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**SEMESTER-1**

# **Pedagogy of SOCIAL SCIENCES**



Course - IV  
I<sup>st</sup> Semester

**PEDAGOGY OF  
SOCIAL SCIENCES**

*Authors :*  
Well Experienced Teacher Educators

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Course - IV  
1<sup>st</sup> Semester

## PEDAGOGY OF SOCIAL SCIENCES

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## UNIT - 1

## SOCIAL SCIENCES AS AN INTEGRATED AREA OF STUDY

**Q.1. Explain the meaning and nature of social studies.**

**Ans.** In 1955, the secondary education commission has recommended the introduction of social studies as a core subject for the secondary stage.

**What social studies is:** Below are given a list of some definitions of the concept of social studies

*"A study of relations and interrelations - historical, geographical and social"* - James Hamings

*"Social Studies are selected portion of social sciences for instructional purposes"* - Wesley

*"Social studies deal with the study of man and his relationship with others men and with his environment"* - Jarolemek

### Nature of Social Studies:

Social studies is a multi-disciplinary school subject, which deals with several aspects of man and his environment. This term was first used in American Schools around 1916. In India the subject social studies got its origin from the formulation of basic system of education in 1937. It became the major responsibility of the school to prepare the child to face the problems of even troublesome world intelligently. To achieve this goal the schools have to select and design their curriculum keeping in view the traditions, cultures and also changes came into existence in the society and social life due to the technological and scientific development. The main themes of social studies are man's struggle with environment yesterday and today.

### Q.2. Explain the scope of social studies.

**Ans:** The term scope refers to the breadth, comprehensiveness, variety and the extent of learning experiences to be provided through a programme of teaching. The scope of social studies is to acquaint the children with various social activities, which are meaningful. The scope of social studies should be studied mainly on certain points. They are:

### Pedagogy of Social Sciences

1) The cultural heritage helps them to solve the present problems, as the past gives them direction to the present and future decision making.

2) People everywhere have certain basic needs and wants. How they fulfill and meet these needs upon the type of environment and the cultural level.

3) People have to depend upon each other for the fulfillment of their needs. Interdependence of people will become more, when their needs become more complex.

Geography speaks about different climatic conditions and the influence of climate on the lives of the people in the world.

Civics gives necessary knowledge to prepare the child for efficient citizenship.

Economics explains the financial affairs of one's daily life.

### Q.3. What are the differences between social studies and social sciences?

**Ans :** Social studies and social sciences are quite different. Even though both the subjects deal with human relationships and social sciences.

| Social Sciences                                                                   | Social Studies                                                                                                    |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1. Advanced studies of human society.                                             | 1. They are simplified portions of social sciences.                                                               |
| 2. These are taught at higher secondary and college level.                        | 2. This is taught at primary and high school level.                                                               |
| 3. Social sciences have theoretical emphasis on human affairs.                    | 3. Social studies has practical aspect of human affair.                                                           |
| 4. Social Sciences represent audit approach.                                      | 4. Social studies represent child centered approach.                                                              |
| 5. The emphasis is laid on research, investigation, discovery in social sciences. | 5. The emphasis is laid on understanding socio-economic and political issues and developing skills and attitudes. |

6. Social sciences are those subjects, which related to the origin and development of the human society.
7. Social studies is a subject that has developed from social sciences according to the needs of political socialisation.
7. Social studies is an integrated study of all social sciences.

#### Q.4. Distinction between natural and social sciences?

| Ans :           | Natural Science                                  | Social Science                                                           |
|-----------------|--------------------------------------------------|--------------------------------------------------------------------------|
| Goal            | Understanding of phenomena in the physical world | Understanding of human interaction in society                            |
| Prediction      | Prediction often possible                        | Low predictive power                                                     |
| Object of study | Physical world                                   | Social Interactions                                                      |
| Methodology     | * Scientific<br>* Mainly quantitative approach   | * Scientific<br>* Combination of qualitative and quantitative approaches |
| Limitations     | Epistemic question ability                       | Inductive and synthetic approach does not allow                          |

## UNIT - 2

### AIMS, OBJECTIVES AND ACADEMIC STANDARDS OF SOCIAL SCIENCES

#### Q.1. What are the main aims and objectives of teaching social sciences?

##### Ans : Aims of Teaching Social Studies

In the words of J.F. Forrester, the chief aim of Social Studies "is to help pupils to understand the world in which they have to live and how it came to be so that they become responsible citizen. It aims at promoting critical thinking and a readiness for social change, at creating a disposition for action on behalf of the general welfare, at an appreciation of other cultures and a realisations of the dependence of man and man and nation and nation."

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

##### General Aims and Objectives of Teaching Social Studies

- 1. Acquaintance with the Environment.** Social studies acquaints the child with his past and present social, cultural and geographical environment.
- 2. Interest in Socio-economic Institutions.** Social studies in schools helps the students to take a keen interest in the ways people live through various socio-economic and political institutions.
- 3. Appreciation of Cultural Heritage.** The teaching of social studies enables children to appreciate India's rich cultural

heritage.

**4. Sifting of Material.** The teaching of social studies enables the students to recognize and get rid of what is undesirable and antiquated especially in the context of social change.

**5. Development of Broadmindedness.** Social studies aims at ensuring that narrow, parochial, Chauvinistic and obscurantist tendencies are not allowed to grow in our pupils and that they become tolerant and broadminded.

**6. Development of Social Commitment.** Social studies endeavours to develop a will and ability in every pupil to participate in the most important task of the reconstruction of society and economy with a sense of social commitment.

**7. Faith in the Destiny of Nation.** Teaching of social studies aims at developing a faith in the minds of the students in the destiny of our nation in terms of promoting a spirit of tolerance and assimilation and peace and harmony among the people of the world.

