written and oral tests, observation tools, work samples, portfolio.**
- 4.5 Assessment : tools and techniques of continuous and comprehensive evaluation (CCE) for curricular and co-curricular subjects.**
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4.1 Introduction

In any education system, the teaching-learning process becomes successful if proper curriculum framing is followed by appropriate implementation of methodology and lastly, a scientific evaluation system. Actually the fundamental test of a sound education is its effect on the pupils. An education programme that is unable to bring about desirable changes in the educants, cannot be termed as successful. Keeping in mind, the definite aims of changes in pupil behaviour, teaching-learning experiences are designed and planned. During the course of teaching-learning, teachers have to ascertain very frequently the growth and change, taking place pupils as a result of teaching-learning experiences. This is called evaluation. A good evaluation process rests on the three pillars of i) educational objectives, 2) learning and behavioural changes, and 3) tools and techniques of evaluation. Evaluation is a process of determining the extent to which previously established goals or objectives have been achieved, the

effectiveness of teaching learning experiences provided in the class-room and the manner in which the aims of education have been accomplished. The aims of education have been accomplished. The evaluation process can be represented diagrammatically by means of the following triangle :-



Objectives are central to both learning experiences and evaluation. Evaluation comes in right at the planning stage when objectives are determined. Similarly, learning experiences are also planned and organised in terms of objectives. At every stage in the learning process, evaluation is needed to discover the extent of the effectiveness of the experiences with a view to bring about the desired changes in pupils behaviour. Evaluation, therefore cannot be postponed till the end of the entire course of instruction. It has to be made at periodical intervals to ascertain effectiveness and change, with a view to improve learning. Thus, evaluation must remain as an integral part of teaching because it is a continuous process and relates to the total learning situation. It indicates an inter relationship among the school, the society, the knowledge body, instruction and social behaviour. Evaluation is a continuous and natural enterprise of all concerned.

Evaluation is a holistic process by means of which changes in the behaviour of the students are studied. 'Evaluation' cannot be considered as a synonymous term as 'examination'. Examination measures academic achievement only and it depends for its data on achievement tests to know the level of knowledge acquired by a student. So, the examination system in earlier days, used to measure only the students' level of achievement it is a 'one-way street' which deprived children of development of varied abilities. On the other hand, evaluation is an integral part of the teaching-learning experience. It encompasses a continuous vigil on the achievement and development of the students not only in academic areas but also on the development of all-round personality including attitudes, values, emotions, interests, skills, appreciations, creativity etc. which had little place in the examination programmes of the past.

Evaluation is a process of appraisal, which involves the acceptance of specific values and the use of a variety of instruments of observation, including measurement, as the basis of value Judgement. The basic steps involved in evaluation are :-

- 1) Formulating objectives,
- 2) Securing evidence on the achievement of the objectives in selected situations,
- 3) Summarizing and recording evidence, and
- 4) Interpreting evidence, and
- 5) Using interpretations to improve instruction and pupils progress report.

4.2 Objectives

After studying this unit the students will be able to :

- 1) Explain about the meaning and concept of evaluation.
- 2) Explain the types of evaluation in Social Science.
- 3) Explain the tools and testing techniques of challenged children.

4.3 Purpose of evaluation in Social Science.

Evaluation is more comprehensive than examination. It includes the testing of both tangible and intangible qualities. It is related with the total learning situation. It takes in to account the growth of the Evaluation is both objective and subjective. It is a continuous and developing process and forms an important part of the educational programme. The teacher, if he wishes to succeed in his aims, must ascertain the effectiveness of the text books, audio-visual aids, projects, mehods and devices of teaching and also his relationship with his pupils. Following are the major advantages of evaluation :-

1) Evaluation leads to improvement of instruction

As we have already noticed, there is inter-relatedness between objectives, learning experiences and evaluation. Evaluation is of great importance because it indicates the degree of the attainment of each objective. It also indicates the strength and weekness of different classroom procedure. It also suggests improvements and modifications of those procedures which have not succeed, Thus, evaluation helps in replanning of the work, use of new methods, devices, techniques and aids and the re-evaluation of the whole procedure with a view to improve instruction.

2) Evaluation helps in clarifying objectives :

It is evaluation that enables the teacher to judge as to what extent the desired objectives have been realized. Thus, evaluation is of great help in clarifying objectives and reminding the teacher of his success or failure in the realization of those objectives.

3) Evaluation promotes better learning :

The study habits of our pupils depend primarily on the examination methods. Previously class promotion depended only on success in the written examinations. So pupils used to memorize facts and reproduce them at the time of examination. But now evaluation signifies a wider, more comprehensive and continuous process of assessing the progress of the student with the help of different devices. Therefore, beside knowledge objective, students tend to develop proper attitudes, skills, habits, appreciations and understanding and better learning results leading to development of better personality.

4) It provides the basis for guidance :

Evaluation helps us in determining the extent and rate of pupil growth along the line of the aims and objectives of education. Diagnosis of the difficulties and weaknesses of individual pupils as well as their potentialities and achievements is possible only with the help of a good mechanism of evaluation. This information can provide us the basis for guidance in preparing remedial instruction to remove individual weaknesses and difficulties.

5) It leads to curriculum changes :

Evaluation is based on educational objectives which are in turn based on the needs and interests of the children as well as those of the society and also on psychology of learning. Social needs are not static but undergo constant change in the rapidly changing world. So educational objectives are also changing from time to time according to the changing needs of the society.

Evaluation which depends on educational objectives, demands similar changes in the curriculum from which some content areas are dropped or modified some other new contents are added as per reflections of the evaluation to enable the curriculum to keep pace with the demands of a rapidly changing and amazingly complex world.

The primary purpose of evaluation is to determine whether the desired objectives are being fulfilled in the learning process. So it is the duty of every schools to establish a regular evaluation programme for measuring the growth and development of pupils studying there. Every subject teacher should keep before him the main objectives of

evaluation as they relate to the particular subject. The specific objectives of evaluation in Social Science may be enumerated as below :

1) To help in measuring factual knowledge :

A teacher of Social Science evaluates in order to determine the extent and rate of the pupils development as per the aims and objectives of teaching Social Science. Definite knowledge, informations, concepts must be acquired by pupils in order to develop clear thinking and critical judgement.

2) To help is diagnosing weaknesses :

Another purpose of evaluating Social Science knowledge is to discover specific weaknesses of individual pupils or the class as a whole so that a Social Science teacher can prepare remedial instruction for removing those weaknesses and deficiencies.

3) To help in predicting future achievements :

Another important purpose of evaluation in Social Science is to determine the potentials of the students, discovering their special abilities and attitudes, thereby predicting their future success.

4) To stimulate instruction :

Evaluation in Social Science is meant to stimulate both teacher and pupils to work harder with a view to reacting a higher level of attainment and proficiency in Social Science.

5) To meet criticism :

A careful and comprehensive evaluation provides evidence that can be used to inform the community and the school authorities about the value of school programmes and its achievements. Thus criticism from parents and public bodies can be met and turned to constructive co-operation.

6) To test the development of skills and attitudes :

Evaluation is also meant to test whether right attitudes towards groups an individual persons have been formulated as a result of Social Science instruction. Perfect attitudes will help publish in their social adjustments, social behaviour, manners, etiquettes, etc. Right attitudes, habits and understanding are essential for producing democratic citizens. Thus, evaluation will help the geography teacher in directing the Social Science intellect and emotions of his pupils in such a manner that they will not possess narrow prejudices, selfish motives intolerance, injustice, jealousy, and other negative traits.

4.4 Techniques of evaluating learner achievement in Social Science : Written and oral tests, observation tools, work samples, portfolio.

In order to attempt for a comprehensive objective of the present day school curriculum and to obtain an appraisal of the students, achievement several techniques are employed some of which are : written tests, oral tests, observation tools, work samples, portfolio etc.

Written Test :-

Written tests are those in which tests are taken through paper-pencil work within a specific duration of time and not by means of verbal interviews or online assessment process.

Written tests may be of many types :

Essay type : In Essay-type written test, examinees are required to write an answer, out of a few alternatives, within a definite duration of time and word limits, which help to test the students, abilities of coherent thinking, analysis of ideas, organization of thoughts in a logical manner, recollection of facts, use of appropriate language, citation of suitable examples, etc. Essay type tests may be descriptive type, comparative type, explanatory type, problematic type, critical analysis type, etc.

Merits : It tests the students' capability of sustained thinking and arrangement of them in a systematic manner towards a logical conclusion.

It is useful to evaluate the skill of writing on a specific topic requiring assemblage of different facts and may be with critical analysis of them.

It can help the evaluator in identification of a students personal attitude or conviction on certain issues related to a subject or topic.

Demerits : Personal biased attitude of the evaluator may hamper the spirit of the test.

It takes too much of time and mental stress on the examinees, although full marks are usually not awarded.

Much time is spent in evaluating the scripts and thereby publication of results is usually delayed when the number of candidates is large.

The students prefer to study only selectively leaving some of the topics unread and thus acquiring a comprehensive knowledge is impossible.

Examples and statistics used in the answer vary from candidate to candidate and it may be difficult for the examiner to verify them and compare among the examinees leading to erroneous evaluation process.

Short Answer type : Short Answer type test items are meant to judge the students, understanding of a subject or topic within a relatively short time, as the answers are needed to be written within a few words these may be many types like descriptive type, comparative type, explanatory type, problematic type, brief analytical type, etc.

Merits : Since answer have to be given very specifically within a few words, they do not vary, very limited personal bias exists among the examiners and time taken for evaluation is relatively less. Language does not play a dominate role as the length of the answer is short.

These are useful to understand the students' ability of comprehension, analysis and expression within a short time.

Since the weightage of each item is less, questions may be asked covering almost all areas of the syllabus.

Demerits : These tests have some extent of subjectivity and can create adverse effect both on examinee and the examiner.

It there are too many items the students are not able to allocate necessary time for each, and in absense of suitable alternatives they are to leave some items resulting in low scoring.

Objective type tests : Test items of objective type demand only a single answer to be given in one word or to be selected from a given set of answers. Objective tests are of many types namely : a) Selectivity type, b) non-selective or retentive type. The non-selective type again may be or sub-types like i) very - short answer type and ii) Filling up or completion type. The selective type again may be classified as-i) Multiple Choice Questions type, ii) True-False or Yes-No type, iii) Matching Test type, iv) Classification or grouping test type, etc.

