

B.ED. 2nd Year

PAPER IX B - IV

TEACHING OF SOCIAL SCIENCE

Author: MR. RAJESH KUMAR SHARMA



**Centre for Distance and Online Education
Himachal Pradesh University
Summer Hill, Shimla, 171005**

CONTENTS

UNIT NO.	TOPICS	PAGE NO.
I	RESOURCES	3
II	UNDERSTANDING SOCIAL SCIENCE AND SOCIAL STUDIES	17
III	ROLE OF SOCIAL SCIENCE TEACHER	26
IV	PLANNING FOR TEACHING AND EVALUATION IN SOCIAL SCIENCE	32
V	LESSON PLANNING IN SOCIAL SCIENCE	38
VI	EVALUATION IN SOCIAL SCIENCE	46

UNIT – I: RESOURCES

Lesson structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Learning resources
 - Self-Check Exercise -1
- 1.4 Maps
 - Self-Check Exercise -2
- 1.5 Atlas
 - Self-Check Exercise -3
- 1.6 Globe
 - Self-Check Exercise -4
- 1.7 Teacher handbook
 - Self-Check Exercise -5
- 1.8 Question bank
 - Self-Check Exercise -6
- 1.9 Library
 - Self-Check Exercise -7
- 1.10 E-resources
 - Self-Check Exercise -8
- 1.11 Museum
 - Self-Check Exercise -9
- 1.12 Community resources
 - Self-Check Exercise -10
- 1.13 Newspapers
 - Self-Check Exercise -11
- 1.14 Magazines
 - Self-Check Exercise -12
- 1.15 Summary
- 1.16 Glossary
- 1.17 Answers to Self-Check Exercise
- 1.18 References/Suggested Readings
- 1.19 Terminal Questions

1.1 Introduction

The teacher has to make use of devices in order to facilitate the learning process and to economic efforts. **Raymont** defines as “certain external forms or modes which his instructions any from time to time”.

Social science may be used as a means for integrating various school activities and experiences. Social science provides situations in which school children can use related learning in functional setting. Social studies can give a natural setting for the application and use of knowledge and basic skills in solving human problems. In this way audio visual aids are those devices or procedures that help to make teaching and learning more interesting, more stimulating, more reinforcing and more effective.

Mcknown and Roverts: “These aids are supplementary devices by which the teacher, through the utilization of more than one sensory channels, tries to clarify, concepts, interpretations and appreciations.”

1.2 Objectives

After going through this Lesson, you should be able to:

- Explain the terms maps, atlas and globe
- Explain the teacher handbook
- Discuss the community resource
- Explain the term question bank
- Explain the museum
- Explain newspapers and magazines

1.3 Learning resources

Learning resources are texts, videos, software, and other **materials** that teachers use to assist students to meet the expectations for **learning** defined by provincial or local curricula. Before a **learning resource** is used in a classroom, it must be evaluated and approved at either the provincial or local level.

Self-Check Exercise -1

- (a) A _____ provides a collection of books and other learning materials that support students and teachers in their studies.
- (b) A globe represents the Earth in a flat, two-dimensional format.
- (c) What is the purpose of a question bank in the learning process?

1.4 Maps

Maps constitute an indispensable aid in teaching many subjects like geography, history, economics and social studies. The learning of these subjects becomes unreal, inadequate and incomplete without map media. A resourceful teacher will turn the fear of map into the genuine love by motivating the students. This, however, presupposes the invariable uses of maps at every possible opportunity by the teacher in the class-room, and the possession of individual atlases by the students. Maps are called as “Encyclopedia of Man’s Existence.” The map as a record of spatial concepts tells a story as nothing else can. A map is an accurate representation plane surface in the form of a diagram drawn to scale, the details of boundaries of whole of earth’s surface, continents, countries etc. Geographical details like location of mountains, rivers, altitude of a place, contours of the earth surface and important locations can also be represented, taught and learnt accurately. Maps depict the climate conditions, natural conditions, location etc. of certain countries and continents.

Use of Maps in Social Studies:

1. **Attention and interest:** Maps are helpful in attracting attention and creating interest of students in studies. The subject no longer remains boring, dull and unreal one. With the help of maps knowledge becomes solid, effective and realistic.
2. **Knowledge of earth’s surface:** Maps are helpful in depicting geographical features of earth’s surface and in understanding the positions of earth in the universe.
3. **Knowledge of place:** Maps are useful in showing relationship between places.
4. **Knowledge of abstract concepts:** Maps reduce the scale of areas and distances and thus bring the abstract concept of size, distance and directions into the region of reality.

5. **Knowledge of descriptive materials:** Maps are useful in clarifying descriptive materials.
6. **Knowledge of colours and symbols:** Maps are useful in understanding the colours, tints, shadow, symbols in a map or globe.
7. **Knowledge of relationship:** Maps show various relationships beyond those of location, shape and area. The waterfalls along the course of a river show why industries grew up in those places.
8. **Knowledge about climate and vegetation:** the knowledge of climate and vegetation can be easily gained with the help of the maps.
9. **Knowledge of changes:** Maps are useful in presenting geographical, social, economic and political changes. By means of maps the growth in different decades can be attractively presented on maps.

Richard E. Servey states that maps in social studies can be used in a wide variety of ways to express many different statements which are listed below:

1. **With colour as a basic symbol,** maps may be used to express 1. Political division, 2. Political relationship, 3. Economic relationship, 4. Cultural relationship, 5. Religious relationship, 6. Land-use patterns, 7. Topography, 8. Population density, 9. Climate, and 10. Distribution of resources etc.
2. **Rearranged maps** are particularly good for showing 1 Political relationships, 2 Economic relationships, 3 Cultural relationships, and 4 Religious relationships.
3. **Three-dimensional maps** most adequately express topography and land-use patterns.
4. **Globe:** This type of map is more accurate than the flat map. Globes look like earth itself. There are (i) Political Globes, (ii) Physical Globes, (iii) Washable Globes and
5. **Celestial Globes.** Globes are explained separately.

A. Types of Map in Social Studies :

Maps can be classified in to two ways:

(1) Classification of Maps according to the Purposes:

According to their purpose or according to what they show maps may be of many types:

1. **Relief maps:** Relief maps show various physical features like mountains, hills, plains, plateaus. These maps may also show the important peaks and passes in the mountains. Important lakes and rivers are also marked on relief maps.
2. **Political maps:** These maps show the political boundaries of various countries on a map of the world or the administrative boundaries of various states in a particular country. These maps show the capitals of countries and states and all other important towns and cities.
3. **Soil maps:** These maps show the various types of soils found in a particular country or a state.
4. **Geological maps:** These maps show the structure and distribution of various types of rocks on a given area.
5. **Astronomical maps:** Astronomical maps show the position and movements of heavenly bodies like stars, planets, moon, comets etc.
6. **Natural vegetation maps:** These maps show the various types of forests and grasses found in a particular country.
7. **Weather maps:** Weather maps depict like conditions of weather with regard to temperature, atmospheric pressure, cloudiness, wind and rainfall.
8. **Climate maps:** Climate maps depict the average climatic conditions over a large area

for a long period, say fifty years.

9. **Population maps:** These maps show the distribution of population in a particular country or a continent at a given time. These maps show the total population as well as the densities of population.
10. **Historical maps:** These maps show the boundaries of the empires of various kings in different periods. These maps also show the capitals of ancient empires, battle fields and various archaeological sites.

B. Essentials of a Good Map:

1. **Shape, area and direction:** A map must show shape, area and direction correctly.
2. **Scale:** The scale on which the map has been prepared must be given below each map.
3. **Symbols:** Every map is drawn with the help of symbols. These symbols must be shown in the key below every map. Symbols used to show various items should be clear and distinct from one another.
4. **Boundaries:** The map must show different types of boundaries in distinct lines, namely, international boundary, State boundaries and district boundaries.
5. **Purpose:** Maps should have specific purpose. This purpose should be indicated in a map.

1.5 Atlas

An Atlas is a collection of maps usually in a book form to be used as a reference value. It has been regarded as a 'Dictionary of Geography'. It depicts the different geographical and natural conditions of a particular country, certain sub-continent or continents and the world at large. Generally maps collected in the Atlas are in colour.

Bernard writes, "Nonetheless, the Atlas is more important than the textbook- but it must be right kind of Atlas." The Oxford Atlas' is one such Atlas meant for students studying in secondary classes. All the maps in it are clear with successive details with due regard to teaching requirements. Elementary principles of geography, astronomical geography, explanatory notes on time, geographical terms, physical geography, comparative diagrams, maps and map reading are its special features. An Atlas, if used before using the wall maps, makes the students familiar with entire range of cartographic conventions. By using an Atlas the students acquire the habit of individual and group work which may be supplemented by other tools of teaching.

Bernard has rightly remarked, "In any case and at an every stage, it is primarily the Atlas which provides the skeleton of the caused regional development. This in turn will be clothed with flesh and life by the descriptive matter of the textbook, the source book, the pictures, and all other means for stimulating the imagination."

A. Advantages of Atlas:

Use of Atlas has the following advantages:

1. **Saves strain:** Atlas saves strain on the power of memorizing of the students.
2. **Ready knowledge:** Atlas provides ready knowledge to the students.
3. **Self-study:** Atlas encourages students to have self-study.
4. **Idea of different lands:** Atlas gives students an idea of the location, the direction, the distance, etc. of different lands.
5. **Source of imagination:** Atlas stimulates imagination of the students.

B. Characteristics of Atlas:

An Atlas can be useful for the student's knowledge if it has the following qualities or characteristics:

1. Suitability: Maps of the Atlas should be such as to be useful for the psychological requirements of the students of the age for which the Atlas is meant.
2. Accuracy: Maps of the Atlas should be accurately, neatly and correctly drawn.
3. Attractiveness: Maps of the Atlas should be attractive and colourful.
4. Index: Maps of the Atlas should have an index.
5. Maps of physical divisions: In Atlas there should not be too many maps showing the political divisions. There should be greater number of maps showing the physical divisions and physical conditions of the countries of the world.
6. Realistic: Maps of the Atlas should be realistic.

In the words of E.A. Macnee, "Atlases are essential for the use by pupils. Every pupil must possess an atlas. An atlas should be constantly referred to by pupil to locate the physical or cultural feature, and other geographical things which are mentioned in the textbook during the course of a Lesson by the class teacher."

C. Names of Good Atlas.

1. Oxford Advanced Atlas.
2. School Atlas
3. The Philips Senior School Atlas.
4. University Atlas.
5. M/s George and Sons, Junior School Atlas.
6. Picture Atlas of the Surface of World.
7. An Atlas of Economic Geography.
8. The Taj Mahal Atlas.

1.6 Globe

A map is a flat representation of some or all of the earth's surface and a globe is a spherical model of the earth. A globe is the three dimensional representation of the surface of the earth on a very small scale. Knowledge of map is unreal without the knowledge of globe.

A. Need and Importance of Globes:

A globe gives a true idea of the total environment at a glance in a class-room situation. A good globe provides correct information about areas, distances, directions and geographical shapes. It is through globe a child can understand the concepts of time, space, wind's planetary relations and proportion. Even the best flat map cannot achieve accuracy comparable to that of a good globe, as a flat representation of any segment of a spherical sphere involves certain unavoidable inaccuracies. According to Mckinney, "Globe is the most direct and versatile instrument of mathematical analysis," In the words of Dikshit and Henry, "A methodical, logical and very meaningful understanding of our planet earth in the class-room situation is only possible by a globe."

The language of maps and globes is a language of colours and symbols, standing for locations, boundaries, rivers, routes and other features. Colour helps in legibility as well as beauty in maps.

B. Type of Globes:

1. Political globes: Political globes show the location, boundaries and place details of different countries.

2. Physical-political globes: Physical-political globes, in addition, show physical features also.

3. Slated outline globes: On slated outline globes teachers and pupils can write with chalk. This is very useful for direct pupil activity.

Globes come in different diameter sizes, the 30 cm. and 40 cm. being the most commonly used. The large size globes have the advantage of readability. Globes differ in the level of information presented, depending upon the educational level for which they are intended. Effective colouring is another important feature to be considered in the selection of globes of class-room use. Globes are available suitably mounted with latitude scales, and free floating globes which could be taken out are also available.

C. Purposes of Globes:

A globe can be used:

1. To provide correct information about areas, distances, directions and geographical shapes.

2. To provide correct information about the concept of time, space, hemisphere, winds, planetary relations and proportion.

3. To provide information about colours and symbols, standing for locations, boundaries, rivers, routes and other features.

4. To illustrate the oneness of the world.

5. To teach medians and parallels.

6. To explain differences in time of various places on the same day.

7. To explain the formation of days and nights, changes in seasons, notation and revolution of the earth the two motions of the earth, and rudiments of cosmography.

D. Uses of Globes:

1. Knowledge of areas, distances, directions and shapes: Globes are useful in providing correct information about areas, distances, directions and geographical shapes.

2. Knowledge of concepts: Globes are helpful in providing correct information about the concept of space, time, hemisphere, winds, planetary relations and proportion, lines of longitude and latitude, dateline, standard and international time etc.

