



# Planning for Teaching Social Studies

## Approaches/Methods & Techniques of Teaching Social Studies

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of the topic. He can guide the pupils by putting thought provoking questions in his assignments. The guidance to read or to study a topic will prepare the pupils to face the difficulties boldly.

### 3.3.8 QUIZ

This technique is a test-of knowledge generally used in a competition. The quiz competitions are very popular in schools. A quiz is a form of game or mind sport in which the players (as individuals or in teams) attempt to answer questions correctly. A quiz is also a brief assessment used in education and similar fields to measure growth in knowledge, abilities, and/or skills. Quizzes may be held on a variety of subjects (general knowledge, etc) or subject-specific. The format of the quiz can also vary widely.

In an educational context, a quiz is usually a form of a student assessment, but often has fewer questions of lesser difficulty and requires less time for completion than a test.

Additionally, a personality quiz may be a series of multiple-choice questions about the respondent without right or wrong answers. The responses to these questions are tallied according to a key, and the result purports to reveal some quality of the respondent.

#### Quiz Procedure:

- First the students are divided into groups
- Group is headed by a team leader.
- The teacher acts as a quiz master.
- The teacher provides them specific topics on which short crisp questions are asked. The questioning helps the teacher to understand the level of knowledge the students gained.
- The questions can be scattered through out the topic.
- Changing the pattern of questioning helps in probing the depth of knowledge.
- The students should answer in a single word or a phrase.
- Points are awarded to correct answer.
- The groups which scores maximum points is considered winner.

These class room quizzes enhance the participation of all the learners and inculcate in them competitive spirit and interest in the subject. They develop motivation to learn and collect more information in the subject.

### 4.1.1 MICRO TEACHING

Micro Teaching is a technique originated at Stanford University in 1963 as a part of an experimental research project. This project aimed at identifying specific teaching behaviours or observable teaching skills and at developing and testing evaluation instruments to measure the attainment of these skills. This project resulted in the development of component or technical skills approach.

In India, the idea of micro teaching started by early seventies. D.D. Tiwari was the first to take up a project on microteaching in 1967.

In 1975, NCERT has organized workshops on microteaching to orient teacher educators to the concept of micro teaching.

Micro teaching is a part of B.Ed. Programme of nearly all the Indian Universities now-a-days.

#### Meaning and Definitions of Microteaching:

The B.Ed. Programme consists of two parts

1. Theoretical course and
2. The practical course.

Theoretical course consists of all the theory papers like Philosophy, Psychology, Technology etc. and methodology of teaching, whereas practical course consists of practice teaching in the two methodologies. The student teachers are taught about the theoretical courses and are given orientation regarding the teaching by demonstrations by the teacher educators. By these demonstrations the student teachers practice the lessons through trail and error procedure. In order to rectify the problems in actual teaching process, micro teaching procedure was introduced.

Micro teaching is a procedure in which a student teacher practices teaching with a reduced number of pupils in a reduced period of time with one teaching skill for a small length of the lesson. It is essentially a skill based approach to teaching education. Complexity in teaching is reduced by practicing teaching skills one at a time.

Micro teaching is a teacher training technique. It is defined as follows:

*Allen and Eve (1968) defined as "a system of controlled practice that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions".*

*Passi and Lalita (1975) defined "the micro teaching process as a training technique which requires student teachers to teach a single skill to a small number of pupils in a short duration of time."*

*Jangira and Singh (1974) defined "micro teaching is the most effective technique as compared to interaction analysis and conventional approaches in the modification of teacher behavior."*

The complexities of the classroom teaching are reduced by

- a) Practising one skill at a time
- b) Limiting the content to one concept
- c) Reducing the size of students (5 to 10)
- d) Reducing the duration of teaching (5 to 10 minutes)

Micro teaching technique is a technique of training and not of teaching. It is not a substitute, but a supplement to present day teacher training programmes.

#### Characteristic features of Micro teaching:

Micro teaching may be considered as a miniaturized classroom teaching. It may be described as a 'scaled down' teaching encounter.