Merits : Objective type tests have been introduced to avoid the difficulties of essay-type tests. The name of the test suggest that it is suitable for eliminating the faulty assessment due to personal biasness, various types of answers for the same question, and wastage of time for answering as well as evaluation.

In this type of test it is possible that questions are framed covering the whole syllabus so that students can learn every portion of the syllabus.

As right answers do not vary from candidate to candidate, exact objective measurement of the desired learning outcome is possible.

Demerits : This type of test is not suitable for measuring the students' understanding of the cause effect relationship between objects or phenomena and appreciation of different aspects of a concept.

More scope for copying from others is generally possible.

There is little scope for interpretation of the facts and their correlation.

However limitations of objective tests can be overcome to some extent if proper steps are taken as below :-

- Time allotted for objective tests should be neither too long nor too short.
- The instructions should be clearly stated in brief so that time is not wasted in reading instructions.
- Questions should cover the entire syllabus and must be made compulsory.
- The scoring key should be prepared with care, beforehand.

Oral Test :

Evaluation is also done on the basis of oral test. In this type of test the evaluator can ask a student or a group of students verbal questions in order to make out their level of understanding. Sometimes oral tests are taken as a part of the written test or practical test. For practical evaluation, oral tests are known as viva-voce and are meant to judge the theoretical concepts related with various practical assignments.

Oral tests are also used during teaching learning sessions to test the previous knowledge of the pupils related with present lesson as well as during the presentation of a lesson for developing a particular concept in the class, to formulate new generalization or to find out students' contribution to the lesson development, such questions not only keep the students alert and attentive but also stimulate their mental activity. The teacher is also in a position to find out whether his students are learning seriously and at a regular pace.

Oral tests serve their real purpose when they are made an integral and essential part of the evaluation programme. All students are not equally able to express their thoughts verbally in a desired manner. Many students are found to be in a better

position when they are required to express themselves through written tests. But, beside written tests, all students must be encouraged to express themselves orally as frequently as possible and practice of this ability is a very essential quality for all young citizens of a democratic country like India from the very beginning of their educational endeavour. Some marks should be set aside for oral testing beside all written tests or whenever evaluation is to take place.

Observation tools :-

Development of right attitudes, interests and values is one of the major aims of teaching Social Science in schools. Evaluation in this direction is also very essential to ascertain how far we have succeeded in realising our aims. This is possible through certain techniques one of which is observation.

Observation is seeing something with a purpose. It is one of the tools or techniques available to teachers for appraising pupils' growth and sensing their interests and aptitudes. Observing each pupil, while he or she is engaged in actual classroom activities, is the best way of judging the pupil's attitudes, feelings and interests as well as changes in behaviour. Thorough observation will reveal to the teacher how the pupil shows respect for the ideas and feelings of others, abstains from causing disturbance in the class, takes his proper share in classroom activities, observes rules established by the group, fulfils his responsibilities, tolerates others' comments and enjoys giving help and assistance to others, when needed. It is, however, essential that a properly written record of the data obtained through observation, in case of each pupil, should be maintained by the teacher. Such a record is very helpful in interpreting and reporting progress of pupils to their parents. Although observation as a tool or technique is mostly subjective, its reliability and validity can be improved by making observation at frequent intervals and also by making observation independently by several observers at a time.

Work Samples : – In Social Science, work samples are usually written materials which include a report, a story, a class-room test or an assignment. Work samples may also include map-work, illustrative material prepared by pupils, art-work or construction of project. Tape Recorder may also be used for obtaining a sample of the pupils' spoken words. Such work samples can provide valuable information and evidence with regard to the desirable growth on the part of the pupils in sharing, cooperating, reviewing and applying his skills in individual and group experiences.

Portfolio : – There exist two main types of assessment, namely formative and summative. Formative provides feedback and information during the instruction process, while learning after the learning has been completed and provides feedback that sums up the learning and teaching process at the end of instruction.

Portfolio is an evaluation tool used to document student learning through a series of student-developed artifacts. It is considered as an authentic assessment and it offers an alternative or an addition to traditional methods of assessment. Portfolio assessment gives both teachers and students a controlled space to document, review and analyze content learning.

A student portfolio is a systematic collection of student work and related materials that depicts a student's activities, accomplishments and achievements in one or more school subjects. The collection should include evidence of reflection and self-evaluation, guide lines for selecting the portfolio contents and criteria for judging the quality of work. The goal is to help students assemble portfolios that illustrate their talents, request their writing and organizing capabilities and show their status of school achievement.

There are two major types of portfolios 'Process Portfolio' which is more or less equivalent to formative evaluation system and 'Product portfolio' which is close to summative evaluation system.

A process portfolio documents the stages of learning and provides a progressive record of student growth. A product portfolio demonstrates the ultimate form of achievement, the mastery of a learning task or a set of learning objectives and contains only the best work.

Teachers normally use process portfolios to help students identify learning goals, document progress over time, and demonstrate learning mastery. In general, teachers prefer to use process portfolios because they are ideal for documenting the stages that students go through as they learn and progress.

Steps in portfolio Assessment process :

- 1) First, the teacher along with the students should identify the goals of achievements or learning objectives.
- 2) Secondly, teacher and students together should decide on selection of portfolio contents or samples of student work, reflections, teacher observations, and

conference records.

- 3) Next, the teacher should develop evaluation procedures for keeping track of the portfolio contents and for grading the portfolio.
- 4) After conferences, which needs a plan for holding portfolio conferences, which are formal and informal meetings in which students review their work and discuss their progress. Conferences are an essential part of the portfolio assessment because these encourage reflective teaching and learning.

Advantages of portfolio assessment :-

- It promotes the students, self-evaluation, reflection, and critical thinking.
- It measures performance based on genuine samples of students' work.
- It provides flexibility in measuring the process adapted by students to accomplish their learning goals.
- It enables both teachers and students to share the responsibility of setting learning goals and for evaluating progress towards meeting those goals.
- It gives the students opportunity to have extensive input into the learning process.
- It facilitates cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing
- It provides a process for structuring learning in stages.
- It provides opportunities for students and teachers to discuss learning goals and the progress towards those goals in structured and unstructured conferences.
- It enables measurement of multiple dimensions of students' progress by including different types of data and materials.

Disadvantages of portfolio Assessment :-

- It requires extra time to plan on assessment system and conduct the assessment.
- It leads to gathering of all necessary data and work samples which can make portfolio bulky and difficult to manage.
- Developing a systematic and deliberate management system is difficult and sometimes a portfolio may come out to be a random collection of student work.
- Scoring portfolios involve subjective evaluation procedure such as rating scales

and professional judgement and so it has limited reliability only.

- Scheduling individual portfolio conferences is difficult and the length of each conference may interfere with other instructional activities.

4.5 Assessment : tools and techniques of continuous and comprehensive evaluation (CCE) for Social Science.

Continuous and comprehensive Evaluation (CCE) refers to a system of institutional evaluation of students that covers all aspects of students' development.

It is a developmental process of assessment which emphasizes on two-fold objectives. These objectives are continuity in evaluation and assessment of broad-based learning and behavioural outcomes. In this scheme, the term 'continuous' is meant to emphasize that evaluation of identified aspects of students, growth and development' is a continuous process rather than an end event, built into the total teaching learning process and spread over the entire span of academic session. It involves regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation.

The second term comprehensive means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in different areas of learning.

The CCE assessment includes both scholastic and co-scholastic assessment. The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis, and creating in various subjects including geography, history and the ability to apply these in new, unfamiliar, situations are some of the objectives in scholastic domain. The desirable behaviour related to learner's life skills, attitudes, interests, values, co-curricular activities, physical health are described as skills to be acquired in co-scholastic domain.

Both scholastic or curricular and co-scholastic or co-curricular domains should be assessed in two ways, formative assessment and summative assessment. Formative assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate

modifications in the transactional procedures and learning activities. Summative assessment is carried out at the end of a course of learning. It measures or ‘sums-up’ how much a student has learned from the course. It is usually a graded test, i.e. it is marked according to a scale or set of grades.

The tools for formative assessment in scholastic domain are oral questions, assignments, conversation skills, projects, quizzes and group work. The tools for summative assessment in scholastic domain are multiple choice questions, short answer type and long answer type descriptive questions at term end.

Co-scholastic domain covers the following : values and attitudes towards teachers, students, peers, institutional programmes, environment,

- Co-curricular activities.
- Creative and literary activities
- Aesthetic activities.
- Clubs and Scientific activities
- Emotional Skills.
- Social Skills.
- Life skills.
- Thinking skills.

Evaluation of Scholastic areas.

Area	Technique	Tool	periodicity	Reporting
All the School Subjects	<ul style="list-style-type: none"> • Oral Test • Written Test • Project work • Practical Activities • Maintenance Portfolios 	<ul style="list-style-type: none"> • Oral questions • Class Work • Question Paper • Unit Test • Assignment • Diagnostic Test 	<ul style="list-style-type: none"> • Every day after completing a competency or a group of competencies • Monthly class Test • Unit Test • Terminal Test. 	Using direct or indirect grades.

Evaluation of co-scholastic areas and personal and social qualities

Area	Technique	Tool	periodicity	Reporting
• Health	• Medical Check-up for physical growth	• Norms of fitness used by doctors	• Once in a year	• Health Status
• Physical Education	• Observation of activities	• Rating scale	• As per Time Table	• Direct grading
• Work Experience and Art Education	• Observation at work and activities • Maintenance of portfolios	• Rating scale	• As per Time Table	• Direct grading
• Social and • Direct Personal qualities	• Observation, • Interview, • Self-Reporting techniques like students' diary.	• Rating scale, • Check-list • Anecdotal Records	observations by the teachers by determining criteria for each trait.	• Day-to-day grading (once in every month)

The major emphasis on CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow-up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile.

Continuous and comprehensive evaluation helps a classroom teacher in the following ways :-

- To identify learning difficulties in mastering certain competencies and the intensity of such learning difficulties.
- To improve students' learning through diagnosis of their performance.

