

TEACHING OF SOCIAL SCIENCE

Author: MR. RAJESH KUMAR SHARMA



**Centre for Distance and Online Education
Himachal Pradesh University
Gyan Path, Summerhill, Shimla - 171005**

CONTENTS

UNIT NO.	TOPICS	PAGE NO.
I	MEANING, NATURE AND IMPORTANCE OF SOCIAL SCIENCE	3
II	AIMS AND LEARNING OBJECTIVES OF SOCIAL SCIENCE	14
III	CURRICULUM IN SOCIAL SCIENCES: MEANING, IMPORTANCE AND PRINCIPLES OF CURRICULUM CONSTRUCTION	23
IV	SOCIAL SCIENCE LEARNING RESOURCES	31
V	METHODS, APPROACHES AND TECHNIQUES OF TEACHING SOCIAL SCIENCES	42
VI	STRATEGIES AND TECHNIQUES OF TEACHING SOCIAL SCIENCES	56

UNIT -1: MEANING, NATURE AND IMPORTANCE OF SOCIAL SCIENCE

Lesson Structure

- 1.1 Introduction
- 1.2 Learning Objectives
 - Self-Check Exercise - 1
- 1.3 Meaning Social Science
 - Self-Check Exercise - 2
- 1.4 Nature And Scope of Social Sciences
 - Self-Check Exercise - 3
- 1.5 Importance Of Teaching Social Science
 - Self-Check Exercise - 4
- 1.6 Relationship Of Social Science with Other Subjects
 - Self-Check Exercise - 5
- 1.7 Self-Check Exercise
- 1.8 Summary
- 1.9 Glossary
- 1.10 Answer to Self-Check Exercise
- 1.11 References/Suggested Readings
- 1.12 Terminal Questions

1.1 Introduction

Social science is a field of study which deals with man, his relations with other men, and his environment. Its content is drawn from several social sciences but is not determined by the discipline of anyone of these. Rather the content and organization of social science derive from the purpose for which it is taught. Those purposes include an understanding of human relationships, knowledge of the environment, edifications to the basic principles and values of the society in which it is taught and a commitment to participate in the process through characteristics of the social studies point of view. So social science is a very comprehensive and composite term which is used to include in it a number of social science.

“Most simply stated the social studies are the school mirror of the scholarly findings of the social sciences. Such data as social scientist may gather is integrated and simplified to appropriate levels of ‘expression for children in all the grades.’”

1.2 Learning Objectives

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

- Explain the meaning, nature and scope of social science
- Discuss the need and importance of teaching social science
- Relate the social science with other subjects
- Explain the Aims and Learning Objectives of teaching social science

1.3 MEANING OF SOCIAL SCIENCE

Social studies is a study of person in relation to the social environment, through the social environment and for the social environment. It is study of the social institutions, social skill, social standards, social problems, social changes, social customs, social heritage etc. through observation, social experience, exploration and scientific study of

social phenomena and events for the purpose of preservation of what is good in our socio-economic culture and for bringing about improvement in it. Thus social studies deals with man and his interaction with other people, with the earth and with goods and services. It deals with man's relationship with his social and physical environment. Some of the definitions of social studies are given below:

Michaelis' view: John V. Michaelis in 'Social Studies for Children in Democracy' writes, "The social studies are concerned with man and his social and physical environment; they deal with human relationships."

Hamming's view: James Hamming in 'Teaching of Social Studies in Secondary Schools' observes, "Social studies is a study of relations and inter- relations – historical, geographical and social."

Forrester's view: J.F. Forrester opines, "Social studies, as the very name suggests, is the study of society and its chief aim is to help pupils to understand the world in which they have to live and how it came to be, so that they may become responsible citizens. It aims at promoting critical thinking and a readiness for social change, at creating a disposition for acting on behalf of the general welfare, at an appreciation of other cultures and a realization of the interdependence of man and man and of nation and nation."

Martorella's view: Peter M. Martorella in 'Social Studies: Strategies, Theory and Practice' points out, "It is more accurate to think of social studies as an applied field which attempts to fuse scientific knowledge with ethical, philosophical, religious and social considerations which arise in the process of decision making as practiced by citizens."

View of the Social Studies Committee of Schools Board Victoria (U.S.A.): The Committee in its publication, 'Social Studies for Schools' states, "What we study in social studies, is the life of man in some particular places, at some particular time."

View of the Commission on Reorganization of Secondary Education Association (U.S.A.): The Commission describes, "The social studies are understood to be those whose subject – matter relates directly to the organization and development of human society and to man as a member of social groups."

View of the Secondary Education Commission in India (1952-53): "Social Studies, as a term, are comparatively new in Indian education. It is meant to cover the3 ground traditionally associated with History, Geography, Economics, Civics etc...The whole group of studies has, therefore, to be viewed as a compact whole whose object is to adjust the students to their social environment, which includes the family, community, state and nation so that they may be able to understand how society has to come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living."

National Curriculum for Elementary and Secondary Education (1988) published by NCERT: Used the term 'Social studies'. It observed, "Social sciences is perhaps the singular curricular area which can prove to be the most effective tool for providing education in the context of all the core components indicating in the NPE (National Policy on Education), 1986."

View of the Framers of a Draft Syllabus of Social Studies for class I to XI: "Social studies is a field of study which deals with man, his relations with other men and his environment. Its content is drawn from several social sciences but is not determined by the discipline of any one of these. Rather, the content and organization of social studies derive directly from the purposes for which it is taught. Those purposes include an understanding of human relationships, knowledge of the environment, dedication to the basic principles, and values of the society in which it is taught, and a commitment to

participate in the processes through which that society is maintained and improved. These are the most important characteristics of the social studies point of view.”

The Curriculum Committee, Constituted by the Ministry of Education and Social Welfare, Government of India: “It would be more appropriate to use the term social studies rather than social science at the primary school stage since it presents a board and composite instructional area.” It draws its information from different social sciences such as History, Geography, Civics and Economics, in order to unfold gradually the total environment of the child with special reference to the physical, social and cultural elements.”

i. Analysis of Definitions (Conclusion):

An analysis of above mentioned definitions and views reveal that social studies will bring out the following features and aspects of social studies:

1. Human study: Social studies is a human study. It deals with men and women, boys and girls, their associations and clubs. It studies human beings in different contexts. It revolves around people, their organizations, movements, social patterns and processes which go on changing continuously due to different kinds of factors. It studies contemporary human life and its problems rather than the best history of man.

2. Synthesis of humanistic subjects: Social studies is a synthesis of humanistic subjects. It appears to be a mixture of economics, geography, history, civics. Sociology, psychology, philosophy and education. It differs from teaching of economics, geography, history, civics, sociology etc. In reality social studies is an independent study.

3. Comprehensive subject: Social studies is such a comprehensive subject that it collects information and subject-matter from all the social sciences (economics, geography, history political science, sociology and other allied fields) and presents the same before the students in compact and unified manner as a complete unit.

4. Broad instruction area: Social studies is a broad and composite instructional area which draws its inspiration from different social sciences in order to unfold gradually the total environment of the child with reference to the physical, social and cultural elements. It helps in the study of relations, and inter-relations – geographical, historical and social.

5. Realistic and practical: Social studies is a realistic subject. It is based upon reality and facts. It is practical in nature. It studies human relations and interactions, their progress and problems in realistic situations. Real life situations are laboratories in which the meaning of social studies concepts is studied.

6. Applied branch of social sciences: Social studies is the applied branch of social sciences, introduced in the school curriculum with a view to developing proper attitudes, sensibilities and skills in future citizens. It deals with the art of living.

1.4 NATURE OF SOCIAL STUDIES

The following points highlight the nature of social studies:

1. Inter- disciplinary course: Social studies is an inter-disciplinary course. It draws functional and practical knowledge from social sciences, (like economics, history, geography, political science, sociology, philosophy, psychology, literature, literature, religion and education), natural or physical sciences and fine arts like drawing, painting music, dance and dramatization). It is an integrated discipline studying man in

his totality. It deals with man and his multilateral relationships with his environment.

2. Integrated and unified: Social studies is not economics plus history plus geography plus sociology plus philosophy plus psychology plus religion plus literature plus physiology etc. but an integrated and unified version of all these and their interaction with man and his environment. It relates directly to the organization and envelopment of human society and to man as a member of social group.

3. Applied branch of social sciences: Social studies is the applied branch of social sciences, placed in school curriculum with a view to developing proper attitudes, sensibilities and skills in future citizens.

4. Dynamic subject: Social studies is a dynamic subject. It is continuously developing, as the social process and problems are changing from time to time.

5. Pragmatic approach: Approach of social studies in teaching is based on a pragmatic philosophy to serve the present needs of a particular society and humanity and to help students to have social adjustment in their future lives in their community, in their state, in their country and world. In words of Secondary Education Commission, "The whole group of studies has, therefore, to be viewed as compact whole whose object is to adjust the students to their social environment which includes the family, community, state and nation so that they may be able to understand how the society has come to its present form."

6. Emphasis on contemporary human life: Emphasis of social studies is more on contemporary human life and its problems rather than on the past history of man.

7. Study of communities: The field of social studies covers the study of communities at all levels with focus on man and his social environment.

8. Study of web of relationship: Social studies is the study of web of relationships that develop between the masses and their environment. The aspects of social living are understood by developing social skills and attitudes among the learners.

9. Preparation for social living: The central theme of social studies is to prepare the students for wholesome social living. They get opportunities to develop socially desirable habits, attitudes and values besides becoming broadly acquainted with the functioning of social and political institutions.

10. Creation of responsible citizens: The true nature of social studies is to help the students to understand the world in which they have to live, so that they become responsible citizens to realize the interdependence of man and man and of nation and nation."

A. NEED AND SCOPE OF SOCIAL SCIENCES

The term scope refers to the breadth, comprehensiveness, variety and the extent of learning experiences to be provided through a programme of teaching. It has to do with what is to be included in the programme in terms of range of subject- matter and experiences of students.

The scope of social studies is very vast and wide and in fact, as wide as the human life or world itself. It goes on widening from village level to international level. It is related with the processes of development and changes taking place in human society. It is as lengthy as the history of man on this earth. It includes the millions of years prior to recorded history and also the foreseeable future. John O. Michaels writes, "The breadth of Social Studies programme should provide for a variety of experiences so that the child's learning will be well-rounded and well- balanced. It should also be possible to draw upon other fields of learning so that significant problems

can be considered in the light of their ramifications; a narrow compartmentalized programme limits social learning.”

The comprehensiveness of the social studies programme should meet the needs individuals as well as the needs of society and must be related to the problems and situations of daily life. As social studies programme has to be varied, it must draw such materials from all social sciences relating to the study of human relations, human institutions and human behaviours and even from natural sciences, as bears a direct relationship with the purposes for which this subject is taught.

It is true that the scope of social studies is very vast and wide but this does not mean that the course in social studies is limitless and fathomless ocean and that it knows no ends. Its frontiers have to be encompassed so as to provide an overall integrated outline of ‘Minimum Essential Functional Knowledge’ from various disciplines.

B. NEED FOR AIMS:

The aims of teaching a subject are the ‘keys’ of opening the entire process of teaching and learning. Teaching and learning are unthinkable without aims. In the words of John Devey, “An aim is a foreseen end that gives direction to an activity or motivates behavior.” All our methods of teaching, our curriculum and our system of evaluation are shaped and moulded according to our aim of education.

There is a great necessity of aims of teaching a subject, say social studies, because of the following reasons:

1. To direct efforts: Its aim is known we can direct our efforts to that end. Educational aims keep the teacher and the taught on the right track. They provide a line of action and guidance to the teachers. They give direction and zest to the work of the pupils. They prove as an incentive to learning. They keep the learners as well as the teachers quite attentive to the job.

2. To avoid wastage: Aims of teaching social studies help us to avoid wastage in time and energy. In the words of John Dewey, “To aim is to act with meaning.” Aims help us to act intelligently and to act with a meaning. We know what is to be done and we straight away start doing that.

3. To evaluate ourselves: Aims of teaching social studies help us to evaluate ourselves. They help us to take stock of the result of our effort. The aim is a yard-stick with which we can measure our success and failure. They are necessary to assess the outcomes of the educational process.

4. To select the contents and methods: The aims guide us in selecting the contents and methods of teaching of the subject. Keeping definite aims in view we shall include only useful learning situations in the curriculum.

5. To select reading material: Aims of teaching of a subject guide us in the scheme of evaluation of the achievements.

6. To guide in evaluation: Aims of teaching of a subject guide us in the scheme of evaluation of the achievements.

Thus determination of aims and Learning Objectives is necessary.

1.5IMPORTANCE OF SOCIAL SCIENCES

In our school curriculum great importance is given to science subjects, but now equal importance is given to social science in our school curriculum. The social science develops the consciousness about nation or as a citizen among the students. It is

very essential for a good citizen of a country.

John Kenndy Said, "Do not ask what your country can do for you. Ask yourself what you can do for your country.'

The study of social science develops the good qualities among students- simple living, feeling of patriotism, national consciousness interest in the progress of society as well as nation. The good citizens contribute in the national development. This subject social science cannot be under rated from its contributions. Other school subjects develop-logical thinking, decision power the students to understand the present on the basis of past and can plant for future as well. Form this point of view, great importance has been given to social science in school curriculum. The following are the basis for its importance.

- Awareness of the group life.
- It has the utility of masses.
- It is essential for development of an ideal leadership.
- It is important for democratic way of life.
- It develops the scientific attitude among student.
- It develops the national consciousness and feeling of patriotism.
- It has practical utility for daily life.

T.P. Nunn has stated, "A nation's schools are the organs of its life whose special function to consolidate its spiritual strength to maintain its historic continuity to secure its past achievements, to guarantee".

He has rightly slated that the main purpose of social science is to preserve cultural heritage and consolidate our spiritual strength and to maintain its past continuity of our achievements.

A. Functions of Social Studies

The functions of social studies are as follows:

- a. Providing Social Experience.
- b. Developing Social Skills.
- c. Increasing Social Knowledge.
- d. Raising Social Standard.
- e. Solution of Social Problems and.
- f. Understanding Social Changes.

The details of these functions of the social studies have been given in the following paragraph

a) Providing Social Experience: Social Studies provided social experiences to students. While entering an education institution, every child comes with a large number of social experiences with his parents, relations, neighbors and play-mates.

b) Developing Social Skills: Social experience is meaningless without skills, techniques and procedures applied subsequent toleration of differences, adjustment of opposition and accommodation to compromises provided directly or indirectly by the subject of Social studies.

c) Increasing Social Knowledge: Social Studies provides a let of information about man's relationships. It is a store-house of accumulated human experience and knowledge open to the child who gets it through reading, motion pictures, listening to others and many other activities.

d) Raising Social Standard: Some kind of social conduct has to be maintained by its members in every society. For example. From society evolves standards for individuals, groups and institutions.

e) Solutions of Social Problems: Social Studies also makes the child realize human society has failed to solve certain problems although it has succeeded in achieving a lot.

f) Understanding Social Changes: Social Studies tells about the explosive quality of the present situation. Today, the advances in science and technology are changing the physical environment and the social order at an ever- increasing rate.