3. Knowledge of colours and symbols: Globes are useful in providing information about colours and symbols standing for locations, boundaries, rivers, routes and other features.

4. Oneness of the world: Globes are useful in illustrating the oneness of the world.

5. Medians and parallels: Globes are helpful in teaching medians and parallels.

6. Differences in time of places: Globes are helpful in explaining differences in time of various places on the same day.

7. Shape of the earth: Globes are useful in making the students understand that the shape of earth is spherical and not flattened.

8. Earth and water: Globes are useful in making the students understand that more space on earth is occupied by water rather than the land.

9. Location: Globes are helpful for the students in locating countries, mountains and rivers, etc.

E. Characteristics of Globe:

Globes should have the following qualities and characteristics:

1. Accuracy: Globe should be very accurately drawn. It should present everything very accurately and neatly.

2. Clarity: Globe should be very clear. It should be such that the students may read and study things on it. It will be better to have a globe on a scale of 1 cm= 200 kms.

3. Longitude and latitude: Globe should clearly present the longitudes and latitudes and such other things.

4. Metal globes: Globes that are hung should be of the metal so that things may be put down on them.

1.7 Teacher handbook

Along with the student text-books some books are available which are meant for the teachers. Books of that category are called teacher's text-books. They provide a sort of guideline to the teachers for using the student's text-books. In a better way. Solutions to some problem which the teachers are likely to face are given in them. A few hints, guidelines, meanings of some specific words, answers to some typical type of questions etc., are given in that book. Naturally the teacher will then be able to teach better without facing any sort of problem. There has been shortage of such books, but now they are being made available along with the students text-books.

Teacher' text-books are not popular as yet. In some subjects, teachers, text-books have not been prepared even. The controlling authorities should get such books written along with the students' text-books. That will help in the improvement of teaching being conducted by the teachers.

1.8 Question bank

A **Question Bank** is a database of questions that can be shared between and among Courses, Learning Object Repositories, and Master Courses. Question Banks are searchable, so that questions meeting specific criteria can be drawn from them to create Assessments. Question Bank gives teachers the ability to customize evaluation tools for their energy units. There are questions at four grade levels: Primary, Elementary, Intermediate and Secondary.

1.9 Library

A library can be defined as a room or building where books are kept and referenced. It is an area of multifarious activity on book management. A library as a repository of knowledge, houses collections of books, both reference and general, technical reports, periodicals, journals, conference proceedings and the likes. Consequently, truth and knowledge can be found and acquired from the library through the aforementioned sources. The information contents of any of the collections can be recorded on microfilms, audiotapes, microchips and other materials traditionally kept in the library, which is charged with the responsibility of acquiring, organizing, maintaining, and judicial circulation of the books and other library materials through the various sections of the library, for efficient use of the library by the users.

1.10 E-resources

The Electronic Resources provided by the Library includes databases, electronic journals as well as e-books to assist you with your research papers. Most of these titles provide access to full-text articles. An electronic resource is any information source that the library provides access to in an electronic format. The library has purchased subscriptions to many electronic information resources in order to provide you with access to them free of charge. E-resources include electronic journals, online databases and electronic books. There are many thousands of articles and books available - and the numbers keep growing as new resources are added to our collections. Using our e-resources will guarantee that you are using quality information for your assignments.

1.11 Museum

A museum ought to be a very valuable part of a social science department in school. Historical study and ancient things many examples of things which may be kept in such a museum. Though the ideal way to gain knowledge is to observe objects and phenomenon in their natural setting but in the present educational set up there is only a little opportunity for this. A social science museum helps in this aspect. Museum not only provides necessary help in teaching but also help in creating the right type of scientific atmosphere in the world.

A good museum should be scholar built. An effort be made to avoid exhibiting readymade articles. Change is the law of nature and it. It is always good to replace with better objects those exhibits which have become unsatisfactory either because of their use. The teacher should make all efforts to enrich the social science museum and should encourage his students to make new additions to the school museum. The museum should consist of:

- a) Historical materials.
- b) Ancient things etc.
- c) History of kings ancient coins, etc.

1.12 Community resources

Immediate community is a wonderful curriculum laboratory which provides first hand learning about the ways of living. It provides concrete, dynamic, interesting, meaningful and real opportunities for the teaching and learning of social studies. It is not enough for the child to have knowledge about the museums, farms, factories and social agencies etc. He must have acquaintance with all these. As the community provides concrete data or geographical, historical, cultural, industrial and political facts and relationships, the school should take itself to the community, regard it as laboratory, discover its resources, understand and appreciate its culture and problems, and also suggest solutions to these problems. While working in the community the student gets opportunity to explore not only physical setting but also the human setting.

(i) Physical setting: In physical setting are included size, climate, topography, soil numerals and other similar problems.

(ii) Human setting: In human setting are included the people inhabitation that community. It will also include those problems that relate to population, health, education, occupation and other considerations that result in class and caste structures.

1.13 Newspapers

Newspaper is an important and effective instrument of mass communication as well as an effective instructional aid. Newspapers play an important role in teaching-

learning process. More than two thousand newspapers in the world are participating in various forms in school and collage educational programmers. These programmes are popularly known as:

1. Class-room Newspaper Programme.
2. Newspapers in class-room.
3. Newspapers in Education.

Most of the newspapers publish educational supplements at least once a week. There may be columns concerning pre-primary or nursery education, secondary education, college education, university education, technical education, vocational education, population education, women education, social and adult education, continuing and life-long education, distance education, teacher training, and competitive examinations.

A. Meaning of Newspapers:

According to Good's Dictionary of Education, Newspaper is "a periodical printed in the format of a new large folded sheets, devoted primarily to news and other materials of general interest, numbered serially, and published at stated intervals, usually daily or weekly in the commercial field, but perhaps fortnightly or monthly in the scholastic field."

A newspaper can be described as a publication issued regularly, usually daily or weekly, and containing news, opinions, feature stories, articles, cartoons and advertisements.

B. Types of newspapers:

1. Daily Newspapers.
2. Weekly Newspapers.
3. Fortnightly newspapers.
4. Monthly newspapers.
5. Quarterly newspapers.

C. Educational Values of newspapers:

1. Provide useful knowledge: Newspapers provide useful knowledge. They give detailed information about the new development in almost all the fields of life. They are, in fact, the minimum textbooks for the study of current affairs. They are a means of coping with the knowledge explosion. They help in understanding changes in the social, economic, political, cultural and educational field. The special features, the editorials, the cartoons, the advertisements all can enlighten the students.

2. Information about progress of science and technology: Newspapers provide useful information about new scientific and technological discoveries, inventions, researches and developments. Industrial supplements provide useful information about the progress of science and technology.

3. Acquaintance with cultural heritage: The social issues of the newspapers- Republic Day Issue, Independence Day Issue, Dusshera Supplement, Diwali Supplement, baisakhi Supplement, Holi Supplement, Lohri Supplement provide rich information about cultural heritage.

4. Utilization of leisure time: Students can utilize their leisure time by reading newspapers.

5. Development of reading skill: The newspaper reading develops the reading

skill of the students.

6. Promotion of national and international understanding: Proper use of newspapers is helpful in developing national and international understanding among the students. Students come to know how the world is progressing, how we are woven internationally, how the events occurring in one country affect all other countries of the world and how shall we have to suffer if the Third World breaks out.

7. Supplement textbook: The textbook material may be supplemented with the fresh and up-to-date information available from the newspapers.

8. Source of motivation: Newspapers are a source of wonderful motivation. The material in the newspapers is generally interesting and easy to follow. Therefore, students are motivated for learning and develop good study habits.

9. Source of inspiration: Newspapers are a source of inspiration for creative writing. Teacher may inspire the students to write for the newspapers. It will develop their talents and sublimate their instinctive and emotional energy.

9. Healthy competition: The teacher can ask the students to collect news about the subject. Interesting news pictures and news stories may be displayed on news bulletin board. It will be a good competition among the students.

D. Subjects which can be taught through newspapers:

Teaching in a number of school subjects can be supplemented with day to day information pouring in the daily newspapers.

1. Languages: The newspapers are very useful for the study of languages. They provide so many new words and expressions which can be learnt easily by the students. They improve expression of the students. They promote study habits.

2. History: Every newspaper is a sort of history of the present times. It often refers to the history of the past and alludes to the history of the future. In history, the class-room teaching can be supplemented by such newspaper topics as "Buildings of Ancient India", "Events in News", "News in Brief", "World News Round up", "Men and Matter" etc.

3. Geography: Weather reports in the newspapers can prove of immense help to the geography teacher for teaching rise and fall of temperature, rainfall, weather forecast, earthquakes, cyclones, tides, planets, eclipses, change of seasons, etc.

4. Economics and political science: Very often the teacher has to relate certain topics in economics and political science with the daily life through the medium of newspapers.

In fact, newspaper is a treatise of the subject of social studies, social sciences like history, geography, economics, political science and sociology.

5. Arithmetic: Arithmetic Lessons can be made interesting by choosing information from the newspaper regarding buying and selling of various commodities like gold, silver, wheat, sugarcane, rice pluses, etc. The term profit, loss, percentage can be better understood than otherwise.

1.14 Magazines

Magazines are publications, usually periodical publications, that are printed or electronically published (sometimes referred to as online magazines). They are generally published on a regular schedule and contain a variety of content. They are generally financed by advertising, by a purchase price, by prepaid subscriptions, or a combination of the three.^[1] At its root, the word "magazine" refers to a collection or storage location. In the case of written publication, it is a collection of written articles. This explains

why magazine publications share the word root with gunpowder magazines, artillery magazines, firearms magazines, and, in various languages although not English, retail stores such as department stores.

By definition, a "magazine" paginates with each issue starting at page three, with the standard sizing being 8 3/8" x 10 7/8".¹ However, in the technical sense a "journal" has continuous pagination throughout a volume. Thus *Business Week*, which starts each issue anew with page one, is a magazine, but the *Journal of Business Communication*, which starts each volume with the winter issue and continues the same sequence of pagination throughout the coterminous year, is a journal. Some professional or trade publications are also peer-reviewed, an example being the *Journal of Accountancy*. Academic or professional publications that are not peer-reviewed are generally *professional magazines*. The fact that a publication calls itself a "journal" does not make it a journal in the technical sense. *The Wall Street Journal* is actually a newspaper.

Self-Check Exercise

- Q 1. An _____ contains detailed information on specific subjects and is often used for research.
- Q 2. A _____ map shows physical features like mountains and rivers.
- Q 3. An atlas is a collection of _____.
- Q 4. A globe is a _____ model of the Earth.
- Q 5. A _____ outlines the objectives, content, and methods for teaching a subject.
- Q 6. A _____ question requires a brief response.
- Q 7. A _____ is a publication issued at regular intervals.
- Q 8. _____ materials are tailored to specific subjects or skills.
- Q 9. A _____ is an organized collection of data, often used for research and reference.
- Q 10. _____ is the art of capturing visuals on film or digital media.
- Q 11. An _____ is an object made by humans, typically of historical or cultural interest.
- Q 12. A _____ facility is a place where people can engage in physical activities and leisure pursuits.
- Q 13. _____ is the profession of reporting, writing, and editing news stories.
- Q 14. Encyclopedias and dictionaries are examples of reference books. (True and False)
- Q 15. A thematic map shows only political boundaries. (True and False)
- Q 16. An atlas is used to find geographical information. (True and False)
- Q 17. A globe accurately represents the Earth's surface. (True and False)
- Q 18. A curriculum guide is the same as a Lesson plan. (True and False)
- Q 19. A question bank can include multiple choice, short answer, and essay questions. (True and False)
- Q 20. A catalog is a list of only digital resources in a library. (True and False)
- Q 21. A resource centre only provides books and printed materials. (True and False)
- Q 22. E-resources provide convenient access to a vast amount of information. (True and False)
- Q 23. Documentaries are fictional films that entertain viewers. (True and False)
- Q 24. Museums primarily focus on preserving and exhibiting objects of historical significance. (True and False)
- Q 25. Community resources include health centers, educational institutions, and recreational facilities. (True and False)

- Q 26.** Newspapers are usually published monthly and focus on specific topics. (True and False)
- Q 27.** What are some common types of reference books?
- Q 28.** What are thematic maps used for?
- Q 29.** How does an atlas differ from a regular map?
- Q 30.** What are the advantages of using a globe over a map?
- Q 31.** What is the purpose of a curriculum guide?
- Q 32.** What is the purpose of a question bank?
- Q 33.** What is the purpose of a library catalog?
- Q 34.** What types of specialized materials might be found in a resource centre?
- Q 35.** What are the benefits of using e-resources for research and learning?
- Q 36.** How do documentaries contribute to education and awareness?
- Q 37.** What is the purpose of conservation in a museum?
- Q 38.** How do volunteer organizations contribute to community development?
- Q 39.** What is the difference between an editorial and a feature article?