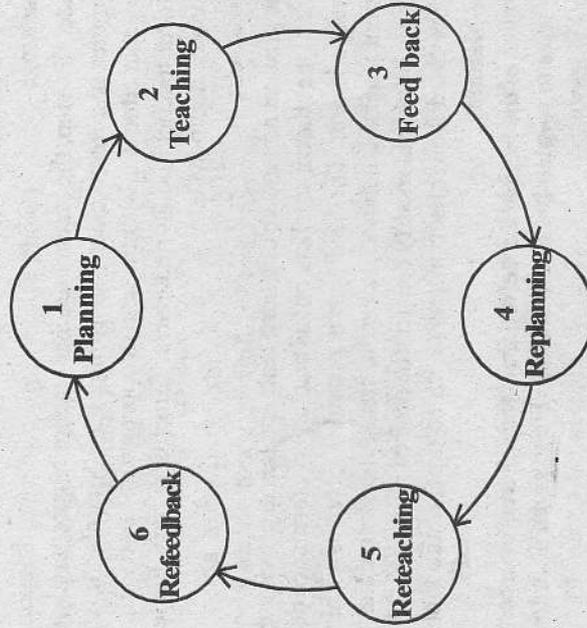
1. Micro teaching is an experiment in the field of teacher education which has been incorporated in the teaching practice programme.
2. Micro teaching is a training technique and not a teaching technique or method.
3. It is micro or miniaturized teaching with the provisions like
  - i) Practising one skill at a time.
  - ii) Reducing the class size to 5-10 pupils.
  - iii) Reducing duration of the lesson to 5-10 minutes.
4. In micro teaching there is a provision of feedback like due information about their performances immediately after completion of their teaching.
5. Teaching is composed of varied or specific skills. Micro teaching provides opportunity to select one skill at a time and practice its scaled down encounter and then take other skills in a similar way.

6. Micro teaching is highly individualized training device permitting the imposition of a high degree of control in practicing a particular skill.

By these features, the term micro teaching may be defined appropriately as "a technique or device of imparting training to the inexperienced or experienced teachers for learning the art of teaching by practicing specific skills through "Scaled down teaching encounter" i.e. reducing the complexities of real normal teaching in terms of size of the class, time and content."

#### 4.1.2 MICRO TEACHING PROCEDURE OR MICRO TEACHING CYCLE

A standard procedure of micro teaching conducted in a teacher training course may involve the following steps.



#### MICRO TEACHING CYCLE

##### 1. Planning:

Under this step, student teachers are required to plan and prepare micro lesson plans by selecting proper concept for the practice of demonstrated skill under the guidance of teacher-educator. The standard setting for a micro class is as below:

- a) Number of pupils : 5-10  
 b) Type of pupils : School pupils or peer student teachers  
 c) Type of Supervisor : Teacher educator or peers  
 d) Time duration of a micro lesson : 36 minutes
- Time duration (36 minutes) is divided as
- |                       |                   |
|-----------------------|-------------------|
| Teaching session      | : 6 minutes       |
| Feed back session     | : 6 minutes       |
| Replan session        | : 12 minutes      |
| Reteach session       | : 6 minutes       |
| Refeed back session   | : 6 minutes       |
| <b>Total duration</b> | <b>36 minutes</b> |

## 2. Teaching:

Under this step, the student teacher teaches his prepared micro lesson for 6 minutes in a micro class consisting of 5-10 pupils. It is supervised by the teacher educator with the help of appropriate observation schedule. The student teacher should make arrangements to have his lesson taped on a video or audio system.

## 3. Feedback:

The greatest advantage of Micro-teaching lies in providing immediate feedback to the student teachers on his teaching performance demonstrated in his micro lesson. The feedback is provided in terms of his use of the component teaching behaviours emphasizing the skill under practice so that he may be able to modify them in the desired direction. This feedback can be provided from observations on video tape, audio tape etc.

## 4. Re-planning:

In view of the feedback received from the different sources, the student teacher tries to re-plan his micro lesson. He is given 12 minutes time to re-plan his lesson.

## 5. Re-teaching:

In this session of 6 minutes, the student teacher re-teaches his micro lesson on the basis of the represented plan and rearranged setting.

## 6. Re-Feedback:

On the basis of his performance in the re-taught micro lesson, the student teacher is provided refeedback in the way same as in feedback session.

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This micro teaching cycle consists of planning, teaching, feedback, replan, reteach and refeedback is repeated till the student teacher attains mastery over the skill which is under practice.

Lastly, the task of integrating various teaching skills individually mastered by the student teacher. This task helps in bridging gap between training in isolated teaching skills and the real teaching situation faced by a student teacher.