1.6 Relationship of Social Sciences with other subjects of school curriculum

There is no school subject which is not related with Social Science in some form or other. It has already been pointed out that social science is the scientific study of man in the social context. In this sense everything that happened till date has got some kind of denotations or connotations with some branch of social sciences. Johnson definition of history as "History is everything that ever happened" reveals this fact. In the same manner all other subjects also are related with human life one way or other. This common linkage with the central theme, namely the various aspects of human life warrants meaningful correlation among all the subjects of study. Social science is no exception to this rule. In fact it could be seen that the social science provide the natural setting for meaningfully learning the various school subject s such as languages, sciences, mathematics , fine arts etc.

a. Social Science and History: History has a close relation ship with social science is often taught as part of social science at school. History plays an important role in the understanding of man in society and thus in the structuring of social science course . History is concerned primarily either with period s of time in the past or with themes running through centuries. Much of the material s children study in social science involves the concept of the significance of time, which can be used to bring an awareness of the need to see phenomena in terms of their place a chronological scale. History provides a basis and perspective to the important topics in social science such as education, population, war, trade union movements, towns and cities, customs and social moves etc. History as a study of the origins of the present must be an essential feature of any sound scheme of social science. History and social science are interdependent.

b. Social Science and Geography: Geography and social science are inseparably connected. Social science includes the study of the living conditions of the people of various countries, their mode of living, their occupations, their standard of living etc. All these are very much influenced by the geographical conditions of those countries. England built a powerful navy and created a great empire mostly because of its geographical location and conditions of country have a tremendous effect of the social life of its people. Thus Geography and social science are intimately connected.

c. Social Science and Economics : Social science is incomplete without Economic. Social science seeks to develop a competent individual into good, independent and patriotic citizen. This is not possible without some knowledge of economics, which constitutes an integrated part of social science. Social science providing practical and functional knowledge is meant for the school students up to the higher secondary classes. Social science draws from Economics some of the knowledge of the basic need of the human being such as food, shelter and clothing. Therefore social

science and economics are intimately connected.

d. Social Science and Languages : Language is the medium of literature and literature reflect the cultural heritage of a nation in particular and humanity in general, in various literary forms such as poems , dramas, novels, stories, essays, travelogues, biography context is made explicit. Conversely topics in social sciences can be meaningfully presented and comprehended only with the help of appropriate language skills and by adopting literary forms of expression. Ancient literary works all over the world are pregnant with history - the story of man' s glorious past. Tagore explains it aptly when he says "Literature paints what history depicts. In short languages and social sciences are supplementary and complements to each other.

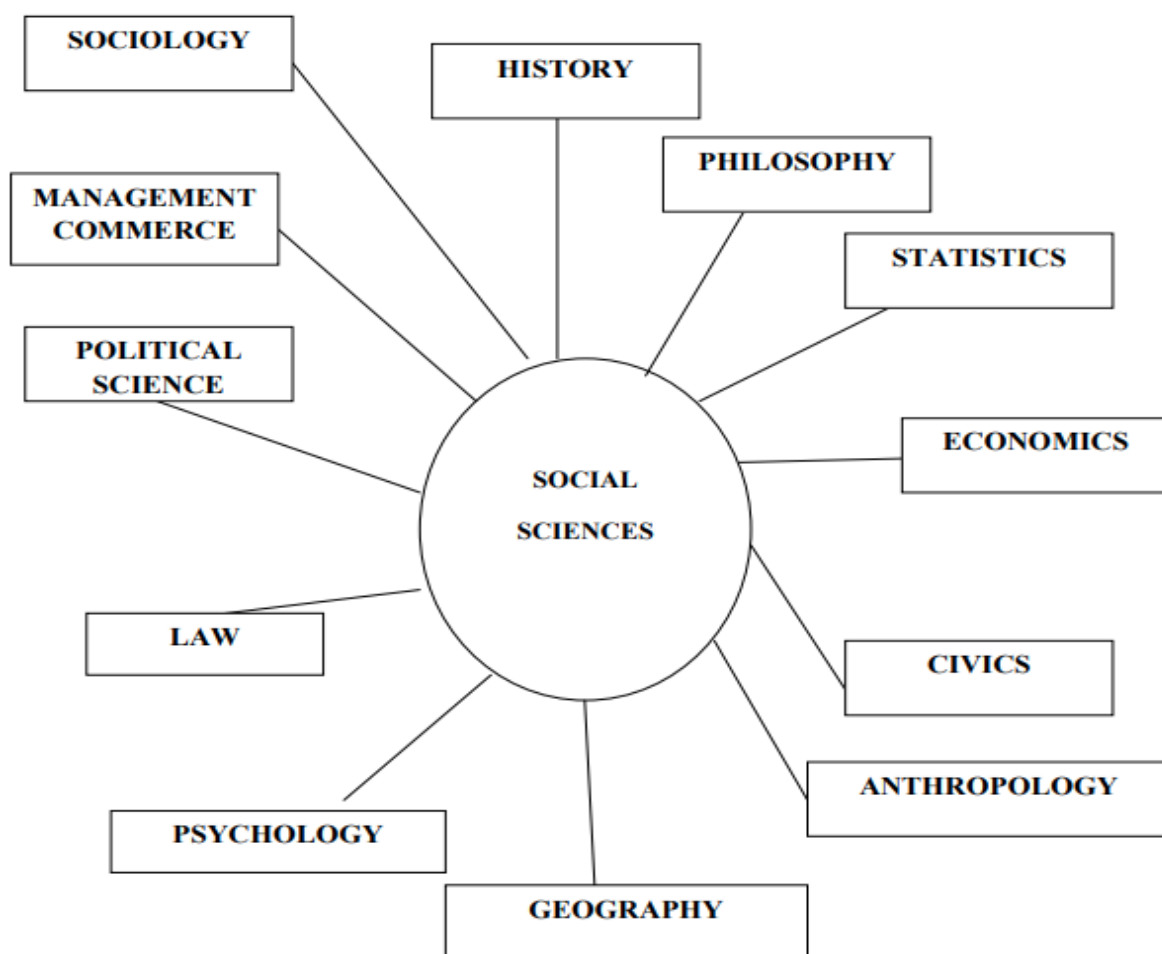
e. Social Science and General Sciences: All branches of sciences-physics chemistry, biology, etc are making rapid strides both in theory and practice. Their application in the day to day life of human society needs no explanation. The study of the facts, principles and process involved in these sciences can be appreciated and the related attitudinal and value - oriented changes can be brought about in the learners only if these are linked with the history of human life and civilization. In short the study of general science will have to be planned in relation to societal issues. At the same time the historical, cultural, economic and sociological aspects of human life have to be related to the developments in the various sciences that have revolutionised all aspects of human life.

f. Social Science and Mathematics: There is no aspect of life which does not require mathematics. Mathematics has to be taught by correlating it with different aspects and activities of human life to enable children to become useful members of the society. Mathematics is useful in various socially relevant programmes like banking, accounting, budgeting, trade etc.

g. Biological and Social Sciences: Biological principles are of great use to the social scientists. Social science uses biological principles to present an integrated picture of population dynamics. Biological concepts woven into social science are of great help to the understanding of the overpopulation problem. The growth of population is controlled by limiting factors of the environment.

h. Physical Science and social Science: Physical science and social science are closely related as dealing with food, clothing shelter, weather, transport and communication are used in science as well as in social science. Advances in science and technology have revolutionized social life all over the world. Fast means of transport and communication have brought man and man and nation and nation closer to each other. Space and time have been conquered. Countries of the world have been closely knit together due to effect of scientific inventions and discoveries about human life.

i. Social Science and Fine Arts: Fine arts sublimate innate desires and tendencies of children and channelize these towards socially useful activities thereby making them good citizens. The study of social sciences also aims at the same goals. Study of social science and that of fine arts could be made meaningful and goal oriented only if the relation between the two subjects is made evident by adopting appropriate instructional strategies.



B. SOCIAL SCIENCES IN SCHOOL CURRICULUM

The elementary course in social studies should aim at achieving the following general Learning Objectives:

- i. It should encourage students to explore, and observe systematically their social and cultural environment.
- ii. It should help school children to understand the evolution of the community around them. This may be done by tracing mainly the different forces and influences that were, and are still, at work.
- iii. It should invite pupils to find out and collect for themselves more and more relevant facts about the different problems that confront them. This should serve as a basis on which they could form, as they grow, an objective judgment on various issues which are in their daily lives.
- iv. It should provide the young with numerous opportunities for group work as a part of their process. This may include activities such as discussing and solving their problems collectively.
- v. It should kindle among the growing citizens of tomorrow a passion to truth, and social justice. The social justice should, however, also cover respect for every individual – his views, worth and contribution.
- vi. It should make children conscious of their rights and duties in a democratic society, and encourage them to undertake responsibilities. Its purpose is to enable them to

contribute their best to the well-being of the society as a whole.

- vii. It should develop, among the school children, the spirit of inter-group and inter-communal understanding and harmony. This should lead to the appreciation or the underlying unity of our culture, or a way of our life, in all its diversity.

The National Council of Educational Research and Training (NCERT) has outlined the need for the inclusion of social sciences (NCERT has not used the term social studies in these words, the study of social sciences as component of general education is of critical importance in facilitating the learner's growth into a well informed and responsible citizen. It should aim at developing in him/her an understanding of his/her physical and social environments, both immediate and remote, in terms of time and space, and an appreciation of the cultural heritage of India and various cultures of the world.

Self-Check Exercise-1

- Q 1.** Social Sciences are disciplines that study human behavior, society, and its various _____.
- Q 2.** The nature of Social Sciences involves the study of human behavior, culture, society, and their complex _____.
- Q 3.** History is crucial in Social Sciences as it helps us understand the _____, its impact on the present, and the lessons we can learn from historical events.
- Q 4.** Social Sciences provide students with a comprehensive understanding of society, culture, and _____.
- Q 5.** The study of Social Sciences promotes global awareness, encourages students to appreciate cultural differences, and fosters _____.
- Q 6.** Which of the following is NOT a Social Science discipline?
- a) Psychology
 - b) Physics
 - c) Economics
 - d) Sociology
- Q 7.** Why are Social Sciences considered interdisciplinary?
- a) They only focus on one aspect of society.
 - b) They draw from multiple fields to provide a holistic view.
 - c) They are not related to any other subject.
 - d) They are entirely theoretical in nature.
- Q 8.** What is the primary goal of including Social Sciences in the school curriculum?
- a) To make students experts in a single discipline.
 - b) To develop critical thinking and informed citizens.
 - c) To exclude the study of history and culture.
 - d) To focus only on natural sciences.
- Q 9.** The study of Social Sciences can help address contemporary societal challenges by _____.
- a) Promoting ignorance
 - b) Developing informed decision-making skills
 - c) Avoiding the issues
 - d) Isolating individuals from society
- Q 10.** Social Sciences focus on the study of human behavior and society. (True/False)
- Q 11.** History does not provide any context for social and political developments. (True/False)

- Q 12.** The study of Social Sciences can promote cultural sensitivity. (True/False)
- Q 13.** Social Sciences are entirely separate from other school subjects like science and mathematics. (True/False)
- Q 14.** Social Sciences play no role in addressing contemporary societal challenges. (True/False)
- Q 15.** Discuss the meaning and nature of social sciences?
- Q 16.** Explain the role of social science in school curriculum?
- Q 17.** Why are Social Sciences important in our lives? Provide three examples.
- Q 18.** Discuss the place of Social Sciences in the school curriculum. Why is it essential to include them?
- Q 19.** Explain the relationship between Social Sciences and other school subjects like science and mathematics.
- Q 20.** How can the study of Social Sciences help in addressing contemporary societal challenges, such as climate change or inequality?

1.7 Summary

In this lesson we learned about the meaning, nature, importance of social science. Social studies is an inter-disciplinary, integrated, unified, applied, dynamic and practical subject which helps in (1) understanding of human relationships, (2) understanding organization and development of human society, (3) betterment of life, (4) building up ideals of secular, democratic and socialist society, (5) understanding social forces and movement.

1.8 Glossary

Social Sciences: The academic disciplines that study human behavior, society, and the interactions among individuals and groups. Examples include sociology, psychology, anthropology, economics, and political science.

Interdisciplinary Approach: An approach that integrates knowledge and methodologies from multiple social science disciplines to gain a comprehensive understanding of a particular topic or issue.

Nature of Social Sciences: Refers to the fundamental characteristics and scope of social sciences, which involve the systematic study of human behavior, societal structures, cultures, and their dynamics.

Importance of Social Sciences: Signifies the significance of social sciences in providing insights into human behavior, informing public policy, addressing societal challenges, and fostering critical thinking and empathy.

Curriculum: The set of subjects, courses, and content taught in an educational institution, such as a school or college.

School Curriculum: The specific subjects and educational content designed for teaching and learning within a school setting, including the inclusion of social sciences.

Integration: The process of combining different subject areas or disciplines to create a more holistic educational experience, such as incorporating social sciences into the broader curriculum.

1.9 Answer to Self-Check Exercise

Self-Check Exercise-1

- Ans 1.** Aspects
- Ans 2.** Interrelationships
- Ans 3.** Past
- Ans 4.** History

- Ans 5.** Empathy
- Ans 6.** Physics
- Ans 7.** They draw from multiple fields to provide a holistic view.
- Ans 8.** To develop critical thinking and informed citizens.
- Ans 9.** Developing informed decision-making skills
- Ans 10.** True
- Ans 11.** False
- Ans 12.** True
- Ans 13.** False
- Ans 14.** False
- Ans 15.** Social sciences explore societies, their past, present, and how they function using disciplines like history, geography, economics, psychology, and anthropology.
- Ans 16.** Social sciences equip students with critical thinking, informed citizenship skills, and cultural awareness.
- Ans 17.** 1) Understand current events (causes & effects).
2) Make informed decisions (e.g., finances).
3) Appreciate cultural diversity.
- Ans 18.** Social sciences provide foundation for understanding the world, develop critical thinking, and prepare responsible citizens.
- Ans 19.** Social sciences connect with other subjects: science/math (data analysis), literature/language arts (reading & writing).
- Ans 20.** Social sciences help address challenges by studying historical patterns (climate change) and social structures (inequality) to develop solutions.

1.10 References/Suggested Readings

Blaug, Mark (1992), *The Methodology of Economics or How Economists Explain*, Cambridge University Press, Cambridge

Digumarti BhaskaraRao (ed.), *Techniques of Teaching Social, Sciences*, Sonali Publications, Delhi

Digumarti Bhaskara Rao and Ranga Rao (2007) *Techniques of Teaching Economics*, Sonali Publications, New Delhi

Dasgupta, Partha (2007), *Economics: A very short introduction*, Oxford University Press.

