TAMIL NADU TEACHERS EDUCATION UNIVERSITY
Chennai-600 097

Course Material for B.Ed (First Year)

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Course 7a: Pedagogy of Social Science

Prepared by

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UNIT – I AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCE

At the end of the course, the student teachers will be able to:

 ➢ Know the nature and scope of social science

 ➢ Understand aims of teaching social science

 ➢ Interest to learn objectives of social science

 ➢ Analyze need and importance of teaching social science

 ➢ Acquire knowledge of values social science

Social Science: Meaning

Social science is a major category of academic disciplines, concerned with society and the relationships among individuals within a society. It in turn has many branches, each of which is considered a "social science". The main social sciences include economics, political science, human geography, demography, and sociology. In a wider sense, social science also includes some fields in the humanities[1] such as anthropology, archaeology, jurisprudence, history, and linguistics. The term is also sometimes used to refer specifically to the field of sociology, the original 'science of society', established in the 19th century. A more detailed list of sub-disciplines within the social sciences can be found at Outline of social science.

Positivist social scientists use methods resembling those of the natural sciences as tools for understanding society, and so define science in its stricter modern sense. Interpretivist social scientists, by contrast, may use social critique or symbolic interpretation rather than constructing empirically falsifiable theories, and thus treat science in its broader sense. In modern academic practice, researchers are often eclectic, using multiple methodologies (for instance, by combining the quantitative and qualitative researchs). The term social research has also acquired a degree of autonomy as practitioners from various disciplines share in its aims and methods.

Nature

Nature, in the broadest sense, is the natural, physical, or material world or universe. "Nature" can refer to the phenomena of the physical world, and also to life in general. The study of nature is a large part of science. Although humans are part of nature, human activity is often understood as a separate category from other natural phenomena.

The word *nature* is derived from the Latin word *natura*, or "essential qualities, innate disposition", and in ancient times, literally meant "birth". *Natura* is a Latin translation of the Greek word *physis*, which originally related to the intrinsic characteristics that plants, animals, and other

features of the world develop of their own accord. The concept of nature as a whole, the physical universe, is one of several expansions of the original notion; it began with certain core applications of the word φύσις by pre-Socratic philosophers, and has steadily gained currency ever since. This usage continued during the advent of modern scientific method in the last several centuries.

Within the various uses of the word today, "nature" often refers to geology and wildlife. Nature can refer to the general realm of living plants and animals, and in some cases to the processes associated with inanimate objects – the way that particular types of things exist and change of their own accord, such as the weather and geology of the Earth. It is often taken to mean the "natural environment" or wilderness–wild animals, rocks, forest, and in general those things that have not been substantially altered by human intervention, or which persist despite human intervention. For example, manufactured objects and human interaction generally are not considered part of nature, unless qualified as, for example, "human nature" or "the whole of nature". This more traditional concept of natural things which can still be found today implies a distinction between the natural and the artificial, with the artificial being understood as that which has been brought into being by a human consciousness or a human mind. Depending on the particular context, the term "natural" might also be distinguished from the unnatural or the supernatural.

Scope

The word "science" is older than its modern use. The word has become a short-form for "natural science". It is a recent development that society has become the object of an organized body of knowledge which can be standardized and taught objectively, while following its own rules and methodology.

The Social science has a wide scope. The **social sciences** comprise academic disciplines concerned with the study of the social life of human groups, animals and individuals including anthropology, archeology, communication studies, cultural studies, demography, economics, human geography, history, linguistics, media studies, political science, psychology, social work and sociology.

Mathematics, and study of history, poetry or politics had no difference in the past. With the development of mathematical proof the people perceived the difference between scientific disciplines and others. Aristotle studied poetry and planetary motion at the same time with the same methods, and Plato mixed geometrical proofs with his demonstration on the state of intrinsic knowledge.

The study of social sciences is considered as vital for the future of the society through out the world and provides many degrees in the respective fields.

The Public Administration, one of the main branches of political science, can be described as the development, implementation and study of branches of government policy. The non-government organizations (NGO's) are working for the betterment of the society through out the world.

The social sciences are sometimes criticized as being less scientific than the natural sciences in that they are seen as being less rigorous or empirical in their methods. This claim has been made in the so-called science wars and is most commonly made when comparing social sciences to fields such as physics, chemistry or biology in which corroboration of the hypothesis is far more incisive with regard to data observed from specifically designed experiments. Social sciences can thus be deemed to be largely observational, in that explanations for cause-effect relationships are largely subjective. A limited degree of freedom is available in designing the factor setting for a particular observational study. Social scientists however, argue against such claims by pointing to the use of a rich variety of scientific processes, mathematical proofs, and other methods in their professional literature.

The modern world is making progress by leaps and bounds and the social sciences have its vital role in the development of the world. The following main branches of social science deal with the main issues facing by the modern world.

The human being is surrounded by the unlimited problems and as a human being one needs to solve them desperately.

Social work is concerned with social problems, their causes, their solutions and their human impacts. Social workers work with individuals, families, groups, organizations and communities. Social Work is the profession committed to the pursuit of social justice, to the enhancement of the quality of life, and to the development of the full potential of each individual, group and community in society.

Social work is unique in that it seeks to simultaneously navigate across and within micro and macro systems -in order to sufficiently address and resolve social issues at every level. Social work incorporates and utilizes all of the social sciences as a means to improve the human condition.

Following are the main branches of social sciences that deal with the modern problems of the modern world of 21st century.

Economics is a social science that seeks to analyze and describe the production, distribution, and consumption of wealth. The classic brief definition of economics, set out by Robins in 1932, is "the science which studies human behavior as a relation between scarce means having alternative uses." Without scarcity and alternative uses, there is no economic problem.

Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge positive judgment and well-developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation. It draws on many disciplines such as psychology, philosophy, computer science, linguistics, neuroscience, sociology and anthropology.

Geography as a discipline can be split broadly into two main sub fields: human geography and physical geography. The former focuses largely on the built environment and how space is created, viewed and managed by humans as well as the influence humans have on the space they occupy. The latter examines the natural environment and how the climate, vegetation & life, soil, water and land form are produced and interact. As a result of the two subfields using different approaches a third field has emerged, which is environmental geography.

History is the continuous, systematic narrative and research of past events as relating to the human species; as well as the study of all events in time, in relation to humanity. History can be seen as the sum total of many things taken together and the spectrum of events occurring in action following in order leading from the past to the present and into the future. The historical method comprises the techniques and guidelines by which historians use primary sources and other evidence to research and then to write history.

Law in common place, means a rule, which (unlike a rule of ethics) is capable of enforcement through institutions. Law is not always enforceable, especially in the international relations context. It has been defined as a "system of rules", as an "interpretive concept" to achieve justice, as an "authority" to mediate people's interests, and even as "the command of a sovereign, backed by the threat of a sanction". However one likes to think of law, it is a completely central social institution. Legal policy incorporates the practical manifestation of thinking from almost every social sciences and humanity.

Linguistics investigates the cognitive and social aspects of human language. The field is divided into areas that focus on aspects of the linguistic signal, such as syntax (the study of the rules that govern the structure of sentences), semantics (the study of meaning), phonetics (the study of speech sounds) and phonology (the study of the abstract sound system of a particular language); however, work in areas like evolutionary linguistics evolutionary linguistics (the study of the origins and evolution of language) and psycholinguistics (the study of psychological factors in human language) cut across these divisions.

Political science is an academic and research disciplines that deals with the theory and practice of politics and the description and analysis of political systems and political behaviour. Fields and subfields of political science include political economy, political theory and philosophy, civics and comparative politics, theory of direct democracy, apolitical governance, participatory direct democracy, national systems, cross- national political analysis, political development, international relations, foreign policy, international law, politics, public administration, administrative behaviour, public law, judicial behaviour, and public policy. Political science also studies power in international relations and the theory of Great powers and Superpowers.

Psychology is academic and applied field involving the study of behaviour and mental processes. Psychology also refers to the application of such knowledge to various spheres of human activity, including problems of individuals' daily lives and the treatment of mental illness.

Sociology is the study of society and human social action. It generally concerns itself with the social rules and processes that bind and separate people not only as individuals, but as members of associations, groups communities and institutions and includes the examination of the organization and development of human social life. The sociological field of interest ranges from the analysis of short contacts between anonymous individuals on the street to the study of global social process. Most sociologists work in one or more subfields.

There are so many other fields that enhance the scope of social sciences in the century of machines.

Human life is enveloped by social sciences in one shape or other. The man of 21st century is surrounded by unlimited problems; social sciences are the solutions of these problems. Natural science talks about the facts of the universe; it is social sciences that deal with these facts.

Aims and objectives of teaching social science in school
AIMS OF TEACHING SOCIAL SCIENCE

"The aim of social science is not to please not to give practical maxims of conduct, nor to five one with patriotic ferrror, nor to afford unusual training nor to arose the emotions but to equip the readers with knowledge, pyre, simple and truthful;

- To promote self-understanding
- To proper conception of time, space and society.

- To enable the pupils to assess the values and achievement of their own age.

- To teach tolerance.

- Feed the education of intellect and leave the refer to social science.

- To awakes interest in the subject and to keep it.

- Modern youth is to be equipped intellectually to the fullest.

- It is a storehouse of wisdom.

- It inculates intellectual discipline.

- Development of memory, imagination and reasoning power.

The objectives of teaching the social sciences at the upper primary stage are:

❖ To develop an understanding about the earth as the habitat of humankind and other forms of life.

❖ To initiate the learner into a study of her/ his own region, state, and country in the global context.

❖ To initiate the learner into a study of India's past, with references to contemporary developments in other parts of the world.

❖ To introduce the learner to the functioning and dynamics of social and political institutions and processes of the country.

At this stage, the subject areas of the social sciences—drawing their content from history, geography, political science, and economics—will be introduced. The child may be introduced simultaneously to contemporary issues and problems. Emphasis needs to be given to issues like poverty, illiteracy, child and bonded labour, class, caste, gender, and environment. Geography and Economics may together help in developing a proper perspective related to issues concerning environment, resources and development at different levels, from local to global. Similarly, History will be taught emphasising the concepts of plurality. The child will be introduced to the formation and functioning of governments at the local, state, and central levels, and the democratic processes of participation.

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

❖ Understand the processes of economic and social change and development with examples from modern and contemporary India and other parts of the world.

❖ Critically examine social and economic issues and challenges like poverty, child labour, destitution, illiteracy, and various other dimensions of inequality.

❖ Understand the rights and responsibilities of citizens in a democratic and secular society.

❖ Understand the roles and responsibilities of the state in the fulfilment of constitutional obligations.

❖ Understand the processes of change and development in India in relation to the world economy and polity.

❖ Appreciate the rights of local communities in relation to their environment, the judicious utilisation of resources, as well as the need for the conservation of the natural environment.

At the secondary stage, the social sciences comprise elements of history, geography, political science, and economics. The main focus will be on contemporary India and the learner will be initiated into a deeper understanding of the social and economic challenges facing the nation. In keeping with the epistemic shift proposed, contemporary India will be discussed from the multiple perspective including the perspectives of the adivasi, dalit, and other disenfranchised populations, and efforts should be made to relate the content as much as possible to the children's everyday lives. In History, the contributions of various sections/ regions to India's freedom struggle can be studied, as well as other aspects of recent history, in the context of developments in the modern world. Aspects of Geography should be taught keeping in mind the need to inculcate in the child a critical appreciation for conservation and environmental concerns. In Political Science, the focus should be on discussing the philosophical foundations that underlie the value framework of the Indian Constitution, i.e. an in-depth discussion of equality, liberty, justice, fraternity, dignity, plurality, and freedom from exploitation. As the discipline of Economics is being introduced to the child at this level and it is important that the topics discussed should be from the perspective of the masses. For example, the discussion of poverty and unemployment should no longer be undertaken in terms of statistics, but instead should derive from an understanding of the elitist functioning of many economic institutions and the inequality sustained by economic relations. Also, given that this is the stage at which choices are made about which disciplines to pursue for further study, it is important that students be introduced to the nature, scope, and methods of each of these disciplines. Needless to say, the latter should not overload students with additional information, but instead should explain to them

what the future study of the discipline might hold in store and link these points to the creation of desirable skills.

Need and significance of teaching social science

NEED

The traditional type of procedure of teaching does not provide for the active participation of the child in the learning-teaching process. It considers the child as a passive being. weakly It does not provide sufficient opportunities for the child express himself. Students wrakly learn by theheart the subject matter without understanding its meanings and significance. Ready-made knowledge is given to them, there is a lack of incentive for exercising imitative, originality and independent thinking. There is always the possibility that the child recites correctly and yet fails comprehend the real meaning of what he has committed temporally to memory.

Education for democracy is of recent origin. In the past the social aspect was not stepped. But now it is recognised that there must be a proper social setting and through education the child is to be prepared for social participation. Teaching as well as learning are seen in a social setting under the impact of sociological approach. Gandhiji said, " I value individual freedom but you must not forget that man is effentially a social being. He has rises to his present status by learning to adjust his individualism to the require ments of social progress". Child being a social animal should be prepared for social participation. He is to be equipped with skills and abilities that would make him a better and useful member of the society. In the past such a comprehensive of education was not takes into consideration in the educative process. Socialised recitation is one of the techniques of developing social understanding in children.