**8. Development of Insight into Human Relations.** Social studies is intended to help pupils to develop an insight into human relationships, social values and attitudes.

**9. Effective Participation in Social Affairs.** Social studies enables the growing children to participate effectively in the affairs of the community, the state, the country and the world at large.

**10. Promotion of Ideals enshrined in the Constitution.** Social Studies promotes the values and ideals of humanism, secularism, socialism and democracy.

**11. Maximization of Economic and social Welfare.** Social studies inculcates attitudes and skills for maximization of economic and social welfare.

**12. Promotion of Peace.** Social Studies inculcates attitudes and imparts the knowledge necessary for the achievement of the principal values of a just world order.

**13. Profitable Use of Leisure Time.** Social studies affords opportunities to the students to develop such interests that will enable them to use their leisure properly.

**14. Foundation for Specialisation.** Social studies provides a pattern and experience of study that will serve as a foundation for specialisation at a later stage of education of the students. At the early stages, students are made familiar with the elementary knowledge of various disciplines.

**15. Many-Sided Development of the Personality.** The primary objective of social studies is to develop an appreciation of 3 R's - Rights, Responsibilities and Relationships. Social studies aims at developing qualities like clearness of thought, intellectual conscience, courage, love of truth, initiative, self-reliance, spontaneity, tolerance, unbiased attitude, etc, which go a long way in the development of a well balanced personality, physically strong, intellectually mature, emotionally stable and socially efficient.

## Q.2. Write about the Bloom's Taxonomy of Educational Objectives.

**Ans :** Blooms taxonomy of Educational Objectives. B.S. Bloom has classified the learning objectives into three domains. They are

1. Cognitive Domain.
2. Affective Domain
3. Psychomotor Domain.

The following table shows the objectives of each domain.

| Cognitive Domain | Affective Domain    | Psychomotor Domain |
|------------------|---------------------|--------------------|
| 1. Knowledge     | 1. Receiving        | 1. Imitation       |
| 2. Comprehension | 2. Responding       | 2. Manipulation    |
| 3. Application   | 3. Valuing          | 3. Precision       |
| 4. Analysis      | 4. Organisation     | 4. Articulation    |
| 5. Synthesis     | 5. Characterisation | 5. Naturalisation  |

**Description of these categories is given below:**

**a) Knowledge:** It is defined as the remembering of previously learned material. It includes the following three types of content.

1. Knowledge - including Facts and Terminology.
2. Knowledge of ways and means.
3. Knowledge of principles, Theories and Generalisation.

**b) Comprehension:** It is defined as the ability to understand the meaning. It includes three types of activities.

1. Translation of specific facts, principles and theories.
2. Interpretation of the same specifics.
3. Extrapolation of the above content.

**c) Application:**

It is the capacity to use the learned material in the real life situations. Learning outcomes belong to a higher level of understanding than comprehension. This has three levels.

1. Make generalisations of facts, principles and theories.
2. Diagnosing the weakness of these contents.
3. Applying these contents. These objectives develop critical and reasoning ability of the learners.

**d) Analysis:** It is required to understand the organisational structure. Learning outcomes represent a higher intellectual level than comprehension and application. This is analysed at three levels:

1. Analysing the elements of a communication.
2. Establishing the relationship among the elements.
3. Formulating some principles to organise the elements. It develops reasoning ability among the learners.

**e) Synthesis:** It combines the different parts to give full meaning. This also includes the activities at three levels.

1. Unique communication by arranging different elements.
2. Suggest new plan by combining all elements.
3. Establish an abstract relationship among different elements.

**f) Evaluation:** Evaluation is judging the outcome on the basis of the its purpose for which it is used. It had two levels:

1. The external judgement
2. The internal judgement

The following are the major cognitive learning experience.

1. Factual information
2. Concept formation
3. Generalisation and principles
4. Problem-solving and creating.

Bloom's taxonomy helps the teachers to improve their teaching methods to achieve the outcomes as they desire.

## II. Affective Domain:

David R.Crothwal classified the objectives of affective domain in the following categories.

1. **Receiving:** The learners are sensitized to the existence of certain stimuli. It means to attend the stimuli.

2. **Responding:** The pupils are motivated to response.

3. **Valuing:** It includes the worth of a thing behaviour.

4. **Organization:** Students gives some order to each value.

5. **Characterization:** At this level the teacher can characterize the knowledge of the value system of the pupils very easily.

## III. Psychomotor Domain:

It is very important in the taxonomy of educational objectives because motions necessary condition of survival and of independence. These objectives are concerned with the training of the student's physical activities and the development of skills.

| Category       | Behavior Description                 |
|----------------|--------------------------------------|
| Imitation      | Copy action of another               |
| Manipulation   | Reproduce activity from instructions |
| Precision      | Execute skills reliably              |
| Articulation   | Adapt                                |
| Naturalization | Automated                            |

**Limitations:**

1. There is no clarity in the classification of values
2. They may also reduce the learners individuality
3. Classroom may lose the natural atmosphere.
4. Bloom's given importance to only cognitive domain.
5. Evaluate the affective domain objectives is very difficult.

**Q.3. What are the learning outcomes of teaching social sciences?**

**Ans :** Learning outcomes of teaching social sciences

On the pattern of R.C.A. Edwin , of the U.S.A. We may mention the aims of teaching social studies under four heads namely:

1. Imparting Knowledge and Developing Understanding.
2. Inculcating Desirable Attitudes.
3. Giving Training in Desirable Pattern of Conduct.
4. Initiating and Improving Basic Skills

**1. Imparting Knowledge and Developing Understanding.**

These include the following:

- 1) Making the child understand his environment so as to enable him to adjust better with his social and cultural environment.
- 2) Enabling the child understand social concepts such as family, community, state and nation.
- 3) Enabling the child understand the world around him.
- 4) Enabling the child develop an appreciation of social change.