George, Alex M. and Amman Madan (2009), *Teaching Social Science in Schools: NCERT's New Text Book Initiative*, Sage, New Delhi

Mehlinger, Howard D. (Ed) (1981), *UNESCO Handbook for the Teaching of Social Studies*, UNESCO

NCERT (2006), *National Focus Group Position Paper on Teaching Social Sciences*, New Delhi.

1.11 Terminal Questions

1. What is the primary focus of social sciences in understanding human behavior?
2. Name one social science discipline that examines past events and their impact on the present.
3. Define the term "interdisciplinary approach" in the context of social sciences.
4. Why is the study of sociology important for individuals in society?
5. Give an example of how social sciences can contribute to solving real-world problems.

UNIT-II: AIMS AND LEARNING OBJECTIVES OF SOCIAL SCIENCE

Lesson Structure

- 2.1 Introduction
- 2.2 Learning Objectives
- 2.3 Aims And Learning Objectives of Social Science
- 2.4 Writing Instructional Learning Objectives in Behavioral Term
- Self-Check Exercise-1
- 2.5 Summary
- 2.6 Glossary
- 2.7 Answers Self-Check Exercise
- 2.8 References/Suggested Readings
- 2.9 Terminal Questions

2.1 Introduction

Knowledge in the discipline of geography will strengthen the understanding of the existence of human and environmental interactions and understanding how we need to maintain and preserve the well-being and maintain their sustainability for future generations. Patriotism and love of country must be cultivated and nurtured in the soul of every citizen. Knowledge of the history of statehood will be able to build and develop a strong identity. It is appropriate for students exposed to the basic theory of political science to see the connection with the current political system.

In creating a stable life, people need to carry out economic activities based on our limited resources and technologies that are always competitive. In this connection should be studied on the efficiency of managing resources to meet human needs and interests are not limited. Various types of economic systems and the role of government in addressing economic problems for social stability can be achieved is disclosed to the student. To create awareness of regional cooperation in the economic and environmental care will strengthen the importance of positive interaction among people as members of society at all levels.

2.2 Learning Objectives

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

- Discuss the aims and Learning Objectives of social science
- Explain the Learning Objectives of social science on secondary level

2.3 Aims And Learning Objectives of Social Science

Aim of Teaching Social Studies at Pre-Primary Stage: The general aims of teaching social studies at the pre-primary stage are outlined as under:

- a) Physical development:** For achieving this aim, movements of different parts of the body of the child are to be systematized and coordinated.
- b) Social development:** Social development of the child is an important objective at a pre-primary stage.
- c) Self-expression:** The child is to be taught to express his opinion systematically and to share with others.

- d) **Dependability:** The child is to be taught to share his toys, games ideas and learning material with other students and to learn that he is dependent upon others.
- e) **Independence:** The child is to be encouraged to play individual games, to express his opinion, to satisfy his emotional needs and also to do as he likes, without disturbing others.
- f) **Satisfaction of needs:** The child is to be taught to make his adjustment with the natural and social environment, to keep his clothers and parts of the body neat and clean, to keep his things in order and to take his meals in time.

A. Aim of Teaching Social Studies at the Primary Stages:

The aims of teaching social studies at the primary stage are given below:

- a) **Knowledge of physical and social environment:** The child must explore, know and understand his immediate physical and social environment.
- b) **Sense of belongingness:** The child must develop a sense of belongingness to the society. He must understand that he has to live in a social environment which goes on widening from home to school, street, village, town, city, district, state, country and the world.
- c) **Acquaintance with world of work:** The child is to be acquainted with the world of work. Respect for human labour is to be developed in him.
- d) **Knowledge of physical resources:** The child should know natural physical resources (like water, land, forests, rivers, mountains, crops, minerals etc.) on which human life depends.
- e) **Developing respect for all religions:** Respect for all religions and their places and ways of worship is to be developed among children.
- f) **Appreciate attitude towards work:** Progress and development is possible only through work and labour. Hence appreciative attitude towards work is to be developed among children.
- g) **Knowledge of social equality:** We are living in a democratic country. Hence children should be encouraged to realise that they are all equal irrespective of caste, creed, colour, sex, religion and language. There are no superior or inferior people and we are to cooperate and organize ourselves to solve our problems.
- h) **Development of patriotism:** The foundations of feeling of patriotism among children should be laid at the primary stage. Children should be made conscious of the rich and composite cultural heritage. They should be made to appreciate unity in diversity and be proud of it. They should be made to understand that India is active in promoting peace, and in understanding and cooperation among the nations of the world.
- i) **Development of international understanding:** Children should be made to understand that all countries have contributed something to the welfare of humanity. The scholars, philosophers, poets, artists and scientists, from different countries have contributed to human culture. All countries want peace and prosperity.
- i. **To achieve the above mentioned aims at the primary stage, the children should be made aware about the following :**
 - a) Physical features, natural resources, minerals and means of communication.
 - b) Globe and map of the world.
 - c) National symbols.
 - d) Rights and duties

- e) Administration of local, district, state and nation levels.
- f) Fairs and festivals of India.
- g) India's music, dance, religious and cultural activities and monuments etc.
- h) Contribution of great men like Guru Nank, Lord Krishna, Jesus Christ, Prophet Mohammad, Ashoka, Buddha, Newton and Gandhi etc.
- i) Lives of people living in different parts of India.
- j) Lives and culture of people living in other countries.

B. Aims of Teaching Social Studies at the Middle and Secondary Stage:

After the primary stage, constituent subjects of social studies like economics, history, geography, civics etc. are to be taught as separate disciplines while maintaining their essential unity and interdependence. The following aims should be considered while selecting the topics:

- 1) **Knowledge of unity of human society:** Problems before mankind are similar. Hence there is basic unity in human society.
- 2) **Knowledge of interdependence of geographical regions:** People living in different regions of the world are interdependent upon each other for meeting their basic needs which binds the world together. Awareness of this fact will develop a humanistic bent of mind among students.
- 3) **Knowledge of geographical concepts:** At the secondary stage, students are to be taught that the lives of people living in different regions of the world are influenced by their geographical conditions.
- 4) **Development of democratic values:** Students should be helped in developing democratic values like equality, freedom of expression, belief, faith and worship, tolerance, cooperation, socialism and secularism etc.
- 5) **Appreciative attitude towards human cultures:** Students should be helped to develop an appreciative attitude towards different human cultures.
- 6) **Awakening about organizations:** Students should be made aware about the functioning of different administrative and political organizations, about the functioning of the legislatures, executive and judiciary. It will help in developing a sense of emotional integration.
- 7) **Development of sense of responsibility towards internationalism:** Sense of responsibility towards internationalism is to be developed. Every country has to depend upon other countries to meet its needs. No country can remain isolated. Interdependence of countries has now become a necessity.

The above mentioned aims of social studies at pre-primary, primary, middle and secondary stage are not final because social studies is a growing, developing and dynamic subject. Changes in society and international relations bring about changes in the aims of social studies. The ultimate aim is to acquaint the students with ancient and modern conditions (economic, geographical, historical, political, and cultural condition) of India, to enable them to understand human relationships and values, to prepare them for enlightened democratic citizenship, to develop nationalism and internationalism, and to develop their all-round personality.

2.4 Writing Instructional Learning Objectives in Behavioral term

Specification of Learning Objectives in a task of teaching and learning may prove more effective and purposeful if they are written in behavioral terms. Therefore, it is essential to write these Learning Objectives in behavioral terms. The behavioral forms of Learning Objectives recall the learning activities.

- 1) **Determining teaching activities:** Instructional or teaching activities can be determined and delimited.
- 2) **Integrating teaching-learning process:** Teaching and learning processes may be integrated for effective learning outcomes. Proper balance can be maintained between teaching and learning.
- 3) **Selection of teaching strategies:** The appropriate teaching strategies and tactics can be conveniently and smoothly selected for effective learning.
- 4) **Selection of audio-visual aids:** The appropriate audio-visual aids can be selected for effective teaching.
- 5) **Explanation of salient features of teaching material:** Some salient features of teaching material can be explained to the learners.
- 6) **Objective-centred teaching-learning:** Teaching and learning can be made objective-centred.
- 7) **Facilitating testing:** Testing may be based on teaching. The selection of questions and problems for testing is facilitated.
- 8) **Evaluation of learning Learning Objectives:** The Learning Objectives of all the aspects of learning can be evaluated. In other words, the Learning Objectives written in behavioural terms help in managing an examination for the achievement of Learning Objectives relating to all aspects.
- 9) **Widened scope of Learning Objectives:** The scope of Learning Objectives can be widened.
- 10) **Direction:** Stating or writing instructional Learning Objectives in behavioural terms in social studies, provides direction to the teacher.
- 11) **Instructional content:** Behavioural Learning Objectives convey clearly instructional content to others.
- 12) **Selecting subject-matter:** Behavioural Learning Objectives (writing of instructional Learning Objectives in behavioural terms) provide a guideline for selecting the subject-matter or content of social studies.
- 13) **Selecting suitable material:** Behavioural Learning Objectives provide a guidance for selecting suitable material to be used during instruction.
- 14) **Sequencing topics time:** They provide a guideline for sequencing topics in social studies.
- 15) **Allocating teaching time:** They provide guideline for allocating teaching time.
- 16) **Motivating learner:** They are helpful in motivating learners.
- 17) **Measuring rods for evaluation:** Behavioral Learning Objectives are the measuring rods to evaluate courses of study, instructional techniques or methods of teaching. They provide a guideline for providing criterion for evaluating the efficiency and quality of instruction. They are also helpful in providing standards for measuring achievement.

A. Formulation and Classification of Objectives in Behavioural terms with reference to Cognitive, Psychomotor and Affective Domains

Learning objectives can be formulated and classified into three primary domains: Cognitive, Psychomotor, and Affective. These domains refer to different types of learning outcomes, including knowledge, skills, and attitudes. Here's an explanation of each domain and examples of objectives formulated in behavioral terms:

i. Cognitive Domain (Knowledge):

The Cognitive domain focuses on intellectual abilities and knowledge. It encompasses objectives related to understanding, thinking, and mental processes.

a) Remembering (Knowledge)

Objective: The learner will be able to recall the names of the U.S. presidents in chronological order.

Example: List the first five U.S. presidents in order.

b) Understanding (Comprehension)

Objective: The learner will be able to explain the concept of supply and demand in economics.

Example: Describe the relationship between supply and demand in the context of pricing.

c) Applying (Application)

Objective: The learner will be able to apply mathematical principles to solve real-world problems.

Example: Calculate the area of a rectangular garden with given dimensions.

d) Analyzing (Analysis)

Objective: The learner will be able to identify and categorize different literary devices in a poem.

Example: Analyze the poem to identify similes, metaphors, and symbolism.

e) Evaluating (Evaluation)

Objective: The learner will be able to assess the validity of arguments presented in a persuasive essay.

Example: Evaluate the strengths and weaknesses of the arguments in the essay.

f) Creating (Synthesis)

Objective: The learner will be able to develop a business plan for a startup.

Example: Create a comprehensive business plan including marketing, financial, and operational strategies.

ii. Psychomotor Domain (Skills):

The Psychomotor domain focuses on the development of physical and motor skills. It includes objectives related to performing specific tasks and actions.

a) Perception

Objective: The learner will be able to identify and recognize different musical notes.

Example: Identify the notes C, D, and E on a musical staff.

b) Set (Readiness)

Objective: The learner will be prepared to demonstrate proper form and technique in weightlifting.

Example: Prepare for a weightlifting competition by mastering the correct lifting form.

c) Guided Response

Objective: The learner will be able to follow a set of instructions to assemble a piece of furniture.

Example: Assemble a bookshelf according to the provided assembly instructions.

d) Mechanism

Objective: The learner will be able to operate and troubleshoot a complex piece of machinery.

Example: Operate and diagnose issues in a CNC machine.

e) Complex Overt Response

Objective: The learner will be able to perform a series of advanced dance steps in a choreographed routine.

Example: Execute a complex dance routine with precise timing and coordination.

f) Adaptation

Objective: The learner will adapt to changing conditions while driving and make quick decisions in response to unexpected situations.

Example: Safely navigate a car through heavy traffic while adapting to changing road conditions.

g) Origination

Objective: The learner will be able to create a new recipe by combining ingredients and cooking techniques.

Example: Develop a unique recipe for a gourmet sandwich.

iii. Affective Domain (Attitudes and Values):

The Affective domain deals with emotional and social objectives, focusing on attitudes, beliefs, and values.

a) Receiving (Awareness)

Objective: The learner will be able to listen attentively during a class lecture.

Example: Demonstrate active listening during a lecture by maintaining eye contact and taking notes.

b) Responding (Willingness)

Objective: The learner will be willing to participate in class discussions and express opinions.

Example: Engage actively in classroom discussions by sharing personal viewpoints.

c) Valuing (Internalization)

Objective: The learner will develop an appreciation for cultural diversity.

Example: Express respect for and an understanding of different cultures and traditions.

d) Organization (Organization)

Objective: The learner will organize and prioritize time for studying and extracurricular activities.

Example: Develop a weekly schedule that balances study time, sports practice, and social activities.

e) Characterization (Characterization)

Objective: The learner will consistently demonstrate honesty and integrity in academic and personal life.

Example: Consistently exhibit ethical behavior by being truthful and maintaining

integrity in all situations.

By formulating learning objectives in behavioral terms within these domains, educators can create clear, measurable, and actionable goals for students, addressing a wide range of knowledge, skills, and attitudes. This classification ensures a comprehensive approach to education and assessment.

Self-Check Exercise-1

- Q 1.** What is the primary purpose of instructional Learning Objectives in education?
- To outline the syllabus
 - To assess students' prior knowledge
 - To guide teaching and learning
 - To conduct teacher evaluations
- Q 2.** Which of the following is an example of an affective domain instructional objective?
- Solve mathematical equations
 - Write a research paper
 - Demonstrate empathy towards peers
 - Recite a historical event timeline
- Q 3.** The formulation of instructional Learning Objectives primarily falls into which of the following domains?
- Cognitive
 - Behavioral
 - Emotional
 - Physical
- Q 4.** The _____ of Social Science education guide the curriculum and teaching strategies.
- Q 5.** In the cognitive domain, instructional Learning Objectives often involve the use of _____ verbs.
- Q 6.** An example of an affective domain instructional objective is to "_____ appreciation for cultural diversity."
- Q 7.** Aims are broad, long-term goals, while Learning Objectives are specific, measurable, and achievable steps to reach those aims. **(True/False)**
- Q 8.** The cognitive domain focuses on intellectual skills, such as problem-solving and critical thinking. **(True/False)**
- Q 9.** Writing clear instructional Learning Objectives is essential for effective lesson planning and assessment. **(True/False)**
- Q 10.** The affective domain deals with emotional and attitudinal aspects of learning and is often related to values and ethics. **(True/False)**
- Q 11.** Discuss the aims and Learning Objectives of social science?
- Q 12.** Discuss the instructional Learning Objectives in behavioral term of social science?
- Q 13.** What is the psychomotor domain, and how are instructional Learning Objectives formulated in this domain?
- Q 14.** Discuss the importance of having clear instructional Learning Objectives in education and their role in achieving educational aims.
- Q 15.** Explain the classification of Learning Objectives in behavioral terms with reference to the cognitive, psychomotor, and affective domains. Provide examples for each domain.
- Q 16.** Describe the process of developing instructional Learning Objectives for a Social Science lesson, including the identification of domain and behavioral verbs.