- To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competencies.
- To strengthen evaluation procedure itself.

4.6 Construction of Teacher-made Test

The most frequently used method or technique for measuring and evaluating pupil progress by the classroom teacher is the Teacher-made test. The teachers, therefore, have an obligation to provide their students with best possible evaluation. This type of test may involve many types of objective tests, essay-type tests, etc. Yet it is quite common to find teachers who have had no specific training in the use and construction of these types of tests. Such teachers often design tests on a trial and error basis. Similarly many teachers design such tests with little thought of the relationship between what these tests measure and the instructional objectives.

Determining Instructional/Learning Objectives :

The first and most important step in planning a Teacher-made test is to define the objectives of instruction. The teacher may have with him, curriculum guides, and knowledge about the taxonomies of instructional objectives developed by Benjamin S. Bloom (1956), Krathwohl (1964) and tests on the development of instructional objectives by Plowman (1971) and Kibler, Barker and Miles (1970), the ultimate responsibility for selecting objectives suitable for the group of students that he is teaching and stating the objectives in such a way that they can guide instruction and the evaluation of pupil progress rests with the teacher. Objectives should be stated in terms of student behaviour and not in terms of learning activities or purposes of the teacher. Objectives should contain an action verb that indicates the behaviour that a student should show in dealing with the content. This format tends to guarantee a focus on the student and what he does. Objectives should be stated in terms of observable changes in student behaviour.

Writing the questions : Once we have defined the important learning/instructional objectives and have, in the light of those objectives, determined which types of questions and what form of test to use, We can begin the second step in constructing an affective teacher-made achievement test. This step is writing the questions.

General principles of framing questions :

While the different types of questions like essay-type, short answer type, very-short-answer type and objective type questions like multiple-choice, fill-in-the-blank, true-false, matching test, etc. are constructed differently, the following principles apply to constructing questions and tests in general.

- Make the instructions for each type of question simple and brief.
- Use simple and clear language in the questions.

If the language is different, students who understand the material but who do not have strong language skills may find it difficult to demonstrate their knowledge. If the language is ambiguous, even a student with strong language skills may answer incorrectly if his or her interpretation of the question differs from the instructor's intended meaning.

- Write items that require specific understanding of ability developed in that course, not just general intelligence or test-wiseness.
- Do not suggest the answer to one question in the body of another question. This makes the test less useful, as the test-wise student will have an advantage over the student who has an equal grasp of the material, but who has less skill at taking tests.
- Do not write questions in the negative. If you must use negatives, highlight them, as they may mislead students into answering incorrectly.
- Specify the units and precision of answers.

Principles of constructing Multiple Choice Questions :

The most commonly used type of question is the multiple-choice question. Multiple-choice questions are more easily and objectively graded than essay-type questions and are more difficult to answer correctly without the required knowledge than true-false, are probably the most difficult type of question to construct. The following are a few guidelines for multiple choice question construction.

- State clearly in the instruction whether you require the correct answer or the best answer to the question.
- Instead of repeating words in each alternative, include these words in the main body of the question. This will make the question easier to read and the options easier to compare. The structure of the main part of the question, however, must not contain clues to the correct response.

- Make incorrect alternatives attractive to students who have not achieved the targeted learning objectives.
- The placement of correct responses must vary randomly.
- Make all choices exactly parallel, Less experienced test constructors tend to make the correct answer longer and more carefully worded and by doing so, may provide a clue to the correct answer.
- Never Offer, “all of the above” or “none of the above” as an alternative in a best-response multiple choice question. Whether none of the above “is chosen as a better response than one of the other options may depend on what evidence the student considers rather than how well he or she understands the material.
- Control the difficulty of a question by making the alternatives more or less similar or by making the main part of the question more or less specific. If the alternatives are more similar, the student will have to make finer distinctions among them. If the main part is more specific, the student will be required to draw on more detailed knowledge.
- Four or more options must be provided to minimize guessing.
- Uniform number of options must be used.

Objective type questions other than Multiple-Choice Type may be :-

- Simple Recall type and
- Completion type—in the Recall type category while,
- Alternative Response type (true-false, plus-minus, right-wrong, yes-no, correct-incorrect, etc)
- Matching type (With two columns in which right pairing is required)
- Rearrangement type (requiring chronological or logical ranking, ordering etc.)
- Analogy (consisting of a pair of words related to each other like cause and effect, part-whole, action-object, synonyms, antonyms, degree, place, sequence, numerical, associations, etc).

Advantages of objective tests :

- Easy to score due to short responses involved.
- Eliminates subjectivity.
- Adequate sampling—more items are included where validity and reliability is

adequately maintained.

- High objectivity is possible due to short and a single correct answer in each item.
- Norms can be established.
- Time and energy-saving since options are provided.

Limitations :

- Difficult to construct
- Encourages guessing
- Expensive because of wide sampling expensive for duplicating facilities.
- Encourages rote memorization, critical appreciations organization, reasoned expressions are not encouraged.
- Time consuming on the part of the teacher in test construction.

Essay type examination.

Essay examination consists of questions where students respond in one or more sentences to a specific question or problem. This type of test is aimed at evaluating knowledge of the subject matter or to measure skills in writing. It also tests the student's ability to express his ideas and think critically within a certain period of time.

According to Monrae and carter :-

Essay examination may be of various types like :-

- Selective recall
- Evaluating recall
- Comparison of two ideas.
- Decision (for or against)
- Cause and effect
- Explanation type
- Summary
- Analysis
- Statement of relationship.
- Illustrations of or examples of principles.
- Classification of rules or principles in new situations.

- Discussion
- Statement of aim
- Criticism
- Outline
- Reorganization of facts
- Formulation of new questions, problems, etc.
- New method or procedure.

Advantages of Essay examination :-

- Easy to construct
- Economical in terms of producing a huge number of the question papers. It can be even written on the board.
- Trains the core of organizing, expressing and reasoning power of the students.
- Minimizes guessing.
- Develops Critical thinking.
- Minimizes memorizing.
- Develops study habits involving comprehension, interpretation, explanation rather than only memorizing a few items.

Limitations of Essay examination :

- Low validity because of limited sampling.
- Low reliability due to its subjectivity in scoring.
- A given answer by a specific student may or may not be appealing to a specific teacher.
- Low usability because it is time consuming both on the part of the student to answer and on the part of the teacher to evaluate.
- Encourages the students with low ability to go on writing incorrect, half-correct matters using camouflaged judging of words and sentences.
- Disadvantageous for students with poor penmanship. Some teachers may react unfavourably to responses of students having poor handwriting and unity papers.

METHOD SOCIAL SCIENCE

WHAT IS PEDAGOGICAL ANALYSIS?

Pedagogy is the study of being a teacher. The term generally refers to scientific strategies of instruction, or a style of instruction.

Pedagogy is also occasionally referred to as the correct use of instructive strategies.

It literally means "to lead the child".

The Latin-derived word for pedagogy: child-instruction, is in modern use in English to refer to the whole context of instruction, learning, and the actual operation involved therein, although both words have roughly the same original meaning.

In order to analyse a content pedagogically, first of all the content to be taught is to be divided and sub-divided into units and subunits. Then these subunits are to be analysed in accordance with the methodology of subject concern (language, social science, science, music etc.) in order to bring certain behavioural changes among the students. The particular objectives selected to bring about these changes are known as Instructional objectives.

So we can say that, *"the analysis of a given content material in any subject or any topic carried out well in the spirit of the science of teaching (Pedagogy) is known by the term pedagogical analysis of the contents"*.

Content analysis of the unit into sub-units with time allocation

Basic concepts to be imparted

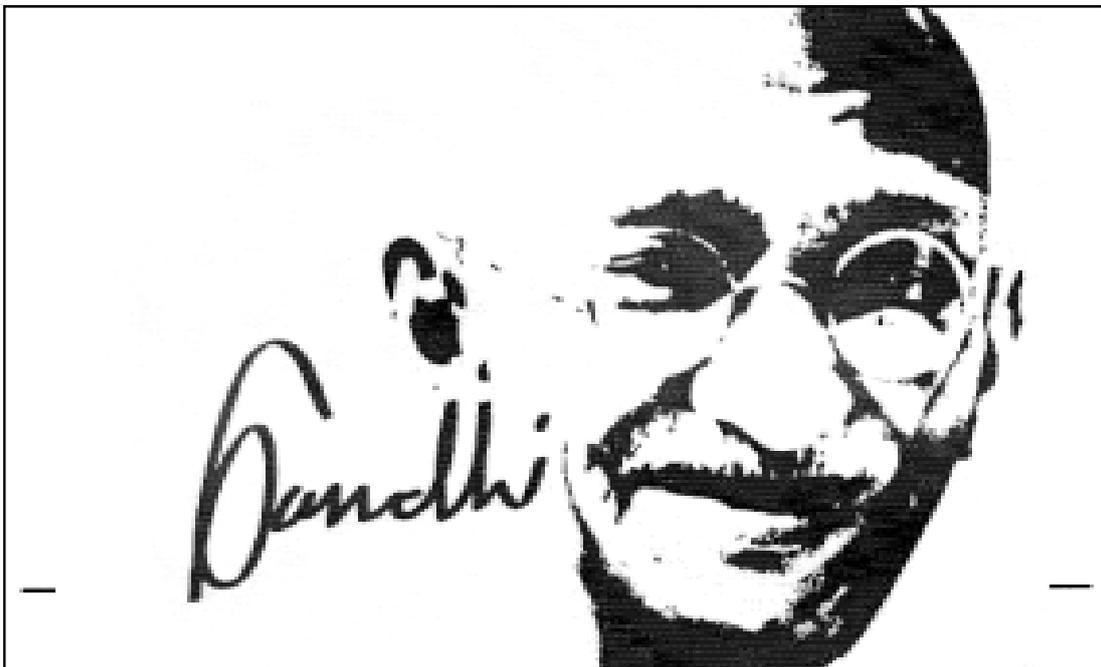
Objectives using Revised Bloom's taxonomy

Taxonomic table for well balanced unit planning.

Teaching strategies including Equipment, probing Questions.
learner centred activities,

Achievement test of 50 marks based on the taxonomic table.