- 5) Enabling the child know the progress of society from primitive to the advanced stage.
- 6) Acquainting the child about man's ways of living, his significant achievements and the problems that he faces today.
- 7) Acquainting the child with social institutions.
- 8) Helping the child understand how far geographical conditions influence in moulding the growth of society in different parts of the world.
- 9) Helping the child learn about vocational activities and opportunities.

**2. Inculcating Desirable Attitudes**

Desirable attitudes imply:

- i) Developing attitudes to assume social and civic responsibility and thus making the child an active participant and an enlightened individual.
- ii) Developing attitudes to act in accordance with democratic principles and values.
- iii) Developing attitudes of personal responsibility, civic and world mindedness, emotional maturity, intellectual integrity, aesthetic appreciation and suspended judgment.
- iv) Developing attitudes of patriotism, cooperation and tolerance.
- v) Developing attitudes to appreciate the view points of others and making one's own contribution.

**3. Giving Training in Desirable Pattern of Conduct**

This implies:

1. Providing opportunities for training in courage, cooperation patriotism and toleration.
2. Enabling the child to appreciate the view points of others and to make his own contribution.

**4. Initiating and Improving Basic Skills**

This includes as follows:

a) Helping the child, develop such skills as are necessary for effective participation in social life.

b) Helping the child develop critical and scientific thinking and sense of time.

c) Helping the child inculcate the social skills: i) to interpret printed, pictured and chartered material ii) to place people, events and institutions in time, space and importance iii) to use words of social, cultural and economic significance correctly iv) to understand and interpret significant data and to compare, contrast, summarise, generalize and criticise them.

#### Q.4. Write about the recommendations of NPE 1986 and NCF 2005.

**Ans : Recommendations of NPE 1986**

The first NEP was promulgated in 1986 by the Government of Prime minister Smt. Indira Gandhi, and the second by Rajiv Gandhi in 1986

#### Recommendations of NPE 1986

1. To bring about physical, emotional and ethical integration of individual with a view to evolving a complete man who possesses the basic values and who is capable to giving a fuller response to social and environmental challenges.
2. To inculcate an individual spirit of truthfulness, temperance and courage.
3. To cultivate a spirit of humanity, simple living, selfless service and sacrifice.
4. To provide a background of humanities and social science as essential to retaining a human touch and mellow down the harshness of a mechanical world.
5. To promote the study of classes and develop pride in national culture and heritage so that one may not lose one's moorings.

6. To prepare an individual for calling suited to his aptitude and skills and the needs of the society.

7. To create the spirit of Brotherhood of Man and promote the establishment of a classless and Casteless society.

#### Recommendations of NCF 2005 :

1. To learn to respect differences of opinion in lifestyle and cultural practices.
2. To grow up as active, responsible and reflective members of society.
3. To acquire pleasure in reading, by providing them with enjoyable reading material.
4. To question and examine received ideas, institutions and practices.

#### Q.5. What are the academic standards of the teaching social sciences?

**Ans : Academic Standards:**

##### 1. Conceptual Understanding:

- \* Should think rationally listening to what other say
- \* Should say the important points of the lesson taught in their own words.

##### Tasks to develop conceptual understanding:

- \* To observe and discuss pictures
- \* To discuss the questions in the lesson in groups.

##### 2. Reading the text given, understanding and interpretation:

- \* Encourage children to write their opinions freely
- \* This is not answering questions

##### 3. Information Skills:

- \* Collect different types of graphs and tables.
- \* Give thought providing and analytical questions.

##### 4. Reflection on contemporary issues and questioning

- \* Give scope to think on this own
- \* Discuss in groups and with whole class only then give suggestions.

### 5. Mapping Skills:

Three important aspects of mapping skills are

- a) Map drawing
- b) Map reading
- c) Map pointing

### Q.6. Discuss the values of teaching social sciences

**Ans : Values of teaching social Studies:**

Values are the outcomes related to affective domain, which are achieved after teaching the subject according to the aims. Social studies curriculum should be activity centered in order to provide practice in values to students.

#### 1. Social studies has utilitarian values:

Through social studies, students learn many things and use them in their daily life.

#### 2. Social studies has vocational value:

Social studies give knowledge about different vocations existing in the society.

#### 3. Social studies has Intellectual value:

Man's brain always goes in search of something new. This leads to awareness, tolerance and adjustment.

#### 4. Social studies has moral value:

The teaching of Social Studies develop unselfishness, courage, the lacking of social apatience among the students.

#### 5. Cultural Value:

Social studies explains about the existing state of things, religion etc.

#### 6. It develops scientific attitude:

The teaching of social studies should develop scientific attitude among the students.

## UNIT - 3

# APPROACHES, METHODS, STRATEGIES AND TECHNIQUES OF TEACHING SOCIAL SCIENCES

### Q.1. Write a short note on Lecture method.

**Ans : Lecture Method:**

The most commonly used method of teaching is Lecturer method. The word Lecture has been derived from a Latin word Lecture which means loud reading. There is another Latin word Lego which means "to read". In lecturer method the teacher explains the lesson. In his own way and the students will only be the passive listeners.

#### Steps in the Lecture Method:

1. Aims of the topic.
2. Introduction.
3. Content Organisation
4. Presentation
5. Conclusion

#### Precautions to be taken during the Lecture Method:

1. Teacher should not talk personal things during the lecture.
2. Black board should be used to write down the important points.
3. Teacher should use dramatisation for effective teaching
4. Students must be made active participants in the teaching learning process.