1. Social scientists help us imagine alternative futures.

Social science can open up debate and give us a say in shaping our collective future. The social sciences developed as a field of study during the nineteenth century. Social science helped people understand the consequences and application of the new technologies of the age, such as steam power.

The growth of railways and factories not only transformed the economy and the world of work, but also changed forever the way people organised their family lives and leisure. Today nanotechnology and advances in medical research will have a significant impact on the way we live.

They present us with a bewildering range of ethical, legal and social issues. But it isn't enough to rely on the scientists. We also need social scientists to analyse and critique what's going on. That way we will make informed choices that shape the future.

2. Social science can help us make sense of our finances.

Social science is not just important for the future but for what's happening now. We all resent paying to withdraw our money from cash machines. Charges can amount to £120 per year. Social scientists working on behalf of the Runnymede Trust found that this doesn't just this depend on where we live, but that black and minority ethnic people are more likely to live in areas where they're forced to pay.

This put pressure on banks to ensure we all have access to machines that don't charge. A range of social scientists – not just economists but also psychologists, sociologists and political scientists, for example □ can help us understand the economic crisis and weigh up decisions we make for ourselves and those which governments make on our behalf. Without this kind of analysis we may feel like pawns in a global game of chess.

With the knowledge and understanding that social science offers us, we will feel empowered to act for ourselves, and to influence decisions being made on our behalf.

3. Social scientists contribute to our health and well-being.

From sports sociologists to public health experts, from those interpreting medical statistics to those evaluating policies for our care in old age, social scientists are working hard to make sure that our health, leisure and social care services work to best effect.

Social geographers at the University of Sheffield, for example, have shown that those of us who don't follow eating advice are not simply weak□willed or ignorant. Our eating habits are influenced by a whole range of circumstances. Some apparently unhealthy choices may seem rational:

if the person doing the shopping knows that others will simply not eat the healthy option and it will just go to waste, they may simply not buy it.

So it's no good just giving people a booklet on healthy eating. Effective nutritional advice needs to be tailored to people's everyday lives and contexts.

4. Social science might save your life.

Psychologists at the University of Liverpool spent time in a steel factory to work out what needs doing to create a safer environment. Accidents at work happen even in the best regulated companies that provide staff training and take all necessary precautions.

A top down imposed safety regime simply doesn't work. It's when people see unsafe work practices as unacceptable and take decisions as teams that workplaces become safer. Employers need to see people as individuals who take their lead from those with whom they identify. These principles have also been shown to work in crowd control.

When those responsible for crowd management at football matches are trained in techniques which take this into account, there's virtually no trouble.

5. Social science can make your neighbourhood safer.

One common myth is that if you take measures to reduce crime in one neighbourhood the criminals simply move on, leading to increased crime in another area. Sociologists at Nottingham Trent University worked closely with police to reduce crime through a method involving scanning for crime patterns.

They were able to identify patterns that regular police work had not picked up, so avoiding guess work and lost time. A technique called situational crime prevention developed by the same team is now regularly used by the police, working with the public and private sectors to prevent crime. Together they make things more difficult for would be criminals.

For example, in one area there was a serious problem of lead being stolen from community building roofs. By working with dealers in the scrap metal market, and persuading them to keep records, it then became too risky to buy what might be stolen lead.

6. We need social scientists as public intellectuals.

British society is sometimes said to be anti intellectual. Yet in our fast changing world, there is a place for the social scientist as public intellectual. This doesn't have to be a succession of boring grey talking heads, such as you can find on French TV any night. That's enough to cause anyone to start channel surfing. Social scientists have a duty to make their work interesting and engaging to the rest of us.

They need to explain not only why social science is relevant but do it in a compelling way. Then we will want to listen, read and find out more. Perhaps more social scientists will have to become active listeners, talking more often to the public, each other and to scientists.

Then we can get all the disciplines around the table together. In a knowledge based world, we need people who can integrate a variety of different types of knowledge, and that come from different intellectual roots and from a range of institutions to work together.

7. Social science can improve our children's lives and education.

All societies and all governments want to show they are dong the best for children. Yet too often education reform seems to take place without regard for the best interests of the learners. Education research shows that many parents, particularly parents of younger children, are more concerned that their children enjoy school, than that they are academic stars.

By working with students of all ages to understand their perspectives on schooling, researchers at the universities of Cambridge and Leeds have discovered new insights into what makes effective schools, and what makes for effective school leadership.

We just need to listen to children, provide structured opportunities for them to give their views, and prepare adults to really listen. Today even OFSTED, the school inspection service, has to listen to children's viewpoints.

8. Social science can change the world for the better.

We can generally agree that world needs to be a safer place where all people can enjoy basic dignity and human rights. This is the case even when we can't always agree on what we should do to make this happen. Social scientists working in interdisciplinary teams have made their mark in the area of human welfare and development.

They are concerned with the social and economic advancement of humanity at large. They work with government institutions, UN organisations, social services, funding agencies, and with the media.

They are influencing the work of strategists, planners, teachers and programme officers in developing and growing economies, like India, to influence development so that it impacts on the lives of the poorest members of society. For example, social scientists from the Delhi School of Economics are cooperating with colleagues at SOAS, University of London to explore the impact of legislation in India to guarantee minimum wages for rural unskilled manual labourers on the loves of women.

They found the new law provided opportunities for some women to become wage earners where none had existed before, reducing the risk of hunger and the chances of avoiding hazardous work. But they also identified barriers to women benefitting from the changes, including harassment at the worksite.

Those working in development studies are then able to support women's ability to benefit by looking for creative solutions to such problems.

9. Social science can broaden your horizons.

For debates about feminism, peace, ecology, social movements, and much more, social science offers each of us new perspectives and new ways of understanding. Whether your idea of relaxation is visiting a museum, watching soaps, or chatting online, social science encourages a fresh look at our everyday activities and culture.

Social scientists at the University of Leicester are making an impact on museums across the world, with the goal of making them more inclusive, abler to challenge prejudices, inspire learning and be more relevant in contemporary society.

One example is their work with the Gallery of Modern Art in Glasgow to involve local communities and international visitors alike in engaging with exhibitions on a range of social justice issues from sectarianism to gay rights, through programmes including arts workshops and residencies.

10. We need social science to guarantee our democracy.

Social science offers multiple perspectives on society, informs social policy and supports us in holding our politicians and our media to account.

The Centre for the Study of Global Media and Democracy at Goldsmith's College, London is monitoring how transformation from traditional to digital media is examining the move away from traditional journalism and politics to where we as citizens try to be community journalists, presenting our own accounts on line. The work brings together specialists in media and communications, sociology and politics.

Individual citizens may feel empowered by this but there are risks in turning away from traditional journalism, including fewer opportunities for in depth analysis and critique of powerful interests. This work by social scientists is critical in protecting a modern and transparent democracy. Just think what might happen without it.

Values of teaching social science

Functions aims and values of teaching social studies

For proper teaching of a subject it is essential to have a knowledge of aims and objectives of the subject. This is also true for the teaching of social studies. Various method of teaching are then evolved according to these aim and objectives. For determining the aims to teaching any subject we have to take into consideration the utility and usefulness of that subject. We have material as well as spiritual life it is essential that we have a well founded material life

The important functions of social studies are ; 1. social experience social studies provides social experience to our pupils. Though child has varied social experience with his parents, relation, neighbors, relatives, friends etc.. Before he joins the school but in the school he gains new and varied experience as he interact with his classmates, teachers and others.

Social skills to make his social experience meaningful he is also provided with the skills and technique to apply his experience into practical life. Social skills are as important as the skills of reading, writing etc.

Social knowdetge in addition to providing social experience and social skills a study of social studies also provides a lot of information regarding man relationships this knowledge helps the child to know the correct facts and helps in to make correct interpretation, judgments and generalization.

Social Standards Every society has a certain code of social standards for its members. These generally include that the individual member of the society. Should speak the truth, obey the low, perform his duties and maintain a desirable behavior.

To enrich and develop the lives of pupil within their environment. 2. Acquisition of knowledge and understanding. 3. Training in desirable patterns of conduct. 4. Development of right attitudes. 5. Strengthening national and international integration. 6. Socialization of pupils.

1. Social learning

2. Knowledge with experience

3. Competence in tackling problems

4. Training in co-operation

5. Help for the slow and the backward

6. Skill in selection

The aims and objectives of teaching various subjects are normally very similar and they are generally guided by economic and social consideration. The aims and objectives of teaching social studies include all the aims and objectives of education. Different writers have listed these aims and objectives in different ways. Incase of social studies, it is said that "the outstanding purpose of

instructions in social studies is to produce citizens and to aid pupils in the formation of a higher type of social studies character".

Questions

1. Explain the nature and scope of social science?

2. Describe the values of teaching social science?

3. Write about on objective of teaching social science?

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UNIT II PLANNING FOR INSTRUCTION

Objectives:

  ➢ Understand the steps in planning a lesson and setting lesson goals

  ➢ Draw designing a lesson plan

  ➢ Understand bloom taxonomy of educational objectives

  ➢ Know different types of test items

  ➢ Understand formative evaluation procedures

INTROUDUCTION

      An organized planning always plays a substantial role in the execution of any task in our life. This is why, planning is a must for the successful execution of a task or a project. It not only caters to the proper realization of the aims or purposes of doing that task but also helps in proper utilization of the time and energy on the part of human and material resources. The same is equally true for the process of teaching-learning. The teachers who plan their work properly are quite efficient and effective in their teaching task. This is why; a Social Science teacher should concentrate on a wise planning of his teaching and instructional work carried along with his students during the whole session.

MEANING OF INSTRUCTION

      At the time of imparting instruction, i.e., teaching-learning of a particular lesson, unit or sub-unit of Social Science, a teacher has to place before him some definite and very specific objectives which would be attained within a specified classroom period and resources in hand. Through these specific classroom teaching-learning objectives, known as instructional objectives, a teacher tires to bring desired changes in the behavior of his pupils. In this way, the term instructional objectives in relation to the teaching of Social Science 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 the process of classroom instruction is over.

      In fact, what a teacher obtains as instructional output in the teaching-learning process are nothing but some type of behavioural change in the pupils that may be expected as a result of the instruction related to a particular lesson, unit or sub-unit of the subject. Instructional objectives are thus nothing but description of the pupil's terminal behavior expected out of the ongoing classroom instruction.

DESIGNING A UNIT PLAN

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

Thus, by the term unit we may understand one of the most complete and meaningful sub-divisions of prescribed course of a subject, centred around a single principle, process, problem or purpose that is capable of helping in the realization of the desired teaching-learning of the subject.

Carter V. Good: "Unit may be described as an organization of various activities, experiences and types of learning around a central problem or purpose developed comparatively by a group of pupils under teacher-leadership."

IMPORTANCE AND ADVANTAGES OF UNIT PLANNING

➢ The syllabus in terms of contents and learning experiences to be covered in the whole session is suitably divided into units in view of the time available for the teaching of Social Science. It helps in the proper coverage of the syllabus within the available time and duration of the session.

➢ Unit planning has a proper provision for the diagnosis of the learning difficulties of the students and subsequent remedial instruction.

➢ Units represent the unified and integrated wholes of the meaningful and purposeful content material and learning experiences. The organization of the subject matter and learning experiences into such meaningful wholes is quite advantages both from the educational as well as psychological angles to the students.

DESIGNING LESSON PLAN

In simple words lesson planning in Social Science means the planning of a daily lesson related to a particular unit of the subject Social Science to be covered by the Social Science teacher in a specific school period for the realization of some stipulated instructional objectives. It is a sort of theoretical chalking out of the details of the journey that a Social Science teacher is going to perform practically in the classroom along with his students.

Now the work of chalking out the details of such journey or preparation on the part of a teacher for executing the task of actual classroom teaching may be done either at the cognitive level or prefer in the written form by writing a lesson plan.

In this planning, a teacher of Social Science may have to pay considerations to the following essential aspects:

- o Broader goals of objectives of the subject Social Science
- o Setting and defining of the classroom objectives related to the present unit of Social Science.
- o Organization of the relevant subject matter to be covered in the given lesson for the realization of the set objectives.
- o The decision about the method of presentation of the subject matter, teaching strategies, classroom interaction and management.
- o Appropriate provision for evaluation and feedback.

HOW TO PLAN LESSON FOR TEACHING SOCIAL SCIENCE

The educationists and researchers in the field of pedagogy have suggested, from time to time, some appropriate guidelines for the planning of these daily lessons. However, the schedule suggested by the renowned educationist Herbart in the shape of his famous five steps has remained quite popular for the planning in almost all the subjects of school curriculum. The five steps suggested by him for the lesson planning are as below: Preparation, Presentation, Comparison and association, Generalization and application.