1.15 Summary

Educational resources are critical tools for teaching and learning, providing diverse means to explore, understand, and retain knowledge. Reference books are comprehensive sources of information on various subjects, often used to look up specific facts or get detailed explanations. Maps and atlases provide geographical information and help students understand spatial relationships and world geography. Globes offer a three-dimensional perspective of the Earth, enhancing spatial awareness. Teacher handbooks and question banks aid educators in planning Lessons and assessing students. Libraries and resource centers are repositories of knowledge, offering access to a wide range of books, media, and digital resources. E-resources, such as online databases and digital libraries, provide convenient and extensive information access. Documentaries and museums offer visual and experiential learning opportunities, bringing subjects to life. Community resources, including local experts and institutions, newspapers, and magazines, keep learners informed about current events and societal issues.

1.16 Glossary

Reference Books: Books that provide comprehensive information on a wide range of subjects, often used to look up specific facts or explanations.

Maps: Visual representations of geographical areas, showing features such as borders, cities, and physical landscapes.

Atlas: A collection of maps in book form, often including additional information like demographics and economic statistics.

Globe: A spherical model of the Earth, representing continents, countries, and oceans.

Teacher Handbook: A guide for educators, offering strategies, Lesson plans, and best practices for teaching.

Question Bank: A collection of exam questions used for assessing students' knowledge and understanding.

Library: A place where books, media, and other resources are available for reading, borrowing, and research.

Resource Centre: A facility providing access to educational materials, including books, digital media, and other learning aids.

E-resources: Digital resources such as online databases, e-books, and journals that provide information and research materials.

Documentaries: Non-fiction films or videos that provide in-depth information on particular subjects.

Museum: An institution that preserves and exhibits artifacts, artworks, and other cultural or historical items for public education and enjoyment.

Community Resources: Local assets such as experts, organizations, and institutions that contribute to learning and development.

Newspapers and Magazines: Periodicals that provide news, articles, and other information on current events and various topics.

1.17 Answers to Self-Check Exercise

- Ans 1.** encyclopedia
- Ans 2.** physical
- Ans 3.** maps
- Ans 4.** three-dimensional
- Ans 5.** curriculum guide
- Ans 6.** short answer
- Ans 7.** periodical
- Ans 8.** Specialized
- Ans 9.** database
- Ans 10.** cinematography
- Ans 11.** artifact
- Ans 12.** recreational
- Ans 13.** journalism
- Ans 14.** True
- Ans 15.** False
- Ans 16.** True
- Ans 17.** True
- Ans 18.** False
- Ans 19.** True
- Ans 20.** False
- Ans 21.** False
- Ans 22.** True
- Ans 23.** False
- Ans 24.** True
- Ans 25.** True
- Ans 26.** False
- Ans 27.** Common types of reference books include dictionaries, encyclopedias, thesauruses, and almanacs.
- Ans 28.** Thematic maps are used to highlight specific themes or subjects, such as population density, climate patterns, or economic activities.
- Ans 29.** An atlas is a collection of maps bound together in a book, providing a comprehensive view of geographical information.
- Ans 30.** A globe provides a three-dimensional, accurate representation of the Earth, helping in understanding distances and spatial relationships.

- Ans 31.** The purpose of a curriculum guide is to outline the learning objectives, content, and methods for teaching a subject.
- Ans 32.** The purpose of a question bank is to provide a repository of questions that cover the entire curriculum.
- Ans 33.** The purpose of a library catalog is to provide a systematic list of all the resources available in a library.
- Ans 34.** A resource centre may contain specialized materials such as educational kits, multimedia resources, instructional guides, and databases.
- Ans 35.** The benefits of using e-resources include convenient access to a vast amount of information and the availability of interactive content.
- Ans 36.** Documentaries contribute to education and awareness by providing factual information and preserving historical records.
- Ans 37.** The purpose of conservation in a museum is to preserve and protect artifacts and artworks.
- Ans 38.** Volunteer organizations contribute to community development by providing essential services and fostering civic engagement.
- Ans 39.** An editorial expresses opinions, while a feature article is a detailed exploration of a specific subject.

1.18 References

- Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.
- Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.
- Verlog, Kirkpatrick, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,.
- Kochar, S.K. (1984). The Teaching of Social Studies. New Delhi: Sterling Publishing Pvt. Ltd.
- Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers. Corwin Press, Sage Publication, Oaks, CA 91320.
- Mangal, S.K. (2008). Teaching of Social Studies, New Delhi : PHI, Learning Pvt. Ltd..
- Morre, D. Kenneth (2001). Classroom Teaching Skill. New York:McGraw Hill Companies Inc.
- Sharma, B.L., Maheshwari, B.K. (2009). Teaching of Social Science. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)
- William, Albert (1989). General Education in the Social Studies. Washington: American Council on Education.

1.19 Terminal Questions

1. What is the significance of reference books in academic research and everyday life, and how do they provide reliable and authoritative information?
2. How do maps contribute to geographical studies, and what are the different purposes served by various types of maps in understanding the Earth's surface?
3. What is the educational value of an atlas, and how can it be utilized to enhance the understanding of geography and global awareness?
4. Compare and contrast the advantages and limitations of using a globe versus flat maps in geographical education.
5. What are the essential components of a teacher handbook, and how does it support educators in planning, instruction, and professional growth?

6. What role does a question bank play in the assessment process, and how does it ensure comprehensive coverage of the curriculum?
7. Discuss the role of libraries in supporting education and research, and analyze the impact of digital libraries on information access.
8. What is the significance of resource centers in educational institutions, and how do they support various aspects of learning and research?
9. How have e-resources transformed access to information in modern education, and what is their impact on learning outcomes?
10. What is the significance of documentaries in preserving historical records, and what role do they play in modern media?
11. What is the educational role of museums, and how do they contribute to cultural preservation and public awareness?
12. What is the importance of community resources in supporting individual and community well-being and development?
13. What role do newspapers and magazines play in society, and how do they contribute to informing and educating the public?

UNIT – II: TEACHING AID AND TEXT BOOK

Lesson structure

- 2.1 Introduction**
- 2.2 Objectives**
- 2.3 Meaning of teaching aid**
- 2.4 Importance of teaching aid**
- 2.5 Merits and demerits of teaching aid**
- 2.6 Meaning of text book**
- 2.7 Qualities of good text books**
- 2.8 Evaluation of text books**
- Self-check Exercise**
- 2.9 Summary**
- 2.10 Glossary**
- 2.11 Answers to Self-Check Exercise**
- 2.12 References/Suggested Readings**
- 2.13 Terminal Questions**

2.1 Introduction

The process of teaching - learning depends upon the different type of equipment available in the classroom. There are many aids available these days like, audio, visual and audio- visual aids. They have very much importance in TLP (Teaching Learning Process). As we all know that today's age is the age of science and technology. The teaching learning programmes have also been affected by it. The process of teaching - learning depends upon the different type of equipment available in the classroom.

2.2 Objectives

After going through this Lesson, you should be able to:

- Explain the teaching aid
- Discuss the importance of teaching aid
- Discuss the qualities of good text book

2.3 Meaning of teaching aid

Teaching aid is the material that do not depend primarily upon reading to convey their meaning and are based on the principle that all teaching can be greatly improved by the use of such material because they help in making the learning experiences memorable.

According to Good. “Audio visual aids imply any thing by means of which learning process may be encouraged or carried on through the sense of hearing or the sense of sight.”

Mcknown and Roberts, “ These aids are supplementary devices by which teacher, through the utilization of more than our sensory channels, tries to clarify, establish and correlate concepts, interpretations and appreciations.”

2.4 Importance of teaching aid

Teaching aids play an very important role in Teaching- Learning process. Importance of Teaching aids are as follows :-

1) Motivation

Teaching aids motivate the students so that they can learn better.

2) Clarification

Through teaching aids , the teacher clarify the subject matter more easily.

3) Discouragement of Cramming

Teaching aids can facilitate the proper understanding to the students which discourage the act of cramming.

4) Increase the Vocabulary

Teaching aids helps to increase the vocabulary of the students more effectively.

5) Saves Time and Money

6) Classroom Live and active

Teaching aids make the classroom live and active.

7) Avoids Dullness

8) Direct Experience

Teaching aids provide direct experience to the students

2.5 Merits and demerits of teaching aid

1) Supplement in verbal instructions.

2) Teaching aids makes learning permanent.

3) Teaching aids provide variety.

4) Teaching aids are helpful in attracting attention of the students.

5) Teaching aids saves time and energy.

6) Teaching aids encourages the healthy classroom interaction.

7) Teaching aids helps the teacher to create situations for teaching the beginners.

8) Teaching aids are helpful in creating positive environment for discipline.

9) Teaching aids are helpful in meeting individual differences.

10) Teaching aids helps in providing speech training to the pupils.

2.6 Meaning of text book

For a very long time textbook has been the chief instrument in the hands of the teacher and taught. The traditional education was textbookish in nature. Textbooks were considered to be the be-all of all education. In many cases, they are still used as ends in education. They are read out loudly, para by para in the class by each of the pupil in turn, brief explanations and comments are given by the teachr here and there, and all the matter covered is to be memorized by the pupils in the class as well as at home.

A. Definitions:-

1. Becon's view: "Textbook is a book designed for classroom use, carefully prepared by experts in the field and equipped with the usual teaching devices."

2. Keating's view: "Textbook is the basic instrument of teaching."

3. Doughal's view: "Textbook is a potent determinant of what and how they (teachers) will teach."

4. Hill's view: To quote C.P. Hill, " A textbook is a store house of basic information which the pupils can use in a variety of ways."

5. View of Webster's Dictionary: Textbook is "a manual of instruction, a book containing a presentation of the principle of the subject used as a basis of

instruction.”

B. Importance of Textbook:

Good textbooks are indispensable for the study and teaching of social studies. They are helpful for the teachers as well as for the students. They have a unique place in the teaching-learning process. In the words of Louis Shores, “The textbook is only one of many medias through which teacher and pupil communicate with each other in an effort to carry forward the learning process.” Prof. Keating calls textbook as “the basic instrument of teaching. C.P. Hill writes, “A textbook is a storehouse of basic information which the pupils can use in a variety of ways.” It is an important aid to teaching as well as to learning. The following points highlight the importance.

1. Scope of course: A good textbook of social studies determines the scope of the prescribed course. It delimits boundaries of the content matter. It presents content material in a logical, comprehensive and compact form. It acts as a course organizer. It furnishes a good outline for a course. It helps in setting classroom objectives and suggests related activities. The teacher may use the textbook as the basis for his planning.

2. Helpful for the teacher: Social studies textbook helps social studies teacher to plan his daily Lesson, prepare assignment and organize class-room and outside class-room activities. It also serves as a reference book while actually teaching in the classroom. Social studies curriculum goes on changing because of changes in society and human relationships. Therefore the textbooks show the way to the teacher with regard to the latest content material. It indicates the direction in which the teacher has to go. It can thus be a constant standby to the social studies teacher.

3. Helpful for the students: For the student, a textbook is the most accessible guide, a dependable reference book and an all time companion. The student makes use of the textbook to prepare himself in advance for learning in the classroom; revises and reinforces the classroom learning; does assignments at home; prepare for examination; reads for pleasure; and seeks guidance and references for further studies.

4. Standard of minimum essential: A good social studies textbook sets a standard of minimum essential to be achieved by students of all categories. For a teacher, it provides essential knowledge at one place. All teachers are not in a position to dig up facts.

5. Source of communication: Social studies textbook is a source through which teacher and pupil communicate with each other in an effort to carry forward the learning process.

6. Source of stimulation: Social studies text book is a source of stimulation. It stimulates thinking and reasoning of students by suggestive questions.

7. Source of discussion: Social studies textbook serves excellently as a basis for intelligent class discussion, problem solving situations and so forth.

8. Source of supplementary devices: Social studies textbook furnishes many supplementary devices for students and teachers. Interesting illustrations and supplementary material are included in good social studies textbook to stimulate interest in the course. It is the most helpful guide to the teacher and the taught.

9. Basis of various methods: A good social studies textbook serves as a basis for almost all the teaching methods used in the teaching of social studies. Methods like the assignment method, discursion method, project method, unit method and activity method are suggested at the end of each Lesson.

10. Basis of application: A good social studies textbook not only gives the required

subject-matter and provides basis for various methods of teaching, but it also suggests the application of material taught.

11. Essential for new teachers: The use of textbook is very essential for new teachers and pupil-teachers as they need a definite basis which can be had from the textbooks.

12. Innovations: Social studies textbook, inspires the teachers for innovations helping to develop new techniques of teaching.

13. Knowledge by master minds: Social studies textbook represents the synthesis of judgment borrowed from many sources. It embodies knowledge worked over by master minds and is surely better than the notes of the teacher.

2.7 Qualities of good text books

A good social studies textbook must satisfy the following external and internal criteria:

(A) Internal Criteria or Qualities:

(I) Selection of content:

(i) Objective-based: Content material should be selected in accordance with the objectives of teaching social studies. It should be objective based and objective-oriented. It should aim at fulfilling the objectives of knowledge, understanding, skills, interests and attitudes.