#### Advantages:

- \* Listening to the lectures gives training to the students in listening and picking up the important points.
- \* A well prepared lecture saves the time of the pupils.

**Disadvantages:**

- \* There is no scope for remedial teaching
- \* Subject matter will be taught speedily

**Q.2. Explain Lecture cum Demonstration Method.**

**Ans : Lecture cum Demonstration Method:**

In this method the teacher lectures and demonstrates also. The important principle on which this method works is "Truth is that works"

**Steps:****1. Planning and Preparation:**

Teacher should keep the following points in mind while preparing his lesson.

- a) Subject Matter
- b) Questions to be asked
- c) Apparatus required for the experiment

**2. Introduction of the Lesson:**

The teacher can motivate the students by telling them some new and interesting things by which they develop interest towards the lesson.

**3. Presentation:**

The teacher prepares the lesson with all the aids and examples.

**4. Demonstration:**

Through the demonstration all the doubts of the students must be cleared.

**5. Black Board Work:**

A summary of important results and principles by should be written in the black board.

**6. Supervision:**

The teacher should see that all the students take part in the activity.

**Advantages:**

- \* It is less expensive.
- \* It can be successfully used for all types of students.
- \* It saves the time.

**Limitations:**

- \* The method is not scientific
- \* It is not child oriented.
- \* It fails to develop laboratory skills in the students.

**Q.3. Explain the source method of teaching social sciences.**

**Ans : Source Method:**

Source method is a device which helps us to study social studies real and vivid. The knowledge of the sources is highly valuable in the study of history.

**Classification of Sources:**

The sources are put into two categories.

**1. Traditions:**

- a) **Oral Traditions:** Elders passing on the traditions orally to the younger generations.
- b) **Written and Printed Traditions:** deaths, house warning etc.
- c) **Pictorial Traditions:** Passing on the traditions through pictures and sculpture.

**2. Remains:**

- a) **Primary Sources:** These are original sources Ex: Coins, tools
- b) **Secondary Sources:** They are called derived sources, Ex: Books, biographies etc.

**Advantages:**

It develops observation among the people.  
It satisfies the curiosity of the students.

**Demerits:**

It is very difficult to get the source books.  
It is expensive and takes longer time.

**Q.4. Write a short note on supervised study.**

**Ans : Supervised Study:**

Supervised study means, the students carry on their work assigned by the teacher, under the guidance of the teacher. The supervised study method is also known by the name directed study method.

**"The supervised study method provides an opportunity to the student to work under the guidance of the teacher and to the teacher to supervise the study work"**  
- Clark and Star

**Applications of Supervised Study Method:**

Bining and Bining have presented the following plans for its use:

- Conference Plan
- Special Teacher Plan
- Divided Period Plan
- Double Period Plan
- Periodical Plan

**Needs for Supervised Study:**

- To cater to the individual differences.
- To help the students in collateral reading
- To complete the home work
- To help the students in revision work
- For efficient supervision

**Advantages:**

- \* Self learning is possible through this method.
- \* The students adopt democratic way of life

**Limitations:**

- \* It is difficult to arrange the timetables.
- \* It consumes a lot of money and time.

**Q.5. Explain the project method of teaching social sciences.**

**Ans : Project Method:**

Project method is a direct outcome of Dewey's philosophy. Its main principle is 'learning by doing'.

**Definitions of project:**

- \* "A project is a bit of real life that has been imparted into the school"
- \* "It is a problematic act carried to completion in its natural setting"

**Steps of the Project Method:****1. Providing a situation:**

The teacher provides a situation, which the students feel like working on certain projects.

**2. Choosing and Purposing:**

The pupils are guided to choose a project linked with their need. The proposed project should be according to the real need of the pupils.

**3. Planning the project:**

Planning of project is very important for the success of the project pupil planning under the guidance of the teacher is one of the indispensable principles of the project method.

**4. Execution of the project:**

The teacher has to see that everybody in the group contributes his/her share of work this is the most important step in the project.

**5. Evaluating:**

Evaluation of the work done is very important pupils should find out their short comings and good points.

**6. Recording of the project:**

Students should maintain a complete record of the project work.

**Role of the Teacher:**

1. The teacher should be a friend, guide and a partner.
2. Provide democratic atmosphere in the class room.
3. Give chance to shy pupils to express their opinions and participate actively in the project.

**Merits:**

- \* It develops cooperative zeal in pupils.
- \* It teaches the pupils the dignity of labour
- \* This method teaches learning through practical problems.

**Limitations:**

- \* All these pupils may not work.
- \* It is very expensive.

**Q.6. Write a short note on problem solving method.**

**Ans : Problem Solving Method:**

It is a general educational method rather than a specific pedagogical technique.

Problem solving method prepares the individuals best for this purpose.

"The problem fixes the end of thought and the end controls the process of thinking" - Dewey

**Steps in problem solving method:**

1. Selection of problem
2. The problem must be stated definitely.
3. The collection of relevant data and material
4. Organization of data
5. Drawing Conclusions

**Principles of Problem Solving:**

1. The problem must be started definitely.
2. The problem must be challenging to the minds of the pupils
3. Solution must be definite and clear

**Advantages:**

- \* It makes the students active learners.
- \* Correct way of acquiring knowledge

**Limitations:**

- \* Time consuming
- \* No practical activity involved.

**Q.7. What is Brain storming technique in teaching social sciences?**

**Ans : Brain Storming:**

This method was introduced by Ales Asborne. Brain Storming is a democratic method. This method is based on the principle that the pupils can be provided with more and more knowledge through interaction.