2.5 Summary

In this lesson we learned about the aims and Learning Objectives of social science. Social Studies in this field to explain the importance of understanding the norms of social life and regulations must be established and the social roles that need to be strengthened. Through this area recognizes the importance of the individual to interact effectively to create a responsible society, harmonious, united, democratic, progressive, and always thankful for God's blessings.

2.6 Glossary

Learning Objectives: Clear and specific statements that describe what students should be able to do or achieve after completing a lesson or educational activity.

Physical Development: The growth and improvement of a child's physical abilities, such as motor skills and coordination.

Social Development: The process through which a child learns to interact and engage with others in a social context.

Self-Expression: The ability of a child to convey their thoughts and feelings effectively.

Dependability: Teaching children to be reliable and cooperative with their peers.

Independence: Encouraging children to act autonomously while respecting others.

Satisfaction of Needs: Helping children learn to meet their basic needs and maintain personal hygiene.

2.7 Answer To Self-Check Exercise

1. To guide teaching and learning
2. Demonstrate empathy towards peers
3. Cognitive
4. aims
5. thinking
6. develop
7. True
8. True
9. True
10. True
11. Aims: Understand societies (past & present), their function, prepare informed citizens.
Objectives: Define key concepts, analyze events, evaluate perspectives, explain structures, discuss social issues.
12. Examples (behavioral terms): Knowledge - locate civilizations on a map.
Comprehension - summarize an argument about French Revolution. Application - create a presentation comparing economic systems.
13. Psychomotor domain: Develops physical skills. Example objective: Use a compass to navigate a map.
14. Importance of clear objectives: Clarity, focus, motivation, evaluation.
15. Classification (Bloom's Taxonomy): Cognitive (knowledge & mental skills), Psychomotor (physical skills), Affective (attitudes & values). Examples: Cognitive - explain supply & demand, Affective - respect cultural traditions.
16. Developing Objectives: 1) Identify domain, 2) Select level, 3) Use behavioral verbs, 4) Specify conditions, 5) Set criteria. Example: Explain key factors of American Revolution after reading a source document (students explain in their

own words).

2.8 References/Suggested Readings

Blaug, Mark (1992), *The Methodology of Economics or How Economists Explain*, Cambridge University Press, Cambridge

Digumarti BhaskaraRao (ed.), *Techniques of Teaching Social, Sciences*, Sonali Publications, Delhi

Digumarti Bhaskara Rao and Ranga Rao (2007) *Techniques of Teaching Economics*, Sonali Publications, New Delhi

Dasgupta, Partha (2007), *Economics: A very short introduction*, Oxford University Press.
George, Alex M. and Amman Madan (2009), *Teaching Social Science in Schools: NCERT's New Text Book Initiative*, Sage, New Delhi

Mehlinger, Howard D. (Ed) (1981), *UNESCO Handbook for the Teaching of Social Studies*, UNESCO

NCERT (2006), *National Focus Group Position Paper on Teaching Social Sciences*, New Delhi.

2.9 Terminal Questions

1. What are the aims of Social Science education, and how do they contribute to preparing well-rounded individuals for active participation in society?
2. Explain the concept of instructional objectives in behavioral terms. How can using behavioral verbs benefit the formulation of clear and measurable learning outcomes in Social Science education?
3. In the context of education, differentiate between the broad aims of a subject area like Social Sciences and the specific instructional objectives designed to achieve those aims. Provide examples to illustrate your explanation.
4. Construct an example of a cognitive domain instructional objective in the context of a Social Science lesson. Explain how this objective aligns with the specific domain and promotes critical thinking skills in students.
5. Discuss the concept of the psychomotor domain and its role in education. Although Social Science lessons may not primarily target this domain, explain how instructional objectives could be formulated within this domain if relevant. Provide an illustrative example.

UNIT - III: CURRICULUM IN SOCIAL SCIENCES: MEANING, IMPORTANCE AND PRINCIPLES OF CURRICULUM CONSTRUCTION

Lesson Structure

- 3.1 Introduction**
- 3.2 Learning Objectives**
- 3.3 Meaning and Definition of Curriculum**
- 3.4 Importance of Curriculum in Education**
- 3.5 Principles of Curriculum**
- 3.6 Selection and Organization of Content in School Curriculum**
- Self-Check Exercise**
- 3.7 Summary**
- 3.8 Glossary**
- 3.9 Answers Self-Check Exercise**
- 3.10 References/Suggested Readings**
- 3.11 Terminal Questions**

3.1 Introduction

Education is the process of development, in which efforts are made for the all-round development of a child. Education involves three processes. Teaching, Training and Instruction. The learning experiences are provided with the help of the activities for bringing desirable behavioral change among students. The content is the means for organizing teaching activities. The learning situation are generated by teaching tasks in which student gains new experiences and has to do something, this is the objective of teaching-learning. An outline of the content in the narrow sense is known as curriculum or syllabus. The teaching structure is based on the format of curriculum; the pivot of education is the curriculum. The curriculum is based on the social philosophy which is a changing phenomenon. Thus, the meaning and format of curriculum is also changing according to need of the society as well as nation. Under this book and an attempt has been made to answer three basic questions what, why and how? Related to curriculum

3.2 Learning Objectives

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

- Explain the meaning and definition of curriculum
- Discuss the importance of curriculum in education
- List down the principles of curriculum
- Explain the aims and Learning Objectives of teaching social science at school stage
- Write instructional Learning Objectives in behavioral terms
- Describe Co-curricular activities in social science

3.3 Meaning and Definition of Curriculum

An old concept of curriculum was to consider it a merely syllabus or an outline of courses of study.

The curriculum word is of Latin language. It means 'race course'. In education it means 'work field of student' or race course of the students. It consists of two words-race and course. The word 'course' means curriculum and race refers student experiences and activities. A teacher performs his teaching activities in view of curriculum.

The new concept of curriculum is very broad based. It consists of the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop and play-ground and in the numerous contacts between the teachers and pupils. It is neither dogmatic nor rigid in its form and structure. It is neither uniform nor standardized to conform to a prescribed pattern. It is characterized by variety and flexibility and is tailored to the needs of the students at different age levels. It gives the students an increasing awareness of the environment around them so that they may fit in more efficiently in the milieu of community life. It thus secures more integrated group relations. Munroe says that "curriculum embodies all the experiences which are utilized by the school to attain the aims of education." The curriculum from this point view may include the syllabus which is the detailed statement of subject material, the programme which determines the way in which material taught is to be inter-related

and ordered and to some extent the methodology which determines the way in which material is accurately presented in the classroom. The Secondary Education Commission has also pointed out clearly the nature and conception of the desired curriculum: "It must be clearly understood that, according to the best educational thought, curriculum does not mean only the academic subjects traditionally taught in the school but it includes the totality of experiences that a child receives at school. In this sense, the whole lives of the school becomes the curriculum which can touch the life of the students at all points and help in the evolution of a balanced personality.

Curriculum is, something which is related to the life and the needs of the pupils of different age levels. It includes both what they should learn and also show they should learn it. It includes all the experiences that child undergoes the guidance of school authorities. It is the result of the interaction between and among many people; many influences affect its equality and may material conditions affect its functioning.

Definitions of Curriculum

The term '*Curriculum*' has been defined by the scholars and educationists. Some the definitions have been provided here to understand the nature and characteristics of curriculum.

According to B.Rudyard and H. Henery, "Curriculum, in its broadest sense, includes the complete school environment, involving all the courses, activities, reading, and associations furnished to the pupils in the school."

Curriculum includes physical, social and academic environments of a college.

Cunningham has defined the curriculum operationally, "It (Curriculum) is a tool in the hands of the artist (teacher) to mould his material (pupil) according to his ideal (objective) in his studio (school)."

According to Froebel, "Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race."

According to Munroe, "Curriculum includes all those activities which are utilized by the school to attain the aims of education."

Horne has defined the Curriculum as follows, "Curriculum is that which is taught to the students. It is more than reading and writing. It includes practice, activities, industry, vocation and acquiring knowledge."

According to Caswell,“The Curriculum is all that goes in the lives of children, their parents and teachers. The curriculum is made up everything that surrounds the learner in all his working hours. In fact the curriculum has been described as the environment in motion.”

The Secondary Education Commission (1952-53) States,“Curriculum does not mean the academic subject taught in the school but it includes total experience that a child receives at a school”

John F. Kerr has defined curriculum,“All the learning which is planned or guided by the school, whether it is carried on in groups or individually, inside or outside the school, is known as curriculum.”

Taylor has defined Curriculum,“The curriculums consist of content, teaching methods and purpose may be in its rough and ready may be a sufficient definition with which to start. These three dimensions interacting are operational curriculum.”

Philip H. Taylor has defined curriculum operationally. He has indicated three dimensions of curriculum – content, teaching method and purpose.

Paul Hirst has given a comprehensive definition of the term curriculum:

“A programme of activities designed so that pupils will attain, as far as possible, certain education ends or Learning Objectives is known as the curriculum.”

3.3 Importance of Curriculum in Education

The need of education determines the importance of curriculum. The review of literature in this content reveals that there has been changing emphasis in the process of education. Thus the need of curriculum has evolved the concept of ‘Curriculum development. ‘The needs of the curriculum have been merited as follows:

- a) The human can acquire knowledge while other species cannot acquire knowledge. It is an important aspect of human beings.
- b) The mental aspects are trained and developed, thus mental faculties are trained by teaching various school subjects.
- c) The vocational and technical education prepare the students for different jobs. During British period, clerks were prepared through educational curriculum.
- d) The interests and attitudes are developed according to the students’ potentialities. Curriculum is designed as child-centred.
- e) The good citizens are prepared by developing democratic way of life. It also develops the ability and capacity of teacher ship.
- f) The ability of self-realization is also developed by education and to make good man.
- g) It also develops the feeling of appreciation and sound judgment.
- h) The education is given always for future life so that he can earn his living.
- i) It also prepares for scientific inventions and technical development.
- j) It brings perfection in child. It helps in all-round development.

3.4 Principles of Curriculum

The educational programme as a whole is governed by the form of government. Our education system has been developed for democratic form of government. Thus, the curriculum development should be based on the following principles-

- a) It should be clearly understood that according to the best educational thought “the curriculum does not include only the academic subjects traditionally taught in the school but it includes the totality of experiences that a pupil receives through the manifold activities that go on in the school. In the classroom, library, laboratory,

workshop playground, and in numerous informal contract between teachers and pupils.” It should be objective-centred.

- b) There should be enough variety and flexibility in the curriculum to allow for individual differences and adaptation to individual needs and interests. Any attempt to impose on the student, subjects for which they have neither any liking nor interest, will be unproductive and ungainful. There are, of course, certain broad areas of knowledge skill, and appreciations with which all children must come into contact, and these must find a place in the curriculum.
- c) The curriculum must be vitally and organically related to activities. In order to be effective and socially useful, it must be dynamic in nature and be suited to the needs and exigencies of new circumstances. Now, when the country is free and independent, it must reflect our new democratic ideology, of a secular welfare state, which has opened equal opportunities for all its citizens. Our curriculum in secondary schools must prepare the youths of tomorrow with a sense of robust citizenship so that they make the best of their educational opportunities. The curriculum framed must be capable of adaptation to local needs and life-situations of students. Today, when the whole world is also closely knit together, it must foster in them intercalation understanding.
- d) The curriculum should not be narrow but broad-based in its scope. It should be designed to train the students not only for work but also for leisure-social and aesthetic. Sportive activities should be introduced to realize this objective. It should also provide them with opportunities for the creative utilization of their leisure.
- e) Our curriculum must present knowledge in an integrated way unified and correlated with the other branches of knowledge. It numbers are isolated and uncoordinated watertight subject. Different subjects should be interrelated and within each subject, the content should be envisaged and far as possible as “bread-fields” Units of teaching should be correlated better and functionally with the life and environment of pupils rather than with narrow bits of information.
- f) At the high school stage, there is still another criterion which will have to be observed. At the end of this stage, many students leave schools to enter life. So our curriculum must make provision for vocational and technical courses of study. Courses of technical, industrial, and agricultural bias should be introduced. Along with this, a reasonable amount of general education should be given to make the students more informed and cultured. The opening of the multipurpose schools now envisages overcoming this limitation of the curriculum. It will provide for certain core subject as well as certain optional subjects catering to the aptitudes and capacities of children.
- g) For the successful of democracy, it is essential that people acquire social efficiency, and they learn to live co-operatively, contributing their mite to the welfare and betterment of the society of which they are integral parts. Curriculum, through its varied educational programmes, must afford our children concrete opportunities to live their lives democratically so that they learn to subordinate their lives democratically so that they learn to subordinate their personal interests to the overall good of the community.

Co-curriculum- Today, extra-curricular activities are not thought as a mere ‘side- show’ or ‘extra’ but they constitute an integral and inescapable part of the curriculum. The aim of education is not only to impart a series of facts pertaining to different subjects, but is to ensure the fullest and manifold development of the individuality

of children, along with enabling them to acquire social efficiency so that they can live in group life, co-operatively and jointly. Co-curriculum activities are acquiring increasing significance in modern practices.

Evaluation- The level of students attainment is evaluated by employing criteria referenced test. It shown the effectiveness of strategy of teaching and other components. The interpretation of evaluation provides the feedback to the curriculum and its components. These components are improved and modified in view to attain the Learning Objectives of teaching and learning. It is an empirical basis for the 'curriculum development'.

Sure, let's explore the topics of "Selection and Organization of Content" and "Factors Affecting Change in Social Sciences Curriculum" in the context of school education.

3.5 Selection and Organization of Content in School Curriculum:

1. Selection of Content:

- In school education, selecting the content for the curriculum is a critical process that involves choosing what students will learn. This selection is influenced by various factors, including educational goals, national and state standards, and the needs of the students.

- The content selected should be aligned with educational objectives and should be relevant and age-appropriate for the students.

Example: In a high school biology curriculum, the selection of content may include topics like genetics, ecology, and human physiology. These topics are chosen to meet the learning goals of the course and are considered essential for students to understand biological concepts.

2. Organization of Content:

- Once content is selected, it needs to be organized in a logical and coherent manner. The organization should ensure that students build their knowledge progressively and understand the connections between different topics.

- Content can be organized thematically, chronologically, or based on complexity, depending on the subject and educational objectives.

Example: In a history curriculum, content might be organized chronologically, starting with ancient civilizations and progressing through the middle ages, modern history, and contemporary events. This chronological organization helps students understand the evolution of human societies.

3. Integration of Cross-Curricular Content:

- In many curricula, there is an emphasis on integrating content from different subjects. This approach can help students see the interconnectedness of knowledge and its real-world applications.

- For instance, a science curriculum might integrate math concepts when teaching physics to demonstrate how mathematics is used in scientific research.