## Phases of Micro Teaching:

According to J.C. Cliff (1976) micro-teaching comprises three phases, They are:

- i) Knowledge Acquisition phase (Pre-active phase)
- ii) Skill Acquisition phase (Inter-active phase)
- iii) Transfer phase (Post-active phase)

### i) Knowledge Acquisition Phase:

In this phase, the student teacher gains knowledge about the skills – its rationale (need) its role in classroom and its component behavior. Thus, he gains knowledge through literature survey, observing demonstration lesson-mode of skill presentation etc. Modeling is the main component in this phase.

### ii) Skill Acquisition Phase:

In this phase, the student teacher plans and prepares a micro lesson plan and practices the skill and proceeds as per the micro-teaching cycle. Micro-teaching setting and feedback are the two components in this phase.

### iii) Transfer Phase:

In this phase, the student teacher integrates the different skills practised and teaches in a real classroom setting.

## Advantages of Micro Teaching:

1. Micro teaching helps in making the complexities of normal classroom teaching easy.
2. Micro teaching is more manageable than classroom teaching due to small class size and reduced class time.
3. Micro teaching focuses on particular skills to be demonstrated. All observable, demonstrable and qualifiable skills are within the scope of micro teaching.
4. It provides immediate feedback to the student teacher enabling critical self-analysis.

5. Modification of teacher behavior and learning of specific tasks are the main outcomes of microteaching.

#### Limitations of Micro Teaching:

1. This method requires trained, competent teacher educators who are ready to accept innovations.
2. Micro-teaching technique applies only to observable, demonstrable and qualifiable skills. It does not apply to other skills such as decision making, preparation of audio-visual resources, maintaining student records etc.
3. Micro teaching is skill oriented and does not have any provisions for content orientation.
4. This procedure is a time consuming and costly affairs (Video tape etc.)

It is concluded that micro teaching may be described as an effective, well managed and controlled device of learning the art of teaching.

#### 4.2 MICRO TEACHING SKILLS

The concept of teaching is considered as a complex skill comprising of various specific teaching skills. These teaching skills can be defined as a set of inter-related component teaching behaviours for the realization of specific instructional objectives. These component teaching behaviours may be modified through the exercise done in micro teaching and thus a student-teacher may be able to acquire necessary teaching skills for becoming an effective teacher.

In India, Passi (1976) has given a list of teaching skills that are required at different stages of lesson.

#### Component Teaching Skills associated with different stages of a Lesson

Stage of a Lesson	Component Teaching Skills
I. Planning Stage	<ol style="list-style-type: none"> <li>1. Writing Instructional Objectives</li> <li>2. Selecting the content</li> <li>3. Organising the content</li> <li>4. Selection of the audio-visual aid material.</li> </ol>
II. Introductory Stage	<ol style="list-style-type: none"> <li>5. Creating set for introducing the lesson</li> <li>6. Introducing the lesson</li> </ol>

III. Presentation Stage	<p><b>(a) Questioning Skills</b></p> <ol style="list-style-type: none"> <li>7. Structured class-room question</li> <li>8. Fluency in questioning</li> <li>9. Probing questions</li> <li>10. Questions-delivery and distribution</li> <li>11. The use of higher order questions</li> <li>12. Divergent questions</li> <li>13. Response Management</li> </ol> <p><b>(b) Presentation Skills</b></p> <ol style="list-style-type: none"> <li>14. Pacing of the lesson</li> <li>15. Lecturing</li> <li>16. Explaining</li> <li>17. Discussing</li> <li>18. Demonstrating</li> <li>19. Illustration with examples</li> </ol> <p><b>(c) Aid-used Skills</b></p> <ol style="list-style-type: none"> <li>20. Using teaching aids</li> <li>21. Using black board</li> <li>22. Stimulus variation</li> <li>23. Silence and non-verbal cues</li> <li>24. Reinforcement</li> </ol> <p><b>(d) Managerial skills</b></p> <ol style="list-style-type: none"> <li>25. Promoting pupil participation</li> <li>26. Recognising attending behaviour</li> <li>27. Management of the class</li> <li>28. Achieving closure</li> <li>29. Planned repetition</li> <li>30. Giving Assignments</li> <li>31. Evaluating the pupil's progress</li> <li>32. Diagnosing pupil's learning difficulties and taking remedial measures.</li> </ol>
IV. Closing Stage	

#### Skills:

A skill is a specific behavior or activity, which requires doing a particular work. The performance of the concerned activity is automatically improved through its learning and practice. Teaching activity involves different skills, which are essential to teach effectively. Some of the teaching skills which are very useful in teaching social studies are:

## 1. Writing Instructional Objectives

2. Introducing the lesson
3. Skill of explanation
4. Structuring class room questions
5. Stimulus variation
6. Illustrating with examples
7. Reinforcement
8. Using black board

#### 4.2.1 SKILL OF WRITING INSTRUCTIONAL OBJECTIVES

Education that is provided to pupils has to be meaningful and it should have definite ends. Such ends are known as educational objectives. Education is a process of bringing changes in behavioural patterns of pupils in the desired direction. Hence, educational objectives constitute the desired changes in pupils' behavior. Such changes can be at thinking level (Cognitive), feeling level (Affective) and acting level (Psychomotor).