It is evident that brain storming is a problem centered method. A teacher assigns some problems to all the pupils while using it. All the pupils think over the problem independently. In the problem solving areas, it is a more successful than any other one.

**Q.8. Write about Questioning.**

**Ans. Questioning:**

Questioning plays an indispensable part in learning teaching and testing. According to Raymont " The acquisition of a good style of questioning may be laid down definitely as one of the essential ambitions of a young teacher.

**Purpose of questions:**

- \* To keep the children mentally alert
- \* To test the previous knowledge of the students
- \* To link new knowledge with old

**Types of questions:****1. Comparison or Contrast:**

Ex: What is the difference between wealth and capital?

**2. Decision for or against :**

Example : Do you consider it correct to call Chandragupta Maurya as the First emperor in India.

### 3. Observation :

Example : Observe this experiment

### 4. Definition :

Example : Define elasticity of demand

### Technique of questioning :

- \* A volley of questions asked in a rapid - Fire manner is upsetting.
- \* Plenty of time should be allowed for pupils to think out the answer.

### Q.9. Explain the Team Teaching' with its principles.

#### a. Team Teaching:

In team teaching a group of teachers working together, plan, conduct and evaluate the learning activities for the some group of students.

### Objectives:

- \* To make full use of the skills of the teachers
- \* To raise the standard of teaching
- \* To avoid wrong teaching

### Principles:

#### 1. Principle of size and composition:

Depending upon the needs of the teaching learning process, the number of teachers will be decided.

#### 2. Principle of level of Instruction:

The teaching will be according to the intellectual level of the students.

#### 3. Principle of learning environment:

According to the needs of the teaching learning process, the library, classroom will be arranged.

#### 4. Principle of supervision:

Teachers themselves will supervise the study.

### Advantages:

- \* The teaching will be pupils centred.
- \* There is a freedom for the teachers.

### Limitations:

- \* Students may not get individual attention to the teachers.
- \* Difficult to prepare time tables.

### Q.10. Write about field trips

#### Ans : Field Trips:

Field trips are considered as the best ways for securing information and awakening interest among students. Students are able to enjoy new experiences. Field trips may be of many trips. Some are complex which needs elaborate transportation and additional adults help. Field trips integrates the bookish knowledge with practical experience.

### Advantages:

1. Field trips provides first hand information to students.
2. Field trips provides training to the students in the art of living with others.
3. Through field trips students are able to feel, see and know their community.

### Q.11.Explain Social Science Clubs

#### Ans : Social Science Clubs:

Social science clubs develop proper attitudes, interests and skills among the students. Social science clubs help a lot in giving information about the subject matter.

### Aims:

1. To give current information to the students.
2. To develop interest towards the subject social studies
3. To develop self confidence

### Programmes of Social Science Clubs:

1. Conducting field trips and excursions
2. Participating in social service activities

3. Conducting experiments on social studies issues
4. To arrange Lectures, seminars and work shops

#### Advantages:

1. Students can express themselves freely.
2. They can develop sociable nature

#### Q.12. Write about Role play activity in teaching social sciences.

##### Ans : Role Play:

Role playing is teaching technique or an activity in which students assume the role of another person and act it out. Role playing is designed to promote student empathy and understanding of others.

#### Types:

1. Spontaneous historical role playing
2. Dramatic plays mock trials.
3. Social skills practice.

#### Procedure steps in role playing:

1. Selection of the role play situation
2. Preparation and warm-up
3. Select participants
4. Conduct the role play
5. Debrief

#### Q.13. Write about "Discussion Method"

**Ans :** Discussion has been described as a thoughtful consideration of the relationships involved in a topic or problem under study. It is concerned with the analysis, comparison, evaluation and conclusion of these relationships.

#### Constituents of Discussion:

1. The Leader - The teacher
2. The Group - The students
3. The topic or the problem

4. The Content
5. Evaluation

#### Merits:

1. It helps in clarifying issues.
2. It helps children in crystalizing their thinking
3. It develops team spirit
4. It helps students in discovering what they do not know and what they have overlooked.

#### Demerits:

1. It is not suitable in all topics
2. It is likely to be dominated by a few students
3. It is likely to go off the track
4. It may create emotional tensions
5. It may involve unnecessary arguments

#### Q.14. Write about problem solving method.

**Ans :** A problem exists for an individual when he has definite goal and he cannot reach them by the behaviours patterns which he already possesses" - Gates

**"The problem fixes the end of thought and the end controls the process of thinking" - Dewey**

Generally children like activity and so they will be naturally interested in solving problems. The problem solving method can be used as a useful activity in social studies subject. Success in problem solving depends upon how the problem is presented to the pupils and the techniques used by the students in solving the problem.

#### Characteristics of a good problem:

1. The problems should have educational values
2. It should be suitable to age, need, mental and physical abilities of the students
3. The problem should be correlated with the physical and social environment of the pupils.

4. Problems should be useful in developing the knowledge of the students.

Problem solving method is mainly concerned with mental activity and critical thinking. Hence it produces good results when used in secondary schools.

#### **Steps in Problem Solving Method:**

##### **i. Selection of Problem**

While selecting the problem, students should be provided freedom. The teacher should not decide and announce problems in the class. The list of problems should come out from the students felt needs and experiences. Teacher should create democratic atmosphere in the classroom for discussion and selection of problems. If the student selects the problem themselves then they feel the problem as their own. Then they involve whole heartedly in the problem solving process.

##### **ii. The problem must be stated definitely.**

After the selection of the problem, it should be clearly defined. It should be thoroughly discussed and defined. Then only they should be able to pay their attention completely on the problem and it should be achievable. We should not leave the problem unsolved in the middle. Through unsolved problem, the students lose self confidence and faith on their teacher.