A. Factors Affecting Change in Social Sciences Curriculum:

1. Educational Research and Best Practices:

- Changes in educational research and best practices often drive curriculum updates. New teaching methods and learning theories may lead to changes in how social sciences are taught.

Example: The adoption of active learning strategies in the classroom may prompt a change in the social sciences curriculum to include more interactive and discussion-based activities.

2. Evolving Societal Issues:

- Changes in society and the emergence of new issues can influence the social sciences curriculum. Current events, political shifts, and social developments can prompt the need for curriculum changes to address these issues.

Example: The curriculum may be updated to include discussions on contemporary topics such as climate change, social justice, or global health crises.

3. Government Policies and Standards:

- Government policies and standards, often set by national or state education authorities, play a significant role in curriculum changes. These policies may set specific learning objectives and content requirements.

Example: If a government introduces new standards for civic education, the social sciences curriculum may need to align with these standards by incorporating new topics or emphasizing specific skills.

4. Feedback from Educators and Stakeholders:

- Input from teachers, parents, and other stakeholders can also influence curriculum changes. Feedback from educators about what works best in the classroom and what students find engaging can lead to adjustments in the curriculum.

Example: Teachers may recommend changes to the curriculum to include more interactive teaching methods or to adapt content to the needs and interests of their students.

5. Globalization and Cultural Awareness:

- In an increasingly globalized world, there is often a need to include content that promotes cultural awareness, global perspectives, and understanding of diverse societies.

Example: The curriculum may be updated to include comparative studies of cultures, global history, and international relations to prepare students for a globalized future.

The selection and organization of content in school curricula are essential for effective education, and the process is influenced by a variety of factors. The social sciences curriculum, in particular, is subject to change based on evolving educational standards, societal developments and relevant education.

3.6 Self-Check Exercise

Q 1. What is the primary purpose of curriculum construction in Social Sciences education?

- a) To create a rigid and unchanging educational plan
- b) To facilitate the learning process and provide a structured framework
- c) To eliminate the need for teachers in the classroom
- d) To focus solely on theoretical knowledge

Q 2. Which principle of curriculum construction emphasizes the relevance of content to the real world and students' lives?

- a) Pragmatism
- b) Progressivism
- c) Perennialism
- d) Idealism

Q 3. Factors affecting changes in the Social Sciences curriculum can include:

- a) Student preferences
- b) Teacher's mood
- c) Government policies
- d) Historical events

- Q 4.** Curriculum in Social Sciences refers to the _____ plan for teaching and learning in this field.
- Q 5.** One of the principles of curriculum construction is to ensure that the curriculum aligns with the _____ of the learners.
- Q 6.** _____ and _____ are important factors affecting changes in the Social Sciences curriculum.
- Q 7.** Curriculum construction in Social Sciences aims to provide a flexible framework that can adapt to changing educational needs. **(True/False)**
- Q 8.** The principle of relevance in curriculum construction means that the curriculum should be detached from real-life situations. **(True/False)**
- Q 9.** Government policies and societal trends have no impact on changes in the Social Sciences curriculum. **(True/False)**
- Q 10.** The principles of curriculum construction are universal and do not need to be adapted to the specific context of Social Sciences education. **(True/False)**
- Q 11.** Discuss the relationship of social science with different subjects?
- Q 12.** Explain the principles of construction curriculum.
- Q 13.** Discuss the importance of curriculum construction in Social Sciences education.
- Q 14.** How does a well-structured curriculum benefit both students and teachers?

3.7 Summary

In this lesson we learned about the social science curriculum, principles of curriculum. *Curriculum* is, something which is related to the life and the needs of the pupils of different age levels. It includes both what they should learn and also show they should learn it. It includes all the experiences that child undergoes the guidance of school authorities. It is the result of the interaction between and among many people; many influences affect its equality and may material conditions affect its functioning.

3.8 Glossary

Curriculum: The entire educational program, including subjects, activities, and experiences that a student encounters in school.

Curriculum Development: The process of creating and designing the curriculum to meet the educational needs and objectives of students.

Principles of Curriculum: Fundamental guidelines that should be followed when designing and implementing a curriculum.

Co-curriculum (Co-curricular Activities): Activities and experiences that are outside the regular academic curriculum but are considered an essential part of education.

Evaluation: The assessment of students' performance and the effectiveness of teaching methods and curriculum components.

3.9 Answer to Self Check Exercise

- Ans 1.** To facilitate the learning process and provide a structured framework
- Ans 2.** Pragmatism
- Ans 3.** Government policies
- Ans 4.** structured
- Ans 5.** needs
- Ans 6.** Government policies, societal trends
- Ans 7.** True
- Ans 8.** False
- Ans 9.** False

- Ans 10.** False
- Ans 11.** Social science relates to other subjects like history, anthropology, economics, political science, psychology, and sociology, and also draws from natural sciences, math, and humanities.
- Ans 12.** Principles of curriculum construction include clarity, flexibility, relevance, continuity, integration, and evaluation, with a focus on learning objectives, content selection, and assessment.
- Ans 13.** Curriculum construction in Social Sciences education is crucial for developing critical thinking, problem-solving, and informed citizenship, and helps students understand complex social issues and dynamics.
- Ans 14.** A well-structured curriculum benefits students by providing clear goals and outcomes, and benefits teachers by guiding instruction and assessment, ensuring a cohesive and effective learning process.

3.10 References/Suggested Readings

- Blaug, Mark (1992), *The Methodology of Economics or How Economists Explain*, Cambridge University Press, Cambridge
- Digumarti BhaskaraRao (ed.), *Techniques of Teaching Social, Sciences*, Sonali Publications, Delhi
- Digumarti Bhaskara Rao and Ranga Rao (2007) *Techniques of Teaching Economics*, Sonali Publications, New Delhi
- Dasgupta, Partha (2007), *Economics: A very short introduction*, Oxford University Press. George, Alex M. and Amman Madan (2009), *Teaching Social Science in Schools: NCERT's New Text Book Initiative*, Sage, New Delhi
- Mehlinger, Howard D. (Ed) (1981), *UNESCO Handbook for the Teaching of Social Studies*, UNESCO
- NCERT (2006), *National Focus Group Position Paper on Teaching Social Sciences*,

3.11 Terminal Questions

1. What is the meaning of curriculum in the context of Social Sciences education, and how does it shape the learning experience for students?
2. Discuss the significance of curriculum construction in Social Sciences education, highlighting its impact on student learning outcomes and societal development.
3. Choose two key principles of curriculum construction that are particularly relevant to Social Sciences education, and explain how they are applied in the development of a Social Sciences curriculum.
4. Describe the process of content selection and organization in the Social Sciences curriculum, highlighting the factors that influence these decisions and the importance of a well-structured curriculum.
5. Identify and discuss a factor that can lead to changes in the Social Sciences curriculum, such as emerging social issues or technological advancements, and explain how curriculum developers respond to these changes

UNIT – IV: SOCIAL SCIENCE LEARNING RESOURCES

Lesson structure

4.1 Introduction

4.2 Learning Objectives

4.3 Social science laboratory

4.4 Field visit

4.5 Monuments

4.6 National Geographical Parks

4.7 Excavation sites

Self-Check Exercise

4.8 Summary

4.9 Glossary

4.10 Answer to Self-Check Exercise

4.11 References/Suggested Readings

4.12 Terminal Questions

4.1 Introduction

Experiential learning can exist without a teacher and relates solely to the meaning-making process of the individual's direct experience. However, though the gaining of knowledge is an inherent process that occurs naturally, a genuine learning experience requires certain elements. According to Kolb, knowledge is continuously gained through both personal and environmental experiences

4.2 Learning Objectives

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

- Discuss the social science laboratory
- Discuss the field visits
- Discuss the national geographical parks
- Discuss the excavation sites

4.3 Social Science Laboratory

Laboratory is very essential for teaching social sciences. As social studies laboratory provides a quick and ready functional environment which not merely provides theoretical but also practical knowledge. The Social Studies Laboratory of Saraswati College of Education is set up on the notion of functionality and has learning infrastructure. The College has a well-equipped social studies room cum laboratory. It is well equipped with equipment's, apparatuses and material required for the subject, which helps in creating and maintaining a much needed congenial atmosphere for effective learning. It provides a work room for the pupil-teachers because activities and the practical solution of problem characterize every unit or topic. The permanent display of important maps and globes, pictures and charts and constant reference to them by teaching is sure to make the teaching of social studies effective, lively and interesting.

A. Importance of laboratory:

1. skills - manipulative, inquiry, investigative, organizational, communicative
2. concepts - for example, hypothesis, theoretical model, taxonomic category
3. cognitive abilities - critical thinking, problem solving, application, analysis,

synthesis

4. understanding the nature of science - scientific enterprise, scientists and how they work, existence of a multiplicity of scientific methods, interrelationships between science and technology and among the various disciplines of science
5. attitudes - for example, curiosity, interest, risk taking, objectivity, precision, confidence, perseverance, satisfaction, responsibility, consensus, collaboration, and liking science (1973, p.1119).

B. Writing about laboratory teaching at the college level, McKeachie said:

Laboratory teaching assumes that first-hand experience in observation and manipulation of the materials of science is superior to other methods of developing understanding and appreciation. Laboratory training is also frequently used to develop skills necessary for more advanced study or research.

4.4 Field Visit

According to Youth learn initiative “field trips are a great way to bring excitement and adventure to learning.” Amber D. walker describes that with the availability of learning materials on the internet. Some teachers and students may question why field trips are needed anymore. Field trips can be troublesome and difficult to organize and supervise. But they do provide learning opportunities that cannot be experienced in the classroom. They are a great way to communicate difficult information. Through educational field trips most of the concepts and phenomena may be easily clarified understood and assimilated and with the help of this, good deal of energy and time of both the teachers and students can be saved.

Field trips are recognized as important moments in learning; a shared social experience that provides the opportunity for students to encounter and explore novel things in an authentic setting. Their importance is supported by professional organizations such as the National Science Teachers Association which asserts field trips can “deepen and enhance” classroom study (NSTA 1999) and the National Research Council who assert a quality science curriculum is one that extends beyond the walls of the classroom (1996).

The phrase “field trip” may bring to mind long bus rides, sack lunches and museum tours, but field trips can take a variety of forms that meet a variety of needs and can enhance deep, active learning. Along with the engagement with concepts that is required by these experiences, the student bonding that occurs on field trips enhances the learning experience and creates a learning community as students continue onward in a discipline. Teaching in the field also gives instructors the opportunity to get to know their students in greater depth in terms of how the students see the world differently than the instructor. This insight into student world-views can help the instructor to better communicate the concepts of the course.

A. Importance of Field Trips

Importance: Field trips are educational outings that take students outside the classroom to explore and experience real-world settings.

Explanations:

a) Hands-On Learning:

Field trips offer hands-on learning experiences that allow students to engage with subjects in a tangible and interactive way. Whether visiting a historical site, a science museum, or a natural habitat, students can directly explore and apply what they have learned in class.

b) Real-World Application:

Field trips help bridge the gap between theoretical knowledge and practical application. Students can see how the concepts they've learned in class are relevant to the real world, making learning more meaningful.

c) Experiential Learning:

Experiential learning is a powerful method for retention and comprehension. Field trips engage multiple senses and encourage active participation, which can lead to deeper understanding and better memory retention of the subject matter.

d) Enhanced Cultural and Historical Understanding:

Field trips to museums, historical landmarks, and cultural institutions expose students to different cultures, histories, and perspectives. This exposure can foster cultural awareness, tolerance, and a broader worldview.

e) Interdisciplinary Learning:

Field trips often incorporate multiple subjects. For instance, a visit to an art museum can involve elements of history, art, and even science (e.g., pigments and conservation). This interdisciplinary approach demonstrates the interconnectedness of knowledge.

f) Motivation and Engagement:

Field trips are inherently motivating for students. The anticipation of going on a field trip can boost enthusiasm for learning. Students are often more engaged and eager to participate in discussions and activities related to the trip.

g) Social Interaction:

Field trips provide opportunities for students to interact with their peers, teachers, and guides in different social settings. This can improve social skills, teamwork, and communication.

h) Critical Thinking and Problem Solving:

Encountering new environments and situations during field trips can stimulate critical thinking and problem-solving skills. Students may need to adapt, make decisions, and analyze information in real-time.

i) Inspiration:

Field trips can inspire students to pursue further studies or careers related to the topics they've explored. They may discover new interests and passions that can shape their academic and professional futures.

j) Reinforcement of Classroom Learning:

Field trips can reinforce classroom learning by offering practical examples and reinforcing key concepts. This reinforcement can lead to better comprehension and retention of subject matter.

k) Cultural Appreciation:

Visiting cultural sites, such as historical landmarks, art galleries, or cultural festivals, can promote an appreciation for the arts and heritage. It allows students to connect with the cultural and artistic aspects of society.

l) Exploration of Nature and the Environment:

Field trips to natural settings, such as parks, botanical gardens, or wildlife reserves, promote environmental awareness and understanding. Students can observe and appreciate the beauty and complexity of the natural world.

4.5 Monuments

A **monument** is a type of structure that was explicitly created to commemorate a person or event, or which has become important to a social group as a part of their remembrance of historic times or cultural heritage, or as an example of historic architecture. The term 'monument' is often applied to buildings or structures that are considered examples of important architectural and/or cultural heritage.

Monuments are frequently used to improve the appearance of a city or location. Planned cities such as Washington D.C., New Delhi and Brasília are often built around monuments. For example, the Washington Monument's location was conceived by L'Enfant to help organize public space in the city, before it was designed or constructed. Older cities have monuments placed at locations that are already important or are sometimes redesigned to focus on one. As Shelley suggested in his famous poem "Ozymandias" ("*Look on my works, ye Mighty, and despair!*"), the purpose of monuments is very often to impress or awe.

Monuments have been created for thousands of years, and they are often the most durable and famous symbols of ancient civilizations. Prehistoric tumuli, dolmens, and similar structures have been created in a large number of prehistoric cultures across the world, and the many forms of monumental tombs of the more wealthy and powerful members of a society are often the source of much of our information and art from those cultures. As societies became organized on a larger scale, so monuments so large as to be difficult to destroy like the Egyptian Pyramids, the Greek Parthenon, the Great Wall of China, Indian Taj Mahal or the Moai of Easter Island have become symbols of their civilizations. In more recent times, monumental structures such as the Statue of Liberty and Eiffel Tower have become iconic emblems of modern nation-states. The term *monumentality* relates to the symbolic status and physical presence of a monument.

A. Importance of Field Monuments

i. **Preservation of History:**

Monuments serve as tangible representations of historical events, people, and cultural heritage. They preserve the memory of the past and provide a connection to earlier generations.

Example: War memorials commemorate the sacrifices made by soldiers in past conflicts, reminding us of the price of peace and freedom.

ii. **Cultural Identity:**

Monuments are often closely tied to the culture and identity of a particular region or community. They serve as symbols of shared values and experiences.