SIX STAGES OF
PEDAGOGICAL



UNIT- MAHATMA GANDHI :
EMERGENCE IN THE
POLITICAL SCENARIO

CLASS- X

Sl.No.	SUB-UNITS	PERIODS
1	BACKGROUND AND CIVIL RIGHTS MOVEMENT IN SOUTH AFRICA	1
2	REGIONAL MOVEMENT IN INDIA CHAMPARAN AND KHEDA	1
3	KHILAFAT MOVEMENT AND ASSUMING FORMAL LEADERSHIP IN THE SUCCEEDING MOVEMENTS	1
4	REMEDIAL CLASS	1
	TOTAL	4

BRIEF CONCEPT- SUB UNIT 1

- Mahatma Gandhi's birth and background.
- Gandhi's field of study and formal degree has to be mentioned which set the background for his involvement in the politics.
- To plead a case on behalf of Dada Abdullah and Co. he had rushed to South Africa in late 1890s.
- He observed the exploitation and oppression towards the Negroes by the Whites; and therefore he formed the Natal Indian National Congress.
- He adopted the idea of Satyagraha from the Book.
- "kingdom of god" and "unto the last" by Leo Tolstoy and John Ruskin.
- He formulated his ideas of 'NON VIOLENCE and SATYAGRAHA' which later formed the backbone of Indian Politics and signified the era of 1915-1947 as the 'Gandhian Era'.

BRIEF CONCEPT- SUB UNIT 2

- 1918- First regional movements in India developed by Gandhi, which brought him closer to the rural mass of India.
- Oppression and exploitation of the peasants at Champaran and Kheda by the British authorities.
- The agitation of Indigo planters in Champaran and impoverished peasants in Kheda were channelized by Gandhi in a Non- violent manner to achieve the goal of Satyagraha- search for truth.
- Gandhi applied his gained experience in South Africa to accomodate these regional causes into the wider realm of Anti Colonial Movement of India.
- Mention may be made of a similar workers agitation at Ahmedabad.

BRIEF CONCEPT- SUB UNIT 3

- Cause of the Khilafat Movement in India in 1919
- The fall of Caliphate after the first World war provided Gandhi with a cause to unite the Muslim peasants of Malabar coast.
- Ali Brothers lead the movement with certain demands but Gandhiji, in Calcutta Session of Congress(1920) suggested Khilafat to be united with the National Movements
- Mahatma Gandhi could pave his way to enter the mainstream Indian politics.
- Thus, he emerged as a leader of the hindu- muslim as well as urban- rural masses with the help of his unique doctrines and slogans.

OBJECTIVES

1. FACTUAL

1. REMEMBERING

1.1.1) Students can recall the time and place of Gandhi's birth.

- 1.1.2) Students can recall who were his parents.
- 1.1.3) Students can recall that he studied barristership from London.
- 1.1.4) Students can locate where and when did Champaran movement take place.
- 1.1.5) Students can locate where and when did Kheda movement take place.
- 1.1.6) Students can recall the time of Khilafat Movement.
- 1.1.7) Students can memorise the names of the main participants of Khilafat movement.
- 1.1.8) Students can recall the name of the book from where Gandhiji adopted the ideology of non-violence.

2. UNDERSTANDING

- 1.2.1) students can explain the cause of Negro agitation in South Africa against the White.
- 1.2.2) Students can understand the cause of the agitation of Indigo Planters in Champaran against the British Landlords.
- 1.2.3) Students can explain the issue of peasant agitation in favour of tax relief in post-famine situation of Kheda.

3. APPLY

- 1.3.1) Students can show some other leaders (political/religious) of the past who followed the path of non violence to achieve a goal.
- 1.3.2) Students can point out Gandhis early movements in the map of India.

4. ANALYSE

- 1.4.1) Students can compare the causes of uprisings in champaran and kheda

6. CREATE

- 1.6.1) Students can propose an alternative name to the political organization that Gandhi formed in South Africa to protest against the oppression of the Negroes.

OBJECTIVES

2. CONCEPTUAL

1. REMEMBERING

2.1.1) Students can define the term 'Satyagraha'.

2. UNDERSTANDING

2.2.1) Students can relate the two regional movements with the greater pan-Indian movement against Imperialism.

2.2.2) Students can describe the context of khilafat movement in India.

3. APPLY

2.3.1) student can classify their own activities/interests/likes and dislikes as to whether they are categorically pertaining to what is "national" or reinforcing a veiled colonialism.

4. ANALYSE

2.4.1) Student can analyse the demands of Khilafat Committee.

2.4.2) students can analyze Gandhi's role in merging a muslim cause of the Khilafat with National schemes of INC.

5. EVALUATE

2.5.1) students can assess the significance of Khilafat as the first All Indian Movement.

2.5.2) Students can evaluate the notions of non violence and passive resistance as a tool to defy the colonial hegemony.

6. CREATE

2.6.1) Students can predict Gandhi as the Father of Nation in future.

OBJECTIVES

3. PROCEDUAL

1. UNDERSTANDING

3.2.1) Students can discuss the steps of transition of politics

4. ANALYSE

3.4.1) Students can examine the process by which Gandhi became an All-Indian figure to ensure his role in non-cooperation and civil disobedience movements.

5. EVALUATE

3.5.1) Students can criticize Gandhi's process of protesting to be mild and slow in comparison to the unparallel damages caused by British authorities in both Champaran and Kheda.

OBJECTIVES

4. META COGNITION

5. EVALUATE

4.5.1) Students can critically assess Gandhi as the Father of Nation in their own opinions in the modern context.

6. CREATE

4.6.1) Students can predict Gandhi's role in the later part of the "Gandhian Era" of 20th century.

4.6.2) Students can Imagine themselves as Gandhi and suggest a parallel principle which would lead to India's independence.

REVISED BLOOM'S
TAXONOMIC TABLE

KNOWLDGE DOMAIN	REMEMBERING	UNDERSTANDING	APPLYING	ANALYSING	EVALUATING	CREATING
FACTUAL	1.1.1; 1.1.2; 1.1.3; 1.1.4; 1.1.5; 1.1.6; 1.1.7;1.1.8	1.2.1 1.2.2 1.2.3	1.3.1 1.3.2	1.4.1		1.6.1.
CONCEPTUAL	2.1.1	2.2.1 2.2.2	2.3.1	2.4.1 2.4.2	2.5.1 2.5.2	2.6.1
PRODUCTION		3.2.1		3.4.1	3.5.1	
META- COGNITION					4.5.1	4.6.1 4.6.2

Teaching Strategies/Planning and Aids
(for all three subunits)

Sl.no.	Sub-unit	Topics	Teaching strategies	Teaching Aids
1	1	Gandhi's birth/background and movement in south Africa	lecture method	Use of Blackboard and pictures
2	1	Idea of Satyagraha	Interaction through Question-answer method	Use of blackboard
3	2	1918- first regional movement in India: kheda and champaran	Demonstration method	Mapping the location of champaran and kheda
4	2	Oppression of the Indian ryots by the colonial authorities	Lecture Method and demonstration	Charts specifying the two movements
5	3	Outbreak of the Khilafat Movement	Lecture method	
6	3	Significance of Khilafat Movement	Interaction and Group Discussion Method	Use of Blackboard
7	3	Establishing Gandhiji as a future leader of India	Demonstration method	Time Line Construction about M.K. Gandhi

4.7 Diagnostic testing and enrichment techniques for challenged children

A diagnostic test is designed to find out whether or not a pupil or a class is performing according to expectations. It furnishes a reliable data about the abilities, interests, difficulties and handicaps of pupils. If the quality of work is not up-to-the mark, the diagnostic test is supposed to disclose its reasons. The word 'diagnosis' has been taken from medical studies which means 'identification of disease by observing or measuring patients' symptoms'. The word diagnosis is used in education to determine the learning difficulties and deficiencies. So a diagnostic test, for educational purposes, is supposed to reveal an individual pupil's weaknesses and strength in the certain case of study. Thus, a diagnostic test is designed to analyse an individual's performance and provide information about the causes of difficulty. Proper identification of difficulties that hinder the achievement of a learner can provide proper direction to good teaching i.e., effective teaching that will help to overcome such learning difficulties.

There is not much difference between a diagnostic test and an achievement test. The only distinction may be that the diagnostic test emphasises individual items meant to measure individual pupil's difficult areas or individual pupil's areas of strength rather than total scores collected from test application. The teacher, moreover, uses the diagnostic test not for purposes of measurement but primarily for discovering faults, weaknesses, difficulties or specific elements of strength.

Importance of Diagnostic tests:

- A diagnostic test can help the teacher to find out the areas of and source of difficulties on the part of the pupils on the basis of which constructive remedial action can be taken and re-teaching is possible to help the pupils overcome their difficulties.
- It can help to analyze the individual's performance and provide information about causes of difficulties.
- Diagnostic tests can point out deficiencies in teaching.
- Deficiencies in learning are also identified,
- Diagnostic tests help the teacher to monitor the progress of the pupils.
- Such tests help to get feedback about the effectiveness of teaching.
- Diagnostic tests provide feedback to the students about their strength and weakness.

- Diagnostic test results can lead to positive direction towards the specific type of remedial/instruction that should be rendered by the teacher to assist the students' understanding of their specific difficulties, more effective learning and attempting to overcome their difficulties.

Diagnostic tests may be standardized or teacher-made. Preparation of diagnostic tests require the stages of planning, writing test items, assembling the test items, providing directions and preparing the scoring key, making scheme and reviewing the test. The unit on which a diagnostic test is based should be divided into learning points without omitting any of them. A diagnostic test should be prepared by including all types of test items by assembling them in a proper sequence. It should also have proper instructions.

After administering a diagnostic test, proper analysis and interpretation of the results on basic concepts, facts and specific skills have to be made. Students' responses (especially wrong ones) have to be analyzed both quantitatively and qualitatively. The frequency of the pattern and level of errors have to be analyzed.

Remedial Measures: Remedial measures must be taken after getting feedback from the diagnostic tests about pupils' difficulties, Remedial measures cannot follow a set pattern or path. In some cases it may be a simple matter of review and re-teaching while in other cases it may be an extensive effort to improve motivation, correct emotional difficulties and overcome other learning difficulties. Two students with same learning difficulties may have different causes. So their remedial teaching-learning styles should also differ. Each subject area also has its own specific remedial programs. Planning of remedial differ from subject to subject as well as from learner to learner.