(ii) Coverage of the course: The content should cover the topics in the syllabus prescribed for a particular class for the particular year.

(iii) Authentic content: The content should be accurate, authentic, adequate and reliable.

(iv) Adequate content: The content should be adequate in respect of each topic.

(v) Up-to-date content: The content should be up-to-date, accurate and flawless. It should reflect the latest socio-economic conditions for the particular year.

(vi) Integrated content: The selected topics should be properly integrated from the proceeding to the succeeding class or stage.

(vii) Continuity and balance: There should be continuity and balance among the various topics covered in the book.

(viii) Linking with life: Content material of social studies textbook should be drawn from practical life situations and daily life of the community.

a. Organizing content:

(i) Division into sections: Content material of social studies textbook should be properly divided into sections.

(ii) Division into units: Content material subject-matter should be divided into proper units, sub-units and Lessons.

(iii) Psychological approach: Psychological approach should be followed while organizing the content of social studies textbook. The approach followed in the textbook should be well suited to the needs, interests, age, mental level and other abilities of the students. As the world of the student expands in concentric circle as he grows, his textbook must reflect the stage he has reached.

(iv) Logical approach: Logical approach should also be followed while organizing the content. It will give pupils a clear idea of the development of human civilization in its various aspects. Content should be presented along with its suggested application. It

should give practical suggestions for applying the knowledge gained through the construction of models, organization of visits and field trips and the preparation of charts, maps and other illustrations. Brief summary should be given at the end of each Lesson along with exercises, containing questions to be attempted independently at home by students. At the end of each Lesson or the end of whole book textbooks meant for higher classes should have references for further study.

(v) Coherence: There should be sufficient coherence and sequence in the organization of the subject-matter.

(vi) Flexible organization: The organization of content should be flexible enough to submit to changes in accordance with the change in the instructional plans.

b. Presentation of the content:

(i) Language: The language of the textbook should be simple, clear and easy to grasp. The vocabulary used should be well selected and carefully graded to suit the needs of the students for whom it is meant. Difficult words should be avoided.

(ii) Interesting: The presentation of content should be interesting. It should arouse and sustain interest.

(iii) Motivating: The presentation of content should be motivating. It should motivate the students for further study.

(iv) Reinforcing: The presentation of content should provide adequate reinforcement of new items of learning through application.

(v) Creative approach: The subject-matter should be presented in a creative manner to arouse, sustain and regulate the interest of the students.

c. Verbal Communication:

(i) Suitable vocabulary: The vocabulary should be well selected and carefully graded to suit the needs of the students for whom it is meant. Difficult words should be avoided. The vocabulary should be appropriate for the class level.

(ii) Correct spellings: The spellings should be correct.

(iii) Correct language: The language used should be grammatically correct.

(iv) Correct punctuation: Punctuation should be done correctly.

(v) Appropriate terms: The technical terms should be used properly, and suitably explained wherever necessary.

(vi) Adequate example: Technical words should be used with adequate examples.

(vii) Free from misprints: A social studies textbook should be free from printer's errors, misprints and other mistakes.

d. Visual Communication:

(i) Adequate illustrations: Social studies textbook should have sufficient and adequate illustrations at suitable places. The illustrations should be proper in size and suitably captioned.

(ii) Variety in illustrations: There should be variety in illustrations.

(iii) Purposeful illustrations: The illustrations should be purposeful and appropriately placed in the textbook.

(iv) Flawless illustrations: The extensiveness and quality of its illustrations, tables, charts, pictures, maps, graphs, sketches, diagrams, time lines, models, drawings etc. should be attractive and flawless. They should make the subject-matter clear, easily understandable and interesting.

- (v) Authentic illustrations: There should be correct as well as authentic illustrations.
- (vi) Supplementation of text: The illustrations should supplement the text.

2.8 Evaluation of text books

A text book is the central string round with the whole teaching-learning process is woven. It also fixes up the target for the teacher and the taught. It is useful in the following ways:

1. The text-book is as guide for the teacher. He is able to proceed along with the sequence indicated in the book.
2. The book prescribed for the class is a memory aid for the pupils.
3. It is a permanent record or measure of what has been learnt.
4. It serves the purpose of a uniting factor in the language learning of a wide area.
5. It is a means of extending linguistic experience beyond the local scene and the limited experience of the pupils.
6. It is an exercise ground for reading.
7. The examples given in the book serve a very useful purpose. The learners are able to learn a good deal from them.
8. It brings a system in the teaching work.
9. The text book checks unnecessary repetition and omission.

SELF CHECK EXERCISE

- Q 1. What does "meaning" refer to?
 - a. A) The process of creation
 - b. B) The interpretation or significance
 - c. C) The history of a term
 - d. D) The pronunciation of a word
- Q 2. The _____ of a term is crucial for understanding its relevance in a particular context.
- Q 3. True or False: Understanding the meaning of a word is not important for effective communication.
- Q 4. Define "meaning" in your own words.
- Q 5. Discuss the importance of understanding the meaning of concepts in various fields of study.
- Q 6. Which of the following is NOT a type of concept?
 - A) Formal
 - B) Informal
 - C) Abstract
 - D) Literal
- Q 7. Concepts can be classified into various _____ such as formal, informal, abstract, and concrete.
- Q 8. True or False: There are only two types of concepts: abstract and concrete.
- Q 9. List and briefly explain two types of concepts.
- Q 10. Analyze the significance of categorizing concepts into different types in educational settings.
- Q 11. Why is understanding the importance of a concept critical?
 - A) It helps in memorizing facts
 - B) It guides decision-making
 - C) It is a part of history

- D) It has no impact
- Q 12.** The _____ of a concept can influence its application in practical situations.
- Q 13.** True or False: The importance of a concept is only relevant in academic contexts.
- Q 14.** Why is it important to understand the relevance of a concept in everyday life?
- Q 15.** Evaluate the role of understanding the importance of concepts in shaping individual perspectives and societal norms.
- Q 16.** Which of the following is a merit of understanding concepts?
 A) Increased confusion
 B) Enhanced decision-making
 C) Decreased knowledge
 D) Ignorance
- Q 17.** Recognizing the _____ of a concept helps in maximizing its benefits.
- Q 18.** True or False: All concepts have more demerits than merits.
- Q 19.** What is one merit of having a clear understanding of a concept?
- Q 20.** Discuss the merits of understanding scientific concepts in promoting innovation and technological advancement.
- Q 21.** What is a demerit of over-relying on a single concept?
 A) Increased creativity
 B) Limited perspective
 C) Enhanced understanding
 D) Greater collaboration
- Q 22.** Identifying the _____ of a concept is crucial for a comprehensive understanding.
- Q 23.** True or False: Every concept has both merits and demerits.
- Q 24.** Why is it important to be aware of the demerits of a concept?
- Q 25.** Analyze the demerits associated with reliance on traditional educational concepts in modern learning environments.

2.9 Summary

In this Lesson we learned about the teaching aid and text book. Both are the best assistant for learners. Teaching aids should be simple and brief. Teaching aids should be related to the objectives of teaching. Teaching aids should be big door to be seen by all the students. Teacher must use proper teaching aids according to the interest of the student. In this way text book also be same in manner.

2.10 Answers to Self-Check Exercise

- Ans 1.** B) The interpretation or significance.
- Ans 2.** Meaning.
- Ans 3.** False.
- Ans 4.** Meaning refers to the significance or interpretation of a term, concept, or phenomenon.
- Ans 5.** Understanding the meaning of concepts is essential as it provides a foundation for exploration and comprehension across various fields.
- Ans 6.** D) Literal.

- Ans 7.** Types.
- Ans 8.** False.
- Ans 9.** Two types of concepts are:
Abstract: Concepts without a physical form (e.g., justice).
Concrete: Concepts that can be experienced through the senses (e.g., tree).
- Ans 10.** Categorizing concepts into different types helps in organizing knowledge, enhancing understanding, and facilitating effective teaching methods.
- Ans 11.** B) It guides decision-making.
- Ans 12.** Importance.
- Ans 13.** False.
- Ans 14.** Understanding the relevance of a concept helps individuals apply knowledge effectively and make informed decisions.
- Ans 15.** Understanding the importance of concepts shapes perspectives and norms by influencing behavior, decision-making, and societal values.
- Ans 16.** B) Enhanced decision-making.
- Ans 17.** Merits.
- Ans 18.** False.
- Ans 19.** One merit is that it enables effective application of knowledge in real-world situations.
- Ans 20.** Understanding scientific concepts promotes innovation by fostering critical thinking and problem-solving skills necessary for technological advancement.
- Ans 21.** B) Limited perspective.
- Ans 22.** Demerits.
- Ans 23.** True.
- Ans 24.** Being aware of demerits helps make informed decisions and minimizes potential negative impacts.
- Ans 25.** Reliance on traditional educational concepts may limit creativity, fail to engage students, and not address modern learning needs effectively.

2.11 References

- Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.
- Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.
- Verlog, Kirkpatrick, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,.
- Kochar, S.K. (1984). The Teaching of Social Studies. New Delhi: Sterling Publishing Pvt. Ltd.
- Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers. Corwin Press, Sage Publication, Oaks, CA 91320.
- Mangal, S.K. (2008). Teaching of Social Studies, New Delhi : PHI, Learning Pvt. Ltd..
- Morre, D. Kenneth (2001). Classroom Teaching Skill. New York:McGraw Hill Companies Inc.
- Sharma, B.L., Maheshwari, B.K. (2009). Teaching of Social Science. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)
- William, Albert (1989). General Education in the Social Studies. Washington: American Council on Education.

2.12 Terminal Questions

- Q 1.**Discuss the significance of understanding the meaning of concepts across different fields of study. How does this foundational knowledge contribute to effective learning and communication?
- Q 2.**Analyze the various types of concepts (e.g., formal, informal, abstract, and concrete) and their relevance in educational settings. How can categorizing concepts enhance teaching strategies?
- Q 3.**Evaluate the importance of recognizing the relevance of concepts in everyday life. In what ways can this understanding influence personal decision-making and societal interactions?
- Q 4.**Examine the merits of having a clear understanding of scientific concepts. How do these merits contribute to advancements in technology and innovation?
- Q 5.**Critically assess the demerits associated with relying on traditional educational concepts in modern learning environments. What changes are necessary to address these demerits?
- Q 6.**Discuss the role of understanding the importance of concepts in shaping individual perspectives. How can this understanding impact broader societal norms and values?
- Q 7.**Reflect on the balance between merits and demerits in any chosen concept. How can awareness of both aspects lead to better application and integration in various contexts?

UNIT - III: ROLE OF SOCIAL SCIENCE TEACHER

Lesson structure

3.1 Introduction

3.2 Objectives

3.3 Qualities of social science teacher

3.4 Ethics and environmental responsibilities of social science teacher

Self-Check Exercise

3.5 Summary

3.6 Glossary

3.7 Answers to Self-Check Exercise

3.8 References

3.9 Terminal Questions

3.1 Introduction

The interaction between teacher and learners is the most important feature of the classroom. Whether helping learners to acquire basic skills or a better understanding to solve problems, or to engage in higher-order thinking such as evaluation, questions are crucial. Of course, questions may be asked by pupils as well as teachers: they are essential tools for both teaching and learning.

For teachers, questioning is a key skill that anyone can learn to use well. Similarly, ways of helping pupils develop their own ability to raise and formulate questions can also be learned. Raising questions and knowing the right question to ask is an important learning skill that pupils need to be taught.

Research into questioning has given some clear pointers as to what works. These can provide the basis of improving classroom practice. A very common problem identified by the research is that pupils are frequently not provided with enough 'wait time' to consider an answer; another is that teachers tend to ask too many of the same type of questions.

3.2 Objectives

After going through this Lesson, you should be able to:

- Explain the qualities of social science teacher
- Discuss the ethics of social science teacher
- Explain the environmental responsibilities of social science teacher

3.3 Qualities of social science teacher

Now the question arises, 'What makes a good teacher? Before we discuss the various traits and qualities necessary for a good teacher we must know from whose point of view the teacher should have certain good qualities? Whose judgment should we consider while accepting the essentiality of such traits? Pupils have their own criteria of judging a teacher, and so have the headmaster, the parents, the educational authorities, and the laymen. It is really difficult to strike a balance between the demands put on the teacher by all these categories of people. Then there is another question: what technique should be followed in describing the essential traits of a good teacher and thus painting complete picture of him? We may sum up briefly the main points helpful in coming to definite conclusions regarding the two questions given above.

A. Qualities of Teachers from different points of view

(I) The point of view of pupils: Pupils have their own likes and dislikes. Hart, in his investigation, found that the first five important traits ranked by the majority of the students, who were called upon to give reasons for liking a teacher, were:

- (i) Cheerful, happy, good-natured, jolly, sense of humour and joke.
- (ii) Human, friendly, 'one of us'.
- (iii) Interested in understanding pupils.
- (iv) Making work interesting, motivating them to work with pleasure.
- (v) Commanding respect. Again he has found that the first five traits disliked by the pupils are: (i) Bad temper (ii) Not helpful in school work (iii) Partiality (iv) Haughtiness (v) Extreme strictness.