Example: Iconic cultural monuments like the Taj Mahal in India or the Eiffel Tower in France are symbols of national identity and pride.

iii. **Educational Resources:**

Monuments can be used as educational tools, helping people learn about history, art, architecture, and the cultural context in which they were built.

Example: Historical markers and plaques at monuments provide valuable information about the significance of the site.

iv. **Architectural and Artistic Significance:**

Many monuments are celebrated for their architectural and artistic achievements. They showcase the skills and creativity of the builders and artists of their time.

Example: The Parthenon in Athens is not only a symbol of ancient Greece but also a masterpiece of classical architecture.

v. **Tourism and Economic Impact:**

Monuments often attract tourists, contributing to the local economy. They create

jobs, support businesses, and encourage cultural exchange.

Example: Landmarks like the Statue of Liberty in the United States draw millions of tourists annually, benefiting the local tourism industry.

vi. Memorials and Reflection:

Monuments dedicated to specific events or individuals provide spaces for reflection, commemoration, and paying tribute to those who have made significant contributions or sacrifices.

Example: The Lincoln Memorial in Washington, D.C., serves as a place for reflection on the ideals of freedom and equality.

vii. Promotion of Civic Pride and Unity:

Monuments often evoke feelings of pride and unity among citizens. They can serve as rallying points for communities and promote a shared sense of history.

Example: The Brandenburg Gate in Berlin is a symbol of German reunification and represents the unity of the German people.

viii. Conservation of Heritage:

Monuments are part of a nation's or region's cultural heritage. Preserving and maintaining these structures is a way to safeguard this heritage for future generations.

Example: UNESCO's World Heritage Sites program recognizes and protects culturally and historically significant monuments and sites worldwide.

ix. Inspiration and Contemplation:

Monuments can inspire individuals by celebrating human achievements and the human spirit. They offer spaces for contemplation and inspiration.

Example: The Washington Monument in the U.S. capital stands as a tribute to the country's first president and its founding ideals.

x. Symbolic Representation:

Monuments often serve as symbols of ideas, values, or movements. They can convey messages or serve as rallying points for social or political causes.

Example: The Berlin Wall, while no longer standing, was a powerful symbol of the Cold War division and its eventual fall represented the triumph of unity and freedom.

4.6 National Geographical Parks

A **national park** is a park in use for conservation purposes. Often it is a reserve of natural, semi-natural, or developed land that a sovereign state declares or owns. Although individual nations designate their own national parks differently, there is a common idea: the conservation of 'wild nature' for posterity and as a symbol of national pride. An international organization, the International Union for Conservation of Nature (IUCN), and its World Commission on Protected Areas, has defined "National Park" as its *Category II* type of protected areas.

While this type of national park had been proposed previously, the United States established the first "public park or pleasuring-ground for the benefit and enjoyment of the people", Yellowstone National Park, in 1872. Although Yellowstone was not officially termed a "national park" in its establishing law, it was always termed such in practice^[3] and is widely held to be the first and oldest national park in the world. However, established by the Mongolian government in 1778, the area surrounding Bogd Khan Uul Mountain located south of the country's capital, Ulaanbaatar, is probably the oldest national park, predating Yellowstone by nearly a century. The first area to use "national park" in its creation legislation was the US's Mackinac Island, in 1875. Australia's Royal

National Park, established in 1879, was the world's third official national park. In 1895 ownership of Mackinac Island was transferred to the State of Michigan as a state park and national park status was consequently lost. As a result, Australia's Royal National Park is by some considerations the second oldest national park now in existence.

A. Importance of National Geographical Parks

a) Environmental Education and Awareness:

Explanations: National parks provide a platform for environmental education. They allow visitors, including students, to learn about diverse ecosystems, plant and animal species, and the importance of conservation. By engaging with these natural settings, individuals develop a deeper understanding of the environment, ecological processes, and the need for responsible stewardship.

b) Preservation of Biodiversity:

Explanations: National parks are often home to a wide range of plant and animal species, including some that are endangered or unique to the region. These parks serve as sanctuaries for biodiversity, offering protection to various species and helping prevent their extinction. Students can observe and study these species, fostering an appreciation for the importance of preserving biodiversity.

c) Outdoor Recreation and Physical Activity:

Explanations: National parks provide opportunities for outdoor activities such as hiking, camping, birdwatching, and wildlife observation. These activities promote physical fitness and well-being, offering an alternative to sedentary lifestyles. Students can explore these recreational opportunities, which contribute to their physical health.

d) Scientific Research and Inquiry:

Explanations: National parks often serve as outdoor laboratories for scientific research. Researchers study the parks' ecosystems, geology, and climatic patterns. Students can engage in scientific inquiry, learn about field research techniques, and contribute to ongoing scientific investigations. This exposure to real-world scientific work enhances their critical thinking and research skills.

e) Cultural and Historical Preservation:

Explanations: Many national parks encompass culturally and historically significant sites, such as archaeological remains, historic buildings, or indigenous cultural sites. Students can explore these locations to learn about the history, heritage, and cultural practices of past civilizations and communities.

f) Conservation and Sustainable Practices:

Explanations: Visiting national parks exposes students to conservation efforts and sustainable practices. They can learn about initiatives to protect natural resources, reduce waste, and minimize the park's ecological footprint. This exposure instills values related to environmental responsibility and sustainability.

g) Inspiration and Connection to Nature:

Explanations: National parks often provide awe-inspiring landscapes, serene natural settings, and opportunities for solitude. These experiences can inspire a sense of wonder and connection to the natural world. Students who visit national parks may develop a lifelong appreciation for nature and a desire to protect the environment.

h) Tourism and Economic Impact:

Explanations: National parks contribute to the economy by attracting tourists and generating revenue for local communities. These funds can support education and infrastructure development. Students can gain insights into the economic aspects of

- park management and the importance of balancing conservation and tourism.
- i) **Cultural and Recreational Values:**
Explanations: National parks hold cultural and recreational value. They provide spaces for individuals and communities to engage in traditional and recreational activities, connect with nature, and enjoy natural beauty. Students can explore the cultural significance of these places, appreciating their role in society.

4.7 Excavation Sites

Excavation is the exposure, processing and recording of archaeological remains. An excavation site or "dig" is a site being studied. Such a site excavation concerns itself with a specific archaeological site or a connected series of sites, and may be conducted over as little as several weeks to over a number of years.

Numerous specialized techniques each with its particular features are used. Resources and other practical issues do not allow archaeologists to carry out excavations whenever and wherever they choose. These constraints mean many known sites have been deliberately left unexcavated. This is with the intention of preserving them for future generations as well as recognizing the role they serve in the communities that live near them.

Excavation involves the recovery of several types of data from a site. These data include artifacts (objects made or modified by humans), features (modifications to the site itself such as post molds, burials, and hearths), eco facts (evidence for the local environment and resources being used such as snail shells, seeds, and butchered bones) and, most importantly, archaeological context (relationships among the other types of data). Ideally, data from the excavation should suffice to reconstruct the site completely in three-dimensional space.

A. Importance of Excavation Sites

a) **Historical Discovery:**

Excavation sites allow researchers to uncover and document artifacts, structures, and evidence of past human activities. This historical discovery helps piece together the puzzle of ancient cultures, their customs, and their way of life.

b) **Archaeological Research:**

Excavations are essential for archaeological research. They provide a unique opportunity to gather primary data about human history, including tools, pottery, art, and architectural remains. This research helps reconstruct the history and evolution of societies.

c) **Cultural Understanding:**

Excavation sites offer a window into the cultural heritage of past civilizations. They enable researchers to study the beliefs, rituals, and daily life of ancient people, leading to a deeper cultural understanding and appreciation.

d) **Scientific Knowledge:**

Excavations contribute to our scientific knowledge by uncovering fossils, bones, and other remnants of prehistoric life. This information aids in understanding the evolutionary history of species, paleoecology, and the Earth's ancient climate.

e) **Historical Context:**

Excavations place historical events and artifacts within their context. This context helps researchers interpret the significance of findings, such as understanding the trade routes of ancient civilizations or the timeline of a particular settlement.

f) Educational Value:

Excavation sites provide a hands-on educational experience for students and the general public. Visitors can witness the scientific process, learn about the past, and gain an appreciation for the efforts involved in uncovering history.

g) Preservation and Conservation:

Excavation sites highlight the importance of preservation and conservation. Researchers work to protect and document findings, promoting the responsible treatment of historical and paleontological sites.

h) Inspiration for Future Research:

Excavation sites often lead to new research questions and hypotheses. The discoveries made at these sites can inspire further scientific inquiry and investigations into related fields.

i) Cultural Heritage Management:

Excavation sites play a crucial role in cultural heritage management. They provide data that helps governments, organizations, and communities preserve and protect cultural and historical assets.

j) Interdisciplinary Collaboration:

Excavation sites often require collaboration among researchers from various disciplines, including archaeology, anthropology, geology, and biology. This interdisciplinary approach broadens our understanding of the past.

4.8 Self-Check Exercise

Q 1. What is the primary purpose of a social sciences laboratory?

- a) To conduct chemical experiments
- b) To study social interactions and behaviors
- c) To perform geological research
- d) To cultivate plants

Q 2. Which subject can benefit the most from a social sciences laboratory?

- a) Physics
- b) History
- c) Mathematics
- d) Geography

Q 3. In a social sciences laboratory, students can:

- a) Conduct chemistry experiments
- b) Study human behavior and society
- c) Explore biological specimens
- d) Analyze rock formations

Q 4. Why are field visits important for students?

- a) They provide a break from regular classes
- b) They offer opportunities for real-world learning and exploration
- c) They involve indoor activities only
- d) They focus on theoretical knowledge

Q 5. Visits to monuments and historical sites can:

- a) Foster cultural awareness and understanding
- b) Teach advanced mathematics
- c) Enhance computer programming skills
- d) Improve physical fitness

Q 6. National geographical parks play a vital role in:

- a) Promoting technology and robotics

- b) Encouraging artistic creativity
- c) Environmental education and biodiversity awareness
- d) Political science research

- Q 7.** A social sciences laboratory provides students with the opportunity to engage in _____ experiments and research.
- Q 8.** In a social sciences laboratory, students can explore topics related to psychology, sociology, anthropology, and _____.
- Q 9.** Hands-on learning in a social sciences laboratory enhances students' understanding of complex social _____.
- Q 10.** Field visits allow students to connect classroom knowledge with _____ experiences.
- Q 11.** Visits to monuments and historical sites enhance students' _____ and appreciation of different cultures.
- Q 12.** National geographical parks serve as natural classrooms for _____ and wildlife observation.
- Q 13.** A social sciences laboratory is primarily used for conducting physical experiments. **(True/False)**
- Q 14.** Social sciences laboratories are beneficial for hands-on learning and research in psychology and sociology. **(True/False)**
- Q 15.** The primary purpose of a social sciences laboratory is to study plant and animal life. **(True/False)**
- Q 16.** Field visits provide students with real-world learning experiences. **(True/False)**
- Q 17.** Visits to monuments can only teach historical facts. **(True/False)**
- Q 18.** National geographical parks are not related to environmental education. **(True/False)**
- Q 19.** Discuss the role of different types of learning resources in social science?
- Q 20.** Visit any historical place with your group and prepare a report in detail of learning benefits?
- Q 21.** Explain the role of a social sciences laboratory in enhancing students' understanding of social sciences

4.9 Summary

In this lesson we learned about different learning resources. laboratories provide teacher attention to students, especially in the case of schools with different levels because as interactive courses, labs are tailored to the individual needs of students. On the other hand, thanks to monitoring and evaluation in real time, the teacher knows exactly what course Learning Objectives pose major difficulties for the student time and can reinforce the class accordingly.

4.10 Glossary

Social Sciences Laboratory: A dedicated space equipped with resources and tools for conducting practical experiments and research related to social sciences.

Need for a Social Sciences Laboratory: The reasons and justifications for establishing a laboratory dedicated to social sciences education and research.

Enhanced Learning: The improvement in the quality of education and understanding of social sciences through practical experimentation, data analysis, and simulations in a laboratory setting.

Hands-On Experience: The direct involvement of students in conducting experiments, surveys, or projects related to social sciences, allowing them to apply theoretical knowledge practically.

Field Visits: Educational trips that take students outside the classroom to explore real-world settings.

Monuments: Historical or cultural structures and landmarks that have educational and cultural significance.

National Geographical Parks: Preserved natural areas that provide opportunities for environmental education and outdoor exploration.

Excavation Sites: Locations where archaeological and paleontological discoveries are made.

Educational Enrichment: The enhancement of the learning experience through exposure to real-world settings, cultural landmarks, and natural environments.

4.11 Answers to Self-Check Exercise

- Ans 1.** To study social interactions and behaviors
- Ans 2.** History
- Ans 3.** Study human behavior and society
- Ans 4.** They offer opportunities for real-world learning and exploration
- Ans 5.** Foster cultural awareness and understanding
- Ans 6.** Environmental education and biodiversity
- Ans 7.** Empirical
- Ans 8.** Society
- Ans 9.** Phenomena
- Ans 10.** Real-world
- Ans 11.** Understanding
- Ans 12.** Environmental Education
- Ans 13.** True
- Ans 14.** True
- Ans 15.** False
- Ans 16.** True
- Ans 17.** True
- Ans 18.** False
- Ans 19.** Different types of learning resources in social science, such as textbooks, journals, documentaries, and primary sources, play a crucial role in providing diverse perspectives, in-depth knowledge, and practical applications, helping students develop a comprehensive understanding of social science concepts.
- Ans 20.** Visiting historical places like museums, monuments, or historical sites provides hands-on experience, allowing students to connect theoretical knowledge with real-life events, fostering empathy, critical thinking, and a deeper understanding of historical and cultural contexts.
- Ans 21.** A social sciences laboratory serves as a dynamic space for experimental learning, simulations, and hands-on activities, enabling students to explore social phenomena, test hypotheses, and develop analytical skills, thereby enhancing their understanding of social science concepts and their practical applications.

4.12 References/Suggested Readings

- 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.

4.13 Terminal Questions

1. What is the purpose of a social sciences laboratory, and how does it contribute to the learning and understanding of social science concepts?
2. Discuss one key benefit of having a social sciences laboratory, and provide examples to support your argument.
3. What types of experiments and activities can be conducted in a social sciences laboratory, and how do they enhance students' understanding of social phenomena?
4. What is the significance of organizing field visits for students, and how do these experiences contribute to their academic and personal growth?
5. How can visits to monuments and historical sites promote cultural awareness and understanding among students, and what are the long-term benefits of such experiences?
6. Why are national geographical parks important for environmental education, and how can they be used as outdoor classrooms to promote ecological awareness and sustainability?