MODEL LESSON PLAN

Name of the Student teacher: XXXXXXXX

Name of the School: XXXXXXXX   **Class Section/Session: XXXXX**

Subject: Teaching of Social Science   **Unit: VI**

Topic : India's First War of Independece-1857   Date: XXXX

Objectives	The student teacher will be able to : i) Know the names of the main heroes of the first war of independence. ii) Understand India's first war of independence was fought. iii) Describe the causes of the first war of independence. iv) Analyze the factors or causes leading to the failure of the war. v) Recall about the main events of the first war of independence in detail.
Instructional Materials	i) Pictures/charts of the main heroes of the first war of independence ii) Model of army weapons iii) Indian outline map iv) Power point presentation
Previous knowledge of the students	1. When did India get freedom? 2. Who was ruling India before its independence in 1947? 3. What did Indians do for getting them freed from the British subjugation?
	The teacher raises the following questions to motivate the students to study the lesson**.** 1. Are you know Independence war? 2. Could say any independence country name in the world? 3. Who was ruled before independence of India? After this process the teacher writes the lesson title **"India First war of Independence-1857"** on the black board.

Content/Concept	Specification of Behavioural changes	Learning Experiences (Teacher/Learner Activities)	Evaluation
The main causes of the war: **Political cause:** Lord Dalhousie new rules and regulations against for Indian rulers.	Listen, Observes	All these factors and causes presents before the students through a chart or transparency. This also explains, discusses and shows in the map to the students for their clear grasping.	Which state was ruled by Rani Lakshmi bai in the first war of Indian independence?
Military Causes: Being paid less salary to Indian soldiers – Indian soldiers could be sent overseas for fighting.	Understands, Clarifies Describes	Students listen to the teacher and carefully observe the graphic aids for acquaints with the political causes of the expansions of the war. After power point presentation, this fully	Who was the governor general of during first war of Indian Independence?
Religious and Social Causes: Widow marriage – Ban on sati Partha.	Analyzes	explains and discusses with the students for proper clarification and reflective thinking by the students.	What are religious and social causes for begun first war of Indian Independence?
Causes of failure of the war: Its immature initiation earlier than the scheduled date of 31st May, 1857. Its limitation to northern India only.		The students cooperate with the teacher in responding to the question asked by the teacher during and after the presentation of the social and religious causes. The teacher and students analyzes the following points: lack of single purpose or goal; lack of resources; lack of proper organization and leardership.	
Discussion Method	Clarifies	The teacher is giving a topic to the students for	Which foreign traders

		discussion. **"Economic Causes of the first war of Indian Independence"** Students take active part in knowing about the economic causes for the resentment growing among the Indian masses against the British rulers by actively responding to the questions put to them by the teacher.	occupied Indian business? Who was destroyed Indian economy in 1857?
Summary	Recalls	The teacher utilizes power point presentation for summary of the lesson.	

Follow up activities:

1. **Draw a time line chart and mention important events from 1850 to 1900.**

Signature of the Guide   **Signature of the Student-teacher**

TAXONOMY OF OBJECTIVES IN THE COGNITIVE DOMAIN

Knowledge : it represents the lowest level of the objective belonging to the cognitive domain and primarily aims for the acquisition of the knowledge concerning:

 a) Specific facts, teriminolgy, methods and process and

 b) Generalized priniciples, theories and structures.

 The knowledge objectives mainly call for the recall and recognition level of one's memory and therefore, their evaluation is primarily made through a simple recall or multiple choice type questions.

Comprehensions: it is based on knowledge. If there is no knowledge, there will be no comprehension. On the ladder of the acquisition of cognitive abilities, its level is little higher than the knowledge. Specifically, it means the basic understanding of the facts, ideas, methods, processes, principles or theories, etc.,

Application: the knowledge is useful only when it is possible to employ it. The application of an idea, principle or theory may be made possible only when it is grasped and understood properly. Therefore, the category of application automatically involves both the earlier categories, ie., knowledge and comprehension. Under this objective the learner is required to acquire the ability to make use of the abstract or generalized ideas, principles in the particular and concrete situations.

Analysis: analysis refers to an understanding at a higher level. It is a complex cognitive process that involves knowledge, comprehension as well as application of an idea, fact, principle, or theory. Through the realization of these objectives the learner is expected to acquire the necessary skill in drawing inferences, discriminating, making choices and selection, and separating apart the different components or elements of a concept, object or principle.

Synthesis: the objectives belonging to this category aim to help the learner to acquire necessary ability to combine the different elements or components of an idea, object, concept, or principle to produce an integrated picture, i.e a figure of wholeness. As a result he may be expected to propagate or present a theory or principle by combining different approaches, ideas, view-points. He may arrive at something new or originate some novel things or ideas after synthesizing all what is known to him earlier. In this way, it calls for creativity aspect of the cognitive abilities and therefore may be considered definitely a higher level of learning involving knowledge, comprehension, application as well as analysis.

Evaluation: this category of objectives aims to develop in the learner the ability to make proper value judgment about what has been acquired by him in the form of knowledge, understanding, application, analysis and synthesis. It represents definitely the highest level of the objectives belonging to the cognitive domain and involves all the five categories described earlier. As a result, the learner is expected to take proper decision about the quantitative and qualitative value of a particular idea, object, principle or theory. He may arrive at an appropriate decision about the matter and methods by making use of all the cognitive abilities acquired through the earlier categories of cognitive objectives.

TAXONOMY OF OBJECTIVES IN THE AFFECTIVE DOMAIN

The affective domain describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. We found a large number of such objectives in the literature expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

Here are descriptions of each step in the taxonomy, starting at the most basic level.

Receiving is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them. Examples include: to differentiate, to accept, to listen (for), to respond to.

Responding is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. Examples are: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.

Valuing is willing to be perceived by others as valuing certain ideas, materials, or phenomena. Examples include: to increase measured proficiency in, to relinquish, to subsidize, to support, to debate.

Organization is to relate the value to those already held and bring it into a harmonious and internally consistent philosophy. Examples are: to discuss, to theorize, to formulate, to balance, to examine.

Characterization by value or value set is to act consistently in accordance with the values he or she has internalized. Examples include: to revise, to require, being rated high in the value, to avoid, to resist, to manage, to resolve.

TAXONOMY OF OBJECTIVES IN THE PSYCHOMOTOR DOMAIN

The classification, of psychomotor objectives, was first Simpson(1966) and was later modified by Harrow(1972). Those given by Harrow are being described in the following under six different categories arranged from the lowest to the highest levels of functioning.

An alternative taxonomy in the psychomotor domain has been proposed by Dr. R.H. Dave(1969).

Imitation: The learner observes and then imitates an action. These behaviors may be crude and imperfect. The expectation that the individual is able to watch and then repeat an action.

Manipulation: Performance of an action with written or verbal directions but without a visual model or direct observation. The action may be performed crudely or without neuromuscular coordination at this stage. Notice that the action verbs are the same as those for the imitation stage. The difference is that these actions are performed with the aid of written and verbal instruction, not visual demonstration.

Precision: Requires performance of some action independent of either written instructions or a visual model. One is expected to reproduce an action with control and to reduce errors to a minimum.

Articulation: Requires the display of coordination of a series of related acts by establishing the appropriate sequence and performing the acts accurately, with control as well as with speed and timing.

Naturalization: High level of proficiency is necessary. The behavior is performed with the least expenditure of energy, becomes routine, automatic, and spontaneous.

TYPES OF TEST ITEMS

Here mentioned such types of test items.

1. Standardized tests(usually written test with objective type of questions)
2. Teacher made informal test

    I.   Written paper and pencil tests

        a. Objective type tests

        b. Short answers type tests

        c. Essay type tests

    II. Oral test

    III. Practical test.

CONSTRUCTION OF TEST-ITEMS FOR FORMATIVE EVALUATION IN CLASS

The formative evaluation may be carried out both in formal (e.g., checklists, quizzes, question-answers, assignments and tests) as well as informal (e.g., observations, listening to students comments and conversations) way. Construction of test items is a serious job for a teacher, it requires adequate planning beforehand. Usually this work can be properly accomplished through the following steps:

1. **Setting objectives**: the first and the most important step is to make oneself clear about the objectives for which one is going to frame the test. In all situations the objectives of the test should be properly decided and defined in terms of specific behavior changes expected from the pupils as a result of studying a particular unit or course of study.

2. **Coverage of the syllabus or contents:** the contents to be covered in the test are directly dependent upon what has been taught by the teacher. The teacher should keep an outline of the learning experience given by him. Although no major unit or subtopic of what has been taught should be left, yet it is not essential at all to ask for each and every thing discussed by the teacher in the class. In other words, a reasonable coverage or various aspects of the learning experiences given to the students should be the goal.

3. **Decision about the types of items or questions:** decision about the types of questions to be set in the test paper is also an essential aspect of its construction. As pointed out earlier, all the three forms-essay type, short answer type and objective type-should find place in a good test.

4. **Decision about the time:** The total time given to the students for giving responses to the items of test should also be decided.

5. **Preparation of the blueprint:** this is the most crucial step in the planning of the test. Blue print is a sort of the decision for the test paepr in which we present detailed question wise distribution of marks over specific objectives, topics and forms of questions. Therefore, all the factors mentioned in the above four steps, i.e. objectives to be tested, contents to be covered, types of questions to be asked, and total time to be given, should be kept in mind while preparing the blueprint or design of the test.

6. **Item formats:** item or questions to be included in the test require proper organization and arrangement.

7. **Try-out and item analysis:** After planning, as suggested here, the test so prepared must be administered in an appropriate sample of students for its try out and suggested task of item analysis.

8. **Designing or preparing the final form of the test:** As a result of try out and item analysis of the test, the improper items can be declared form the test more function able. This final form should then be printed as the situation demands, for the needed evaluation of the students test.

9. **Preparation of scoring key:** to ensure objectivity in scoring, it is advisable to have a pre-determind way of scoring. It is not only the objective type items that require an advance preparation of a scoring key, but also in case of easy and short answer type questions the answer and procedure for scoring should be predetermined.

Questions

1. Write lesson plan steps and draw a lesson plan for any one lesson in Social Science from IX standard.

2. Critically analyse bloom taxonomy of educational objectives.

3. Describe psychomotor domain and its different categories.

4. Explain different types of achievement test.

5. Illustrate on formative evaluation procedures.

References:

1. Arora.K.L. (2005). Teaching of Social Science, Ludhiana: Tandon Publications.

2. Kochhar.S.K. (2006). Teaching of Social Science, New Delhi: Sterling Publishers.

3. Mangal.S.K. and Uma Mangal. (2008). Teaching of social studies, New Delhi: PHI Learning Pvt. Ltd.

4. https://www.historians.org/

UNIT –III PRACTISING THE TEACHING SKILLS IN SOCIAL SCIENCE

At the end of the course, the student teachers will be able to:

- ➢ understand major teaching skills
- ➢ practice and learn mini-lesson with multiple teaching skills
- ➢ understand major steps in teaching in mini-lesson
- ➢ develop integration of teaching skills
- ➢ know importance of observation and feedback

Meaning of Teaching

     The analytical concept of teaching considers teaching as a complex skill comprising of various specific teaching skills. Those teaching skills can be defined as a set of interrelated component teaching behaviours for the realization of specific instructional objectives. These component teaching behaviours may be modified through the exercise done in practicing the teaching skills, and thus a student teacher may be able to acquire necessary teaching skills for becoming an effective teacher.

Understanding major teaching skills:

    I.   Introducing

    II.   Explaining

    III.   Questioning

    IV.   Varying the Stimulus

    V.   Non-verbal cues

    VI.   Reinforcement

    VII.   Closure and fluency in communication

I. Skill of Introducing the Lesson

     The skill of introducing the lesson may be defined as proficiency in the use of verbal and non-verbal behavior, teaching aids and appropriate devices for making the pupils realize the need of studying the lesson by establishing positive and affective rapport with them. This skill involves the following component behaviours:

- ➢ Student teacher is able to utilize previous knowledge and experiences of his pupils.
- ➢ He is able to maintain continuity of the ideas and information in the introduction of lesson.

Thus, utilization of previous experiences, use of appropriate devices, maintenance of continuity in the main parts of the introduction, and relevancy of the verbal and non-verbal behavior are the major component behaviours or constituents of the skill of introducing lesson.

II. Skill of Explaining

A teacher has to learn the skill of explaining in order to make the pupils understand many Ideas, concepts or principles that need explanation. Explanation is nothing but a few interrelated appropriate statements. Thus the skill of explaining may be defined as the art of learning the use of interrelated appropriate statements by the teacher for making the pupils understand the desired concept, phenomenon or principle.

It is by all means a verbal skill and has two main aspects as follows:

➢ The selection of appropriate statements relevant to the age, maturity, previous knowledge, and concept of the concept or phenomenon.

➢ The skill of interrelating and using the selected statements for the proper understanding of the concept or phenonmenon.

Components of the skill: the skill of explaining a concept or phenomenon consists of two types of behavior – desirable and undesirable. In the practice of the skill, the occurrence of the desirable behavior is to be increased whereas the undesirable behaviours are to be decreased and extinguished.

I. Desirable behaviours: using appropriate beginning and concluding statements, using explaining links, covering essential points, testing pupils understanding.

II. Undersirable behaviours: using irrelevant statements, lacking continuity in statements, lacking fluency and using inappropriate vocabulary, vague words and phrases.

III. Skill of Questioning

Questioning skill may be defined as a teaching skill helpful in putting the desired meaningful, clear and concise, grammatically correct, simple and quite straight-forward questions to the students in a classroom teaching-learning situation for the purpose of drawing their attention on one or the other teaching points, making them active and alert to the ongoing teaching-learning process, testing their understanding and comprehension at various stages of the lesson, and motivating as well as providing them opportunity for the proper expression of their thoughts, imagination, recall and recognition and creative and constructive faculties.