When we are finishing a list of traits essential for a good teachers we must take the likes and dislikes of pupils into cognizance.

(II) The Point of view of parents: The parents have their own criteria. They want the teacher to be highly sympathetic to the child, paying individual attention to him. The teacher, helping the child to get best results, in the best.

3.4 Ethics and environmental responsibilities of social science teacher

Teacher's, who consider their job as a profession, work only for pay cheque. Their work is considered useful for their own sake. Since perchance they have occupied a professional, chair they try for their own good, at the cost of others. But our cultural heritage proves that true teachers are those who consider their job as honorable. Their activities become honorable only when they work with a sense of self-fulfillment and self-realization.

Professor George Herbert Palmer once rightly said, "If Harvard does not pay me to teach, I would gladly pay Harvard for the privilege of teaching." This should be the professional value of an ideal teacher. An ideal teacher, as a professional person, should not work with pecuniary motives, but with a sense of education for the cause of education. " He must be a man helping his brothers, a child leading other children, a light kindling other lights, as awakened soul awakening other souls." To follow professional value in its right perspective, a teacher must learn to teach, to influence and to show good examples to others. He must follow a code of ethics and maintain high professional standards. Teaching is a noble profession.

Students tend to copy the behavior and mannerisms of the teachers. The teachers entire personality is a reflection of the minds of the students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as ideal conduct unconsciously. The ideal teacher is one who through his thoughts, words and deeds, gives an impression of an honest upright life which can serve as a model for the students to copy, follow and emulate. Learning by imitation is best technique.

The teacher should take a pledge to follow the code of ethics which may bring credit to the entire profession.

The following code may be suggested which each teacher should understand and should try to adopt as his professional ethics.

1. Towards Students: It shall be our primary duty to understand them, to be just, courteous, to promote a spirit of enquiry, fellowship and joy in them, not to do are say anything that would undermine their personality, not to exploit them for personal interests interest and to set before them a high standard of character, discipline and personality.

2. Towards Profession: It shall be our primary duty to be sincere and honest to our work and to go thoroughly prepared to the class, to endeavor to maintain our efficiency by study and other means; not to do or say anything which may lower our prestige in the eyes of our students; not to write or encourage the use of help-books; not to exert any pressure upon our students or their parents to engage private tuition., not to act as an agent or accept commissions and other compensation for recommending books.

3. Towards Society: It shall be our primary duty to set an example in citizenship, to endeavour to promote the public good, to uphold the dignity of our calling on all occasions, to size up the demands and aspirations of the society, to be dynamic leaders when required and to be ideal followers when desired.

4. Teacher's Union: Teacher's unions can also play a very significant role in creating an atmosphere in which shirkers and other people with doubtful intentions may not find a congenial environment. Unions should create a public opinion which should serve as an adequate sanction against such unsocial acts. Now teachers unions are merely used as a forum for ventilating their grievances and otherwise trying to promote service conditions. In addition, these unions should also take steps which may help the teachers in projecting their proper image among the people.

Self-Check Exercise

- Q 1.** Which of the following is an essential quality of a social science teacher?
- A) Strictness
 - B) Empathy
 - C) Indifference
 - D) Partiality
- Q 2.** A good social science teacher should possess strong _____ skills to effectively communicate ideas.
- Q 3.** True or False: A social science teacher should prioritize their own opinions over students' perspectives.
- Q 4.** Name two qualities that are important for a social science teacher and explain why they are essential.
- Q 5.** Discuss the key qualities that a social science teacher should possess and how these qualities impact student learning and engagement.
- Q 6.** What is a fundamental ethical responsibility of a social science teacher?
- A) Promoting personal beliefs
 - B) Ensuring a fair and inclusive classroom
 - C) Ignoring student concerns
 - D) Discouraging critical discussion
- Q 7.** Ethical teaching practices involve _____ respect for students' diverse perspectives.
- Q 8.** True or False: Ethical behavior in teaching is only relevant in subjects like science and mathematics.
- Q 9.** What role does ethics play in the responsibilities of a social science teacher?
- Q 10.** Analyze the ethical responsibilities of a social science teacher. How do these responsibilities shape the learning environment and influence students' moral development?
- Q 11.** Which of the following best describes a social responsibility of a social science teacher?
- A) Ignoring current events

- B) Encouraging civic engagement among students
 - C) Limiting discussions to textbooks
 - D) Focusing solely on theoretical knowledge
- Q 12.** Social science teachers have a responsibility to educate students about _____ issues that affect their communities.
- Q 13.** True or False: Social and environmental responsibilities are not relevant to the role of a social science teacher.
- Q 14.** Describe one way a social science teacher can promote environmental awareness in the classroom.
- Q 15.** Evaluate the social and environmental responsibilities of a social science teacher. How can these responsibilities influence students' understanding of their roles as active citizens in society?

3.5 Summary

Social Science teachers play a vital role in shaping students' understanding of the world and their place in it. They must possess certain qualities, such as empathy, cultural competence, and critical thinking, to create an inclusive and engaging learning environment. Ethical considerations, such as neutrality and respect, are essential when teaching sensitive topics. Social Science teachers also have social and environmental responsibilities, including promoting civic engagement, sustainability, and cultural awareness. They must navigate the use of technology in the classroom while ensuring data privacy and online safety. By fulfilling these responsibilities, Social Science teachers can empower students to become active, informed, and empathetic citizens. In this Lesson we learned about the social science teacher. Social science teacher should be responsible about the society and his work. Social science teacher should have some qualities which we already discussed in this Lesson.

3.6 Glossary

- Cultural competence: The ability to understand, appreciate, and interact with people from diverse cultural backgrounds.
- Critical thinking: The systematic evaluation and analysis of information to form a judgment or decision.
- Empathy: The ability to understand and share the feelings of others.
- Environmental education: The process of teaching students about the natural world, conservation, and sustainability.
- Inclusive learning environment: A classroom that values diversity, promotes equity, and supports the needs of all students.
- Neutrality: The avoidance of bias or partiality, especially in teaching sensitive or controversial topics.
- Social responsibility: The obligation to promote the well-being of society and its members, particularly in terms of civic engagement and community involvement.
- Sustainability: The ability to maintain or support a process without depleting natural resources or causing harm to the environment.
- Technology integration: The use of technology to support teaching and learning, including digital tools, resources, and platforms.

3.7 Answers to Self-Check Exercise

- Ans 1.** B) Empathy.
- Ans 2.** Communication.
- Ans 3.** False.
- Ans 4.** Empathy: Understanding students' diverse backgrounds fosters a supportive learning environment.
Critical Thinking: Encourages students to analyze and question societal issues.
- Ans 5.** Key qualities such as empathy and critical thinking are essential for creating a supportive and engaging learning environment, enabling students to feel valued and encouraged to participate actively in discussions.
- Ans 6.** B) Ensuring a fair and inclusive classroom.
- Ans 7.** Respecting.
- Ans 8.** False.
- Ans 9.** Ethics guide teachers in creating a respectful and inclusive classroom environment, promoting fairness, and encouraging critical discussions.
- Ans 10.** Ethical responsibilities shape the learning environment by fostering trust and respect, influencing students' moral development by modeling integrity and encouraging ethical reasoning.
- Ans 11.** B) Encouraging civic engagement among students.
- Ans 12.** Social.
- Ans 13.** False.
- Ans 14.** A social science teacher can promote environmental awareness by integrating discussions on sustainability and climate change into the curriculum, encouraging students to engage in local environmental initiatives.
- Ans 15.** Social and environmental responsibilities involve educating students about civic engagement and sustainability, helping them understand their roles as active citizens and encouraging responsible behavior in their communities.

3.8 References

- Kottler, Ellen (2008). *Secrets to Success for Social Studies Teachers*. Corwin Press, Sage Publication, Oaks, CA 91320.
- Mangal, S.K. (2008). *Teaching of Social Studies*, New Delhi : PHI, Learning Pvt. Ltd..
- Morre, D. Kenneth (2001). *Classroom Teaching Skill*. New York:McGraw Hill Companies Inc.
- Sharma, B.L., Maheshwari, B.K. (2009). *Teaching of Social Science*. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)
- William, Albert (1989). *General Education in the Social Studies*. Washington: American Council on Education.

3.9 Terminal Questions

- What are the essential qualities and characteristics that a Social Science teacher should possess to create an inclusive and engaging learning environment, and how can they be developed and demonstrated in the classroom?
- Discuss the ethical considerations that Social Science teachers should be aware of when teaching sensitive topics such as race, gender, and religion. How can they

navigate these discussions while maintaining a neutral and respectful stance?

- How can Social Science teachers integrate environmental education into their curriculum, and what responsibilities do they have in promoting sustainability and environmental awareness among their students?
- What are the social responsibilities of a Social Science teacher in promoting civic engagement, critical thinking, and active citizenship among their students? Provide examples of how these responsibilities can be fulfilled.
- Analyze the role of a Social Science teacher in shaping students' cultural identity and promoting cultural competence. What strategies can they employ to foster inclusivity and diversity in the classroom?
- Discuss the importance of empathy and emotional intelligence in Social Science teaching. How can teachers cultivate these qualities in themselves and their students to create a supportive and empathetic learning environment?
- What are the ethical implications of using technology in Social Science education, particularly in terms of data privacy, online safety, and digital citizenship? How can teachers balance the benefits of technology with the potential risks and responsibilities involved?

UNIT – IV: PLANNING FOR TEACHING AND EVALUATION IN SOCIAL SCIENCE

Lesson structure

4.1 Introduction

4.2 Objectives

4.3 Meaning and importance of unit planning

4.4 Basic elements and preparation

4.5 Questioning and evaluating approach of unit planning

Self-Check Exercise

4.6 Summary

4.7 Glossary

4.8 Answers to Self-Check Exercise

4.9 References

4.10 Terminal Questions

4.1 Introduction

Planning is the process of thinking about and organizing the activities required to achieve a desired goal. It involves the creation and maintenance of a plan, such as psychological aspects that require conceptual skills. There are even a couple of tests to measure someone's capability of planning well. As such, planning is a fundamental property of intelligent behavior.

A unit plan continues the mapping process that you began with your long-term plan. Just as your long term plan sets out the goals and pacing for the whole year, your unit plan sets out your goals and pacing for the discrete slices of the year to which you have assigned your learning goals.

The purpose of unit planning is to connect the competencies, language standards, and skills together so that it creates a unified picture for the students. Instructors are able to group language standards across skills to integrate with the competencies at the students' level. The competencies are the subject matter/topic or theme for the unit and are the same competencies used in the CASAS assessments. In the end, unit planning saves the instructor time and energy when planning Lessons. Unit plans can be saved, reviewed, and revised each year because they are broad and generalized. A sample unit plan on the next page provides an example of a unit plan.

4.2 Objectives

After going through this Lesson, you should be able to:

- Meaning and importance of unit planning
- Discuss the basic elements of unit planning
- Explain the evaluating approach of unit planning

4.3 Meaning and importance of unit planning

When developing a course for the semester the process of unit planning is important. The steps below will help guide that process. Without unit plans, instructors tend to focus on class activities that may not address language standards. Unit

planning focuses the learning on the language standards that are integrated thematically. Lesson plans aligned with the unit are connected and spiral instruction, so that learners have multiple opportunities to develop and apply what they have learned. Without unit plans, students and instructors can become frustrated because they may see the intended progress. The objectives and outcomes in a unit plan help the instructor articulate to the students what they will know and be able to do in a specific period of time.

In this simple meaning, unit planning stands for the planning of the instructional stands for the planning of the instructional work of the session by dividing the prescribed syllabus into some well-defined and meaningful units. For more clarity, let us first define the term out. Unit has been variously defined as the following.

Carte V. Good (1959:44) Unit may describe as an organization of various activities experiences and types of learning around the central problem or purpose developed comparatively by a group of pupils under teacher - leadership.

H.C. Morrison (1961:25) A unit consist of a comprehensive series of related and meaningful activities so developed as to achieve pupil's purposes, provide significant educational experiences and result in appropriate behavioral changes.

A. Importance of unit planning

We as teachers in a dual curriculum school have a tremendous responsibility to teach the same material that our public school and non dual curriculum private schools have, but with far fewer hours. Over the years, parochial schools have done an amazing job of this, but as the wealth of material and skills students need to be effective members of the workforce continues to grow, this is becoming an increasing challenge.

Unit planning, unlike Lesson planning in the traditional sense, requires teachers to look at the end result first. How do we want our student to be as a result of our instruction in a macro sense? What should our student know and be able to do as a result of our instruction? By having global questions drive our unit of study and utilizing the standards in the beginning to drive instruction, we are able to cover more ground in a unit with less concern about simply teaching day to day only to find out we aren't able to get past World War II in a US history class. If we know this issue, we can plan in advance when is taught what and how long each unit of study should be. We are able to prioritize and organize our instruction.