Remediation should be accompanied by strong motivational programs. The purpose of the measures should be related to the needs of the students who should feel convinced about their utility. These measures should be modified to meet the demands of the situation.

Some points to be kept in mind while preparing remedial measures are as follows:

- Remedial measures must be based on sound diagnosis.
- Remedial measures must contain group work as well as individual work.
- Remedial measures must include procedures with a view to overcome faulty attitudes such as dislikes, rejection, indifference etc. towards the areas of difficulty.
- Remedial teaching-learning exercises as well as materials must be carefully selected.

- Sound teaching-learning procedures must be an integral part of remedial measures.

Learning disabilities which can be the source of errors identified by a diagnostic test may be like:

- Hearing loss and deafness
- Vision loss and blindness
- Orthopaedic handicap/ physical disability,
- Autism
- Chronic illness.
- Intellectual disability
- Memory loss
- Mental illness.
- Speech and language disorders, etc.

Also there are gifted children who are not benefited by the educational programs that are extended to other students, gifted education programmes and strategies are needed for them. Gifted and talented students and those with high abilities require gifted programs that will challenge them in regular classroom settings and enrichment and accelerated programs to enable them towards continuous progress in school, some of the strategies that work well for talented students are:

- Acceleration which involves the practice of providing optimal learning opportunities to match the abilities and specific talents of talented students.
- Curriculum compacting which is a strategy of that condenses, modifies or streamlines regular curriculum to reduce repetition of previously mastered material.
- Grouping is the practice of placing students with similar abilities together for instruction. This practice has often shown positive impact on students learning achievements.
- Identification is a critical component of effective gifted education program which ensures different strategies for different high potential students.
- Pull-out programs/specialized programs mean providing special programs or specialized classes to ensure benefit of the gifted learning.

Enrichment programmes are required for gifted students to learn at their level best as well as for students with difficulties to learn at their optimal best. Enrichment program consists of:-

- Flexible groups (may change daily or weekly)
- Choices of students.
- Content connected.
- Increased depth, breadth or complexity.
- Sometimes independent activities, sometimes direct instruction.
- Cross-curricular-instructions.
- Different/differentiated work—not just more work.
- High-level thinking skills applied to content.
- Planned and purposeful.
- Responsive to students needs and achievements.

Enrichment needs to be purposeful, focused, and planned, Enrichment programmes can be successful both for gifted and learning difficult students if founded on certain criteria like:-

- Use of appropriate assessment data to identify students' skill levels.
- Select texts and materials that provide appropriate level of challenge (skill, maturity, interest).
- Differentiate small group instruction to offer extension experiences.
- Adjust pacing to allow for essential skill acceleration.
- Design units to offer cross-curricular applications.
- Incorporate problem-solving and enquiry based activities.
- Facilitate student-led questioning and discussions.
- Incorporate real-world problem solving activities.
- Meet diverse learning preferences by allowing students to make choices for how to demonstrate their skill mastery.
- Foster critical thinking by weaving media, reading, writing, speaking and listening skills into multifaceted lessons.

- Stimulate creativity by incorporating graphic, visual, auditory, media and print resources and experiences.

At the end we can formulate most of the enrichment strategies by utilizing the basic learning skills like ‘think’, ‘ask’, ‘analyze’, ‘discuss’, ‘plan’, ‘strategize’, ‘reflect’.

4.8 Check Your Progress

1. Mention the purpose of evaluation in Social Science.

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2. What are the merits and demerits of written test?

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3. Write the importance of work samples.

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4. Mention the steps in Portfolio assessment process.

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5. What is comprehension evaluation?

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6. Write any four Co-scholastic activities of students' growth and development.

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7. Write four principles of framing questions.

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8. Mention the advantages of objectives tests.

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9. Mention the limitations of Essay examination.

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10. What is pedagogical analysis of the contents?

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11. Mention the stages of pedagogical analysis.

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12. What is Diagnostic tests?

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13. Write the importance of Diagnostic test?

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4.9 Let Us Sum Up

In this unit, we discussed evaluation in Social Science which is not only for certification but also for improving the instructional process itself. Evaluation is a continuous process which is carried out at the formation stage while developing the concepts and also at the final stage which is called Summative evaluation. Teachers evaluate both cognitive and non cognitive learning outcomes in social science with the help of various evaluation tools construction of achievement tests and diagnostic test when discussed along with the precautions one should take in preparing them.

4.10 References

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Unit 5 □ Social Science Teacher as a Reflective Practitioner

Structure

- 5.1 Introduction**
- 5.2 Objectives**
- 5.3 Being a reflective practitioner- use of action research**
- 5.4 Developing an Action Research Plan for solving a problem in teaching-learning of social Science**
- 5.5 Case study- need and importance for a school teacher**
- 5.6 Development of a Professional Portfolio Teaching Journal**
- 5.7 Competencies for teaching social science to children with disabilities**
- 5.8 Check Your Progress**
- 5.9 Let us sum up**
- 5.10 References**

5.1 Introduction

A teacher has an important place in the school. The most powerful, durable and effective agents of educational change are not the policy makers, the curriculum developers or even the education authorities themselves; they are the teachers. Social science helps the pupils to understand this complex world in which we live and prepare them for an intelligent and constructive citizenship. Competencies in social science teacher in the areas of content, performance are also needed.

The quality of the educational changes that teachers have the skills and opportunities to effect will only be as reliable and proficient as the teachers' individual capacities for reflective practice and the development of self knowledge.

5.2 Objectives:

After going through this unit you will be able to

Define the concept of reflective practitioner and need of using action research

Develop an action research plan to solve a problem in teaching-learning of history in the classroom

Explain the term case study, its need and importance for a school teacher

Develop a Professional Portfolio Teaching Journal

Analyse the competencies for teaching social science to children with disabilities

5.3 Being a reflective practitioner–use of action research

Donald Schon in his book 'The Reflective Practitioner' introduced the concept of reflective practice which means the capacity to reflect on action so as to engage in a process of learning. The rationale is that not only experience but deliberate reflection on experience is necessary for learning. Reflective practice is a term strongly associated with learning in professional contexts such as teaching, nursing or social work and can be thought of in a number of ways. It can be described as a learning tool which helps a teacher to synthesize, explain, make sense and learn from our experiences. Action research can help a teacher to perform his/her role as a reflective practitioner to solve any teaching-learning problem inside the classroom.

Action Research

Educational research can be classified into three broad categories namely

- (i) Pure research or Fundamental research
- (ii) Applied research
- (iii) Action research

Concept of Action research : Action research is undertaken with a view to find solution for the various practical problems of the educational institutions. Kurt Lewin (1944) first coined the term in his paper “‘Action Research and Minority Problem’”. Stephen M. Corey defines action research as “*the process by which the practitioners attempt to study their problems scientifically in order to guide, correct and evaluate their decisions and actions is what a number of people called action research.*”

Action research: According to Picciano, "Action research studies problems at the local level. It usually focuses on development, implementation and testing of a new product, programme, plan or procedure in a school building". It is also known as teacher research, practitioner research where teachers or administrators study their own problems or concerns in their own classrooms or schools. Action research is applied in nature and associated with small-scale research projects. It is also known as decision-oriented research since it requires that the researcher is the same person as the practitioner

who will make and implement the decision based on the findings of the action research. It is concerned with those practical issues, problems, concerns and needs of teachers or principals, which arise as a routine part of activity in real life situation. It applies the scientific method to the solution of day-to-day school problems.

Objectives of action research

The objectives of action research are as follows:

To improve the quality of educational or managerial practices and working conditions.

To help a teacher or a group of teachers to change or improve a practice or to help them understand issues or problems for themselves.

To enable teachers and principals to cope with the challenges and problems posed by the internal and / or external factors and bring about innovations.

To enable teachers and principals to develop a more comprehensive view of their situation, to develop action strategies to bring about improvements and to evaluate the outcomes of their efforts.

Characteristics of Action Research :

1. It is about action and research :

It is action that is intentionally researched, and research that is designed to inform subsequent actions.

2. It is cyclical and evolves

The classic action research is cyclical. Each cycle can be short—may be just a few hours, days or weeks. There can be cycles within cycles. Over time, a particular piece of action research may evolve into something quite different from its start.



3. Each stage of the cycle is rigorous

The cycle doesn't just happen. Accepted and appropriate methods of acting, observing, reflecting and planning are used in each cycle.

4. It is critical

Successful action research is based around shared curiosity not individual certainty. Action research works less well if people seek to prove the correctness of their own ideas, people are expected to put their practices, ideas, and assumptions to the test by gathering evidence that could convince them that those practices, ideas and assumptions may be wrong.

5. It tends to be collaborative

There is no distinction made between those involved in the "action" and those involved in the "research". Everyone can be involved in both. The aim is to establish self-critical groups or communities participating in all stages of the cycle.

6. It often starts with an engaging question

Since action research is both action and research oriented, the inquiry starts best with an initial question that is action oriented. Those involved in a particular piece of action research will have many different perspectives and expectations. In order to engage them, this starting question needs to reflect some common ground between all those perspectives and expectations.

Other features are:

- It focuses on the immediate problem on a local setting
- Clear vision of goal-solution of the problem
- It is a part of applied research
- Lack of generalization and universal validity
- Small scale intervention
- Contextual in nature
- Enhances teacher pupil interaction
- Both quantitative and qualitative in nature
- Flexible and cyclic in nature

Steps of Action Research:

Generally the action research involves the following steps like any other researches.

- Identification of the problem

- Defining the problem

- Listing of probable causes

- Formation of hypotheses

- Design for testing hypotheses and data collection

- Evaluation of result

- Drawing conclusion

Advantages of Action Research:

- It ensures quality teaching
- It helps teachers, supervisors and administrators in making better decisions
- It gives a professional enrichment
- It gives a good insight and develops the power of imagination in teachers, supervisors and administrators
- It leads to innovative teaching strategies
- Research tools are easily available
- It is not expensive, it has shorter duration

- Research Design is flexible based on local need
- Researcher gets highly motivated
- Easy to implement the results
- Any teacher with little insight can undertake action research

Limitations of Action Research:

The limitations are:

- It is hardly noticed by others working in the same field
- Lack of time, resource and technical background
- It requires a lot of imagination and scientific attitude of mind
- Lack of universal applicability. It is localized in nature. Thus no generalization can be drawn from one action research findings.