Elements of questioning skill: the elements related to the questioning skill may be properly discussed in the following manner by placing them into their two fold division namely the framing of questions and the presentation of these questions to the students.

Questions can serve their purposes well when these are framed with necessary care and preparation on the part of a teacher by taking cognizance of the following things:

    I.   Relevance

    II.   Clarity

    III.   Precision or conciseness

    IV.   Specification

    V.   Grammatically correct

Presentation of questions in the class: questioning skill asks for the proper presentation of the questions in the Social Science class by a Social Science teacher. It calls ususally for paying attention over the components as follows:

    I.   Voice of the teacher

    II.   Speed and pause

    III.   Distribution of questions

    IV.   Teacher behavior

IV.   Skill of Stimulus Variation

Generally a teacher makes use of an appropriate stimulus for evoking the desired response/responses. However, a continued use of such stimulus may induce disinterest and disattention on account of many physiological and psychological factors. The stimulus variation, i.e., variation or change in the stimuli available in learner's environment, provides an answer. Thus skill of stimulus variation may be defined as a set of behaviours for brining desirable change of variation in the stimuli used to secure and sustain pupils attention towards classroom activities.

Components of the skill: the skill of introducing change or variation in the attention capturing stimuli in a classroom comprises of the following component behaviours:

    I) movements,

    II) gestures,

    III) changes in voice,

    IV) focusing,

    V) change in the interaction styles,

    VI) pausing,

    VII)   aural-visual switching and

    VIII)   physical involvement of the students.

V.   Skill of Reinforcement

Reinforcement as a technique belongs to the area of psychology of learning and helps in influencing the response or behaviours of the learners. There are two types of reinforcement, viz. positive reinforcement and negative reinforcement. While the use of the former contributes towards strengthening the desirable responses or behaviours,the latter are used for weakening or eliminating the undesirable responses or behaviours. For the better results, the use of the positive reinforcement is to be increased while that of negative reinforcement is to be decreased or eliminated.

In view of the above discussion, the skill of reinforcement may be defined as the are of learning the judicious and effective use of reinforcement by a teacher for influencing the pupil's behavior in the desired direction directed towards maximum pupils participation for realizing the better results in the teaching-learning process.

Components of the Skill: the components of the skill of reinforcement may be listed as follows:

Desirable behaviours:

  I.   use of positive verbal reinforcers

 II.   use of positive non-verbal reinforcers

III.   use of extra verbal reinforcers

Undesirable behaviours:

  I.   use of negative verbal reinforcers

 II.   use of negative non-verbal reinforcers

III.   inappropriate or wrong use of reinforcement

Gestures are **non-verbal cues** provided in the oral message given by the teacher for enhancing the value of the message. They are usually made with the help of the movements of eye, hand, head, body and facial expression like extending the hands in a typical shape to indicate how big or small an object is.

MODEL MINI-LESSON PLAN

Name of the student teacher: XXXXXX   Name of the School: XXXXX
Class/Section and Session: XXXXXXX   Subject: Social Science
Unit : II   Topic: Cultural Heritage of Tamil Nadu

Motivation	The teacher has been motivating the students to study a new lesson, and asking few questions related to new lesson: 1) What are the religion names you know? Hindu, Christian, Islam. Etc., 2) What are the festivals celebrated by Hindu religions people?

	Diwali, Pongal, Vinayagar Chadurthi, etc.,
	3) What are the festivals celebrated by Christian religions people? Christmas, Good Friday, All souls day, etc.,
	4) On the festival occasions are we sharing foods, sweets with neighbors home? Yes
	5) Could you say any famous art and architecture place in Tamil Nadu? Mahapalipuram, good if any?
	Today, let us see the lesson "Cultural Heritage of Tamil Nadu"
Presentation	The teacher has been presenting the lesson to the students. He/She is being written the lesson title on the Black Board and students coarsely read the lesson title. Flash cards are being used to display on important Key terms on the lesson. - Administrative System - Society - Sangam Literature - Religion - Art and Architecture The teacher has been displaying religious festival pictures to the students. - Diwali - Christmas - Ramzan
Interaction	The teacher is being clarified students doubts with help of power point and following questions are being raised by the students. 1) How many major epics are there in sangam literature? Five major epics ie., Silapadhikaram, Manimekalai, Kundalakesi, Valayapathi and Sivagasinthamani. 2) What were the revenues of the kingdom? War excise, tolls, duties on salt, periodical gifts and tributes. The teacher is being given small title to the students for peer group discussion under his monitoring. "Siddha system of medicine" "Sangam music"
Reflection	The teacher should encourage the students to think and rethink about the lesson, as well as he/she can raise such questions.

	1) Name the important temples constructed during Chola period? Tanjore, Gangai Konda chola puram etc., The small title is being given to the students for group discussion under the monitoring by the teacher. "Five Thinais"
Summing up	The teacher is being used power point presentation for synthesis of the whole lesson.

Student Teacher   Signature of the Observer

TAMILNADU TEACHERS EDUCATION UNIVERSITY

MINI-TEACHING PRACTICE: INTEGRATION OF TEACHING SKILLS ASSESSMENT BY PEERS / TEACHER EDUCATOR

Note: Put a tick mark ( ) against the appropriate mastery level of the skill

Score Value: Average = 1, Good =2, Very Good=3

Name of the Student-teacher: xxxxx   Duration: 20 Minutes

Teaching Skill	**Average**	**Good**	**Very Good**	**Total**
Introducing				
Explaining				
Questioning				
Varying the Stimulus				
Non-verbal cues				
Reinforcement				
Closure				
Fluency in communication				
Total				

Range of Score: 8 - 24

OVERALL ASSESSMENT OF MINI TEACHING

Average		Good		Very Good	

Interpretation of scores: Average : 8   Good : 9 -16 Very Good : 17 -24

Signature of the Observer

TAMILNADU TEACHERS EDUCATION UNIVERSITY

PRACTICING MINI-LESSON: INTEGRATING THE STEPS IN TEACHING ASSESSMENT BY PEERS / TEACHER EDUCATOR

Note: Put a tick mark ( ) against the appropriate mastery level of the steps

Score Value: Average = 1, Good = 2, Very Good= 3

Name of the Student-teacher: xxxxx   Duration: 20 Minutes

Teaching Skill	Average	Good	Very Good	Total
Motivation				
Presentation				
Interaction				
Reflection				
Summing up				
Total				

Range of Score: 5 - 15

OVERALL ASSESSMENT OF MINI TEACHING

Average		Good		Very Good	

Interpretation of scores: Average : 5   Good : 6-10 Very Good : 11-15

Signature of the Observer

Questions

1. Discuss the importance of major teaching skills in teaching.

2. Define the skill reinforcement. Describe its essential components and present a suitable mini-lesson plan for practicing this skill.

3. What you understand by the skill of stimulus variation? Illustrate the process through a mini-lesson.

4. What is mini-teaching ? Discuss its merits and limitations for teachers training programme.

5. Describing the skill of questioning along with its different components. How can this skill be practiced through mini-teaching?

References:

Arora.K.L. (2005). Teaching of Social Science, Ludhiana: Tandon Publications.

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UNIT - IV METHODS OF TEACHING SOCIAL SCIENCE

Objectives:

At the end of the course, the student teachers will be able to:

1. explain the various methods of teaching Social Science.

2. identify the different teacher centered methods of teaching.

3. analyse the recent trends in teaching and learning Social Science.

4. adopt the small group interactive learning methods.

5. discuss the various learner centered methods .

Introduction

Different methods of teaching Social Science have been proposed by different educators. Knowledge of these methods may help in working out a teaching-learning strategy. It is not an educational sound for a teacher to commit himself to any particular method. A teacher should adopt an approach considering the nature of the children, their interests and maturity and the resources available. The merits and demerits of various method listed.

A teacher has to make uses of various kind of methods, devices and techniques in teaching. It is not appropriate for a teacher to commit to one particular method. A teacher should adopt a teaching approach after considering the nature of the children, their interests and maturity and the resources available. Every method has certain merits and few demerits and it's the work of a teacher to decide which method is best for the students.

Teacher – centered Methods:

1. Lecture Method
2. Demonstration Method
3. Dramatization Method
4. Team Teaching
5. Source Method

(1) Lecture method

The lecture method is the most widely used form of presentation. Every teacher has to know how to develop and present a lecture. They also must understand the scopes and limitations of this method. Lectures are used to introduce new topics, summarizing ideas, showing relationships between theory and practice, reemphasizing main points, etc. This method is adaptable to many different settings (small or large groups).

• It may be used to introduce a unit or a complete course.

• Finally, lectures can be effectively combined with other teaching methods to add meaning and direction.

The lecture teaching is favorable for most teachers because it allows some active participation by the students. The success of the teaching lecture depends upon the teacher's ability to communicate effectively with the class. However in this method the feedback is not very obvious and thus the teacher must develop a keen perception for subtle responses from the class-facial expressions, manner of taking notes and apparent interest or disinterest in the lesson. The successful teacher will be able to interpret the meaning of these reactions and adjust the lesson accordingly.

Preparing the Teaching Lecture :

1. Planning
2. Rehearsing
3. Delivering a lecture
4. Use of notes

Planning: The following four steps are followed in the planning phase of preparation:

• Establishing the objective and desired outcomes;

• Researching the subject;

• Organizing the material; and

• Planning productive classroom activities.

*Rehearsing***:** After completing the preliminary planning and writing of the lesson plan, the teacher should rehearse the lecture to build self-confidence. It helps to smooth out to use notes, visual aids, and other instructional devices.

Delivering a lecture

In the teaching lecture, simple rather than complex words should be used whenever possible. The teacher should not use substandard English. If the subject matter includes technical terms, the teacher should clearly define each one so that no student is in doubt about its meaning. Whenever possible, the teacher should use specific words rather than general words.

Another way the teacher can add life to the lecture is to vary his or her tone of voice and pace of speaking. In addition, using sentences of different length also helps. To ensure clarity and variety, the teacher should normally use sentences of short and medium length.

For a teacher notes are must because they help to keep the lecture on track. The teacher should use them modestly and should make no effort to hide them from the students.

Notes may be written legibly or typed, and they should be placed where they can be consulted easily.

Advantages of the Lecture method

1. Gives chance for the teacher to expose students through all kinds of material.
2. Allows the teacher to precisely determine the aims, content, organization, pace and direction of a presentation.
3. Can be used to arouse interest in a subject.
4. Can complement and clarify text material.
5. Complements certain individual learning preferences.
6. Facilitates large-class communication.

Disadvantages of the Lecture Method

1. Places students in a passive rather than an active role, which hinders learning.
2. Encourages one-way communication; therefore, the lecturer must make a conscious effort to become aware of student problems and student understanding of content without verbal feedback.
3. Requires a considerable amount of time for unguided student outside of the classroom to enable understanding and long-term retention of content.
4. Requires the teacher to have effective speaking skills.

(2) Demonstration Method

Defining demonstration of learning is complicated by the fact that educators use many different terms when referring to the general concept, and the terms may or may not be used synonymously from place to place. For example, the terms capstone exhibition, culminating exhibition, learning exhibition, exhibition of learning, performance exhibition, senior exhibition, or student exhibition may be used, in addition to capstone, capstone experience, capstone project, learning demonstration, performance demonstration, and many others. Educators may also create any number of homegrown terms for demonstrations of learning—far too many to catalog here.

Teachers not only use demonstrate specific learning concepts within the classroom, they can also participate in demonstration classrooms to help improve their own teaching strategies, which may or may not be demonstrative in nature. Although the literature is limited, studies show that the effects of demonstration classroom teachers includes a change of perspective in relating to students,

more reflection in the teachers' own classroom strategies, and more personal responsibility for student learning.

Advantages of demonstration method

1. It helps in involving various sense to make learning permanent .
2. Through teacher behaviour is autocratic, he invites the cooperation of pupils in teaching learning process.
3. It develops interest in the learners and motivates them for their active participation
4. Any simple or complex sill becomes easy to understand.

Disadvantages of demonstration method

1. It can be used only for skill subject.
2. Only attention of the learners is invited towards the activity demonstrated. They are free to discuss about it.
3. Due to poor economic conditions of the government schools there is scarcity of audio Visual aids and equipment and the teacher are not so creative to produce handmade modes for demonstration.
4. There is a general lack of sincerity and diligence among teachers who which to
5. Complete the syllabus or syllabi at the earliest without putting sincere efforts.

(3) Dramatization Method

There are many ways to use dramatization teaching methods in the classroom. Teachers can use it to help students gain deeper insights into lessons, build on concepts and themes or as a means to test student knowledge. These creative techniques often bring a bit of chaos into the learning process, and teachers guide their students through this creative chaos while staying within the framework of the curriculum.

Teachers may choose to use dramatic teaching methods, such as teacher in role, storytelling or still images. In the teacher in role method, the teacher assumes a character role to guide discussion on a topic. The teacher may use costuming or props to give the role more depth, and the teacher answers questions from students while in character. With the storytelling method, the teacher brings the subject matter to life through the use of stories. The stories incorporate key information from the course and turn it into a compelling story that is told in the teacher's own words. With the still images method, the teacher instructs students to form a circle, and each student takes a turn at recreating a still image with their bodies that represents a specific topic idea.