The objectives are of two types – general objectives and specific objectives. The general objectives are broad and cannot be achieved in one lesson. Educational objectives are general objectives. Examples for general objectives are "To train pupils in good citizenship", "To develop healthy attitudes among pupils" etc. Although they are important, they are not useful for practical purposes. They do not help a teacher in every day's classroom instruction. Unless, the teacher specifies objectives for a particular lesson, he can neither plan his instruction for the lesson efficiently nor test its effect. Hence, he should specify such objectives which could be achieved at the end of the lesson. For example to recall the names of the Indian things", "to draw the A.P. outline. Those objectives of each unit of instruction are known as instructional objectives.

Instructional objectives are practical and more meaningful to a classroom teacher. The achievement of such objectives in everyday's instruction will finally lead to the achievement of educational objectives which are general.

The skill of writing instructional objectives involves writing the objectives that are:

- i) Well stated
- ii) Adequate with respect to learning outcomes.

- iii) Relevant to the content and
- iv) Adequate with respect to the content outline.

The first component of the skill is making the instructional objectives well-stated. The term "well-stated" involves communicating clearly, without any ambiguity and misinterpretation, what you want pupil's to achieve.

The second component of the skill refers to the coverage of such well-stated objectives in terms of learning outcomes in various domains and levels of learning. There are three domains, cognitive, affective and psychomotor, and two levels of learning – knowledge level (lower level) and higher than knowledge level (higher level). Thus, the second component of the skill involves writing instructional objectives in both the levels of learning.

The third component involves writing instructional objectives that are relevant to the content chosen.

The fourth component relates to coverage with respect to the content. The objectives listed for a given content outline should cover the whole content.

#### 4.2.2 SKILL OF INTRODUCING A LESSON

In a class, when a teacher introduces a lesson or a unit, he gives a brief introduction about the lesson or unit in order to prepare the pupil's minds towards the lesson. Generally, an introduction to a lesson includes what the teacher does with or without the help of the pupils upto the stage of stating the aim of the lesson. The teachers differ in the way they introduce a lesson or unit. Pupil's learning of the new lesson or unit largely depends on the way the lesson is introduced. It requires a skill on the part of the teacher to introduce a lesson or unit.

The components of the skill can be derived by studying the factors that have contributed to the effectiveness of introducing the lesson by the teacher. The components of the skill of introducing a lesson are

##### i) Using previous knowledge:

The teacher tests the previous knowledge of the pupils. This is essential for the suitable integration of the new knowledge with the previous apperceptive mass in the pupils.

##### ii) Using Appropriate devices:

The teacher should make use of appropriate devices or techniques while introducing a lesson to motivate the students. The teacher creates such a situation by use of different types of devices such as

- a) Use of Audio-visual aids
- b) Questioning
- c) Use of examples, analogies, similarities
- d) Story telling, describing instances
- e) Lecturing, narrating
- f) Role playing, dramatization
- g) Demonstration, experimentation etc.

In order to motivate the learners, the use of such devices should be suitable to the age, experience and maturity etc. of the learner. The devices could be relevant only if they are related to the aims of the lesson/content. Unrelated devices confuse the learners and do not contribute towards establishing a healthy rapport with the students.

#### iii) Lacking in continuity:

Continuity refers to the sequence of ideas or information being presented by the teacher. While introducing a lesson, continuity breaks when the statements made or questions asked by the teacher are not logically sequenced. Lack in continuity is there when the teacher's statement or question is not related to the immediately preceding question or statement.

#### iv) Uttering irrelevant Statements:

A statement or a question which a teacher utters while introducing a lesson is said to be irrelevant when it is not related to the aim of the lesson. Such statements or questions do not contribute to the effectiveness of the skill in terms of establishing cognitive and affective rapport with the pupils. Sometimes they confuse the pupils while introducing a lesson, there can be continuity but the statement uttered may be irrelevant to the statement of aim of the lesson.