What was my big mistake? (I always have one.) When I first worked with my BOLD teachers in the summer, I wanted the Step 3 section in their unit plans (the day to day activity section) to include daily accounting for blended (online curriculum) and differentiation. Rather, I now am asking my BOLD teachers to account for both differentiation and online content each unit rather than each Lesson. Why? Precisely because they are utilizing the playlist approach requiring students to go from station to station to conquer certain tasks and content within a unit, rather than within a period. This approach gives flexibility to the teacher to adapt an individual Lesson to provide

remediation when necessary or additional time for online or offline activities.

B. Basic elements and preparation

Plan for longer periods of time so you're forced to pace yourself. Planning out several units over the course of a term, or even the entire year, will help you recognize what you can and cannot accomplish during a given period of time. Once you've recognized your limitations you can prioritize key concepts and learning goals.

Define your objectives. Writing a clear goal for each Lesson and activity will help focus the learning of your students and your teaching.

- For example, if you're planning a history unit on the Great Depression, you may want students to understand 1) the root causes of the Great Depression; 2) the efforts taken by Herbert Hoover to address the Depression; 3) the accomplishments of Franklin Roosevelt and the New Deal; 4) challenges to the emerging New Deal order; and 5) the influence of World War II in ending the Depression.
- Use these five goals to plan Lessons and activities that will meet these goals.

Follow a standard template for preparing a unit. Normally, these begin with objectives, but also include standards addressed, materials, Lessons, assessments, resources, and accommodations for all learners in the classroom.

- The templates provided at the end of this article may be useful for course planning.

List in sequential order the major concepts in outline form to be clear on what concepts you are planning to teach within a given time frame. This exercise will help you understand how much material you can realistically fit into a unit and how you should allocate your time. Remember to leave room for adjustment. You may find that in practice, a given concept takes more or less time to convey than anticipated.

- If, for example, you have four weeks to address the five Great Depression unit goals outlined above, you may opt to begin with three Lessons on the Depression's root causes and end with two focused upon the influence of World War II in ending the Depression. In between, you might allocate roughly a week to each of the other three goals, but leave a "float" day or two built into the schedule.
- Plan supplemental assignments for "float" days that, while enriching, are not required material for meeting state standards. You'll be well-prepared if you do need the Lessons, but you'll retain the capacity to sacrifice this material in favor of spending an extra day on a key learning goal.

Expand your students' exposure to key concepts and learning goals.

Interdisciplinary coordination can provide your students with longer spans of class time for study and practice. Working together may allow you to spend multiple periods one day focused upon a larger-scale science project, while another day you'll use extra time on a language arts component of the interdisciplinary plan.

C. Questioning and evaluating approach of unit planning

It doesn't matter how good and well structured your questions are if your pupils do not respond. This can be a problem with shy pupils or older pupils who are not used to highly interactive teaching. It can also be a problem with pupils who are not very interested in school or engaged with learning. The research identifies a number of strategies which are helpful in encouraging pupil response.

When you are planning higher-level questions, you will find it useful to use Bloom's taxonomy of educational objectives (Bloom and Krathwohl 1956) to help structure

questions which will require higher-level thinking. Bloom's taxonomy is a classification of levels of intellectual behaviour important in learning. The taxonomy classifies cognitive learning into six levels of complexity and abstraction

1. Knowledge – pupils should: describe; identify; recall.
2. Comprehension – pupils should: translate; review; report; restate.
3. Application – pupils should: interpret; predict; show how; solve; try in a new context.
4. Analysis – pupils should: explain; infer; analyse; question; test; criticise.
5. Synthesis – pupils should: design; create; arrange; organise; construct.
6. Evaluation – pupils should: assess; compare and contrast; appraise; argue; select.

Self-Check Exercise

- Q 1.** Which of the following is a basic element of effective unit planning?
- A) Ignoring learning objectives
 - B) Identifying student needs
 - C) Using only textbook resources
 - D) Rushing through lessons
- Q 2.** The preparation of a unit plan should include clear _____ that outline what students are expected to learn.
- Q 3.** True or False: The basic elements of unit planning do not need to be tailored to the specific needs of students.
- Q 4.** Name two basic elements essential for preparing an effective unit plan and explain their importance.
- Q 5.** Discuss the basic elements involved in preparing a unit plan and how they contribute to successful teaching and learning.
- Q 6.** What is a questioning approach in unit planning?
- A) A method to avoid discussions
 - B) A way to engage students and assess understanding
 - C) A technique for teacher-centered instruction
 - D) A strategy to simplify lesson content
- Q 7.** Effective unit planning involves using questioning techniques to promote _____ among students.
- Q 8.** True or False: Evaluating approaches in unit planning is unnecessary once the plan is created.
- Q 9.** What are two benefits of using questioning approaches in unit planning?
- Q 10.** Analyze the importance of evaluating different approaches to unit planning. How can this evaluation improve teaching effectiveness?
- Q 11.** Which of the following best describes the role of evaluation in unit planning?
- A) To find faults in teaching
 - B) To ensure alignment with learning objectives
 - C) To make teaching more complex
 - D) To focus solely on student grades
- Q 12.** Evaluation of unit plans should be ongoing to ensure _____ and adapt to student needs.
- Q 13.** True or False: Once a unit plan is implemented, it does not need to be revisited or modified.

- Q 14.** Describe one method for evaluating the effectiveness of a unit plan after its implementation.

4.4 Summary

Unit planning is a systematic approach to instruction that involves setting specific learning goals and outcomes for a particular period. It clarifies learning objectives, organizes content and activities, manages classroom time, ensures assessment and evaluation, enhances student engagement, and facilitates continuous improvement. Unit planning involves identifying learning objectives, developing assessments, selecting content and activities, creating a timeline, and allocating resources. Effective unit planning is essential for student-centered and inclusive learning. In this Lesson we learned about unit planning, element planning and approaches of unit planning. Basically in teaching planning is the important phase. Before the teaching we should plan every unit and for the planning the above discussed approaches are very helpful in teaching learning process.

4.5 Glossary

Unit planning: A systematic approach to instruction that involves setting specific learning goals and outcomes for a particular period.

Learning objectives: Specific, measurable, achievable, relevant, and time-bound (SMART) goals that students are expected to achieve.

Assessment: The process of measuring student learning and understanding.

Evaluation: The process of judging the quality and effectiveness of instruction.

Timeline: A schedule outlining the sequence and duration of learning activities.

Resources: Materials, equipment, and budget allocated for instruction.

4.6 Answers to Self-Check Exercise

Ans 1. B) Identifying student needs.

Ans 2. Objectives.

Ans 3. False.

Ans 4. Learning Objectives: They provide direction and focus for the unit, ensuring that all activities align with desired outcomes.

a. Assessment Methods: These help gauge student understanding and inform instruction, allowing for necessary adjustments.

Ans 5. Basic elements of a unit plan include learning objectives, assessment methods, instructional strategies, and resources. Together, they create a structured framework that guides teaching and enhances student engagement and understanding.

Ans 6. B) A way to engage students and assess understanding.

Ans 7. Engagement.

Ans 8. False.

Ans 9. Two benefits of using questioning approaches are:

a. They stimulate critical thinking and deeper understanding among students.

b. They provide immediate feedback to the teacher about student comprehension.

Ans 10. Evaluating different approaches to unit planning is crucial for refining instructional methods, ensuring that they meet learning objectives, and adapting

- to diverse student needs, ultimately improving teaching effectiveness.
- Ans 11.** B) To ensure alignment with learning objectives.
- Ans 12.** Relevance.
- Ans 13.** False.
- Ans 14.** One method for evaluating the effectiveness of a unit plan is to gather student feedback through surveys or discussions to understand their learning experiences and perceptions of the unit.

4.7 References

- Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.
- Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.
- Verlog, Kirkpatrick, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,.
- Kochar, S.K. (1984). The Teaching of Social Studies. New Delhi: Sterling Publishing Pvt. Ltd.
- Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers. Corwin Press, Sage Publication, Oaks, CA 91320.
- Mangal, S.K. (2008). Teaching of Social Studies, New Delhi : PHI, Learning Pvt. Ltd..
- Morre, D. Kenneth (2001). Classroom Teaching Skill. New York:McGraw Hill Companies Inc.
- Sharma, B.L., Maheshwari, B.K. (2009). Teaching of Social Science. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)
- William, Albert (1989). General Education in the Social Studies. Washington: American Council on Education.

4.8 Terminal Questions

1. What is the significance of unit planning in ensuring effective instruction, and how does it impact student learning outcomes?
2. Discuss the essential elements of unit planning, and explain how they contribute to a comprehensive instructional plan.
3. How does unit planning facilitate continuous improvement in teaching and learning? Provide examples to support your answer.
4. Compare and contrast different approaches to unit planning, highlighting their strengths and weaknesses.
5. What are the key considerations for evaluating the effectiveness of unit planning, and how can teachers use evaluation results to inform instruction?
6. How does unit planning promote student engagement and motivation? Provide examples of strategies and activities that support this claim.
7. Discuss the role of learning objectives in unit planning, and explain how they align with curriculum standards and assessments.

UNIT - V: LESSON PLANNING IN SOCIAL SCIENCE

Lesson structure

5.1 Introduction

5.2 Objectives

5.3 Meaning and importance of Lesson planning

5.4 Basic elements and its preparation

5.5 Different approaches of Lesson planning

Self-Check Exercise

5.6 Summary

5.7 Glossary

5.8 Answers to Self-Check Exercise

5.9 References

5.10 Terminal Questions

5.0 Introduction

Educational planning strives to research, develop, implement and advance policies, programs and reforms within educational institutions. Educational planners might work at the local, national or international level to advance or improve education. While educational planning might center on pre-school and K-12 education, you could also work in postsecondary education as well. As an educational planner, you could work within educational institutions, government agencies, and private or not-for-profit organizations.

Educational planners typically hold graduate degrees. You might also consider becoming a licensed teacher or earning additional degrees in education. Administrators within schools or districts are commonly involved in educational planning.

5.1 Objectives

After going through this Lesson, you should be able to:

- Explain the meaning and importance of Lesson planning
- Explain the main elements of Lesson planning
- Discuss the main approaches of Lesson planning

5.2 Meaning and importance of unit planning

(i) View of Sands: In the words of Lester B. Sands, “A Lesson plan is actually a plan of action. It, therefore, includes the working philosophy of the teacher, her knowledge of philosophy, her information about and understanding of her pupils, her comprehension of the objectives of education, her knowledge of the material to be taught, and her ability to utilize effective method.”

(ii) View of Bossing: “A Lesson plan is an organized statement of general and specific goals together with the specific means by which these goals are to be attained by learner under the guidance of the teacher on a given day.”

(iii) View of Binning and Binning: “Daily Lesson planning involves defining the objectives, selecting and arranging subject-matter and determining the method or procedure.”

(iv) View of Carter V. Good: A Lesson plan is “ a teaching outline of the important points of Lesson arranged in order in which they are to be presented. It may include

objectives, points to be made, questions to be asked, references to materials, assignments etc.”

Lesson planning is the brief outline of the main points of the Lesson to be covered by the teacher in a specified school period for the realization of some stipulated instructional objectives. It indicates clearly what has already been done, what the pupils are to do, how the pupils are to be engaged in various activities and what activities are to be pursued. It is a clear and precise statement of the aims and purposes of the Lesson and the various devices and techniques to be used by the teacher. It should make a mention of the specific activities to be undertaken in the class. It is in fact, a teacher's mental visualization of class-room experiences and activities put down in black and white. It is the heart of effective teaching.

Thus, in Lesson planning, a teacher has to consider the following:

1. Broader objectives of the subject.
2. Defining the class-room objectives of the Lesson.
3. Organization of the subject-matter to be covered in the Lesson for achieving the stipulated objectives.
4. The decision about the way of presenting the subject-matter, teaching strategies and tactics, class-room interaction and management.
5. Appropriate provision for evaluation and feedback.

A. Importance of Lesson planning:-

1. Achievement of definite goals: Lesson planning delimits the field in which the teacher is teaching and enables him to define his aims and objectives more clearly. The teacher thinks of ways and means with which he can realize his aim most effectively.

2. Selection and organization of subject-matter: Lesson planning helps the teacher in the selection and organization of subject-matter, materials and activities. Subject-matter is selected and organized according to abilities, aptitudes and developmental level of the pupils.

3. Selection of effective teaching procedure: Lesson planning helps the teacher in the selection of most effective teaching procedure which will lead to the modification of pupils' attitudes, habits and information in desirable directions.

4. Evaluation of instruction: Lesson planning enables the teacher to prepare tests for progress and to evaluate the outcome of instructions. Evaluation is a very important part of teaching-learning process. Evaluation is possible only if definite aims and objectives are kept in mind.

5. Prevention of wastage: Lesson planning prevents wastage because it helps the teacher to be systematic and orderly. It saves him from haphazard teaching. Needless repetitions are avoided.

5.3 Basic elements and its preparation

1. Principle of writing the Lesson plan: A good Lesson plan should preferably be written. It should not remain at the oral or mental stage.