(4) Team teaching

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

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

The team-teaching approach allows for more interaction between teachers and students. Faculty evaluate students on their achievement of the learning goals; students evaluate faculty members on their teaching proficiency. Emphasis is on student and faculty growth, balancing initiative and shared responsibility, specialization and broadening horizons, the clear and interesting presentation of content and student development, democratic participation and common expectations, and cognitive, affective, and behavioural outcomes. This combination of analysis, synthesis, critical thinking, and practical applications can be done on all levels of education, from kindergarten through graduate school.

Working as a team, teachers model respect for differences, inter dependence, and conflict-resolution skills. Team members together set the course goals and content, select common materials such as texts and films, and develop tests and final examinations for all students. They set the sequence of topics and supplemental materials. They also give their own interpretations of the materials and use their own teaching styles. The greater the agreement on common objectives and interests, the more likely that teaching will be interdependent and coordinated.

Teaching periods can be scheduled side by side or consecutively. For example, teachers of two similar classes may team up during the same or adjacent periods so that each teacher may focus on that phase of the course that he or she can best handle. Students can sometimes meet all together, sometimes in small groups supervised by individual teachers or teaching assistants, or they can work singly or together on projects in the library, laboratory, or fieldwork. Teachers can be at different sites, linked by video-conferencing, satellites, or the Internet.

Breaking out of the taken-for-granted single-subject, single-course, single-teacher pattern encourages other innovations and experiments. For example, students can be split along or across lines of sex, age, culture, or other interests, then recombined to stimulate reflection. Remedial programs and honours sections provide other attractive opportunities to make available appropriate and effective curricula for students with special needs or interests. They can address different study skills and learning techniques. Team teaching can also offset the danger of imposing ideas, values, and mindsets on minorities or less powerful ethnic groups. Teachers of different backgrounds can culturally enrich one another and students.

Advantages of Team Teaching

All the Students do not learn at the same rate. Periods of equal length are not appropriate for all learning situations. Educators are no longer dealing primarily with top-down transmission of the tried and true by the mature and experienced teacher to the young, immature, and inexperienced pupil in the single-subject classroom. Schools are moving toward the inclusion of another whole dimension of learning. The lateral transmission to every sentient member of society of what has just been discovered, invented, created, manufactured, or marketed. For this, team members with different areas of expertise are invaluable.

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

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

Disadvantages of Team teaching

Team teaching is not always successful. Some teachers are rigid personality types or may be wedded to a single method. Some simply dislike the other teachers on the team. Some do not want to risk humiliation and discouragement at possible failures. Some fear they will be expected to do more work for the same salary. Others are unwilling to share the spotlight or their pet ideas or to lose total control.

Team teaching makes more demands on time and energy. Members must arrange mutually agreeable times for planning and evaluation. Discussions can be draining and group decisions take longer. Rethinking the courses to accommodate the team-teaching method is often inconvenient.

Opposition may also come from students, parents, and administrators who may resist change of any sort. Some students flourish in a highly structured environment that favours repetition. Some are confused by conflicting opinions. Too much variety may hinder habit formation.

Salaries may have to reflect the additional responsibilities undertaken by team members. Team leaders may need some form of bonus. Such costs could be met by enlarging some class sizes. Non- professional staff members could take over some responsibilities.

(5) Source Method

In the 20th century, there are large numbers of text books on Social Science and students are so much used to them that they can little reaise as to when and how they can be made to realize that the writers of these text books drew on the works, monuments, autobiographies and accounts of the travellers of foreign lands who visited their country in the past. Thus, they compiled Social Science from various sources which they alone could understand. An investigation of the original sources of Social Science by the students is called the source method.

Classification of sources

The sources of Social Science are in fact the traces left by human beings in the past. They are found in various forms. "In some sense every thing that man now is or has is a trace left by the past, present, personal, memories, personal mental habits, present ideals, present social customs and institutions, language, literature, material products of human industry, physical man himself and the physical remains of men." There exist a variety of sources which are classified in different ways.

I) Literary sources:

➢ The vedas
➢ Epics
➢ The Dharmasastras
➢ The puranas
➢ The budhist literature
➢ The jain literature
➢ The arthashastra of Kautilya
➢ Patanjali Mahabhashya

II The Secular Literature

The secular literature may be divided into two classes:

i) The private literature

The private literature is that which is produced by an author in a private capacity. Such type of literature includes dramas, novels, poetry and prose. They provide useful information about the social, religious, economic and cultural life of the people.

ii) The official literature

The official literature is that which is produced in an official capacity, for example, despatches, firmans, etc. they throw proper light on the social and religious as well as the economic and political conditions of the age to which they belong.

Archaeology

It has contributed a lot particularly to the Social Science of ancient India. Under the heading of archaeology, historical information can be obtained from inscriptions, numismatics and monuments.

The Role of the Teacher of Social Science

Last the students should develop distaste for the subject; the teacher should take some precautions while using this method:

He should encourage the students to visit libraries frequently in order to find out some original documents.

Time for a discussion of the topics about which the students have read from original sources, should be set apart. They may be asked to write their own impressions and inferences.

The main aim of the teacher of Social Science is not to make students research scholars in Social Science but to put them on the road to research in Social Science.

Whenever the documents are found in the languages other than one which the students know, he should their language problem, and as far as possible, makes things intelligible to them.

Limitations of this method

No single book is available which deals with a large variety of the topics of Social Science. Students may have to fall on may resources for a single topic of Social Science. The historical sources, especially for the boys of the school going age have not been compiled.

Most of the original sources of Indian Social Science are available in Persian or Urudu or Sanskirit or Pali or Arabic whereas all these languages are foreign to students.

The use of the method is not possible at the junior stage. The result of its excessive use is doubtful even at high and the higher secondary stages.

Students, if asked to read the various sources of Social Science, may develop a hatred for the subject, if they have not been given proper training in their handling.

Learner Centered Methods

Learner-centered methods are those methods are those methods where the focus of attraction is learners than teachers. It is through the involvement of learners the method develops. The recent psychological approaches in the classrooms give more importance to learner centered methods than teach centered methods.

(i) Project Method

Project method owes its origin to the pragmatic school of philosophy. It was propounded by W H. Kilpatrick and was perfected by J. A.Stevenson. The method consists of building a comprehensive unit around an activity which may be carried out in the school or outside. The essence of this method is to carry out a useful task in a group in which all the students work co-operatively. Learning by doing and learning by living are the two basic principles involved and children learn through association, co-operation and activity.

Definition

- "A project is a unit of whole-hearted purposeful activity carried on preferably in its natural setting". Kilpatrick
- "A project is a problematic and carried to completion in its natural setting" - Stevenson.
- "A project is a bit of real life that has been imparted in to the school" - Ballard.

Principles of the Project Method

1. The principle of freedom.
2. The principle of reality.
3. The principle of activity.
4. The principle of experience.
5. The principle of utility.
6. The principle of interest.
7. The principle of sociability

Major steps of the Project Method

1. Providing a situation
2. Choosing and purposing
3. Planning
4. Carrying out the project (executing)
5. Evaluating
6. Recording

Kinds of Project

1. ***Producer type***: Here the emphasis is directed towards the actual construction of a material object or article.

2. ***Consumer type***: Here the objective is to obtain either direct or vicarious experience such as reading and learning stories or listening to music etc.

3. ***Problems Type:*** Here the purpose is to solve a problem involving the intellectual process such as determining the e/m ratio of an election.

4. ***Drill type***: Here the purpose is to attain efficiency in some activity. E.g. swimming, driving etc.

Merits of Project method

1. The method is in accordance with psychological laws of learning

   i. Law of readiness - pupil are ready to learn creating interest, purpose and life like situation.

   ii. Law of exercise - by practice we learn things, self-activity on the part of students create experience in later life.

   iii. Law of effect - child should be satisfied and feel happy in what he is learning.

2. It promotes co-operation and group interaction.

3. It gives training in a democratic way of learning and living.

4. There is no place for rote memorization.

5. Provides dignity of labor and develop respect and taste for all types of work.

Demerits of Project Method

1. Project absorbs large amount of time and can be used as a part of science work only.

2. Many aspect of curriculum will not yield to project work.

3. Larger projects in the hands of an inexperienced and unskillful teacher lead to boredom.

4. Text book written on this lines are not available.

5. The method is highly expensive as pupil has to purchase lot of item, travel and do outdoor work.

(2) Peer Tutoring

- Peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. Typically, a higher performing student is paired with a lower performing student to review critical academic or behavioral concepts.

- It is a widely-researched practice across ages, grade levels, and subject areas

- The intervention allows students to receive one-to-one assistance

- Students have increased opportunities to respond in smaller groups

- It promotes academic and social development for both the tutor and tutee

- Student engagement and time on task increases

- Peer tutoring increases self-confidence and self-efficacy

- The strategy is supported by a strong research base

Types of Peer Tutoring

*Classwide Peer Tutoring (CWPT) –*Class wide peer tutoring involves dividing the entire class into groups of two to five students with differing ability levels. Students then act as tutors, tutees, or both tutors and tutees. In CWPT, student pairings are fluid and may be based on achievement levels or student compatibility.

Cross-age Peer Tutoring (CPT) - Older students are paired with younger students to teach or review a skill. The positions of tutor and tutee do not change. The older student serves as the tutor and the younger student is the tutee. The older student and younger student can have similar or differing skill levels, with the relationship being one of a cooperative or expert interaction. Tutors serve to model appropriate behavior, ask questions, and encourage better study habits. This arrangement is also beneficial for students with disabilities as they may serve as tutors for younger students.

Peer Assisted Learning Strategies (PALS)- It involves a teacher pairing students who need additional instruction or help with a peer who can assist. Groups are flexible and change often across a variety of subject areas or skills. Cue cards, small pieces of cardstock upon which are printed a list of tutoring steps, may be provided to help students remember PALS steps. All students have the opportunity to function as a tutor or tutee at differing times. Students are typically paired with other students who are at the same skill level, without a large discrepancy between abilities.

*Reciprocal Peer Tutoring (RPT)***:** Two or more students alternate between acting as the tutor and tutee during each session, with equitable time in each role. Often, higher performing students are paired with lower performing students. RPT utilizes a structured format that encourages teaching material, monitoring answers, and evaluating and encouraging peers. Both group and individual rewards may be earned to motivate and maximize learning.

***Same-age Peer Tutoring*:** Peers who are within one or two years of age are paired to review key concepts. Students may have similar ability levels or a more advanced student can be paired with a less advanced student. Students who have similar abilities should have an equal understanding of the content material and concepts. When pairing students with differing levels, the roles of tutor and tutee may be alternated, allowing the lower performing student to quiz the higher performing student. Answers should be provided to the student who is lower achieving when acting as a tutor in order to assist with any deficits in content knowledge.

(3) Individual activities

The social aspect of activities is just as important as the creative, leisure and learning aspects. Mentors make great efforts to help people join small friendly groups to share experience and skills and support each other in maintaining the group in the long-term. Some participants are housebound. In these circumstances, mentors encourage activities that people can pursue individually at home. Sometimes, arrangements may be made for an external artist or 'provider' to visit the person for a while. Wherever possible, the participant is introduced to others who might share their interests, by phone or letter or visiting. Some people prefer to pursue interests on their own.

(4) Experiential learning

The word experiential essentially means that learning and development are achieved through personally determined experience and involvement, rather than on received teaching or training, typically in group, by observation, listening, study of theory or hypothesis, or some other transfer of skills or knowledge. The expression 'hands-on' is commonly used to describe types of learning and teaching which are to a lesser or greater extent forms of experiential learning.

The expression 'chalk-and-talk' (the teacher writes on a board and speaks while learners listen and look and try to absorb facts) refers to a style of teaching or training which contains no experiential learning aspect whatsoever.

Experiential learning, especially used at the beginning of a person's new phase of learning, can help to provide a positive emotional platform which will respond positively and confidently to future learning, even for areas of learning which initially would have been considered uncomfortable or unnecessary.

Experiential learning also brings into play the concept of multiple intelligences - the fact that people should not be limited by the 'three Rs' and a method of teaching based primarily on reading and writing.

Experiential learning is a way to break out of the received conditioned training and teaching practices which so constrain people's development in schools and work.

Small group/ whole class interactive learning

Small group teaching has become more popular as a means of encouraging student learning. While beneficial the tutor needs a different set of skills for those used in lecturing, and more pertinently, small group work is an often luxury many lecturers cannot afford. A further consideration with small group teaching is the subjective perspective of what constitutes a small group. A lecturer used to taking 400 students in a lecture would define 50 students as a small group, while a lecturer used to a group of 50 students would define 5-10 students as a small group. In a discussion, where participation is assessed some students may not speak up in a group that begins to be get bigger than 10 participants and in addition tutors would find it hard to assess participation by individual students in groups with numbers greater than this.

(1) Student Seminar

A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone resent is requested to actively participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted. Student seminars are the open presentations done by the students before their peers and teachers. The word seminar is derived from the Latin word seminarian, meaning "seed plot".