UNIT - V: METHODS, APPROACHES AND TECHNIQUES OF TEACHING SOCIAL SCIENCES

Lesson Structure

- 5.1 Introduction**
- 5.2 Learning Objectives**
- 5.3 Methods: Meaning and Types**
- 5.4 Lecture Method**
- 5.5 Text Book Method**
- 5.6 Discussion**
- 5.7 Project Work**
- 5.8 Problem Solving**
- Self-Check Exercise**
- 5.9 Summary**
- 5.10 Glossary**
- 5.11 Answers Self-Check Exercise**
- 5.12 References/Suggested Readings**
- 5.13 Terminal Questions**

5.1 Introduction

The primary objective of the educational process in the realm of Social Science is to furnish students with diverse learning experiences aligned with the prescribed curriculum. Consequently, curriculum delivery stands as a crucial instructional undertaking for educators. In order to effectively convey the curriculum, teachers formulate an instructional strategy encompassing tasks such as establishing objectives, choosing appropriate methods and media, designing teaching materials, planning and organizing the teaching-learning process, and preparing for the assessment of learning outcomes, among others. In the previous section, you acquired knowledge about one facet of developing instructional strategies, which revolved around the creation of teaching-learning materials. This section delves into another key aspect, specifically the selection of teaching methods to orchestrate the learning experiences. You will discover that teaching methods can be broadly categorized into two distinct groups: teacher-centered methods and learner-centered methods, each offering its own unique relevance within the classroom instructional context.

5.2 Learning Objectives

- 1 Define the concept of "Methods/Approaches and Techniques of Teaching Social Sciences" and explain their significance in the field of education.
- 2 Differentiate between various teaching methods and approaches used in the context of Social Sciences instruction.
- 3 Identify and describe the key characteristics of the Lecture method and its suitability for teaching Social Sciences.
- 4 Evaluate the advantages and limitations of the Text Book Method as an approach to teaching Social Sciences.
- 5 Analyze the role of discussions as a teaching technique in facilitating effective learning in Social Sciences.
- 6 Plan, organize, and lead classroom discussions on Social Sciences topics to enhance student engagement and understanding.

5.3 Methods: Meaning and Types

Method means a way or more specifically, a well-defined and systematic procedure of doing something in order to attain predetermined objectives. For example, method of extracting ores, sowing seeds, imparting instructions and so on. Teaching or instructional method, therefore, means the procedures adopted by teachers for transacting the curriculum and carrying out instructional activities. Certain techniques may be involved while teaching with a particular method. For example, if you are teaching the parts of a plant through lecture-cum discussion method, you may demonstrate a plant and point out its various parts. Or while teaching eclipse, you may demonstrate it with a candle and balls representing the sun, earth and moon respectively. Demonstration is thus a technique used for strengthening a teaching method. There are various methods of imparting instruction.

These methods can be classified in the following way:

- A) Teacher centered instruction and learner centered instruction;
- B) Individualized instruction and group based instruction.

Teacher centered instructions

- In the Vedic age of India, educational practices involved debates, discussions, and seminars, showcasing the use of dialectical methods.
- The Bhagwat Gita, based on questions and answers, exemplifies the dialectical approach in education.
- Traditional education in India historically emphasized oral recitation and memorization, with the teacher occupying a central role.
- Teacher-centered instruction is rooted in the philosophies of essentialism and perennialism, where teachers are expected to impart essential knowledge and timeless ideas.
- These philosophies emphasize the authority of teachers in the classroom and prescribe the content and instructional roles.
- The conventional approach of teachers directing the learning process remains prevalent in contemporary teaching scenarios.
- Teachers primarily convey information verbally or through various media, leading to a linear transmission of knowledge.
- Teaching methods have not significantly evolved, with lectures, textbooks, and marked assignments still dominating the educational landscape.
- Digital technologies, such as PowerPoint presentations, are often used to support traditional teaching methods rather than revolutionizing them.

A. Teacher Centered Methods of Teaching Social Science

Teacher-centered methods of teaching social science are more traditional approaches where the teacher plays a central role in delivering content and directing the learning process. While these methods are often criticized for their passive nature, they can still be effective when used judiciously. Here are some teacher-centered methods with examples:

1. Lecture Method:

In the lecture method, the teacher delivers information, explanations, and insights to students through spoken words, often supported by visual aids like slides or blackboards.

- Example: In a history class, the teacher may give a detailed lecture about the causes and consequences of a historical event, such as the American Civil War. The students listen and take notes to grasp the context and key facts.

2. Expository Method:

This method involves explaining and elaborating on specific concepts, theories, or principles. The teacher presents the subject matter in a clear and organized manner.

- Example: In a political science class, the teacher might use the expository method to explain the principles of democracy, outlining its key elements like free and fair elections, separation of powers, and individual rights.

3. Demonstration Method:

Teachers use the demonstration method to illustrate processes, experiments, or practical applications. It is particularly useful in subjects like geography, science, and economics.

- Example: In a geography class, the teacher may demonstrate how to use topographic maps, showing students how to read contour lines and interpret elevation changes.

4. Question-and-Answer Method:

In this method, the teacher asks questions and students provide answers. It can be used to test knowledge, stimulate critical thinking, and engage students in discussions.

- Example: In an economics class, the teacher might ask questions like, "What factors influence supply and demand in the market?" Students respond with explanations based on their understanding of economic principles.

5. Textbook Method:

The textbook method involves following a prescribed textbook and structuring lessons around it. The teacher guides students through the book's content.

- Example: In a sociology class, the teacher may use a designated textbook to cover topics such as social institutions or cultural anthropology. Lessons are structured according to the chapters and content in the book.

6. Drill and Practice Method:

This method involves repetitive exercises and practice to reinforce learning and skills, such as grammar, vocabulary, or mathematical operations.

- Example: In a geography class, students may engage in drill and practice exercises to memorize country capitals, map locations, or geographical features.

7. Chalk and Talk Method:

In this method, the teacher uses a chalkboard or whiteboard to write and explain concepts or solve problems.

- Example: In a psychology class, the teacher might use the chalk and talk method to draw diagrams explaining various psychological theories or models.

Teacher-centered methods have their place in education, especially when used in conjunction with more interactive and student-centered methods. Effective teaching often involves a balance between teacher-centered and student-centered approaches to cater to diverse learning styles and achieve the learning objectives.

B. Learner Centered Instruction

- Starting in the 19th century, new perspectives on learning emerged, driven by influential thinkers such as John Dewey, Maria Montessori, Piaget, Carl Rogers, David Kolb, Vygotsky, and Bruner.
- These thinkers challenged traditional views of learning, emphasizing the learner's active role in constructing knowledge.
- An epistemological shift occurred, moving away from viewing knowledge as a static product for transmission and memorization towards understanding it as a dynamic entity rooted in experience and processes.

- This shift gave rise to demands for learner-centered methods that make learning meaningful to students by encouraging them to construct knowledge actively.
- Meaningful learning is characterized by attributes such as being active, constructive, reflective, intentional, complex, contextual, collaborative, and conversational.
- For example, in Situation 'A,' a teacher imparts information about plant growth, and students memorize it, which results in passive learning.
- In contrast, in Situation 'B,' groups of students engage in hands-on activities like planting and nurturing plants, researching, and presenting their findings, with the teacher facilitating the process.
- Situation 'B' aligns with the principles of meaningful and contextualized learning, as emphasized by the National Curriculum Framework (NCF, 2005).
- Learner-centered instruction fosters active knowledge construction based on prior knowledge and is rooted in the principles of constructivism.
- Social constructivism extends this idea, considering learning not just as knowledge construction but also as a social activity that occurs through collaboration and negotiation.

i. Learner Centered Methods of Teaching Social Science

Learner-centered methods of teaching social science are focused on actively engaging students in the learning process, encouraging critical thinking, and tailoring instruction to individual needs and interests. Here are some learner-centered methods for teaching social science, along with examples:

1. Inquiry-Based Learning:

- Meaning: Inquiry-based learning encourages students to ask questions, investigate topics, and develop their own understanding through research and exploration.
- Example: In a history class, students could choose a historical event or figure they find intriguing and research it independently. They might present their findings to the class, fostering critical thinking and research skills.

2. Problem-Based Learning:

- Meaning: Problem-based learning presents students with real-world problems or scenarios related to social science topics. They work collaboratively to solve these problems, applying their knowledge to practical situations.
- Example: In a geography class, students might be given a scenario involving the management of water resources in a region facing drought. They work in groups to propose solutions, considering environmental, economic, and social factors.

3. Case-Based Learning:

- Meaning: Case-based learning involves the analysis of real or hypothetical cases to understand complex social issues, historical events, or ethical dilemmas.
- Example: In an ethics class, students might examine a case study involving a moral dilemma faced by a business. They would discuss and debate the ethical considerations and consequences of different courses of action.

4. Cooperative Learning:

- Meaning: Cooperative learning promotes collaborative work among students in small groups. They work together to solve problems, complete projects, and share their knowledge.
- Example: In a sociology class, students could be divided into small groups to study and report on different aspects of a social issue, such as poverty. They share their

findings with the class, gaining multiple perspectives on the issue.

5. Project-Based Learning:

- Meaning: Project-based learning engages students in hands-on projects where they research, design, and present their findings or solutions related to social science topics.
- Example: In an economics class, students may undertake a project to analyze the economic impact of a proposed government policy. They collect data, create models, and present their findings, providing a practical application of economic principles.

6. Student-Centered Discussions:

- Meaning: Student-centered discussions give students the opportunity to lead discussions on social science topics. They formulate questions, facilitate discussions, and explore different viewpoints.
- Example: In a political science class, students can take turns choosing and leading discussions on contemporary political issues. They research the topic, prepare discussion questions, and moderate the class discussion.

7. Self-Directed Learning:

- Meaning: Self-directed learning empowers students to take control of their own learning by setting goals, managing their time, and pursuing their interests within the social science curriculum.
- Example: In a cultural anthropology class, students may choose a specific culture to study in-depth, conduct independent research, and present their findings to the class.

Learner-centered methods prioritize student engagement, autonomy, and critical thinking, which can lead to deeper understanding and retention of social science concepts. These methods are adaptable and can be used in various social science disciplines to create more dynamic and interactive learning experiences.

ii. Why shift to learner centered education?

- Learner-centered education redefines the learning process with strong theoretical foundations.
- Behaviorists like Skinner viewed learning as an external behavior change caused by external forces.
- Cognitivists like Piaget emphasized cognition and information processing, shifting the focus to higher-order cognitive skills.
- This perspective stressed the importance of making meaning in the learning process.
- Educators like Bruner and Montessori proposed that knowledge is constructed by learners through insights gained from activities.
- Learning by doing became a key concept, involving both mental and physical activities.
- Social constructivists, such as Vygotsky and Bandura, highlighted the social nature of learning and the importance of shared meaning.
- Seymour Papert introduced constructionism, advocating that learners should create instructional materials and artifacts, not just interpret information.
- Lave argued that learning is deeply connected to activity, context, and culture, emphasizing the idea of situated learning.
- This contrasts with traditional classroom lectures that often lack real-world context, such as learning agricultural practices in the field or studying water pollution by visiting a polluted river.

5.4 Lecture Method

It is the oldest procedure of teaching. It is widely used in schools and colleges. It is a good method its cover a wide topic at heights level of college or secondary schools and higher secondary classes but its success depends on the personality and ability of students.

A. Merits of The Method:

To establishes face to face contact. It develops attention span. Students develop listening and note taking skills. Students can prepare the notes. It is easy method for new teachers.

B. Demerits of the Method:

It is a teacher centered method not very good for SS. It is a monotonous tiring and sometimes it becomes a boring method. It brings a lot of burden and reading to the teacher. It is not an interactive method.

C. SOURCE METHOD:

Source method is an activity oriented method. It is generally used in social studies subject also. Generally sources mean a person, books or document or picture or actual objects that can provide information for learning. It is learning directly from the actual sources for examples for social studies they can be- A contract with the bank – or studying the sample of stone collected from the moon or an object found from any ancient place can also be studied. One can also take students to museums to find the objects to study.

There are three types of sources in this method.

1. Material resource: Ideas, machines, weapons etc.
2. Oral resources: Songs, folk stories, traditions, customs etc.
3. Written and printed resources: Records, reports, letters etc.

i. Steps Followed To Use Source Method:

1. Demonstration or presentation by the teacher.
2. Locate related reading material and assign reading to the study.
3. Problem solving by students; with group discussion among the students.

ii. Advantages of Sources Method:

1. It provides direct, first-hand experience.
2. It develops a sense of reality
3. It creates motivating and interesting ambience in the class.
4. It develops skill of data collection, thinking skill and observation skill.
5. It makes the subject meaningful.

5.5 Text Book Method

A. Definition and historical context

The Text Book Method is a traditional teaching approach that relies primarily on textbooks as the main source of information and structure for learning. Historically, this method emerged with the standardization of education and mass production of books, becoming widespread in the 19th and 20th centuries.

i. Role of textbooks in education

Textbooks serve as the primary resource for both teachers and students, providing a structured curriculum, standardized content, and a common reference point for learning.

B. Characteristics of Text Book Method

i. Structured learning approach

This method offers a systematic and organized way of presenting information, typically following a logical progression of topics.

ii. Standardized content delivery

Textbooks ensure that all students receive the same core information, promoting consistency across classrooms and schools.

iii. Sequential presentation of material

Content is usually presented in a linear fashion, building upon previous knowledge and concepts.

C. Implementation of Text Book Method

i. Lesson planning using textbooks

Teachers often structure their lessons around textbook chapters, using them as a guide for pacing and content coverage.

ii. Classroom strategies for textbook use

This may include reading assignments, in-class discussions based on textbook content, and completing textbook exercises.

iii. Supplementing textbook content

Teachers might augment the textbook with additional resources, activities, or current events to enhance learning.

D. Advantages of Text Book Method

i. Consistency in curriculum delivery Ensures all students receive the same core information, regardless of teacher or location.

ii. Resource for students and teachers

Provides a reliable reference for both classroom instruction and independent study.

iii. Time-efficient for lesson preparation

Reduces planning time for teachers as the core content and structure are pre-organized.

E. Limitations of Text Book Method

i. Potential for passive learning

Over-reliance on textbooks may lead to rote memorization rather than active engagement.

ii. Lack of customization for diverse learners

May not adequately address different learning styles or needs of individual students.

iii. Risk of outdated information

Textbooks can become outdated, especially in rapidly evolving fields.

F. Assessment in Text Book Method

i. End-of-chapter questions and exercises

Typically used to reinforce learning and check comprehension.

- ii. Standardized tests based on textbook content

Often used to measure student progress and understanding of the material.

- iii. Workbook activities and assignments

Provide additional practice and application of concepts learned.

G. Enhancing Text Book Method

- i. 12.7.1. Incorporating multimedia resources

Using digital resources, videos, or interactive content to supplement textbook material.

- ii. 12.7.2. Encouraging critical thinking beyond the text

Promoting analysis, discussion, and application of textbook concepts to real-world scenarios.

- iii. 12.7.3. Adapting textbook content to local contexts

Tailoring examples or applications to make the content more relevant to students' experiences.

H. Selection and Evaluation of Textbooks

- i. Criteria for choosing appropriate textbooks

Considering factors such as content accuracy, readability, and alignment with learning objectives.

- ii. Aligning textbooks with curriculum standards

Ensuring that selected textbooks meet or exceed established educational standards.