2. Principle of statement of objectives: Both general and specific objectives should be clearly stated.

3. Principle of selection of suitable subject matter: The contents of the Lesson should be selected according to needs, interests, abilities and level of the pupils. While selecting subject matter aims of teaching and the time at disposal should also be kept in mind.

4. Principle of flexibility: Lesson plan should be flexible. Teacher should be free to depart from the Lesson plan which he has already written.

5. Principle of evaluation exercises: Lesson planning should indicate evaluation exercises. These exercises may be in the form of re-capitulatory questions and problems relating to application of knowledge.

6. Principle of assignment: Lesson plan should include assignments for pupils.

7. Principle of selected bibliography: Lesson plan should indicate the selected bibliography i.e., the reference books.

5.4 Different approaches of Lesson planning

There are various styles and approaches for planning and writing the Lesson plans. In the present Lesson we shall describe four important approaches:

1. Herbartian Approach.
2. Morrison's or Unit Approach.
3. Bloom's or Evaluation Approach.
4. RCEM's Approach.

(1) Herbartian approach: For imparting knowledge in a systematic manner, a set procedure has to be followed. Various attempts have been made from time to time by psychologists and educationists to evolve out the definite procedure for teaching knowledge Lesson:

1. Preparation: Preparing means the preparation of learner's mind to receive new knowledge. Just as the field is prepared to sow the seeds, the child's mind is also to be prepared to receive the new knowledge. Preparation of students involves two steps:

(i) Previous knowledge testing: Through previous knowledge testing the teacher becomes familiar with what the pupils already know relevant to the topic. Herbart calls it "appreciative masses." The teacher's function is to find out the nature and extent of appreciative masses or the previous knowledge. He can do it by asking question.

(ii) **Announcement of the aim:** Aim will automatically emerge out if the Lesson has been effectively introduced. Announcement of the aim should be in clear, concise, and free from verbosity and unknown words. It should be a brief statement like. "Today, we shall study the Uses of Forests."

A. Morrison Approach

This approach is associated with the name of the Professor H.C Morisson (1871-1945) of the University of Chicago. It lays greater emphasis on the unit method for the planning of the teaching –learning activities and that is why it is also termed as unit approach. According to it the teaching-learning process must result into the mastery over the subject matter or the contents prescribed for classes. The teacher moves to the second unit only when he thinks that the students acquired mastery over the subject matter of the unit and capable of generalizing and applying the ideas of learn material.

i. Steps involved

- Exploration
- Presentation
- Assimilation
- Organization
- Recitation

B. RCEM Approach

The approach has been developed at Regional College of Education, Mysore (R.C.E.M.) and leave the name R.C.E.M approach. The assumption regarding this approach is that human learning can be best explained in terms of mental process of mental abilities rather than behavior. It has shifted the focus from product to process. This is very necessary indeed as the list of action verbs designating behavior was too long and unwieldy to have any meaningful application of classroom teaching. Having given a lot of thought to it and having discussed both the system at RCEM, the education and content cum behavioural outcome.

The RCEM approach has used the Bloom's taxonomy of educational objectives with a little modification. The system has converted into four categories. The last categories:

Analysis, synthesis and evaluation are denoted by one category, i.e., creativity. These four categories have been further divided into seventeen mental abilities or processes. These abilities are used for writing the objectives of cognitive, affective and psychomotor domains in behavioural terms. These seventeen mental abilities are:-

a) Knowledge

- (i) Recall
- (ii) Recognize

b) Understanding

- (i) Seeing relationship
- (ii) Cite example
- (iii) Discrimination
- (iv) Classify
- (v) Interpret
- (vi) Verify
- (vii) Generalize

c) Application

- (i) Reason out
- (ii) Formulate hypothesis
- (iii) Establish hypothesis
- (iv) Infer
- (v) Predict

d) Creativity

- (i) Analyses
- (ii) Evaluate
- (iii) Evaluate

Self-Check Exercise

Q 1. What is the primary purpose of lesson planning?

- A) To fill time in the classroom
- B) To organize teaching and ensure effective learning
- C) To create additional work for teachers
- D) To impress school administrators

Q 2. Lesson planning is important because it helps teachers set clear _____ for student learning.

- Q 3.** True or False: Lesson planning is only necessary for new teachers and not for experienced educators.
- Q 4.** Name two reasons why lesson planning is important for effective teaching.
- Q 5.** Discuss the meaning of lesson planning and its significance in the educational process.
- Q 6.** Which of the following is a basic element of lesson planning?
- A) Random activities
 - B) Learning objectives
 - C) Ignoring student needs
 - D) Only textbook references
- Q 7.** The preparation of a lesson plan should include necessary _____ to facilitate the teaching process.
- Q 8.** True or False: Basic elements of lesson planning include instructional strategies and assessment methods.
- Q 9.** What are two basic elements essential for preparing an effective lesson plan and why are they important?
- Q 10.** Explain the different approaches to lesson planning and their respective benefits.
- Q 11.** Which of the following best describes a traditional approach to lesson planning?
- A) Student-centered learning
 - B) Teacher-centered instruction with a focus on direct instruction
 - C) Flexible and adaptable planning
 - D) Project-based learning
- Q 12.** An _____ approach to lesson planning allows for adjustments based on student feedback and understanding.
- Q 13.** True or False: All lesson planning approaches are equally effective for every subject and grade level.
- Q 14.** Describe one alternative approach to lesson planning and its advantages.
- Q 15.** Evaluate how different approaches to lesson planning can enhance teaching effectiveness and student engagement.

5.5 Summary

Lesson planning is the process of preparing and organizing a teaching session to achieve specific learning objectives. It involves setting clear goals, selecting appropriate materials and activities, and assessing student learning. Effective lesson planning is crucial for ensuring student engagement, understanding, and progress. It helps teachers to stay focused, manage time efficiently, and adapt to diverse learning needs. Various approaches to lesson planning exist, including traditional, problem-solving, and project-based approaches. In this Lesson we learned about the Lesson planning, procedure of Lesson planning. Planning is very important part of any organization and work. We can say that in education planning is a key factor and play an important role. There are many ways of Lesson planning in education.

5.6 Glossary

Lesson plan: A detailed outline of a teaching session, including objectives, materials, activities, and assessments.

Objectives: Specific, measurable, achievable, relevant, and time-bound (SMART)

goals for student learning.

Approach: A method or strategy used to plan and deliver a lesson.

Traditional approach: Focuses on transmitting knowledge and skills through direct instruction.

Problem-solving approach: Encourages students to explore and find solutions to real-world problems.

Project-based approach: Involves students in designing and managing a project to develop deeper understanding and skills.

5.7 Answers to Self-Check Exercise

Ans 1. B) To organize teaching and ensure effective learning.

Ans 2. Objectives.

Ans 3. False.

Ans 4. Clarity: It provides a roadmap for what students are expected to learn.

Organization: It helps in structuring lessons effectively, making the best use of classroom time.

Ans 5. Lesson planning refers to the process of outlining the content, teaching strategies, and assessment methods for a specific lesson. Its significance lies in fostering organized instruction, facilitating better student engagement, and improving learning outcomes.

Ans 6. B) Learning objectives.

Ans 7. Resources.

Ans 8. True.

Ans 9. Learning Objectives: These define what students should achieve by the end of the lesson, guiding instructional decisions.

Assessment Methods: These determine how student understanding will be evaluated, ensuring that learning goals are met.

Ans 10. Different approaches to lesson planning include traditional, thematic, inquiry-based, and project-based planning. Each approach has unique benefits, such as fostering creativity, encouraging critical thinking, or promoting student engagement.

Ans 11. B) Teacher-centered instruction with a focus on direct instruction.

Ans 12. Adaptive.

Ans 13. True.

Ans 14. One alternative approach is inquiry-based lesson planning, which encourages students to ask questions and explore topics through research and discussion. This approach enhances critical thinking and promotes deeper understanding.

Ans 15. Different approaches to lesson planning can enhance teaching effectiveness by catering to diverse learning styles, increasing student engagement through interactive methods, and promoting a deeper understanding of content, ultimately leading to improved educational outcomes.

5.8 References

Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.

Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.

Verlog, Kirkpatrick, Evron (1977). *Foundation of Political Science: Research, Methods and Scope*, New York : The Free Press,.

Kochar, S.K. (1984). *The Teaching of Social Studies*. New Delhi: Sterling Publishing Pvt. Ltd.

Kottler, Ellen (2008). *Secrets to Success for Social Studies Teachers*. Corwin Press, Sage Publication, Oaks, CA 91320.

Mangal, S.K. (2008). *Teaching of Social Studies*, New Delhi : PHI, Learning Pvt. Ltd..

Morre, D. Kenneth (2001). *Classroom Teaching Skill*. New York:McGraw Hill Companies Inc.

Sharma, B.L., Maheshwari, B.K. (2009). *Teaching of Social Science*. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)

William, Albert (1989). *General Education in the Social Studies*. Washington: American Council on Education.

5.9 Terminal Questions

- What is the significance of lesson planning in teaching, and how does it impact student learning outcomes?
- Describe the basic elements of a lesson plan, and explain the importance of each component.
- Compare and contrast traditional, problem-solving, and project-based approaches to lesson planning. Which approach do you think is most effective, and why?
- How does lesson planning accommodate diverse learning needs and styles in a classroom?
- What are the key factors to consider when preparing a lesson plan, and how do they contribute to effective teaching?
- Discuss the role of assessment in lesson planning, and explain how it helps in evaluating student learning.
- Imagine you are a teacher planning a lesson for a new topic. Describe the steps you would take to prepare a comprehensive lesson plan, and explain your rationale for each step.

UNIT - VI: EVALUATION IN SOCIAL SCIENCE

Lesson structure

6.1 Introduction

6.2 Objectives

6.3 Meaning and need of evaluation

6.4 Types and procedure of evaluation

6.5 Evaluation devices:- written, oral, assignment, project work, open ended question

6.6 Continuous and comprehensive evaluation

6.7 Identification of Difficulties

Self-Check Exercise

6.8 Summary

6.9 Glossary

6.10 Answers to Self-Check Exercise

6.11 References

6.12 Terminal Questions

6.1 Introduction

Evaluation is an ongoing process that involves investigating, assessing, and enhancing all aspects of educational programs. Ideally, this process should be collaborative, involving all stakeholders concerned with the growth and development of children. Evaluation aims to determine the changes that occur in children as a result of teaching and their experiences. It is a systematic approach to measuring the progress children make towards achieving educational objectives. Evaluation involves assessing not only academic achievement (facts, skills, and abilities) but also personal and social development, including changes in attitudes, interests, values, thinking patterns, work habits, and adaptability. By considering both academic and personal growth, evaluation provides a comprehensive understanding of children's learning outcomes.

6.2 Objectives

After going through this Lesson, you should be able to:

- Explain the meaning and need of evaluation
- Discuss the types and procedure of evaluation
- Explain the written, oral, assignment, project work
- Explain the continuous and comprehensive evaluation

6.3 Meaning and need of evaluation

The evaluation process ascertains the workability of learning experiences and change of behavior of the students. The term evaluation convey several meanings in education and psychology. The evaluations both qualities as well as quantitative process. The term evaluation has been defined in the following manner.

According to Bradfield and Moredock "Evaluation is an assignment of symbols to a phenomenon in order to characterize the worth of value of a phenomenon usually with reference to some social, cultural or scientific standard."

According to Hanna "Evaluation is the process of gathering and interpreting evidence on change in the behavior of all students as they progress through school."

It is evident for the above definitions that evaluation in educational context implies broad programme than the examination in which achievements attitudes, interests, personality traits and skills factors are taken in consideration. Thus, cognitive, affective and psychometry learning outcome are measured in the evaluation process. The success and failure of teaching depends upon teaching strategies, tactics and aids. Thus, evaluation approach improves the instructional procedure and makes teaching activities more purposive and objective-centre.

A. Need of evaluation in Social Science

1. To assess personality of the pupils: Evaluation helps in assessing the personality of the pupils i.e., their achievement, skills, interests, aptitudes, attitudes, intelligence, and their physical, emotional, social and moral development. Educational programmes can be suitably amended in the light of the findings of the tests to ensure the harmonious development of the personality.

2. To clarify objectives of education: Evaluation helps in clarifying the objectives of education. Evaluation is based on objectives. Various topics in the subject are clarified to teacher through the evaluation of the objectives of teaching. The teacher tries to understand the objectives of each topic in the light of their utility in education.

3. To help in classification of students: Evaluation helps in the classification of students into various categories. We have students who are of superior intelligence, average intelligence and below average intelligence. Students having the same I.Q. and achievement may be grouped together and constitute a class. This will ensure the uniform progress and avoid educational wastage.

4. To provide basis for admission: Another purpose of evaluation is to find the capacity, ability and fitness of students for admission to higher courses of studies. It provides the minimum essential attainments and attitudes necessary for a particular course of study, fixing an efficiency bar to be crossed at a particular stage.

5. To promote and certify pupils: Evaluation helps in promotion and certification of pupils by diagnosing their strengths and weaknesses. The pupils come to know where they are and how far their efforts have been successful. Evaluation aims at determining the rate at which the individual student is progressing.