Some Tips for Seminar Preparation

1. *Choose a topic*: Choose a topic which will sustain your interest and will allow you to exhibit enthusiasm during your presentation

2. *Keep your Audience in Mind*:   The primary objective in giving a talk should be to communicate an interesting idea to students who attend the seminar. This means that the talk should be delivered in a way that students in attendance understand what you are saying, so be mindful of their background.

3. *Tell a story/ anecdote*: Begin with solid motivation for your problem and plenty of illuminating examples. Only after your audience understands what your topic is and why they should care about it should you spend time working carefully through the relevant science.

4. *Keep timing in mind:* Choose a topic that you can motivate and explicate comfortably in this window of time.

Scoring Indicators for Evaluation of seminar

1. *Ability to Collect Data:* Sufficient, Relevant, Accuracy of facts.

2. *Ability to Prepare seminar Paper*: Introduction, Content Organization, Conclusion.

3. *Presentation:* Communication, Competence, Fluency, Spontaneity.

4. *Understanding the Subject:* Involvement in the Discussion, Responding suitably.

(2) Group discussions

Active learning can be implemented by organizing the class into small groups of students who can work together, foster their own learning strategy and create an atmosphere in which information sharing can takes place. Instructional techniques involving group controlled learning experiences provide room for the learners self-development and active participation in the teaching learning process. A discussion is a teaching technique that involves exchange of ideas with active learning and participation by all concerned. Discussion is an active process of teacher-pupil involvement in the classroom environment. This allows a student present its own perspective about something freely. Four basic concepts are to be considered for initiating small group discussion

- Process - the interactions that takes place within the group
- Roles - each group member's specific responsibilities within the group
- Leadership - the capacity to guide and direct others in a group setting.
- Cohesion - group members support for one another
- Different Types of Small Group Discussions

(3) Mixed ability grouping

It refers to grouping together students of different abilities. Usually this kind of grouping occurs when the group consists of students with different ages with one or two years span. The term "mixed aged grouping" or "heterogeneous grouping" is used for this case but we prefer to use the more general term of "mixed ability grouping" since the basic criterion for grouping is ability and not necessarily age. In mixed ability groups there are some students that are more mature and experienced than other ones and thus they have more advanced ability to acquire knowledge. The main aim of setting up mixed ability groups is not to produce homogeneity of ability in a group as this is the case in ability grouping, but to increase interaction across students with different abilities.

In other words the purpose of mixed ability grouping is for children to benefit by their intellectual and social interaction with other students of their group that have different social behavior

and ability to learn. The former reveals the main difference of mixed ability grouping with ability grouping. While grouping children with same ability the goal is to achieve homogeneity of the group and homogenize instruction for students of the group on basis different of grades or ages but based on ability.

LABORATORY METHOD

H.C.Hill presents a picture of the Laboratory method was used in the University of Chicago High School in a class in civics. He says, " The greater part of the students will be studying and writing at their work tables. Two or three may be having a quiet conference on some moot point. Others may be comparing notes or outlines of some phase of the work. One student may be busy at the dictionary, hunting for the explanation of some phrase or term; another may be consulting an atlas; a third may be sharpening a pencil or filling his fountain pe; fourth may be making a map or preparing a graph; fifth may be conferring with the teacher about some difficulty or asking for a criticism on his notes or outlines. Usually one or two students will be browsing among the volumes in the bookcases or going through tables of contents or indexes to find a clue to some obscure item. In general, however, the room is a place of quite, disorderly order, in which students are busily engaged in profitable activities of one kind or another".

Bining and Bining sum up the situation, "Conviction on troublesome issues and questions must come4 as a result of analysis, judgement and experience. Teachers must be loyal to the ideals of tolerance, truth, justice, and honesty. They should emphasize, in their teaching, attitudes, ideals, intellectual habits, and other qualities that will bring about an educated citizency in a great democracy. A few   educators have suggested that the teaching of ideals-even those ideals upon which there is general agreement is a form of in doctrination. From this viewpoint, we are being indoctrinated. If it means going to the extremes of Fascist Italy and Nazi germany or present day Soviet Russia, it is to be condemned. On the other hand, a social and civic training that is in accord with democratic ideals-call it what we may-is not only desirable but essential if our schools are to

have any part in training citizens who will build a nobler society, freer from faults and defects than the present one".

PROBLEM SOLVING METHOD

Problem solving may be defined as a planned attack upon a difficulty or perplexity for the purpose of finding a solution. It is a method in which a person uses his ability to solving problem which confront him. It enables a person to exercise control over his activities and environment. it is an instructional device whereby the teacher and the pupils attempt in a conscious, planned, purposeful effort to arrive to explanation or solution to some educationally significant difficulty. It may be purely a mental difficulty or it may be a physical and involve the manipulation data. It is a method in which some difficulty to act on an educational setting is felt an attempt is made in a conscious, planned and purposeful way to find its solution.

Gates has defined the problem thus, " A problem exists for an individual when he has a definite goal he cannot reach by the behaviour pattern which he already has available". Problem solving is not merely a method of teaching. It is, in fact a method of organisation of a subject matter. It is an approach to deal with subject matter. There are problems of puzzling situations which are a normal feature of a child's everyday life. These problems grow in complexity as he grows older and older. The solution of these problems enables him o have a mastery of the environment. therefore, the function of education is to enable the child to prepare him for life, problem solving must be encouraged in school life.

Recent trends in Teaching and Learning Social Science
1. Constructivist learning
2. Problem based learning
3. Brain based learning
4. Collaborative learning

5. Flipped learning

6. Blended learning

7. e-learning trends

8. Video conferencing

(1) Constructivist learning

Constructivism is a learning theory that has its foundation in philosophy and anthropology as well as psychology. The constructivist approach to education attempts to shift education from a teacher-dominated focus to a student-centered one. The role of the teacher focuses on assisting students in developing new insights. Students are taught to assimilate experience, knowledge and insights with what they already know and from this they need to construct new meanings. Constructivist learning is based on students' active participation in problem solving and critical thinking regarding a learning activity which they find relevant and engaging. They are "constructing" their own knowledge by testing ideas and approaches base on their prior knowledge and experience, applying these to new situations and integrating the new knowledge gained with pre-existing intellectual constructs.

In the constructivist theory the emphasis is placed on the learner or the student rather than the teacher of the instructor. It is the learner who interacts with objects and events and thereby gains an understanding of the features held by such objects or events. The learner constructs her own conceptualizations and solutions to problems. Learner autonomy and initiative is accepted and encouraged. Exploring or experiencing the physical surroundings, experiential education is a key method of constructivism. To the constructivists, the act of teaching is the process of helping learners creates knowledge. In constructivist thinking learning is also affected by the context, beliefs and attitude of the learner.

There are many different schools of thought within this theory, all of which fall within the same basic assumption about learning. The main two are: Cognitive constructivism (e.g., Theory of Piaget) and Social constructivism (e.g., Theory of L.S. Vygotsky).

Cognitive Constructivism

Cognitive constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners. The process of accumulating the knowledge are through accommodation and assimilation, individuals construct new knowledge from their experiences.

It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences

to understand a lecture of following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. However, constructivism is often associated with pedagogic approaches that promote active learning, or learning by doing. Today constructivist teaching is based on recent research about the human brain.

The major views of constructivism can be summarized as follows:

- Emphasis learning and not teaching
- Encourage and accepts learner autonomy and initiative
- Sees learners as creatures of will and purpose
- Thanks of learning as a process
- Encourages learner inquiry
- Acknowledges the critical role of experience in learning
- Nurtures learners natural curiosity
- Takes the learner's mental model into account etc..

Social Constructivism

Social constructivism maintains that human development is socially situated and knowledge is constructed through interaction with others. It is a sociological theory of knowledge that applies the general philosophical constructivism into the social assumptions of Social Constructivism. Social constructivism is based on specific assumptions about reality, knowledge, and learning. To understand and apply models of instruction that are rooted in the perspectives of social constructivists, it is important to know the premises that underlie them. The most important assumptions of the theory of social constructivism is

1. The assumption that human beings rationalize their experience by creating a model of the social world and the way that it functions
2. The belief in language as the most essential system through which humans construct reality

(2) Problem Based Learning (PBL)

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open -ended problem. Students learn both thinking strategies and domain knowledge. Problem - based learning (PBL) is an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in

the active role of problem-solvers confronted with an ill-structured situation that simulates the kind of problems they are likely to face as future managers in complex organizations. Problem-based learning makes a fundamental shift from a focus on teaching to a focus on learning. The process is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation. There are several unique aspects that define the PBL approach:

- Learning takes place within the contexts of authentic tasks, issues, and problems that are aligned with real world concerns.

- In a PBL course, students and the instructor become co-learners, co-planners, co-producers, and co-evaluators as they design, implement, and continually refine their curricula.

- The PBL approach is grounded in solid academic research on learning and on the best practices that promote it. This approach stimulates students to take responsibility for their own learning, since there are few lectures, no structured sequence of assigned readings, and so on.

- PBL is unique in that it fosters collaboration among students, stresses the development of problem solving skills within the context of professional practice, promotes effective reasoning and self-directed learning, and is aimed at increasing motivation for life-long learning.

Problem-based learning begins with the introduction of an ill-structured problem on which all learning is centered. Most of the learning occurs in small groups rather than in lectures. Teacher's role is more like that of a facilitator and coach of student learning, acting at times as a resource person, rather than as knowledge-holder and disseminator. Similarly, your role, as a student, is more active, as you are engaged as a problem-solver, decision-maker, and meaning-maker, rather than being merely a passive listener and note-taker.

Characteristics of Problem-Based Learning (PBL)

Problem-Based Learning (PBL) is a pedagogical approach and curriculum design methodology often used in higher education and K-12 standard settings.

The following are some of the defining characteristics of PBL:

1. Learning is driven by challenging, open-ended problems with no one "right" answer
2. Problems/cases are context specific
3. Students work as self-directed, active investigators and problem-solvers in small collaborative groups (typically of about five students)
4. A key problem is identified and a solution is agreed upon and implemented

5. Teachers adopt the role as facilitators of learning, guiding the learning process and promoting an environment of inquiry

Learning outcomes of Problem Based Learning

A well designed Problem based learning task provides students with the opportunity to develop skills related to:

- Managing tasks and holding leadership roles
- Oral and written communication
- Self-awareness and evaluation of group processes
- Working independently
- Critical thinking and analysis

Basic Steps in designing a Problem Based Learning Task

There are   some important aspect which we want to take care before going for a problem based learning task

1. Articulate the learning outcomes of the task. What do you want students to know or be able to do as a result of participating in the assignment?
2. Create the problem. Ideally, this will be a real-world situation that resembles something students may encounter in their future class or lives. Cases are often the basis of PBL activities.
3. Establish ground rules at the beginning to prepare students to work effectively in groups.
4. Introduce students to group processes and do some warm up exercises to allow them to practice assessing both their own work and that of their peers.

(3)Brain Based Learning (BBL)

Brain - based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development-how students learn differently as they age, grow, and mature socially, emotionally, and cognitively. It is totally based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur. Brain-based learning is motivated by the general belief that learning can be accelerated and improved if educators base how and what they teach on the science of learning, rather than on past educational practices, established conventions, or   assumptions about the learning process. For example, it was commonly believed that intelligence is a fixed characteristic that remains largely unchanged throughout a

person's life. However, recent discoveries in cognitive science have revealed that the human brain physically changes when it learns, and that after practicing certain skills it becomes increasingly easier to continue learning and improving those skills.

Instructional techniques emerges from Brain Based Learning

The three instructional techniques associated with brain-based learning:

1. *Orchestrated immersion***:** Creating learning environments that fully immerse students in an educational experience.

2. *Relaxed alertness***:** Trying to eliminate fear in learners, while maintaining a highly challenging environment.

3. *Active processing***:** Allowing the learner to consolidate and internalize information by actively processing it.

(4)Collaborative Learning

Effective communication and Collaboration are essential for becoming a successful learner. It is primarily through dialogue and examining different perspectives that students become knowledgeable, strategic and self-determined and empathetic. Moreover, involving students in real world tasks and linking new information to prior knowledge requires effective communication and collaboration among teachers, students and others. Indeed it is through dialogue and interaction that curriculum objectives come alive. Collaborative learning affords students enormous advantages which is not available in traditional instruction.

"Collaborative learning" is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

Collaborative learning represents a significant shift away from the typical teacher centered or lecture-centered milieu in college classrooms. In collaborative classrooms, the lecturing/ listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material. Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students-as coaches or mid-wives of a more emergent learning process.

Essential features of Collaborative Learning

1. A group learning task is designed based on shared learning goals and outcomes
2. Students work in teams to master academic materials
3. Reward systems are group oriented than individual oriented
4. Co-operative behavior involves trust building activities, joint planning and understanding of team support.
5. Students involvement in learning activities are more
6. Encourages students to acquire an active-voice in shaping their ideas

Advantages of Collaborative Learning

1. Promotes social and intellectual involvement
2. Cultivation of teamwork, community building, and leadership skills
3. Enhanced student satisfaction and promoting positive attitudes
4. Open expression of ideas in groups
5. Patience in hearing others
6. Team building
7. Shared responsibility

(5) Flipped Learning

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Flipped Learning Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The flipped classroom describes a reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem solving discussion or debates.