5.4 Developing action research plan for solving a problem in teaching, learning of Social Science :

One particular problem in Social Science history may be solved by adopting proper action research plan.

Identification and defining the problem: Poor performance of some students in the first history unit test of class vii.

Formulation of hypotheses: following hypotheses may be drawn

Lack of interest in the subject

Not properly motivated

Faulty method of instruction

Facing some problems at home

Neglected the subject over all

Collection of data: Data collection techniques may be the following

Questionnaire

Interview

Observation

Data analysis and interpretation of data:

After analysing and interpreting the data following conclusions can be reached

The students do not get interest in the subject

Remain inactive in the class

Remedial Steps:

Following remedial measures were taken to solve the problem:

Teaching strategies were changed.

They were inspired to read historical stories.

Arrangement of excursion to historical places.

They were involved to take part in the teaching-learning process more actively.

Extra classes for them twice in a week.

Developing an Action Research Plan for solving a problem in teaching geography:

Let us now take up one particular problem in teaching geography in a particular class of a school and see how the problem can be solved by applying action research.

Identification and defining the Problem: students in class VI have achieved lowest score in map pointing

Construction of Hypotheses:

After identification and defining the problems, several probable causes were listed, Based on which the following hypotheses have been postulated.

- Anachronistic time table
- Insufficient use of maps, globe and other TLM
- Ineffective instruction
- Lack of clarity in the question
- Students paid least attention to subject

Data collection:

Based on the above hypotheses primary data has been collected and generated by the researcher or the teacher through questionnaire survey.

- Position of Geography period in different classes were checked
- Better TLMs were used
- Teacher selected 10 students at random basis and interviewed them to identify their difficulty in map pointing
- Teacher identified errors of students to select the common error

Analysis and interpretation of data:

The already generated data was analyzed using some simple statistical techniques. The following conclusions were drawn on the basis of interpretation.

Social Science periods are set at the end of school hour with shorter duration

- Maps and globes were not visible
- Insufficient interaction with the students
- Ineffective demonstration
- Students did not follow the instruction properly

Remedial Measures:

Finally, the problem was resolved by bringing about required changes in Social Science teaching in class VI of the school.

- ✓ Time table was rescheduled
- ✓ New maps, globes and other TLMs were supplied sufficiently to the students
- ✓ Students were divided into groups for demonstration
- ✓ Students were involved in the demonstration programme
- ✓ Extra classes were arranged for remedial teaching

5.5 Case Study: needs and importance for a School Teacher

Case study research is descriptive research that involves describing and interpreting events, conditions, circumstances or situations that are occurring in the present. According to Odum, "The case study method is a technique by which individual factor whether it be an institution or just an episode in the life of an individual or a group is analyzed in its relationship to any other in the group". Its distinguishing characteristic is that each respondent is taken as a unit and the unitary nature of individual case is the focus of analysis.

Most case studies are usually qualitative in nature. It involves a detailed contextual analysis of a limited number of events or conditions and their relationships. Social scientists have made a wide use of this qualitative research method to examine contemporary real-life situations. However, some case studies can also be quantitative in nature, especially if they deal with cost-benefit analysis or institutional effectiveness. Many case studies have been done by combining the qualitative as well as the quantitative approaches in which initially the qualitative approach has been used and data have been collected using interviews and observations followed by the quantitative approach. A case study can precisely focus on a topic or can include a broad view of life and society. A case study can be conducted to explore, to describe, or to explain a phenomenon. Inherently, it is very flexible in nature. covers a wide range of problems posed for analysis, but most types include several key elements, Most cases are either based on real events, or are a construction of events which could reasonably take place. They tell a story, one involving issues or conflicts which need to be resolved-though most case studies do not have one obvious or clear solution. The information contained in a case study might be complex (including charts, graphs, and relevant historical background materials) or simple-a human story that illustrates a difficult situation requiring a decision. Traditional case studies in fields such as economics, public policy, or international affairs can contain detailed historical information/ including statistical data, relevant legal or governmental policy, and the arguments by various agencies for actions to be taken. But case studies are increasingly being written from a more personal perspective, involving real characters in actual situations.

Case studies are long being used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore howl what they have learned applies to real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to/ a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives.

Case studies data are strong in reality. Data can be collected over a period of time contextual.

It enables the researcher to assess and document not just the empirical data but also how the subject or institution under study interacts with the larger social system.

Case study reports are often written in non-technical language and are, therefore, easily understood by lay person.

They help in interpreting similar other cases.

Most "full-blown" cases have the common elements:

- A decision-maker who is grappling with some question or problem that needs to be solved.
- A description of the problem's context.
- Supporting data, this can range from data tables to links to URLs, quoted statements or testimony, supporting documents, images, video, or audio.

Need and importance :

- **Satisfies varied needs of students:** Many students are more inductive than deductive reasoners, which mean that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective classroom technique.
- **Reduces the work load:** Case assignments can be done individually or in teams so that the students can brainstorm solutions and share the work load.
- **Induces self learning:** A major advantage of teaching with case studies is that the students are actively engaged in figuring out the principles by abstracting from the examples. This develops their skills in:
 - Δ Problem solving
 - Δ Analytical tools, quantitative and/or qualitative, depending on the case
 - Δ Decision making in complex situations and
 - Δ Coping with ambiguities
- **Accompanying Readings:** Case studies can be especially effective if they are paired with a reading assignment that introduces or explains a concept or analytical method that applies to the case. The amount of emphasis placed on the use of the reading during the case discussion depends on the complexity of the concept or method. If it is straightforward, the focus of the discussion can be placed on the use of the analytical results. If the method is more complex, the instructor may need to instruct students through its application and the interpretation of the results.

- **Strengthen the value of group activity:** In general terms, cases can assess the application of concepts to complex real world situations, including building analytic skills that distinguish high priority from low priority elements. Working in groups on cases also helps students develop interpersonal skills and the capacity to work in a team-goals that some instructors rate highly and evaluate.
- **Helps to develop principle of correlation:** Cases also help students make connections between what they might otherwise consider to be separate disciplines-for example, they see the need to draw upon principles in economics, environmental studies, geography and ethics to solve a problem in urban planning, or the need to use historical, philosophical, and sociological materials to make a decision about carrying out an anthropological project.

5.6 Development of a professional portfolio or teaching journal:

A professional portfolio is a collection of carefully selected materials put together in a meaningful way to demonstrate the practice and learning of an educational practitioner that document the competencies and illustrate the expertise of a teacher as a professional. It is a record of goals, growth, achievement and professional attributes developed over time and provides a way of monitoring professional development of the teacher. A professional portfolio provides a space in which a teacher can plan and reflect in depth on his/her practice, helps to identify strengths and find ways of building on these. A professional portfolio is not a random collection of material and artefacts. The items relate to what the practitioner sees important in the development of his/her practice, may be in a classroom, in a seminar hall or wider educational setting. A professional portfolio documents growth over time. The design and presentation of the portfolio should make sense to the practitioner and other people who will go through it. A teaching portfolio is an essential part of a teacher's professional development.

Purposes of a professional portfolio:

To record and display of professional goals, growth and achievement

To illustrate achievement

To demonstrate ongoing development of thinking and practice

To collect evidence

To provide a vehicle for reflection

Strengths of developing a portfolio:

Create a sense of achievement

Build self-confidence

Provide an in-depth self-evaluation

Develop one's own skill of reflection

Create a sense of awareness about what did I learn and how can I improve

Strengthen understanding of one's development as a practitioner

Allows to become more critical and appreciate the success

Organisation of a professional portfolio :

First, concerning choice and quantity, remember "portfolios are representative not comprehensive". That is, each artefact chosen for inclusion should represent at least one significant aspect of you and/or your teaching. At the same time, bear in mind that teaching is so complex, it is not possible to represent all aspects. In general, the first focus should be on representing goals and growth toward those goals and later, achievements. Second, remember the purpose of the portfolio is self and collaborative assessment and evaluation. This implies a rather limited audience, at least during the initial stages of development. Artifacts chosen for inclusion should be meaningful first of all to the teacher, the primary audience, and second, to others who are involved. The final point to keep in mind is that portfolios are a form of dynamic assessment. In other words, what is put in at any given time may be added to or deleted as is fitting to the teachers' professional development. a portfolio for teacher should contain the following informations:

Professional Goals and Attainments

- statement of beliefs about teaching
- statement of professional goals
- portfolio conference records

Final practicum reports evidence of: ability to self evaluates and reflects ability to collaborate with other teachers' ability to set and achieve goals (Example artefacts: Selected log entries, portfolio review records including goal statements, notes or letters from others)

Teaching competencies

- ability to communicate
- knowledge of instructional strategies
- A knowledge of assessment and evaluation strategies
- classroom management abilities
- organizational and planning skills
- knowledge of prescribed curriculum (Example artefacts: Lesson plans for a variety of types of lessons, overview of unit plans, evaluation plans, teacher associate/mentor/faculty comments*, peer observations of teaching, video of teaching, written report to parents, notes to or from students)

Knowledge of child development and learning processes (Example artefacts: Summaries of case studies, observations of students, log entries, lesson plans that employ specific learning processes, individualized learning plans)

Content knowledge of one or more subject areas (Example artefacts: Essay, lab report, teaching materials developed that reflect content)

Personal and Professional attributes and experiences that contribute to teaching

- leadership skills
- organizational skills
- fine arts performance
- co-curricular participation
- related work experience
- community involvement

Hobbies or sport participation (Example artefacts: Certificates of achievement, letters from previous employers, membership in organizations or teams, concert program with name as performer, picture as team coach, letter acknowledging executive position in professional association, photograph(s) of art showing).