6. To act as incentives: Evaluation acts as an incentive for the students. Examination sets a clear cut goal before the students to achieve. Students make serious and concerted efforts to reach the highest level of achievement. Thus examination serves as incentive or stimulation for harder work.

7. To influence learning: Examinations provide opportunities to the pupils to revise the courses, remember the subject-matter, organize the material learnt while answering the questions, apply the knowledge and practice it again and again.

8. To bring improvement in curriculum and textbooks: Evaluation helps in making improvement in the curriculum and textbooks.

9. To report progress: Evaluation enables us to send progress reports to parents or guardians of students. The results provide an index by which the society can also assure itself about the successes and failures of education. The student also comes to know where he stands. Evaluation may be used for the improvement of public relations.

6.4 Types and procedure of evaluation

All techniques of evaluation can be broadly classified into two categories: (a) Quantitative and (b) Qualitative.

(a) Quantitative Techniques

The quantitative techniques are mainly used in educational evaluation. These are highly reliable and valid. The possess all three characteristics can be classified into three type (i) Oral (ii) written and (iii) Practical.

(i) Oral Techniques: The oral techniques of evaluation are used lower level in organizing and leading teaching activities. The oral questions; debate and drama are used for this purpose.

(ii) Written Techniques: In this type, the written questions are asked and students have to write their answers. The written tests are more effective than oral. The written test are usually objectives type tests are now preferred for constructing tests. The objective type tests are now used for constructing the criterion tests because they are highly objective valid and reliable. These easy to score.

(iii) Practical Techniques: In this type of evaluation, some work is assigned to the student to accomplish it. Such techniques are based to assess the skill or psychomotor objectives. This technique is used in Science, Geography, Home Science, Agriculture, Drawing etc.

6.5 Evaluation devices:- written, oral, assignment, project work, open ended question

The most common forms of written assessment are essays and essay based exams. Other forms of written assessment include lab reports, dissertation, reflective diaries, portfolios, and case studies.

Written assessments can cause difficulties for many different students including:

- students with specific learning difficulties (e.g. dyslexia) who may have difficulty with spelling / grammar or structuring essays,
- students learning through a second language who may have difficulty with spelling / grammar and academic writing,
- students with significant external responsibilities, certain disabilities, or personal pressures, who may have difficulties with organisation and time management.

A. Assignments

Assignments are tasks requiring student engagement and a final tangible product that enables you to assess what your students know and don't know. They represent one of the most common ways to assess learning. They can be either low-stakes [formative assessment] or high-stakes [summative assessment], so the number and type of assignments will depend upon your course design, learning outcomes, and course enrollment numbers.

i. Strengths

- Easier and less time-consuming to construct than exams
- Promotes higher-order thinking (application, synthesis, and evaluation)
- Transfer and generalization more likely than for exams

ii. Limitations

- May require additional resources (e.g. lab space or other facilities)
- May require class time (e.g. group projects, presentations, etc.)
- Typically more time consuming to grade than exams
- May be less effective for introductory level content

B. Project Work

Project Work is a learning experience which aims to provide students with the opportunity to synthesise knowledge from various areas of learning, and critically and creatively apply it to real life situations. This process, which enhances students' knowledge and enables them to acquire skills like collaboration, communication and independent learning, prepares them for lifelong learning and the challenges ahead.

The learning outcomes identify the key areas of learning of the subject. Four learning outcomes are separately articulated: knowledge application, communication, collaboration and independent learning. While students learn to work in groups, they will also learn independently through self-reflection and evaluation of their own work processes. These learning outcomes exist in dynamic interplay rather than as compartmentalised and distinct categories. The following are the learning outcomes for project work:

Domains	Learning Outcomes
Knowledge Application	Students will acquire the ability to make links across different areas of knowledge and to generate, develop and evaluate ideas and information so as to apply these skills to the project task.
Communication	Students will acquire the skills to communicate effectively and to present ideas clearly and coherently to specific audience in both the written and oral forms.
Collaboration	Students will acquire collaborative skills through working in a team to achieve common goals.
Independent Learning	Students will be able to learn on their own, reflect on their learning and take appropriate actions to improve it.

C. Open ended questions

Unstructured question in which (unlike in a multiple choice question) possible answers are not suggested, and the respondent answers it in his or her own words. Such questions usually begin with a how, what, when, where, and why (such as "What factors you take into account when buying a vehicle?" or "In your opinion, what is the reasonable price for this item?") and provide qualitative instead of quantitative information. Open ended questions are asked generally during exploratory research and where statistical validity is not a prime objective

Read more: <http://www.businessdictionary.com/definition/open-ended-question>. Unstructured question in which (unlike in a multiple choice question) possible answers are not suggested, and the respondent answers it in his or her own words. Such questions usually begin with a how, what, when, where, and why (such as "What factors you take into account when buying a vehicle?" or "In your opinion, what is the reasonable price for this item?") and provide qualitative instead of quantitative information. Open ended questions are asked generally during exploratory research and where statistical validity is not a prime objective

6.6 Continuous and comprehensive evaluation

The term Continuous and Comprehensive Evaluation (CCE) is used for school based evaluation of pupils in which their assessment is done on a continuous basis throughout the year and which is also comprehensive in nature, in the sense that it is not confined to assessment in scholastic subjects but also covers co-scholastic areas such as performance in games/sports, Physical education, Creative Education, Art, Music, Dance, Drama, other cultural activities and Personal & Social qualities.

A. Advantages of CCE

1. Teachers evaluate students in day-to-day basis and use the feedback for improvement in teaching – learning process.
2. Teachers can use varieties of evaluation methods over and above the written tests.
3. Students can be assessed in both scholastic and co-scholastic areas.
4. Evaluation is done throughout the year and therefore it is expected to provide more reliable evidence of students' progress.
5. CCE encourages the students in forming good study habits.
6. The feedback provided by CCE can be effectively used in remedial teaching to slow learners.

In the school education the main activities are teaching and examination. Teaching process include testing, without it teaching is incomplete. It is the major responsibilities of the teachers and principal to organize teaching and testing programmes. In practice three types of examination are conducted in school education.

1. First term or quarterly examination
2. Second term or half yearly examination
3. Third term or final examination.

6.7 Identification of Difficulties

Identifying difficulties in learning Social Sciences and suggesting remedial teaching strategies. I'll provide an overview of both, and we can explore specific aspects further if you'd like.

A. Identification of Difficulties in Learning Social Sciences:

1. Abstract concepts: Social Sciences often deal with complex, abstract ideas that can be challenging for students to grasp.
2. Interconnectedness: Topics in Social Sciences are often interconnected, making it difficult for students to understand isolated concepts without broader context.
3. Volume of information: There's often a large amount of factual information to remember, which can be overwhelming.
4. Bias and perspective: Understanding multiple perspectives and recognizing bias can be challenging for students.
5. Reading comprehension: Many Social Science materials require advanced reading skills.
6. Critical thinking: Analyzing and interpreting information is a crucial skill that some students find difficult.
7. Time and chronology: Understanding historical timelines and cause-effect relationships over time can be confusing.
8. Lack of immediate relevance: Some students struggle to see how Social Science concepts apply to their daily lives.

B. Remedial Teaching Strategies:

1. Visual aids: Use maps, charts, timelines, and infographics to help students visualize complex information.
2. Interactive learning: Incorporate role-playing, debates, and simulations to make concepts more engaging and relatable.
3. Chunking information: Break down complex topics into smaller, more manageable parts.
4. Multisensory approaches: Utilize auditory, visual, and kinesthetic learning methods to cater to different learning styles.
5. Real-world connections: Relate Social Science concepts to current events and students' personal experiences.
6. Scaffolding: Gradually build on foundational knowledge before introducing more complex ideas.
7. Collaborative learning: Encourage group discussions and peer teaching to reinforce understanding.
8. Technology integration: Use educational software, videos, and online resources to enhance learning.
9. Concept mapping: Help students create visual representations of how different ideas are connected.
10. Frequent assessments: Use formative assessments to identify areas where students need additional support.

Self-Check Exercise

- Q 1.** What is the primary purpose of evaluation in education?
A) To create additional work for teachers
B) To assess student understanding and learning progress
C) To rank students competitively
D) To limit classroom activities
- Q 2.** The need for evaluation arises from the necessity to measure _____ and improve teaching strategies.
- Q 3.** True or False: Evaluation only occurs at the end of a course or academic year.
- Q 4.** Name two types of evaluation methods used in education.
- Q 5.** Discuss the procedure for conducting a comprehensive evaluation.
- Q 6.** Which of the following is an example of a written evaluation device?
A) Oral exam
B) Portfolio
C) Multiple-choice test
D) Group discussion
- Q 7.** An _____ question allows students to express their understanding in their own words and encourages critical thinking.
- Q 8.** True or False: Open book tests do not require students to prepare for the content.
- Q 9.** What is one strength and one limitation of using project work as an evaluation device?
- Q 10.** Describe one strength of using portfolios for student evaluation.
- Q 11.** Which evaluation device is best suited for assessing students' practical skills?
A) Written tests
B) Oral exams
C) Assignments
D) Project work
- Q 12.** Continuous and Comprehensive Evaluation (CCE) aims to assess _____ and _____ development of students.
- Q 13.** True or False: Continuous and Comprehensive Evaluation focuses solely on academic performance.
- Q 14.** What is one advantage of using oral evaluations in the classroom?
- Q 15.** Discuss one limitation of using written tests as an evaluation device.

6.8 Summary

Evaluation is a crucial aspect of education that involves assessing student learning and progress. It is necessary to identify areas of improvement, set goals, and provide feedback. Various types of evaluation, including formative, summative, diagnostic, norm-referenced, and criterion-referenced, serve different purposes. Evaluation devices such as written tests, oral exams, assignments, project work, portfolios, open-ended questions, and open-book tests have strengths and limitations. Continuous and Comprehensive Evaluation (CCE) emphasizes ongoing evaluation, assessing multiple aspects of student learning, and providing feedback for improvement. In this Lesson we learned about the evaluation, procedure of evaluation, CCE, and different types of evaluating devices. Evaluation is the major aspect of education system. With the help of CCE and different types of devices we can measure the students attitude towards learning.

6.9 Glossary

Evaluation: The process of assessing student learning and progress.

Formative evaluation: Ongoing evaluation for feedback and improvement.

Summative evaluation: End-of-term evaluation for grades and accountability.

Diagnostic evaluation: Identifying strengths and weaknesses.

Norm-referenced evaluation: Comparing student performance to peers.

Criterion-referenced evaluation: Measuring student performance against standards.

Continuous and Comprehensive Evaluation (CCE): Ongoing evaluation of multiple aspects of student learning.

6.10 Answers to Self-Check Exercise

- Ans 1.** B) To assess student understanding and learning progress.
- Ans 2.** Learning outcomes.
- Ans 3.** False.
- Ans 4.** Formative and summative evaluations.
- Ans 5.** The procedure for conducting a comprehensive evaluation includes setting clear objectives, selecting appropriate evaluation methods, collecting data on student performance, and providing feedback for improvement.
- Ans 6.** C) Multiple-choice test.
- Ans 7.** Open-ended.
- Ans 8.** False.
- Ans 9.** Strength: Encourages creativity and application of knowledge.
Limitation: Can be time-consuming to assess.
- Ans 10.** Portfolios provide a comprehensive view of a student's progress over time and showcase a variety of work.
- Ans 11.** D) Project work.
- Ans 12.** Academic; personal.
- Ans 13.** False.
- Ans 14.** Oral evaluations allow for immediate feedback and clarification of student understanding.
- Ans 15.** Written tests may not accurately reflect a student's understanding if they have test anxiety or struggle with writing.

6.11 References

- Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.
- Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.
- Verlog, Kirkpatrick, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,.
- Kochar, S.K. (1984). The Teaching of Social Studies. New Delhi: Sterling Publishing Pvt. Ltd.
- Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers. Corwin Press, Sage Publication, Oaks, CA 91320.
- Mangal, S.K. (2008). Teaching of Social Studies, New Delhi : PHI, Learning Pvt. Ltd..
- Morre, D. Kenneth (2001). Classroom Teaching Skill. New York:McGraw Hill Companies Inc.
- Sharma, B.L., Maheshwari, B.K. (2009). Teaching of Social Science. Meerut: R. Lall Book

Depot, Near Government Inter College, -250001 (INDIA)

William, Albert (1989). General Education in the Social Studies. Washington: American Council on Education.

6.12 Terminal Questions

1. What is the purpose of evaluation in education, and how does it support student learning?
2. Compare and contrast formative and summative evaluation, highlighting their strengths and limitations.
3. Discuss the advantages and disadvantages of using written tests as an evaluation device.
4. Explain the concept of Continuous and Comprehensive Evaluation (CCE) and its benefits in assessing student learning.
5. Analyze the strengths and limitations of using project work as an evaluation device.
6. How does evaluation contribute to the improvement of teaching methods and curriculum development?
7. Discuss the importance of using a variety of evaluation devices to assess student learning, and provide examples of how this can be implemented in a classroom setting.