Flipped Classroom and Implications for Teaching

The flipped classroom constitutes a role change for instructors, who give up their front-of-the-class position in favor of a more collaborative and cooperative contribution to the teaching process. There is a concomitant change in the role of students, many of whom are used to being cast as passive participants in the education process, where instruction is served to them. The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater

impetus to experiment. Activities can be student-led, and communication among students can become the determining dynamic of a session devoted to learning through hands-on work.

(6) Blended learning

Blended learning is a planned combination of online learning and face-to-face instruction using variety of learning resources. It is a flexible learning strategy that integrates innovative and technological advances of online learning with interaction and participation of traditional face-to-face classroom learning.

Blended learning strategies vary according to the discipline, the year level, student characteristics and learning outcomes, and have a student-centered approach to the learning design. Blended learning can promote learner's access and flexibility, increase the level of active learning, and achieve better student experiences and outcomes. For teachers, blended learning can improve teaching and class management practices. A blend might include:

1. Face-to-face and online learning activities and formats
2. Traditional classes with different modalities, such as regular, weekend, evening, part time, semester
3. Use of technology interfaces like social media, wikis and various web sources
4. Group work, Simulation, debate, Online Assignments,   Practicals etc.
5. Both usual classroom human factors and digital learning resources of the web
6. Psychological concerns are addressed in the face to face interaction and technological concerns are addressed in the online learning

Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities.

Teachers in the Blended learning modality can

- Foster a class culture of hard work and persistence
- Monitor students throughout the period for motivation and learning
- Intervene to personalize instruction when data shows that students are struggling
- Build personal relationships of trust and caring

(7) e-learning

e-learning is the use of electronic media and information and communication technologies (ICT) in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching. Technology-Enhanced Learning (TEL),

Computer-Based Instruction(CBI). Computer-Based Training (CBT), Computer-Assisted Instruction or Computer - Aided Instruction (CAI),Internet-Based Training (IBT), Web-Based Training (WBT), Online education, Virtual education, Virtual Learning Environments (VIE). e-learning can occur in or out of the classroom.

Synchronous and asynchronous

e -learning may either be synchronous or asynchronous. Synchronous learning occurs in real-time, with all participants interacting at the same time, while asynchronous learning is self-paced and allows participants to engage in the exchange of ideas or information without the dependency of other participants involvement at the same time.

Synchronous learning involves the exchange of ideas and information with one or more participants during the same period of time. A face-to-face discussion is an example of synchronous communications. In e-learning environments, examples of synchronous communications include online real-time live teacher instruction and feedback, Skype conversations, or chat rooms or virtual classrooms where everyone is online and working collaboratively at the same time.

Asynchronous learning may use technologies such as email, blogs, wikis, and discussion boards, as well as web-supported textbooks, hypertext documents, audio video courses, and social networking. Asynchronous learning is particularly beneficial for students who have health problems or have child care responsibilities and regularly leaving the home to attend lectures is difficult.

e-Learning trends

- ✓ Automation
- ✓ Augmented Learning
- ✓ Big Data
- ✓ Going for Cloud Computing
- ✓ Gamification
- ✓ M - Learning
- ✓ Personalization

(8) Video conferencing

Video conferencing is two-way interactive communication delivered using telephone or Internet technologies that allows people at different location to come together for a meeting. The video conference can be as simple as a conversation between two people in private offices involve several sites with more than one person in large rooms at different sites. A basic video conference

setup has a camera and a microphone. Video from the camera and audio from the microphone is converted into a digital format and transmitted to a receiving location using a coding and decoding device, often referred to as a "codec". At that receiving location is another codec device that decodes the receiving digital stream into a form that can be seen and heard on monitors or televisions. At the same time, video and audio from cameras and microphones at the received location is sent back to the original location.

Benefits of Video Conferencing

Video conferencing saves travel time and money. Participants can see and hear all other participants and communicate both verbally and visually, creating a face- to- face experience. PowerPoint and other on screen graphic, as well as other cameras are also available presentation options. People downtime is reduced and productivity gains are achieved by removing the logistics of flight preparations, airport delays, hotel stays, and all the other inconveniences of business travel. In distance education, video conferencing provides quality access to students who could not travel to or could afford to relocate to a traditional campus. Video conferences can also be recorded and made available in a variety of ways. Besides distance education, other applications include meetings, dissertation and thesis defenses, tele-medical procedures, and online conferences.

People use video conferencing when:

- a live conversation is needed.
- visual information is an important component of the conversation.
- parties of the conversation can't physically come to the, same location.
- expense or time of travel is a consideration.
- examples of how video conferencing can benefit people around campus.
- guest lecturer invited into a class from another institution.
- researcher collaborates with colleagues at other institutions on a regular basis.
- thesis defense at another institution.
- administrators from different parts of campus need to collaborate on administrator issues such as a campus strategic plan.
- researcher needs to meet with a review committee about a grant.
- student interviews with an employer in another city.

Conclusion

Every learner learns on his/her own unique way and strategy. The learning is taking place with an individual speed, depending on student's attitude and level of prerequisite knowledge. In

designing the teaching process, teacher should take into consideration differences among the students in the target group. Enough of space must be provided for processing and memorizing the presented information. Combination of different teaching methods can produce quality in fulfilling all teaching functions.

Questions

1. Explain the teacher centered methods of teaching Social Science.
2. How would you use source method in senior classes for increasing effective participation by the pupils?
3. Discuss the main characteristics of lecture method of teaching of Social Science.
4. Mention some difficulties in teacher-centered methods.
5. Discuss the merits and demerits of recent trends.

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UNIT – V: RESOURCES FOR EFFECTIVE TEACHING SOCIAL SCIENCE

Objectives

- ➢ Know importance of print resources
- ➢ Understand audio resources
- ➢ Interest to learn objectives of Social Science
- ➢ Analyze need and importance of teaching Social Science
- ➢ Acquire knowledge of values of Social Science

I.   PRINT RESOURCES:

Newspapers

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

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

Journals

An academic or scholarly **journal** is a periodical publication in which scholarship relating to a particular academic discipline is published. Academic **journals** serve as permanent and transparent forums for the presentation, scrutiny and discussion of research. They are usually peer-reviewed or refereed.

Magazines

Magazines keep the teacher of Social Science more informed of the current events. These events and current problems and their discussion are found in magazines only. Without the knowledge of the current events a teacher cannot create an effective atmosphere in the teaching of

Social Science. The teacher of Social Science fails in his duty if every day problems or current affairs and current events are not brought to the notice of his students.

The students are to be encouraged to read standing standard magazines of the subject and think over those problems which are burning issues.

One period a week for reading of magazines should be developed and the students should be asked to keep a diary and note the main events of the week in their note-books.

Reference books

Reference materials standard or conventional reference books and non-conventional reference books. Conventional reference books include dictionaries, encyclopedias, directories, year books, atlas, maps, charts, pamphlets, hand-books, manuals, and books of knowledge. There should be some picture collections which include well-known masterpieces. These prove most valuable to teachers especially for classroom use.

The non-conventional reference materials consist of all other library books that may be used for reference service of any other kind. They include books on special subjects.

Social Science /Humanities Encyclopedias

There are many children's encyclopedias available-inclusive, well-written, attractive and convenient to use. The teacher should demonstrate their use and cite them frequently. The pupil who acquires the habit of using the encyclopedia is likely to become well-informed. Moreover, when the pupils realize the fullness and richness of these volumes, and acquire the habit of using them, they are also likely to use those which are intended for adults. And they often succeed remarkably well in securing useful information from these relatively difficult books. The pupils should learn to use reference books and to seek out the information itself is of less importance than the discovery of how and where to find it out.

II. AUDIO RESOURCES:

In this category we may include those aids which call upon the visual senses and thus help the learners to learn through listening to the displayed aid.

Radio talk

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

These broadcasts are two types, which are as follows:

I.   General broadcast providing general information about the events and happenings, assimilating knowledge about the world, culture and life.

II. Educational broadcast specifically prepared and broadcast for serving the cause of education and classroom instruction in the form of radio lessons, lectures, etc.

Use of radio in Social Science teaching: use of radio is helpful in the teaching-learning of the subject Social Science in the following manner:

I.   Awareness about the current events and affairs is very much emphasized through the teaching of Social Science. The general broadcasts of the radio may help much to the teachers as well as students of Social Science in this direction.

II. Radio broadcasting makes it possible to listen to the lectures, talks, discussions, seminars and proceedings of educational interest in which renowned authors, educationists, leading scholars and other important personalities may participate. Such contact is bound to provide immense educational and psychological value to the students of Social Science.

III. Specific educational broadcasting on radio, through its planned and sequenced classroom lessons on various topics related to Social Science, may provide much assistance to the teachers in realizing the instructional objectives besides being a direct self-instructional source for the students.

Audio tapes

It is an effective recording device that cells for the use of auditory senses to convey the educational message to the teachers. It mainly consists of three parts-microphone or over sound input, the amplifier, and the reproducer. It involves two main processes-recording and re-producing of the sound.

In recording, the educational message is first fed into the tape recorder through microphone and other inputs. The voice produces mechanical vibrations that are changed into electrical vibrations. The amplifier intensifies these vibrations which, in turn, active a magnet. It results in the establishment of varied sound pattern on the iron oxide coated tape.

The playing of the instrument results into the reproduction of the recording sound. Here the sound pattern contained on the tape is subjected to electrical vibrations that are amplified by the amplifier and changed into an original like voice by the speacker.

III.   VISUAL RESOURCES:

In this category we may include those aids which call upon the visual senses and thus help the learners to learn through viewing. For the sake of convenience this category may be further sub-categorized into projective and non-projective aids.

Cartoons

A cartoon does not present the reality directly ; it is a metaphorical presentation of reality. The cartoonist depends on humor, satire and mockery for the presentation of his idea. In a way the cartoon is also a picture diagram, as it presents ideas rather than real objects. Carton type presention makes a strong appeal to the emotions, thus it enhaces learning. This device should be used with pupils of higher classes as a higher level of intellectual maturity is required to appreciate the idea behind a cartoon.

Charts

Charts may be defined as combinations of graphic and pictorial media designed for the orderly and logical visualizing of relationship between key facts and ideas. The main function of the charts is always to show relationships such as comparisons, relative amounts, developments, processes classification and organization.

Types of charts: i) Genealogy charts, ii) Flow charts, iii) Relationship charts, iv) Tabulation charts, v) Chronology charts.

Comics

A comic book or comic book also called comic magazine or simply comic, is a publication that consists of comic art in the form of sequential juxtaposed panels that represent individual scenes. Panels are often accompanied by brief descriptive prose and written narrative, usually dialog contained in word balloons emblematic of the comics art form. Although comics has some origins in 18th century Japan and 1830s Europe, comic books were first popularized in the United States during the 1930s. The first modern comic book, Famous Funnies, was released in the United States in 1933 and was a reprinting of earlier newspaper humor comic strips, which had established many of the story-telling devices used in comics. The term comic book derives from American comic books once being a compilation of comic strips of a humorous tone; however, this practice was replaced by featuring stories of all genres, usually not humorous in tone.

Why should kids read comics?"

Emerging research shows that comics and graphic novels are motivating, support struggling readers, enrich the skills of accomplished readers and are highly effective at teaching sometimes dull or dry material in subject areas such as science and social studies.

Josh Elder, founder and president of Reading With Pictures, sums up the strengths of comics as educational tools with his "Three E's of Comics."

Engagement: Comics impart meaning through the reader's active engagement with written language and juxtaposed sequential images. Readers must actively make meaning from the interplay of text and images, as well as by filling in the gaps between panels.

Efficiency: The comic format conveys large amounts of information in a short time. This is especially effective for teaching content in the subject areas (math, science, social studies, etc.).

Effectiveness: Processing text and images together leads to better recall and transfer of learning. Neurological experiments have shown that we process text and images in different areas of the brain: known as the Dual-Coding Theory of Cognition. These experiments also indicate that pairing an image with text leads to increased memory retention for both. With comics, students not only learn the material faster, they learn it better.

Flash cards

Flash cards are those cards which are employed to provide valuable information to the viewers through the graphical representation made on them. Usually they make use of flannel graph for their display. However, they can also be effectively displayed at their own without making use of a flannel graph. These are are in the shape of small compact cards and contain some picture, phtotograph, sketch, diagram, and reading material neatly and boldy drawn and written on them. The display of these cards at their own or on the flannel board is for a very small period just in the shape of a flash. This is why, these cards are called flash cards. These cards can also be utilized as projective material for being shown on the screen through projectors.

Graphs

Graphs are flat pictures which employ dots, lines or pictures to visualize numerical and statistical data to show statistics or relationships. They are made according to exact specifications and depict specifically quantitative data for analysis, interpretation or comparison.

Graphs are effective tools for making comparisons and contrasts. The use of visual imageries for abstract ideas helps clarifications and remembrance.

Types of graphs: i) Line graph, ii) Bar graph, iii) Circle graph, iv) Pictorial graph.