5.7 Competencies for teaching social science to children with disabilities:

The Kothari Commission in its report (1964-66) clearly mentioned that, "Of all the different factors which influence the quality of education and its contribution to national development, the quality of teachers are undoubtedly the most significant." Essential qualities that a social science teacher should have to teach the children with disabilities are as follows:

Mastery of the subject: Teacher should have a thorough and up to date knowledge of the subject matter. The teacher should be academically well-equipped. Every social science teacher should widen his/her vision by acquiring some basic knowledge of different social Sciences.

Mastery of techniques: The social science teacher should be an expert in various methods and techniques of teaching social science to the children with disabilities. The teacher should provide a friendly atmosphere in the classroom making learning quicker. A sense of humour is essential.

(i) Thorough knowledge of the subject

Like the teacher of any other subject a social science teacher should have a thorough knowledge of the subject. For such knowledge the teacher should read various reference books in addition to the prescribed text books. Such a study would help the teacher to grasp the spirit of the subject and study it in a proper perspective. A teacher should always remain a student and his reading should not cease after obtaining his degree.

The continuity in study is also essential to keep the knowledge of the subject up-to-date. It is not essential that a secondary school teacher be a specialist of his subject but it is essential that he should be able to present the facts of social science in a psychological manner. For such a presentation the teacher should be aware of the fact that social sciences are a developing subject.

(ii) Knowledge of Child Psychology

For being a successful teacher in any subject knowledge of child psychology is essential and so is the case with a social science teacher. The psychological requirements of child differs from age to age and a teacher must have a thorough knowledge of child psychology if he wants to impart the knowledge of the subject in a proper manner. The knowledge of child psychology is even more important for teaching the

challenged children. The teacher should know about the details of impairment of the students, assess their special needs to meet their challenges.

From the knowledge of child psychology teacher can choose a suitable method for teaching the students of a particular age and disability group. Thus the knowledge of child psychology and its proper use can contribute a lot in the teaching of social science.

(iii) Special training for challenged children: the teacher should have the technical training of teaching the challenged children. For example the teacher should be able to use and apply Braille and other tactile equipments for visually impaired students.

(iv) Knowledge of different Methods of Teaching:

The knowledge of various teaching methods is essential along with the knowledge of psychology, it is only then possible to choose a suitable method according to the requirements of a particular class e.g. a student at the age of 14 is fond of excursions and travels and a good teacher knowing it can coordinate the two in his teaching method to make the teaching successful.

(v) Keen Power of Observation

A geography teacher should himself be an observer. Travels and excursion form an integral part of the teaching of geography and only a keen observer can help his students to make collections etc. during such tours and excursions.

In addition to being a keen observer a teacher of social science must also possess a good power of imagination. A combination of two, observation and imagination, makes a more successful teacher.

Life of man is influenced to a large extent by the natural environment and to study it properly the power of observation and imagination are required. We can observe the influence at one place and on the basis of imagination can visualize its effect in other places.

Unless the social science teacher possesses a keen power of observation and strong imagination he will not be able to acquaint his students fully with the effects of various factors and will not be able to present the social science of foreign countries before his students in a vivid and attractive way.

A teacher having these two qualities can present the subject matter in a better way. Thus these two qualities if present in teacher make him a good and successful teacher.

(vi) A good organiser and leader:

This quality of leadership is essential for a social science teacher like any other good teacher. In the absence of leadership qualities teacher cannot handle his students successfully.

In social science this quality is emphasized in the teacher because he has to exercise a control on his students during tours and excursions which form a part of social science curriculum these days. For a better control the qualities of leadership and direction are desirable in a social science teacher.

A social science teacher is also needed to possess leadership and organisation quality specially to teach the challenged children. For practical and field based activity the teacher should organise activities outside the school. The teacher should be able to manage the permission from school authority as well as parents. He /she should make all the arrangement for successful execution of the activity.

(vii) Knowledge of the syllabus and Curriculum of other subjects and their development

A good social science teacher must have knowledge of the curriculum and, syllabus of other subjects and should know about their development and teaching requirement.

(viii) Knowledge of using and handling of Maps, diagrams, Sketches etc. for challenged children:

Social Science puts more emphasis on the study of cause and effect relationship. Such a relationship is explained with the help of maps, charts, diagrams Time-line etc. So these things (charts, models, maps etc.) occupy an important place in teaching of social science. Maps and charts play a vital role in secondary classes.

(ix) Arrangement of curriculum and syllabus according to season

If possible an effort is made to arrange the curricula on the basis of season and weather to make teaching realistic and interesting. Teaching about rainfall can be taken up by the teacher during rainy season.

It would help to make knowledge more stable and permanent. In the same way the teaching about a particular crop can be taken up during that season in which the crop is actually grown up in the are~

The teaching of Frost, Fog etc. be taken up during winter. Such an arrangement

if made properly will make the teaching of geography very interesting. It would help the teaching of geography and would also help in making full and proper utilization of time available to the teacher for teaching of geography.

(x) Scientific Method of Thinking:

It is essential that a teacher of social science has a scientific way of thinking. Such an attitude on the part of social science teacher is desirable for him to be able to explain the cause and effect relationship which forms the backbone of teaching of social science.

In teaching of social science Heuristic attitude is desirable. Teacher should always impress upon his students not to take anything for granted and to verify facts before accepting them.

(xi) Love for Excursions and Travels:

Excursions and Travels form an integral part of the social science curriculum these days. It is therefore obligatory on the part of geography teacher to arrange such tours and excursions for his students.

The successful organization of such tours and excursions is possible only if the geography teacher himself is interested in tours and excursions. Such tours and excursions enable the child to acquire the knowledge directly by observing various things and geographical phenomenon themselves.

This direct observation provides the students an easy method of acquiring knowledge and is considered very effective and successful. Direct knowledge is considered better than any other type of knowledge. Such knowledge is ever lasting.

Only a teacher who himself is interested in tours and excursions will be able to guide his students in the observation of geographical phenomenon and other things and do justice to his job.

(xii) Interest in collection of things of social science Importance

Social Science museum occupies the most important places in the teaching geography and History. For a good museum we need a good collection of things of geographical and Historical importance.

It is only with the help of such collections and exhibits that one can make teaching of social science more interesting and lively. Such a collection is possible only if the social science teacher has an interest in the collection of things of geographical and

Historical importance. In addition to having an interest in collection of things he should also be interested in organizing the museum.

It is only by properly arranging the things and presenting them in their real form before the students that a geography teacher can make his teaching interesting and lively for his students.

To provide an insight into the knowledge about soil, rocks etc. they can be arranged in some interesting way in the social science museum and presented to the students in most acceptable way. Similarly maps, charts, sketches etc. be properly arranged.

The charts showing the inhabitants of different countries, sea-routes, lands etc. are depicted at some suitable places in the geography room (museum).

(xiii) A Good Story Teller

Story telling is an art and it is the most desirable thing to be possessed by a social science teacher. A good social science teacher should be capable of framing stories connected with different social science aspects and present such stories to his students in an interesting way.

(xiv) An Idealistic and Philosophical Out-look

Such an outlook is essential for a good social science teacher like any other subject teacher. The attitude of a teacher should be based on sound philosophical foundations, so as to develop the feeling of world brotherhood and world fraternity in his students.

(xv) International Understanding:

As it is known that one of the aims of teaching social science is to produce international understanding in the children, It is the purpose of social science teaching to tell the students about various countries, various communities etc.

(xvi) Capacity to Inculcate Interest and Respect for the Subject

To understand a subject the pupil must be interested in that subject and a good teacher is one who can infuse regard for the subject and interest in it. This can be achieved by handling the subject matter in a psychological way. Even the personality, behaviour, mode of teaching etc. of a teacher may incite the students to get interested in social science.

Adopt teaching learning materials for challenged children:

Some children with measured disabilities will require focused instruction in one-

on-one or small- group settings. But other children who need help to keep up with their peers -- especially those with more severe disabilities -- can benefit from machines designed to help them learn! Such "assistive devices" aid their learning, understanding, and participation in the regular classroom environment.

Assistive devices include any device that disabled children (or adults) might use to help them learn and function more effectively. By current estimates, more than 4,000 assistive technologies have been designed for students and teachers. Those devices include everything from wheelchairs to a wide assortment of high-tech tools, including.

- **Hearing aids and amplification devices** that enable hearing-impaired students to hear what's going on in the classroom;
- **Glare-reduction screens, screen magnifiers, and Braille note-taking devices** that enable visually impaired students to participate more fully;
- **Voice-recognition software** that turns the spoken word into type on a computer screen so students unable to move their limbs can take part; and
- Technologies that enable severely disabled students to control their computers simply by following letters and commands on the computer screen with their eyes.

Visuals (or pictures) are a great tool for seeing and understanding. Visual aids allow children the time they need to process what they are being asked to do. They do not disappear into thin air to be forgotten as spoken words or hand gestures do. Visuals can also be sequenced to breakdown and learn a skill bit by bit. Visuals remain the same and allow for identical rehearsal and consistent memory pathways to be created. With this rehearsal and memory of sequenced activities comes learning and understanding and ultimately increased confidence and self esteem. Visual aids should be used in conjunction with other forms of communication such as speech, signing and tactile experiences.

All Children can benefit from using visual aids and especially those who fit into the following categories:

- Down Syndrome
- Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder

- Language Disorders and Delays
- Hearing Impairment
- Developmental Delay
- Oppositional Defiant Disorder
- English as a Second Language
- Learning Difficulties

Visuals will help children who have difficulties with:

- listening and attending
- understanding and responding
- processing sequenced information
- motivation and play
- following instructions and routines
- anxiety and resistance to change
- social isolation and shyness
- challenging behaviour

Teaching learning materials for teaching social science to challenged children:

Each social science topic presents a challenge for the teacher. There is a question how to present, describe to challenge children specially the blind pupils a certain conception, diagram, picture, graph or table. For partially sighted pupils a magnifying glass or electronic magnifier is used. For the blind no graphical picture means any value. Educational material has to be adapted to the visual perception of an individual pupil. Sometimes this is ordinary material or educational material which pupils use with a magnifying glass or an electronic magnifier. For pupils with severe visual impairment who cannot use ordinary material it has to be adapted to enlarged print, be generalized, be coloured intensively or somehow adapted so that it is suitable to individual perception of a partially sighted pupil. Adaptation of textbooks, teaching sheets and visual material should be made carefully. The solution is to make a tactile picture which means a model or a diagram accessible to tactile perception. Tactile maps, plans and sketches are the most characteristic elements at social science lessons for the blind.