### 4.2.3 SKILL OF EXPLANATION

In a classrooms, the teacher explains ideas and concepts to the students. It is the most commonly used skill and is the essence of instruction. Generally, a teacher is said to be explaining when he is describing "How", "Why", and sometimes "What" of a concept, phenomenon, event, action or condition.

Explaining can also be defined as an activity to bring about an understanding in someone about a concept, principle etc., that is, it is an activity to fill up a gap in someone's understanding. Thus, explaining

depends upon the type of past experience, the type of new phenomenon and the type of relationship between them.

In order to develop the skill of explaining the desirable components that should be practiced are

#### i) Using explaining Links:

This involves using linking words and phrases in the statements of an explanation. Such links make the explanation clearer by bringing continuity in the statements used. They also give a clue that the person is explaining. They are generally, conjunctions or repetitions which explicitly indicate the causes. Consequences, reasons behind, space sequence, time sequence, means or purposes of an event, concept, action or condition.

#### ii) Using Beginning and concluding statements:

Generally, before an explanation certain statements are made for setting the minds of the listeners. Similarly, after the explanation, certain statements are made which conclude the whole explanation. Although such statements made in the beginning of an explanation or at the end may not directly contribute to the understanding of what has been explained, they are important because the beginning statements create mental readiness on the part of pupils to listen to what is going to be explained. The concluding statements or summarizing statements help in consolidating what has been explained.

Sometimes, explanation will be lengthy. In such cases, there can be more than one beginning statements. Such statements give the overall picture or the structure of explanation. Similarly, there will be more than one concluding statements. They give the major points in the explanation in a consolidated form.

#### iii) Testing pupil's understanding:

This behavior of the teacher involves putting questions to pupils to test whether or not they have understood what has been explained. Although this may not be a part of explaining, it is essential because it helps in knowing whether the purpose of explaining the concept or phenomenon has been achieved or not. The main purpose of explaining is to bring about understanding. In testing pupil's understanding a large number of questions has to be asked eliciting every bit of what has been explained.

There are also undesirable behavior which the teacher has to avoid in developing the skill of explaining. They are :

i) **Stating irrelevant statements:**

While explaining, a statement becomes irrelevant when it is not related to and does not contribute to the understanding of the concept being explained. Such statements not only hinder pupil's understanding, but also distract their attention from the subject of explanation and thus lead to confusion.

ii) **Lacking in continuity:**

This refers to break in the sequence of ideas or information presented during explaining. During explaining, continuity, breaks in the following situations:

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

iii) **Using Inappropriate Vocabulary:**

This involves using terms unknown to the most of the pupils of that age group and grade level. Although it is difficult to decide the appropriateness of the vocabulary to be used, it can be decided by experience. This involves subjective judgement. Some times more difficult technical terms are used to explain certain simpler terms. Such instances can be located easily and avoid them. Sometimes almost all the technical terms used in an explanation may not be appropriate for the particular class or age group. If the content and sequence of the content is known in the prescribed textbook it will not be difficult to find out the in appropriate vocabulary.

iv) **Lacking in Fluency:**

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

v) **Using vague words and phrases:**

Sometimes while explaining, teacher uses such words and phrases which indicate that he is failing to make something explicit. The use of such

words and phrases hinders the understanding of what is being explained.

Some such words and phrases are

Somewhat	infact	you see
Almost	a little	you know
Probably	few	correct
Perhaps	might	such thing
Seems	actually	some

#### 4.2.4 STRUCTURING CLASSROOM QUESTIONS

Questioning is an important teaching skill that a teacher must possess. Questioning can achieve its purposes if they are of high quality. Quality rather than quantity of questions make the teaching effective. A question which can stimulate the student for relevant thinking is a good question. Formulation of good questions is a difficult task which can be mastered through conscious and repeated efforts.

a) **Avoid the questions with 'Yes' or 'No' answers:**

Teachers should avoid framing those questions which can be answered in Yes or No. Since these questions have high scope of guessing and do not help in checking the repertoire of responding his students and these questions do not stimulate thinking. If it is necessary for the teacher to ask such questions then he should use these questions as supplementary questions in limited number in order to economise the time, stimulate the pupils to think and for maintaining fluency of the language in the lesson.

**For example:**

Does the earth has two movements? (In Appropriate Question)

How many movements does the earth has? (Appropriate Question)

b) **Avoid the use of echoed or leading questions:**

Questions directly reflecting the answers fall under this category. These questions may also be answered in Yes or No. Hence the teacher avoids the use of these questions.