##### **iii. Collection of relevant data and material.**

After defining the problem clearly, we should collect information to solve the problem. This should be done through classroom discussions. Students express their opinions for collecting relevant data for their problem. Students collect information through various sources available in the schools and outside the school environment for getting solution for the problem.

#### **Organization of data**

The data is to be organised so that it can help to recognise the relationship between solution of the problem and the data.

#### **Drawing Conclusions:**

On the bases of organised data, the students arrive tentative solutions for the problem. Here the students may arrive to one conclusion or more than one conclusion. Conclusions must be clear and definite. So through discussions should be done among students under the guidance of the teacher.

Here the conclusions should be discussed critically and analytically so that the conclusions should be correctly draw the problem must be solved in a correct way by using suitable method for solving problem.

#### **Approaches of Problem Solving Method:**

Problem method should be implemented through two approaches.

##### **1. Inductive Approach**

Pestolozzi advocated this principle from concrete to abstract and from general to particular. This is a psychological method. In this method the student proceeds from particular items from general principle. Students should be given correct and definite examples. By through observation students should prepare the principles. Here student proceeds from concrete to abstract.

##### **Merits:**

1. The students acquire with their own work
2. Through this method there is possibility of creating challenging situations in the classroom, which leads interest on the lesson
3. This method develops the mental activities of the students
4. This method develops observation, reasoning and critical thinking power among the students

##### **Demerits:**

1. This method is not suitable to primary classes.
2. This method is labourious and time consuming to students
3. This method is not suitable to limited permanent conclusions
4. The scope of this method is limited

## 2. Deductive Method:

Comenius advocated the principle "from general to particular" in 17th Century. Deductive method is based on this principle. It is opposite to inductive method. In this method the student proceeds from general to particular and from abstract to concrete. Here some principles, formulae, generalization should be informed to the students. Basing on some fundamental truths problem should be observed and discussed thoroughly.

Results which come out through discussions should be formed rules and conditions.

### Merits:

1. It is suitable to primary level who is unable to search for truth by themselves.
2. It saves time for the students and teachers
3. This method is more convenient to the teacher as he provides general principle to his students before taking the problem.

### Demerits:

1. This method gives more important to memory rather than understanding and intelligence. So it is not suitable according to the theory of education.
2. It is not suitable for creative thinking and ability to discover
3. Pupils cannot become active participants

## UNIT - 4

# PLANNING IN TEACHING SOCIAL SCIENCES

## Q.1. Write in detailed about Micro Teaching.

### Ans : Micro Teaching

In India the Idea of Micro Teaching Started by early seventies. D.D. Tewari was the first to take up a project on micro teaching in 1967. In 1975 NCERT has organized work shop on micro teaching to teacher educators to the concept of Micros teaching. This is not a teaching method. This is training technic. Aimed at simplifying the normal classroom complexities. Micro means small. Small in the sense of,

1. Classroom size (5-10 pupils)
2. Time Duration (5-10 minutes)
3. One skill at a time

### Definitions

#### "Scaled down teaching encounter - Allen"

Allen and Eve defined microteaching as a system of controlled practice that makes. It possible to concentrate on specific teaching skills and to practice teaching under controlled conditions.

Clift and others defined it as a teacher training procedure which reduces the teaching situation to simpler and more a controlled encounter by limiting the practice teaching to a specific skill and reducing the teaching time and class size.

Passi and Lalita defined the microteaching 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.

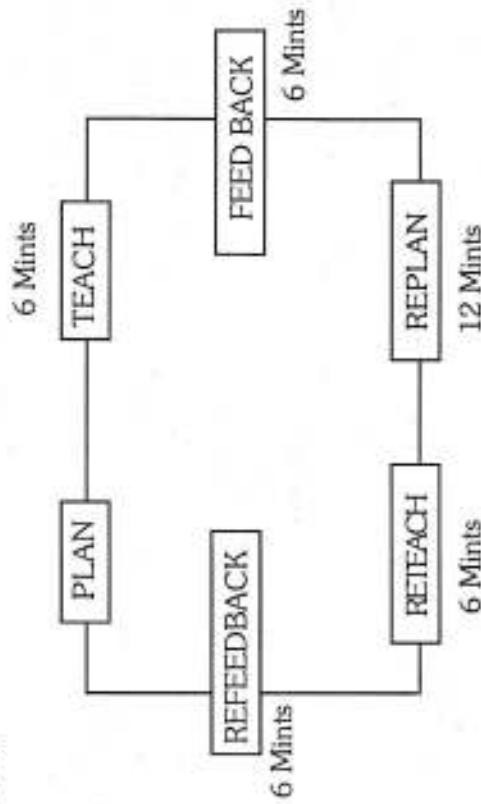
#### Micro-teaching procedure (Micro-teaching cycle)

In Micro-teaching attention is focused on practising one teaching skill/technique at a time. The practice lesson or episode is limited to 5-10 minutes. The trainee is required to teach a class

more than 10 students. The following are the stages in micro-teaching.

1. Analysis of teaching skills and lesson units.
2. Selection of a skill and episode and preparation of instructional plan.
3. Performance by the teacher trainee and recording the lesson on a tape/closed circuit TV when the trainee is in action.
4. Observation by the supervisor (Teacher-educator) and peer group.
5. Feedback i.e. Criticism by the supervisor, fellow trainees and self criticism along with replay of the tape or TV film.
6. Re-planning the lesson.
7. Re-teaching.