Maps

One of the most valuable documents for the students of Social Science is the map; but could they read it. As stated earlier place and time are two most important concepts in Social Science; every historical event occurs at a definite place and at a fixed time; devoid of the sense of place and time, Social Science becomes fiction. Map is the universally accepted symbol for the presentation of space concept. It indicates relationships in space, distance and direction.

Types of maps: i) Relief maps, ii) Flat maps, iii) Pictorial maps.

Photographs

Photographs may be passed from hand to hand or posted on a board in front of an audience. They can be used most effectively in small groups. Photographs are extensively used for documentation purposes.

Pictures

Children, by their very nature, are picture minded. This love of pictures can be capitalized to add zest, interest and validity to the teaching Social Science. Pictures they say, concretise Social Science-they help children to understand that Social Science is concerned with real things, real places and real persons. They are representations of beautiful dreams of reality or at least beautiful dreams. "if Social Science is to be made interesting, particularly for lower classes, the proper materials for teaching are dramatic scenes and heroic characters." Abstract generalisations are alwys cumbersome . Pictures will simplify the abstractions and help create and maintain interest.

Types of Pictures: i) Picture post cards, ii) Pictures made on charts, iii) Textbook and reference pictures, iv) Pageant type aids, v) Picture assembly, vi) Picture diagram, and vii) cartoon.

Posters

The present age is poster age. Everywhere we can see posters pasted on the walls, advertising boards and public places and also displayed in the newspapers and magazines for commercial, social and political propaganda. Through such propaganda, directly or indirectly, we can draw valuable educational advantages. In all their forms and shapes, posters represent quite forceful and appealing graphic visual aids. They usually concentrate on a single idea or theme.

Posters carry the following significance and advantages as a visual aid in the process of teaching and learning.

Posters are very effective means of catching and holding the attention of the learners, maintaining their interest in the teaching-learning process and leaving a permenant impression on their minds.

Posters can be specially used at the time of introducing a lesson by the teacher in his class for the purpose of attracting and motivating the students for the learning.

At the presentation, practice and recapitulation stages, they can be used for focusing the attention of the learners on some specific idea, fact, event or process.

The proper selection and effective use of posters:

➢ Simplicity

➢ Brevity

➢ Appropriateness

➢ Attractiveness

➢ Design and colour

Diagrams

A diagram may be defined as a graphic visual aid in the form of some simplified but explanatory drawing to show interrelationships and explain some idea, events or processes by means of lines, geometrical forms and symbols. Their main value lies in their power to describe and explain rather than merely to represent a thing or phenonmenon. Moreover, in comparison to other visual graphic aids like pictures, charts and graphs, they provide the highest condensed visual summaries of the presented facts and ideas.

The diagram should not be used at the introductory or beginning stage of the presentation of a lesson. They are more helpful at the drill, summary and review stages. In any case it is necessary to help the students to acquire necessary background in terms of the essential previous knowledge of the subject matter that is illustrated through the diagram.

Diagrams are complex and abstract representations. They rely highly on the typical symbolism that is very difficult to understand by the students. Therefore, every care is to be taken on the fact that a particular diagram should be used only when the students are capable of comprehending and interpreting such abstraction.

A diagram should have a single purpose in terms of illustrating and explaining a thing, idea or a phenonmenon. It should never be crowded with many ideas and functions to be explained through it.

Models

Original materials are quite rare in Social Science. Even those which exist are within easy reach of all schools. Therefore, the models the three dimensional representations of real things can be used with great advantage in the teaching of Social Science.

A model may be defined as a replica of an object as it is or in a reduced or in an enlarged form. Model can afford a substitute for most of the historic remains. They give a vivid impression of the real.

Use of models in teaching helps in visualizing the historical reality such as buildings, sculptures, etc., sometimes, models may be the shortest and easiest way of presenting certain concepts to pupils.

Models can invest Social Science with the sense of reality. Things which were mere stories to the pupils, might appear as true if we have models to support our verbal exposition.

Models can help Social Science teachers to teach according to the source method. Models of sources may be considered as sources for all practical purposes.

Specimens

These are also effective teaching aids in Social Science. They become more potent when used with other teaching aids such as pictures, maps and charts.

They say "A bird in hand is worth two in the bush". This saying acquires a new meaning when it is applied to the use of objects and specimens.

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

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

IV.   ICT RESOURCE:

Radio

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

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✓ Specific educational broadcasting on radio, through its planned and sequenced classroom lessons on various topics related to Social Science, may provide much assistance to the teachers in realizing the instructional objectives besides being a direct self-instructional source for the students.

Television

Television is a powerful medium of communication that calls for the use of auditory as well as visual senses of the learners in receiving education from a large distance, this appliance makes us able to transmit instantly every spoken or the written word, the picture, the sights and sounds, and the action of events as they take place.

Like most of the advanced developing countries of the world, india has also started to use television in education for imporving the quality of education at all levels, to expand educational facilities, particularly in rural and backward areas, for formal and non-formal systems and to make education interesting to the learners and thereby reduce wastage, i.e., dropouts in educational system.

The successful placing of the satellites into orbit has added new dimensions in the use of television for instructional purposes. One may observe now a number of programmes on his television set that carry significant educational experiences. Besides this, regular educational service for schools and college studetns in the shape of model lessons and other instructional programmes can now be seen on the television screen. The launching of edusat programmes for the schools through the organized efforts of the centre of educational technology cell of necert may be viewed as the latest development in this direction.

➢ Internet

➢ Multimedia

➢ Interactive whiteboard.

V.   COMMUNITY RESOURCES:

Fieldtrips

Therefore most of Social Science learning can take place in the immediate surroundings. Most of the social and historical phenomena can be clearly and easily understood by organizing local field trips to different places of historical interest. The students get an opportunity to come in contact with the natural environment and they get first hand experience and view of Social Science. In fact, the field trips put school on wheel. Field trips to some of the neighboring villages may help the students to recognize vital and meaningful contrast to city life in respect of pattern of houses, occupations, various activities connected with occupations and socio-economic life of the villagers. They get to know the forts, tombs, battle fields, etc. such trips develop the habit of self-study and understanding.

Purpose of field trips

➢   Field trips help to utilize the resources of the environment to their fullest extent for teaching Social Science.

➢   The students are able to see events, relics, objects, specimens in their natural setting.

➢   Because of direct observation, the understanding of the students becomes meaningful and they confirm the bookish knowledge.

➢   Field trips create interest in the subject of Social Science.

➢   They help to neutralize the boredom of teaching of Social Science and to link the school with social and political life outside it.

Museum

The word museum is derived from the greek word MOUSEION meaning thereby a temple of muses. It is place of assembly which specializes in assembling and showing specimens and exhibits. Museum of art and natural Social Science provides splendid educational opportunities to our school population.

Museum is the temple of the muse, as the word implies, is intended to be a place for study. For ages, the museum has been regarded as the reference file of real objects by which to verify and amplify knowledge acquired and preserved in other forms. It is described as the centre of a three

dimensional documentation of the world and the Social Science of man which no publications can replace. It provides information, education and enjoyment. Unless the hearts and minds of the people are exposed to works of art and elevated to a higher creative plane, they generally tend to remain at the animal level below the teaching of civilization.

Today, it is being considered essential that every school should have a museum with a separate section for every subject. It is essential and desirable that there should be a Social Science museum in every school. It will invest Social Science with a sense of reality. By seeing the relics of the past, pupils can realize that Social Science deals with facts. The sculpture can inform the students how in the days of yore arts were patronized and encouraged by different rulers in India. We know that Indian Social Science, particularly the ancient Indian Social Science, is based on ancient relics to a great extent. As such, it provides ample opportunities for study through museum.

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

Library

It is an important and useful aid to the teaching of Social Science. A small Social Science library is as essential for the teaching Social Science as a laboratory in physics, chemistry, zoology, etc. teachers of Social Science look upon a library as indispensable because original material, reference books, magazines, journals, etc., are stocked in it for reference. Because of a separate Social Science library, the students begin to take interest in the subject and if they do so, the purpose of maintaining a separate Social Science library is served. But is is surprising to know that few schools are really in a position to maintain a good library in general and subject libraries in a particular.

Need of a library

➢ The need of a good and a separate Social Science is felt both by an intelligent teacher and intelligent students. It need is felt when a teacher is confronted with a few problems during the course of teaching of Social Science because no single text-book on Social Science could possibly provide information on all the topics of Social Science. More and more emphasis in being laid on collateral reading in Social Science these days. It is a good Social Science library which can furnish the requisite information and comes to play an important role of enhancing the knowledge of social and historical nature.

➢ Such a subject library helps in inculcating library habits in general and subject interest in particular. The students develop the habit of using the index and develop library sense.

➢ Text-books of Social Science do not meet all the needs of the students. They, thus consult other books on Social Science or reference books. Besides, a Social Science library provides an appropriate atmosphere to inspire and encourage students to consult them and whenever they feel that a text book is not meeting their needs.

Excavated archeological sites

Archaeology has contributed a lot particularly to the Social Science of ancient India. Under the heading of archeology, historical information can obtained from i) inscriptions, ii) numismatics and iii) monuments.

Monuments

The ancient monuments, like forts, mosque, buildings, statues and pottery provide a lot of useful and reliable information about Social Science. The excavations of the sites of the old towns like Harappa, mohanjadaro and Taxila have furnished the historian with a lot of useful and reliable information hitherto unknown and have unearthed much of the Social Science of ancient India. The excavation of the sites of birth has added to the knowledge regarding Budhism and Ashoka.

The remains of the temples of ancient India and the mosques of medieval India are indicative of the hindu and muslim influences. The existence of various monuments through the ages provides a scientific basis for establishing chronology. They shed valuable light on the various phases of our cultural life and also provide as with a clue to the nature and extent of india's cultural contacts with the other civilizations of the world.

➢ Social Science resource Centre

Social Science Club

Such clubs if properly organized will be of immense help in enlivening the teaching of Social Science, considered and thought by most of us, as dull in our schools. Such a club stimulates the interest in extra readings of historical matrial. When the students meet in a club, they get an opportunity to mix with other students.

This club should be managed by the students themselves and the teacher should be a mere guide. They meeting may be held once a month in which a few interesting topics of Social Science may be discussed. Excursion should be organized or arranged to places of historical interest. Films if available may be exhibited off and on.

The members of the club may be asked to collect coins, old utensils, old jewellery, pottery, costumes of the past, photographs of historical personalities. Such activities will provide the students an opportunity to show their ingenuity and manual skill. It will create in them the habit of extra study of historical magazines, journals and old books and may create a desire in them to delve deep into the historical writings. Such training will help them to spend their leisure time usefully.

A historical society may help to organize extra school activity and may foster an interest in the historical remains of all kinds. The students may visit places of interest in their free time, taking notes, drawings and take photographs of the old historical monuments. The value of this lies not only in giving them a permanent interest in antiquities, but also in making their ordinary Social Science a more living and interesting thing to them.

Activities of the Social Science Club

➤ This club may organize village survey and the students may be asked to collect some socio-economic data of a village.

➤ In vacation, the club may organize hiking and trips to mountains, sea side or old monuments. The students will get first-hand knowledge of Social Science.

➤ This club may arrange film show to enhance the historical knowledge of the students of Social Science.

CHARACTERISTICS OF A GOOD SOCIAL SCIENCE TEXT-BOOK

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

The text-books should highlight the memorable role of heroes of national stature who kept burning the torch of freedom at the gloomiest hour.

The text-books should not only deal with the glories of the past achievement but also make a significant mention of the future aspirations of resurgent people of India.

Researchers need to be taken up in the realistic contemporary indian culture to guide the text book writers of Indian Social Science. Pamphlets, teaching guides, maps, models and manuals of field trips may be made available to promote national consciousness and strengthen national security.

It is fortunate that the NCERT and central board of secondary education are making special efforts to see it that Social Science does help in promoting national consciousness.

QUALITIES OF A SOCIAL SCIENCE TEACHER

Teacher occupies a very important place in the scheme of education. Without a well equipped teacher, the aims and objectives the school has set before it cannot be achieved. Therefore, we need teachers who have special qualifications and interests. Social Science is a subject which involves observation of historical events and places, collection of old and new data, analysis and generalization etc. Direction and guidance of such a teacher is very necessary. Social Science being a very vast subject, both science and art, it is not possible to teach this subject unless a teacher has special qualifications. In order to be successful and to realize the objectives of Social Science teaching and to discharge his functions properly and adequately, he should be a person of wide reading and culture and possess certain qualifications which are mentioned as under:

- ✓ Academic preparation
- ✓ Mastery of the subject and techniques
- ✓ Power to excite imagination
- ✓ Keen power of observation and imagination
- ✓ Knowledge of various methods of teaching
- ✓ He should have a love for excursions and tours
- ✓ He should take interest in collection of things of historical importance
- ✓ Power of narration and dramatization
- ✓ He should possess the basic knowledge of other social science
- ✓ He should possess scientific bent of mind
- ✓ Knowledge of current affairs
- ✓ Knowledge of child psychology
- ✓ Teacher pupil relationship
- ✓ Personality
- ✓ Professional training

Questions

1. Write about meaning of print resources and describe its impact on society.
2. Describe advantages and disadvantages of ICT sources.
3. Explain qualities of a Social Science teacher.

4. Discuss on importance of community resources in education.

5. Describe impact of ICT resources in education.

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