**For example:**

Does any one know when did India get freedom? (In appropriate question)

When did India get freedom? (Appropriate question)

c) **Avoid double paralleled Questions:**

A question containing two or more ideas to consider at a time are called double paralleled questions. Teachers should avoid their use since

it is difficult for pupils as it includes more than one idea. Some of the demanding portion of the question is forgotten by the pupils by the time the teacher completes the question and pupil remain silent because he knows partly one or both the ideas asked in the question.

**For example:**

Constitution is necessary for a country, why? (Inappropriate question)  
Is constitution necessary for a country? Why? (Appropriate question)  
An inappropriately structured question may be broken into as many appropriate structured, as the number of ideas contained by it.

**d) Avoid ambiguous questions:**

Questions that fail to communicate the idea that it intended to communicate fall under this category.

**For example:**

What about water? (Inappropriate question)

What are the different uses of Water? (Appropriate question)

Questions are asked due to inadequate assessment of the language competence or student's inadequate coverage of the content in the class, inadequate ability to analyse the content and inadequate ability of linking the past experiences with the present.

#### 4.2.5 SKILL OF STIMULUS VARIATION

In the classroom, it is not only necessary for a teacher to explain, ask questions, give examples, provide encouraging remarks but also it is important to draw and sustain the attention of the pupils. For this purpose the teacher uses hand gestures, head and body movements, makes certain verbal statements like "listen carefully", "Do you understand", "Did you get it", "Am I clear" etc. Many times the teacher supplements verbal statements with gesture and body movements in order to make it more effective. All these behaviours are related to the skill of stimulus variation.

The skill of stimulus variation includes the behaviours namely:

**i) Movements:**

There is a natural tendency for the pupils to lose their attention from any object when they observe it continuously for a long time. In the classroom, the pupils attention is diverted from the teacher who stands at one place for a long time and hence from the lesson also. If the teacher moves continuously and this frequent change also leads to in attention in pupils. Hence, in order to secure and sustain attention in pupils, the

teacher has to move about in the class and this movement should be within the limits so that pupil's attention level is maintained high.

**ii) Gestures**

The various gestures that the teacher can use in the class to draw pupil's attention are head, hand and body movements. Using such gestures you will be more expressive and dynamic in the presentation in class.

The oral message is less effective in conveying meaning than an oral message combined with gestural ones. As a teacher, you should consciously attempt to extend the range and frequency of your gestures, enhancing oral communications with gestures cues.

Gestures can be made by movements of the parts of the body to direct attention to emphasize importance to explain emotions, or to indicate shapes, sizes, movements etc.

**iii) Change in speech pattern:**

Whenever the teacher wants to express emotions or feelings, he can modulate the voice. This sudden variation in this stimulus will attract attention of the pupils. Sometimes, while reading a lesson, a teacher has to read certain sentences emphasizing anger. Then the teacher can increase the volume of his voice and suddenly slow down. These sudden changes in the pitch of the voice will make pupils attend to the idea being told to them. Thus, the teacher can make a note that sudden or radical changes in tone, volume or speed of the teacher's speech are effective in drawing attention of the pupils.

**iv) Focusing:**

The teacher uses such behaviours that direct or focus pupil's attention to a particular point which the pupils have to notice or observe. Such behaviours can include certain verbal statements (Verbal focusing) or gestures or movements (gestural focusing) and both verbal statements and gestures. The simultaneous use of verbal and gestural focusing is found by experience to be more effective than either of them singly used.

**v) Change in Interaction Styles:**

In a classroom there can be three styles of interaction among pupils and teacher.

- Teacher pupils or teacher group interaction
- Teacher pupil interaction and
- Pupil-pupil interaction

**a) Teacher group interaction:**

When the teacher is conveying something to the class and the whole class responds back either many pupils at a time or one after another, then teacher-group interaction goes on in the classroom. The teacher may put a question to the whole class and elicit responses to the same question from many pupils.

**b) Teacher-Pupil Interaction:**

This type of interaction takes place when the teacher directs on statement or question to individual pupil. The teacher may ask an individual pupil a question, receive an answer and follow it up with a series of questions, to the same pupil, when the teacher want to probe into the issue more deeply.

**c) Pupil-Pupil Interaction:**

In this type of interaction, the teacher can ask a question and without commenting redirect the question by pointing to another pupil. This way the teacher can involve many pupils in a dialogue without doing direct discussion.