The cycle process is repeated until the skill. Then practice of another skill may begin. The above stages can be represented in a cycle process as follows (This is called Stanford Micro teaching cycle)



### Micro Teaching Cycle

Analysis and feedback are the two key factors which contribute to success of micro-teaching. Poor countries cannot

provide hardware media (Recording equipment) for feedback. In such a case, they can develop micro-teaching models without the use of costly machines.

### Advantages

1. The teacher-trainee is clear about what he is doing so.
2. Ultimately the quality of global teaching will be improved.
3. Skill training in micro-teaching is more psychological.
4. Assessment of practice teaching will be more scientific and objective.

### Limitations

1. Feedback equipment in micro-teaching is costly. Many teacher training institutes in poor countries cannot afford it.
2. Teaching an episode while using only one skill is artificial.
3. Micro-teaching practice is time consuming. It is also tedious for the observers. Hence this innovation is not implemented whole heartedly in Indian Colleges of Education.
4. Some schools also refuse to cooperate with training institutes for Micro-teaching.

### Q.2. Explain the Micro-Teaching skills

**Ans. Micro-Teaching skills:**

Passi has given a list of teaching skills that are required at different stages of lesson

#### 1. Skill of Introducing a Lesson:

components -

##### a. Using previous knowledge of the pupils.

**Using appropriate devices:** The teacher should make use of appropriate devices or techniques while introducing a lesson to motivate the students. Examples for such devices is questioning, Role playing, storytelling etc.

**Continuity:** Continuity refers to the sequence of class or information being presented by the teacher.

##### d. Linking with past experience.

2. **Skills of Explaining:** The components of the skill of Explanation are Components -

- Using explaining Links:** Explaining Links are generally conjunctions or repetitions which explicitly indicate the causes, space sequence, time sequence, action or condition.
- Using Beginning and concluding statements:** The beginning statements create mental readiness on the part of pupils to listen what is going to be explained. The concluding statements help in consolidations what has been explained.
- Testing pupils understanding:** In testing pupils understanding a large number of questions have to be asked eliciting every bit of what has been explained.
- covering essential points
- continuity
- Relevance to the content

### 3. Skills of structuring classroom questions

Components -

- Relevant
- Precise
- clear
- Gramatically correct
- Level of the question

### 4. Skill of Reinforcement:

- Positive verbal reinforcement:** Positive verbal reinforcement are yes, fine, good, correct, well done, etc.
- Positive Non-verbal Reinforcement:** Expressions like keeping eyes on the pupil, nodding of head etc are positive Non-Verbal Reinforcement.
- Negative Verbal Reinforcement:** Discouraging expressions such as wrong, incorrect, nonsense, etc are Negative verbal Reinforcement.

### Pedagogy of Social Sciences

- Negative Non-Verbal Reinforcement:** The behaviours such as walking around, tapping foot impatiently, etc are Negative Non-Verbal Reinforcement.

### 5. Skill of stimulus variation:

The skill of stimulus variation includes the behavior namely

- Gestures
- Focusing
- Change in speech pattern
- Movements

### Q.3. What is a period plan? Write its need and importance.

**Ans : Period Plan:**

A period plan is the lesson plan prepared by a teacher for each one of the teaching hours.

### Needs and Importance:

- It helps a teacher to think about the lesson in advance and enables the teacher to anticipate the problems before they happen during the lesson.
- Planning gives a structure to the lesson and it guides us like a map to follow
- Period plans give confidence to teachers as they organise the subject matter or content is a better way so that the lesson runs smoothly
- It helps to maintain attention and interest of the learners and minimizes disturbances.

### Q.4. Write about unit plan.

**Ans : Unit Plan**

In the curriculum all the related topics will be made one unit. The teaching of a unit may take one week or ten days time

**Unit Definition:** "As large a block of related subject matter as can be over viewed by the learner" - Preston

### Steps in the Unit Plan:

The following are the steps to be followed while teaching a unit

- Preparation or Motivation:** Here the teachers motivates the students towards knowing something new. The teachers lead them from know to unknown
- Knowledge Previous Knowledge:** The teacher tries to know what is known to the students and what is not known to the students.
- Presentation:** The students will be given the subject matter that is new subject matter. Students must be able to get the new information through direct experience. The new information the teacher gives should be in accordance with the capacity of the students.
- Organization of learning:** Students accumulate the knowledge and they try to establish relationship between two topics. By doing this, they can understand and remember the subject matter for a long time.
- Summarisation:** Summarising takes place at the end, but it can be done even in the middle. Organisation and summarisation always go together.
- Review and Recapitulation:** At the time of completion of the unit, there is every possibility for the students to forget what is taught in the beginning or they may not be able to follow well. Under such circumstances, the lesson should be taught and repeated several times. By the time the unit gets completed, such repetitions may occur many times.
- Evaluation:** Evaluation looks into what the students have learnt and what they have not learnt. So at the end of each unit, some test should be conducted.

### PROFORMA OF UNIT PLAN

1. Sub : 2. Class 3. Name of the unit 4. No. of periods

| No. of unit | Name of the unit / sub- unit | Content Analysis | Teaching Learning activities | Teaching Learning material | No. of periods |
|-------------|------------------------------|------------------|------------------------------|----------------------------|----------------|
|             |                              |                  |                              |                            |                |

#### Advantages of Unit Plan:

- By preparing the unit plan, the teachers can teach sequentially.
- He gives new experiences to the students through different A.V.aids.
- At times, he teaches going beyond the unit plan.

#### Q.5. Discuss about annual plan

##### Ans : Annual Plan:

Annual plan is the most general type of planning of any class room teacher. Annual plan acts as a guide for the teacher to organize his day-to-day teaching keeping in mind the long term goals.

#### Method of preparing annual plan:

While preparing the annual plan, the teacher should keep in his mind, the following things:

- The lessons in the text book should be divided into some units.
- The objectives to be achieved in each unit should be decided.