- Didactic tactile devices are the basis for successful lessons. Solution may be

simple but it demands some inventiveness.

- Elements of each display have to be clear and adapted to diminished visual perception.
- Display must be made in correct proportion with the thing it presents. Material of composition should resemble the actual object or idea.
- It is right that single parts of display work. Some graphic concepts, pictures, processes or models cannot be simply translated to Braille or adapted into tactile pictures. These have to be made in such a way that they are acceptable to tactile perception or diminished visual perception.
- More exacting conceptions have to be presented as a model. Models can be the starting point for understanding processes and the basis for a wider proceeding of contents. For example, using a model of polder (artificial depression) pupils understand and know the entire image/concept of the Netherlands as a country of polders. Using this model some words like tide, channel with gates, depression, dyke, windmill, drying ... can be explained easily.
- Tactile threshold, size of note in Braille, adequate graphic perception and elimination of unimportant elements has to be born in mind. Diagrams and graphic sketches can be presented using simple techniques, such as a positive, tyflograph (positive pointed drawing), or exacting thermo-vacuum technique.
- Colourful, attractive, bold charts, diagrams, talking calculators, cassettes, CDs and other audio visual aids, Braille, typewriter, tape recorder or computer, magnifying glass, electronic magnifier, individual light, or programs for enlargement (computer) should be available. Use of pencil, which makes strong lines and paper which does not reflect the light are very important for visually impaired children.

Practical experience confirms these displays adapted to tactile and diminished visual perception are most suitable for gathering new knowledge and understanding different social and geographic factors in the environment.

Organisation of co-curricular activities in school for the challenged children:

Mock parliament:

Purpose:

- To bring provincial parliamentary processes to life
- To enhance the understanding of how bills become laws

- To enhance the understanding of the scope and role of provincial ministries
- To help students understand the term "responsible government".

Organisation:

Using the discussion of "characteristics of an effective" leader, students vote for students whom they feel have the qualities that exhibit the best class leader. The student who gets the most votes is the Premier and the second most votes will be the Leader of the Official Opposition.

- The class is then divided into Government and Opposition based on their score on an "ISM" political spectrum test.
- The class is now in their two groups and work to form political parties. The students are to decide a name for their party and what their party platforms will be once they understand where they are on the political spectrum.
- Drafting Bills: working within their political party, students choose a Ministry and draft a Bill. If in government, their Bill will be introduced in the Mock Parliament. If in Opposition, they will draft a Bill, but it will not be introduced in the Mock Legislative Assembly. (These Opposition Bills will be seen during the Debriefing)
- Researching Bills: the students should be given time to research their proposed Bills. For example, if they wish to have government pass an Education Bill on class size language, they will first need to research where their party stands on this issue and convince government to pass the bill.
- Run a mock parliament in the classroom to pass/defeat new Bills over three 55-minute classes.

Organisation of quiz:

- ✓ **Have the subject area coordinator conduct a meeting for all teachers concerned.** Plan about the upcoming school quiz bee. The most important thing for them to do is to make a program outlining the date, venue, time and the different working committees who will be in charge of the said activities.
- ✓ **Require the designated subject coordinator give an instruction to the coaches on how to make a questions which will be used during the quiz bee.**
- ✓ **Choose a quiz master who will read the guidelines and criteria for quiz bee.** Also select tabulators, proctors, a timer, and judges.

- ✓ **Organize registration.** Registration of participants should be done before the opening program, followed by the reading of the guidelines and criteria for judging and the most important is the presentation of participants, working committees, judges and coaches.
- ✓ **Explain the quiz.** The quiz master gives the final instruction to all participants and then conducts the quiz bee right away. After conducting it she will announce the winners and giving of certificates and prizes follow. All the winners should then represent the school during the District Quiz Bee.

Organisation of Field trip:

1. Build up your knowledge

Build up your own knowledge and resources relating to the site including: key sites, species, significant features, importance, National parks, agriculture, industry connections and tourism.

2. Approval process

Teachers need to gain approval for excursions by following their school policy. In seeking approval from their Principal, teachers should have firsthand knowledge of the field trip sites. Teachers need to be convinced of the educational benefit for the excursion, stating the reason to visit as being pivotal to key learning areas, the field trip as a key motivator for students in active learning, engaging and appropriate to key stage and development requirements.

3. Health and Safety Issues

An excursion is a highly valuable firsthand experience for students. However to ensure the safety and well being of students and staff important considerations must be made.

Teachers must accept full responsibility for taking their students on excursions and we recommend that each teacher do a site visit and risk assessment for excursion sites before taking students into the field. When endeavouring on an excursion follow your school guidelines.

4. Visit the site

It is essential that you visit and investigate your excursion site prior to your excursion. This will enable you to plan your excursion effectively complete a risk assessment and ensure you have a good knowledge of site. No sites should be visited unseen.

5. Timing

When planning your excursion consider the timing of your excursion. October to March is key time for excursion with more reliable weather that also avoids extreme heat and cold in India.

6. Students needs

Individual student considerations will need to be taken into account by the class teacher including dietary, mobility and behavioural factors. If additional support is required this must be organized well in advance of the excursion day.

7. Parents and permission

Provide parents with information along with their permission forms. Information should include excursion location, times, travel, costs, support staff, curriculum links, appropriate clothing and whether food and water is necessary.

8. Costs

Consideration must be given to the cost of the excursion. Of primary concern are transport costs.

This could include depending upon the site, bus hire, boat, charter or paddle steamer hire.

Undertake research as to whether your excursion could be fully or partly subsidized to assist your principal and school families. Funds could be targeted from key learning areas budget such as humanities or science. It may be worthwhile talking with local organizations, the P&C, local industries, and through drought assistance funding provided by the commonwealth government.

9. Student Preparation

Ideally before your excursion it is important to build students prior knowledge around the excursion site as well as to explore current issues surrounding that place.

10. Equipment

When planning fieldwork the following materials and equipment should be taken.

- Binoculars
- Clip boards
- Pencils

- Art materials- crayons, coloured pencils or charcoal
- Digital cameras for records
- Tissues
- First aid kits
- Students medication.
- Monitoring equipment
- Charged Mobile Phone
- Emergency contact list
- Spare paper for incident recording
- Class roll with list of students needs

Excursion Risk Assessment

Witches hats for laying our boundaries and defining areas

Whistle

Hats and sunscreen

Rain jackets

Enclosed shoes

Organisation of Exhibition

Steps to Coordinate and Conduct a School Exhibition /Fair:

- Choose a chairperson(s) that will oversee the entire Exhibition
- Solicit volunteers for the committee.
- At the first planning meeting, set dates and deadlines for the exhibition, including the date of the exhibition, set up and take down of projects, deadline for student topic / project submission. Decide if you will provide the project board or if the students will need to use their own. Also, work with the school principal and / or teachers to determine if grades will be involved with the projects, if the projects should be mandatory or voluntary, the format the projects should follow, and the rules. Be sure to consider the venue for the contest paying careful attention to the amount of display space and the number of

tables available. Allow a table for each project as well as tables for clerical/ administrative needs. Draw a layout plan, and determine the number of volunteers needed to manage each area.

- Once the layout and rules have been established, create an information sheet to distribute to students and parents about the exhibition stating general information and the project guidelines. Be sure to stipulate any safety related restrictions.
- Begin to recruit judges at least three months prior to the exhibition. Be sure to keep them updated with reminders at the beginning of each month, the week before, and week of the judging. It is better to accept what you feel will be almost too many judges ... schedules do change at the last second and it is always nice to have a back up judge! It is also considerate to give the judge projects in his / her area of specialty. Ask the judge for any preferences in advance, and then have a list prepared to email beforehand to him / her for review. (This is where a database becomes very helpful!)
- Establish guidelines for how the students are to submit, set up and represent their projects. Distribute the guidelines as well as a floor plan to the students and their teachers in advance.
- Order any prizes and establish a method for printing certificates. It may take a couple of weeks for the prizes or certificate paper to arrive. Be sure to generate certificates or letters of appreciation to present to your volunteers.

5.8 Check Your Progress

1. What is reflective practice?

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2. Give two advantages of action search.

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3. State the steps for developing an action research plan.

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4. Define case study approach.

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5. Mention any two needs of case study method.

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6. Mention two necessities of a professional portfolio.

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7. What are the components of a professional portfolio for teachers?

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8. Name two important professional competencies of a social science teacher for challenged children.

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9. Discuss the competencies that a history teacher should possess to teach the children with disabilities.

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5.9 Let us sum up:

Action research stands for relatively a new approach and attitude towards conducting research in the area of the educational researches. In the school situations it concerns itself with the immediate problem faced by the teacher and administrators. In its nature, operation and applicability, action research differs significantly from the traditional researches. It was Stephen M. Corey who tried to provide action research a solid foundation in 1953 through his book "Action Research to Improve School Practices". The main objective for carrying action research is to make the practitioner more conscious about their problems and to seek their immediate solution with their own efforts by engaging in the necessary task of action research.

Case study research is descriptive research that involves describing and interpreting events, conditions, circumstances or situations that are occurring in the present. It derives much of its philosophical underpinnings and methodology from ethnography and phenomenology. It follows the 'social constructivism' perspective of social sciences. A case study can be conducted to explore, to describe or to explain a phenomenon.

A professional portfolio is a record of goals, growth, achievement and professional attributes developed over time and in collaboration with others. For teachers, a professional portfolio is a thoughtfully organised collection of artefacts that illustrates

professional status, pedagogical expertise, subject matter knowledge, knowledge of learning processes, and professional and personal attributes that contribute to teaching. A professional portfolio has value both as a process of assessment and evaluation and as a product of that process. Artefacts chosen for inclusion in the portfolio should represent at least one vital aspect of teaching. It should be meaningful to those who will go through it.

5.10 References:

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Notes

Notes

মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

— রবীন্দ্রনাথ ঠাকুর

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নূতন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে ধূলিসাৎ করতে পারি।

— সুভাষচন্দ্র বসু

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

— Subhas Chandra Bose

(Not for sale)