Anything monotonous in the class distracts pupil's attention and any change generally attracts attention. Hence, in order to secure and sustain pupil's attention in lesson, change the interaction styles deliberately so that the purpose is served.

**vi) Pausing:**

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

**vii) Oral-Visual switching:**

The teacher generally will be either telling something to the pupils (information) through oral medium or showing something to them. Sometimes the teacher does both simultaneously (information through oral-visual media). Each medium of giving information has its own advantages and disadvantages. But here the teacher is concerned with drawing and sustaining attention. If the teacher is continuously giving

information to the pupils through any one of the media i.e. oral, visual and oral-visual. There is a likelihood for pupils to lose attention in what he is conveying. It implies that if there is a change in the medium through which the teacher gives information to the pupils, generally, pupil's attention will be drawn towards it. Hence, such frequent changes helps teacher to sustain pupil's attention to what he is conveying.

**4.2.6 SKILL OF ILLUSTRATING WITH EXAMPLES**

Sometimes it is difficult for a teacher to convey the meaning of abstract ideas or concepts to children. The teacher has to know how to bring clarity, simplicity and interest in his teaching. The skill of illustrating with examples will help in this regard.

The important components of the skill are:

**i) Formulating simple examples:**

By simple examples we mean those examples which are based on pupil's previous knowledge. Teacher should try to give examples from the previous knowledge of pupils in order to make the idea, concept or principle clear and understandable to pupils. Previous knowledge refers to the knowledge already possessed by pupils through many sources like reading books, listening to others, visiting places or getting first hand experience of situations where many principles are applied. Such examples based on pupil's previous knowledge are obviously simple to the pupils to understand.

**ii) Formulating examples Relevant to Rule or Concept:**

Relevancy of an example to the rule or concept refers to its applicability to the rule or concept which the teacher has to illustrate. Irrelevant examples not only lead to confusion, but also hinder the understanding of the rule or concept which they illustrate.

**iii) Formulating interesting examples:**

An example is said to be interesting if it can arouse curiosity and interest in pupils. This can be judged by observing the behavior of the pupils. Examples could be interesting if they are according to the age group and maturity level of the pupils.

**iv) Using appropriate media for examples:**

Examples can also be classified according to the media through which they are conveyed to the learners. Accordingly, examples can be verbal and non-verbal. Verbal examples are those that are given verbally. They include giving analogies, story telling etc. Non-verbal media include

- a) Objects
- b) Models
- c) Pictures
- d) Diagrams, maps and sketches
- e) Experimental demonstration

**v) Using examples by inductive-deductive approach:**

In inductive approach the teacher gives a number of examples related to a concept or a rule and helps the pupil to understand the concept or to derive the rule.

In deductive approach the teacher states the concept or the rule and gives or elicits a number of examples to clarify the same.

Thus, the skill of illustrating with examples can be defined as using simple, relevant and interesting examples using appropriate media through inductive-deductive approach.

#### 4.2.7 SKILL OF REINFORCEMENT

The skill of reinforcement involves the teacher to use more positive reinforcers (Good, Alright, fair etc.) so that the pupil's participation in responding in the class is maximized.

**1. Positive Verbal Reinforcement:**

Teacher gives positive reinforcement through various verbal (with words) expressions. They are that's good, right, yes, correct, fine, excellent, splendid, well done, continue, go a head, carry on etc.

When the pupil is responding the teacher can reinforce this behavior so that he continuous responding. This can be done using extra verbal expressions such as 'hm-hm', 'uh-uh' etc.

**2. Positive Non-verbal Reinforcement:**

Positive non-verbal reinforcement (i.e. without words) expressions like nodding of head, smiling moving towards the responding pupil, keeping eyes on the pupil, giving ears to the pupil indicating that attention is being paid to the pupil's words, writing the response of the pupil on the black board, or any other non verbal action indicating pleasure at the pupil's response.

**3. Negative Verbal Reinforcement:**

This type of reinforcement often make use of aversive (painful, threatening or punishing) behaviours. It affects learning negatively and decreases the motivation of the pupils. Discouraging expressions such

as "I don't like what you are doing", non sense, no, wrong, incorrect, stop it, that's not, etc. and discouraging cues and voice tones as 'humpf' in sarcastic voice. These type of remarks should be avoided by the teacher in order to make the students to participate more in the class.