3. The number of periods required to teach one unit should be decided.
4. How many units can be taught in each month should be explained.

The points to be kept in mind while preparing the Annual Plan:

1. The number of days a school works in an year.
2. Number of holidays.
3. Number of local holidays.
4. Number of optional holidays on emergency days.
5. Number of days allotted to conduct the examination.
6. Number of leaves a teacher can take in an year.

Avoiding all these days, the annual plan should be prepared with the number of working days.

### Advantages of Annual Plan:

1. Because of the annual plan, the teacher can complete the topics, as he has planned.
2. If any lesson is remaining incomplete due to unavoidable circumstances, that lesson can be completed according to his convenience.

[illegible]

## UNIT - 5

TEACHING LEARNING  
RESOURCES IN SOCIAL  
SCIENCES

## Q.1. Write about Social Studies Library.

**Ans :** Library is an educational social agency which promotes self-education for each individual of the society. It is also defined as an essential instrument of putting progressive methods into practice.

**Functions:**

1. It helps in self-education
2. It stimulates literacy appreciation
3. It helps the teacher in the teaching process.

**Requisites of an Ideal Library:**

- a. Library room
- b. Furniture
- c. Scheme of organisation
- d. Resources
- e. Code of rules
- f. Decorations
- g. Atmosphere

**Important Library Resources:****a) Books Resources:**

1. Text Books
2. Unit booklets
3. Literary Materials
4. Reference Materials

**b) Non Book Resources:**

1. Periodicals
2. Pamphlets
3. News Papers
4. Special Documents and Publications

**Q.2. Write a short note on equipping the social studies laboratory****Ans : Social Studies Laboratory:**

Social studies laboratory helps the students to understand abstract and complex ideas and provides them an opportunity to take part in social studies activities

**Equipments of the Social Studies Room:**

It should have the following equipment.

1. Audio visual material which includes film strip, tape recorder etc
2. Bulletin boards
3. Flags
4. Globes
5. Models
6. Charts and graphs
7. Stamps of different kinds
8. Time charts
9. Periodicals, pamphlets etc.

**Reasons for keeping separate social studies Laboratory:**

1. To provide effective teaching environment
2. To store the teaching aids like charts, models, pictures etc submitted by the students as an assignment work
3. To develop enthusiasm and faith for the subject among teachers and students.

### Q.3. What kind of Exhibits do you find in the social studies museum?

**Ans : Museum:**

Museum plays an important role in social studies instruction. It can be called as a store house of collecting related to history, geography, and economics and so on. It needs a big room with good light and ventilation and should possess sufficient place for the exhibition of different articles.

#### **Objectives of Social Studies Museum:**

1. To develop among the students an artistic, aesthetic and appreciative sense.
2. To give a realistic picture of the past to the students
3. To get the students acquainted with the historical and contemporary items.

#### **Exhibits of social studies Museum:**

1. **Geographical Exhibits:** Minerals, pictures, soils etc
2. **Historical Exhibits:** Stones, ornaments, weapons etc
3. **Exhibits of Economics:** Models of factories, coins, market places etc
4. **Exhibits of political Sciences:** Parliament house, pictures of assembly and different law courts.

#### **Advantages:**

1. It increases creative ability of the students
2. They develop a spirit of research
3. They can have a realistic knowledge about the past.

### Q.4. What about Professional Development of social sciences.

#### **Teacher:**

Teachers at all levels should acquire professional competence from advanced study of the subject they teach.

#### **Objectives:**

1. The teacher must be acquainted with the aims and purpose of education

2. The teacher must have ability to organize and supervise co-curricular activities in the school

3. The teacher must have through knowledge of the theoretical and practical aspects of the subject which he teaches

#### **Recommendations of Education Committees in respect of Professional Development to Teacher Secondary Education Commission [1952 - 53]:**

- a. Training in co-curricular activities was provided to the student teachers.
- b. Provision of past time training courses to meet the shortage of women teachers was made.
- c. Workshops, seminars etc were organized to provide in service training to the teachers

#### **Kothari Commission [1964- 66]**

1. The duration of professional course should be two years
2. Education departments were established in some universities to develop programmes in teacher education
3. To improve professional courses

#### **National Policy on Education: [1986]**

Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to needs, capabilities of community

### Q.5. What is the need and significance of current and controversial issues in teaching social studies?

**Ans :** The teachers should teach current and controversial issues in social studies. One of the reasons is that we are living in a democratic world and society that values freedom of expression. The other reason is that social studies has often be rated low among other school subjects because it has not in many ways appealed to the learners interest. Exposing students to controversial and

current issues in their studies enables them to develop their capacity for ethical and moral reasoning so that they can become critically reflective thinkers parker 2001 said that " there is no doubt that the social studies teacher has a responsibility to include current and controversial issues in the current events and social studies curriculum students need to study issues on which there is disagreement and to practice analysing problems gathering and organising facts discriminating between facts and opinions, discussions differing view points and drawing tentative concluding.

**Q.6. Write about " Community Resources" in Social Sciences**

**Ans :** Resources in social studies include human and material resources.

The teacher (human resource) is concerned with the management of instructional materials and is a repetition of knowledge which he transmits to the learners. There is much to be said for the use of human resource other than the teacher as resources for learning.

Some persons other than the teacher can be invited to contribute their knowledge and experience to the students

Students can be asked to conduct interview with people to gather information from people.

Material resources consist of the major tools the teacher employs in transmitting knowledge, e.g. Environment resources, printed materials which could be text books or semi text (i.e. charts, maps, pictures, photographs etc) and non text which include models, real objects, video, films and audio aids.