**4. Negative non verbal Reinforcement:**

The behaviours such as frowning, moving away from the responding pupil, keeping eyes on the pupil with discouraging looks, hard and disapproving stares, not looking at the responding pupil, tapping foot impatiently and walking around etc. The teacher should be conscious of such behaviours and avoid them as far as possible in order to use the skills of reinforcement effectively.

#### 4.2.8 SKILL OF USING BLACKBOARD

Blackboard or chalkboard is the important visual aid most widely used by the teacher for classroom instruction.

**The components of the skill of using black board are:**

- 1) Legibility of handwriting
- 2) Neatness in the blackboard work and
- 3) Appropriateness of written work on the blackboard.

**1. Legibility of Handwriting:**

The handwriting is said to be legible when there is maximum ease in reading it.

- a) Every letter should be distinct

Eg: *d* *d*, *l* *i*  
*x* *x* *x* *x* *x* *x*

- b) There should be adequate space between two letters and two words

Eg: *My name is Manvi* *x*

*My name is Manvi* ✓

- c) The slantness of each letter should be closest to the vertical

Eg: *once upon a time, there lived a king* *x*

*Once upon a time, there lived a king* ✓

- d) The size of the letters should be large enough to be read from the far end of the room (last row)

Generally,  $2\frac{1}{2}$ " high letters are

suited to a distance of 20 feet.

e) The size of the capital letters should be just bigger than that of the small letter but not so much exaggerated so as to form an obstacle while reading.

Eg: Delhi is the capital of India. X

f) Delhi is the capital of India. ✓  
All capital letters should be of the same size and all small letters should be of the same size.

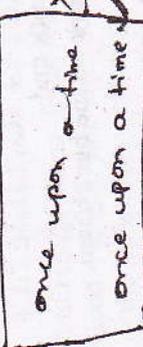
g) The thickness of the line should be of same width.  
Eg: once upon a time. X

once upon a time ✓

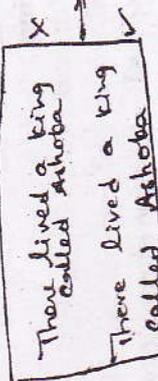
## 2. Neatness in the blackboard

The blackboard work is neat when

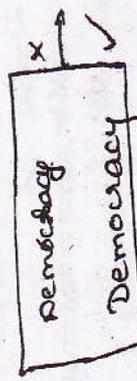
a) The words and the sentences should be written in the horizontal lines parallel to the base of the black board.

Eg:  Black board.

b) There should be adequate spacing between the lines.

Eg:  black board.

c) There should be no overwriting that makes blackboard work untidy.

Eg:  Black board.

d) Relevant matter which is under focus of classroom discussion should be retained on the blackboard.

The matter which is not so important and used as example or roughly can be erased so that the pupil can concentrate on the material under focus.

## 4.3 PLANNING

The society in which we are living is changing from time to time. Change is an indication of progress and development. Social changes bring change in the educational system also. As such the school curriculum will also change according to the change in the society.

The aim of education is to train the pupils for future citizenship. The schools should be in a position to train the pupils to meet all the challenges of the society. Therefore, the pupils should be given good training to become good citizens. For this, the instructors or the teachers need to give effective teaching. For effective teaching a good planning is necessary. So, planning is essential for the systematic teaching in schools.

A good teacher should plan carefully the classroom activities in order to reach the educational goals successfully and efficiently. Planning is defined as "An organized statement of general and specific goals together with the specific means by which these goals are to be attained by the learner, under the guidance of the teacher on a given day".

Effective planning of activities in advance and visualizing the whole teaching-learning situation in the classroom are the ways to success. With planning, the subject matter can be organized efficiently along with the necessary activities. It develops desirable habits insight and interests in pupils.

By planning teaching learning process will be coordinated. It keeps the teacher to go on the right track in accordance with the syllabus. When the teacher plans the lesson, he can work with confidence and competence. Planning also helps the teacher to achieve desirable objectives. Therefore every teacher has to be very clear about the nature of planning, the criteria of good planning, the types of planning viz. a year plan, an unit plan and a daily lesson plan.

Finally, planning is in many ways the core, the heart of effective teaching.

### 4.3.1 ANNUAL PLAN

Instructional planning in social studies could be in the form of an Year Plan, Unit Plan or a Daily lesson plan.

Year Plan or Annual Plan is the most general type of planning of any classroom teacher. It is a long range plan in which the instruction for the whole academic year is planned out. An annual plan acts as a guide for the teacher to organize his day-to-day teaching keeping in mind the long term goals.