- iii. Regular review and updating of textbook selections

Periodically assessing the effectiveness of textbooks and replacing them as needed to maintain relevance and accuracy.

5.6 Discussion

The word discussion means exchanging views and debate. Here the discussion can be among the group of students as a whole group.

A. Forms of Discussion:

Formal, debate, classroom, informal, panel, symposium.

1. Formal Presentation:

- Definition: A formal presentation in Social Sciences involves a structured and organized delivery of information on a specific topic. It typically follows a set format and is often accompanied by visual aids such as slides.

- Example: In a Social Sciences class, a student might give a formal presentation on a historical event, complete with a well-prepared slideshow, to educate their peers about the event's significance.

2. Debate:

- Definition: A debate is a structured discussion in which participants present arguments and counterarguments on a specific Social Sciences topic. It is an opportunity for students to develop critical thinking and public speaking skills.

- Example: In a debate about environmental policies, students might argue for or against a proposed policy, presenting evidence and reasoning to support their positions.

3. Classroom Discussion:

- Definition: A classroom discussion involves an interactive exchange of ideas and opinions among students and the instructor. It encourages students to engage in dialogue, share perspectives, and deepen their understanding of Social Sciences concepts.

- Example: In a sociology class, students might engage in a classroom discussion about the impact of social inequality on various communities, sharing personal experiences and relevant research.

4. Informal Group Discussion:

- Definition: Informal group discussions are less structured conversations among students, usually in smaller groups. They allow for the exploration of Social Sciences topics in a more relaxed setting.

- Example: Students in a political science club might have an informal group discussion about current global events, where they exchange ideas and opinions on issues like international relations and diplomacy.

5. Panel Discussion:

- Definition: A panel discussion features a group of experts or individuals with expertise in a particular area of Social Sciences. They share their insights, perspectives, and recommendations on a specific topic.

- Example: A panel discussion on economics might include professors, policymakers, and economists discussing the impact of economic policies on employment and inflation rates in a public forum.

6. Symposium:

- Definition: A symposium is a formal gathering where experts or scholars present papers or deliver lectures on various aspects of Social Sciences. It provides a platform for in-depth exploration of specific topics.

- Example: An academic institution might host a symposium on gender studies, where researchers and scholars from various disciplines present their research findings and engage in discussions about gender-related issues in society.

B. The Process Of Discussion:

The process can be different depending upon the type of discussion.

1. The ideas are initiated by the teacher than there is exchange of ideas opinions observations comments etc
2. This is a co-operative learning.

C. Steps of Discussion

A. Preparation:

To make discussion a success the teacher as well as the student must make a careful preparation. The teacher should do in depth reading of the topic. She should do critical reading, should understand the arguments well and know the gist of the lesson.

B. Conducting Discussion:

In this stage the teacher initiates the discussion. He controls process and keeps the students disciplined and keeps the discussion under control or on the right tract.

D. Merits Of Discussion Method:

- It is based on differences.
- It emphasizes independent study.
- It develops reasoning.

- It develops study habits.
- It is activity oriented.
- It teaches how to study purposefully.
- It helps the teacher to find leadership quality among students.
- It helps in clarifying ideas, issues etc.
- It creates better understanding of the topic, issues, events, ideas or concepts.

E. Demerits Of Discussion Method

- It is time consuming method.
- It needs some training and average teacher cannot
- Some students do not benefit from this activity.
- Sometimes only a few students dominate.
- There can be some necessary argument and can lead to some major problems.

5.7 Project Work

Project method is a direct outcome of pragmatism, especially of John Dewey's educational philosophy. Pragmatism believes in reality. It is scientific and empirical. It is based on the principle of learning by doing. Being influenced by John Dewey, Kilpatrick tried to give project method in 1918. This method is democratic in nature and it emphasizes social skills and team work.

A. What Is A Project Method?

It is a progressive approach of teaching. It is a purposeful act it provides the learner with learning experiences. Here the teacher acts like a guide assigns the projects to groups of students.' Each group works on different topics or problems. They work together to prepare the project. The students work together as a team, they learn by discussing, reading, and exchanging ideas. Then they take the help of a teacher wherever they difficulties or have questions. The project method covers the content of many different subjects and the teacher tries to integrate the information to the main topic. This method gives complete freedom and choice to students.

B. Advantages of Project Method:

- It gives freedom and creativity.
- Here the teacher and students both grow.
- Students can link the subject to real life.
- It motivates students.

C. Disadvantages of Project Method:

- It is expensive method.
- It is time consuming.
- It needs lots of resources.
- Some projects cannot be done at school

5.8 Problem Solving

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

Problem-solving is a process—an ongoing activity in which we take what we know to discover what we don't know. It involves overcoming obstacles by generating hypo-

theses, testing those predictions, and arriving at satisfactory solutions.

A. Problem-solving involves three basic functions:

1. Seeking Information
2. Generating New Knowledge
3. Making Decisions

Problem-solving is, and should be, a very real part of the curriculum. It presupposes that students can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of the curriculum. It provides students with opportunities to use their newly acquired knowledge in meaningful, real-life activities and assists them in working at higher levels of thinking.

- List all related relevant facts.
- Make a list of all the given information.
- Restate the problem in their own words.
- List the conditions that surround a problem.
- Describe related known problems.

B. What is problem-solving?

Students are presented with problems which require them to find either a scientific or technological solution. It is a student-centered strategy which require students to become active participants in the learning process. Problem solving is a teaching strategy that employs the scientific method in searching for information.

Five basic steps of the scientific method

1. Sensing and defining the problem
2. Formulating hypothesis
3. Testing the likely hypothesis
4. Analysis, interpretation and evaluation of evidence
5. Formulating conclusions

C. Advantages

1. This approach is most effective in developing skill in employing the science processes.
2. The scientific method can likewise be used effectively in other non-science subjects. It is a general procedure in finding solutions to daily occurrences that urgently need to be addressed.
3. The student's active involvement resulting in meaningful experiences serves as a strong motivation to follow the scientific procedure in future undertakings.
4. Problem-solving develops higher level thinking skills.
5. A keen sense of responsibility, originality and resourcefulness are developed, which are much-needed ingredients for independent study.
6. The students become appreciative and grateful for the achievement of scientists.
7. Critical thinking, open-mindedness and wise judgment are among scientific attitudes and values inculcated through competence in the scientific method.
8. The students learn to accept the opinions and evidence shared by others.
9. Problem-solving Skills

5.9 Self-Check Exercise

- Q 1.** Which teaching method primarily involves one-way communication from the teacher to the students?
- a)** Lecture method
 - b)** Discussion approach
 - c)** Text Book Method
 - d)** Project Work
- Q 2.** The _____ approach encourages active student participation, debates, and sharing of ideas.
- a)** Lecture
 - b)** Problem Solving
 - c)** Text Book
 - d)** Discussion
- Q 3.** Project Work in social science education typically involves:
- a)** Teacher-centered activities
 - b)** Passive learning
 - c)** Group or individual research and presentation
 - d)** Memorization of facts
- Q 4.** What is the primary focus of the Problem Solving Method in teaching social sciences?
- a)** Rote memorization
 - b)** Encouraging creativity and critical thinking
 - c)** Lecture-based instruction
 - d)** Following a rigid curriculum
- Q 5.** The Text Book Method relies heavily on:
- a)** Active student engagement
 - b)** Independent research
 - c)** Pre-designed textbooks as the primary resource
 - d)** Experiential learning
- Q 6.** The _____ method involves a teacher delivering information through spoken words.
- Q 7.** Discussion is an approach that encourages students to engage in _____ and share their perspectives.
- Q 8.** Project Work often requires students to conduct _____ research and present their findings.
- Q 9.** The Problem Solving Method focuses on promoting _____ and analytical skills in students.
- Q 10.** In the Text Book Method, the textbook is the _____ resource for teaching and learning.
- Q 11.** The Lecture method is highly interactive and encourages students to actively participate in the learning process. (True/False)
- Q 12.** Project Work is a teaching approach that fosters independent research and presentation skills. (True/False)
- Q 13.** The Text Book Method exclusively relies on textbooks for teaching social sciences. (True/False)
- Q 14.** The Problem Solving Method emphasizes rote memorization of facts and figures. (True/False)
- Q 15.** Discussion as a teaching approach promotes critical thinking and communication

skills among students. (True/False)

5.10 Summary

Teaching social sciences encompasses various methods, approaches, and techniques to effectively convey concepts and knowledge in this field. These strategies aim to engage students, promote critical thinking, and foster a deeper understanding of subjects like history, geography, sociology, and economics. This summary provides an overview of different teaching methods and approaches used in social science education.

5.11 Glossary

Methods/Approaches of Teaching Social Sciences: These are systematic strategies and instructional approaches employed by educators to teach social science subjects. These methods aim to enhance students' comprehension and analytical skills in areas such as history, geography, sociology, and economics.

Lecture Method: The lecture method involves a teacher delivering a spoken presentation to the class, providing information, explanations, and insights. It is often used to introduce or explain complex concepts and historical events in social science.

Textbook Method: This method relies heavily on textbooks as the primary instructional resource. Teachers guide students through the content in the textbook, helping them understand and apply the information presented.

Discussion: Discussion-based teaching involves active participation from students. Teachers facilitate group discussions or debates on social science topics, encouraging students to express their ideas, analyze different viewpoints, and develop critical thinking skills.

Project Work: Project-based learning in social sciences involves students working on specific research projects, often related to real-world issues or historical events. Projects may include fieldwork, data collection, and the presentation of findings, fostering hands-on learning and research skills.

Problem Solving Method: This approach focuses on posing social science-related problems or scenarios that students need to analyze and solve. It encourages critical thinking and the application of knowledge to address real-world issues.

5.12 Answers Self-Check Exercise

- Ans 1. a) Lecture method
- Ans 2. d) Discussion
- Ans 3. c) Group or individual research and presentation
- Ans 4. b) Encouraging creativity and critical thinking
- Ans 5. c) Pre-designed textbooks as the primary resource
- Ans 6. Lecture
- Ans 7. Discussions
- Ans 8. Research
- Ans 9. critical thinking
- Ans 10. primary resource
- Ans 11. False
- Ans 12. True
- Ans 13. False
- Ans 14. False

Ans 15. True

5.13 References/Suggested Readings

- Banchi, H. & Bell, R. (2008). The Many Levels of Inquiry. Science and Children, 46(2), 26-29, Retrieved on 4/4/12 from http://learningcenter.nsta.org/files/sc0810_26.pdf
- Bandura, A.(1977). Social Learning Theory. New York: General Learning Press.
- Beck, Robert, H.(2009). The three R's Plus: What today's schools are trying to do and why. U of Minnesota Press. Retrieved on 12/4/12 from http://en.wikipedia.org/wiki/Traditional_education#cite_note-3r-0
- IGNOU (2000). Block 1 Pedagogy of Teaching Social Studies, in ES-343: teaching of social studies, School of Education , IGNOU: New Delhi.
- IGNOU (2004). Block 2 Teaching Techniques, in ES-211: Teaching Learning at Primary Level, School of education, IGNOU: new delhi.
- Jonassen, D.H. Peck, K.L. & Wilson, B.G. (1999). Learning with Technology: A Constructivist Perspective. Upper Saddle River, NJ: Merrill Publishing.
- National Curriculum Framework (2005). National Council of Educational Research and Training. Delhi: NCERT

5.14 Terminal Questions

1. What is the lecture method in teaching social sciences, and how does it facilitate student learning in this subject area? Please provide examples and supporting evidence in your answer.
2. Discuss the role of the textbook method in teaching social sciences. How does it contribute to student understanding and engagement with social science concepts, and what are its limitations?
3. Explain the significance of the discussion approach in social science education. How does it promote critical thinking, creativity, and collaboration among students, and what strategies can teachers use to facilitate effective discussions in the social science classroom?
4. Describe the key characteristics of project work in teaching social sciences. How does this approach help students develop research skills, critical thinking, and problem-solving abilities, and what are some best practices for implementing project work in social science instruction?
5. How can the problem-solving method be applied effectively in social science instruction? Please provide examples of how teachers can use this approach to help students develop critical thinking skills, and what strategies can be used to ensure student engagement and motivation.

UNIT - VI: STRATEGIES AND TECHNIQUES OF TEACHING SOCIAL SCIENCES

Lesson Structure

- 6.1 Introduction**
- 6.2 Learning Objectives**
- 6.3 Need For Teaching – Learning Strategies**
- 6.4 Methods and Techniques of Teaching Social Sciences**
- 6.5 Brainstorming**
- 6.6 Dramatization**
- 6.7 Role Play**
- 6.8 Self-Study**
- 6.9 Specialized Recitation**
- Self-Check Exercise**
- 6.10 Summary**
- 6.11 Glossary**
- 6.12 Answers Self-Check Exercise**
- 6.13 References/Suggested Readings**
- 6.14 Terminal Questions**

6.1 Introduction

You may have got experience of teaching social sciences to students or are familiar with the different subjects of social sciences. You know that as a social science teacher you have to deal with a variety of contents from different disciplines associated with social sciences to a student group which may range, say, from 30 to 60. The students may also have different intellectual and personality backgrounds. You also set certain objectives which you want to achieve at the end of your teaching. To teach different topics in social sciences and to achieve learning objectives associated with these topics, you use a number of teaching learning methods or techniques which constitute various teaching-learning strategies. These may be:

- i) Explaining with illustrations
- ii) Giving detailed notes
- iii) Carrying out demonstrations wherever possible
- iv) Organizing field trips, and
- v) Organising discussion.

6.2 Learning Objectives

- After going through this unit, you will be able to:
- Discuss the need for teaching-learning strategies in social sciences;
- Describe various methods and techniques used in teaching social sciences;
- Explain the importance of learning resources in teaching social sciences;
- Describe various learning resources used in teaching social sciences;
- Discuss community as a learning resource in teaching of social sciences;
- Organize classroom teaching-learning activities using various methods and techniques discussed in the unit.

6.3 Need For Teaching – Learning Strategies

There is a need for using a variety of methods and techniques in social sciences. Based

on research evidence Woolever and Scott (1988) say that social studies teachers, left to themselves, use only a limited number of teaching strategies which students find “boring”. The boredom could be relieved if teachers use a variety of teaching techniques not just large group lectures and discussions.

Therefore, there is a need for providing a variety of teaching-learning strategies which teachers can use in teaching. Teaching-learning strategies comprise a number of methods and techniques which are meaningfully used in the teaching-learning process to achieve the pre-determined learning objectives. Variety in teaching-learning strategies promotes and maintains student interest, accommodates individual learning styles, adjusts for different stages of development and helps in achieving diverse types of learning objectives. Let us discuss in detail methods and techniques of teaching social sciences.

A. Characteristics of a good teaching method

- It should provide a group of related experiences and activities, arranged on an individual as well as group basis.
- It should give scope for the creative expression of the child’s individuality.
- It should rouse a large range of interest in the minds of the students.
- It should shift emphasis from verbalism and memorization to learning through purposeful, concrete and realistic situations.
- It should train the students in the techniques of self-study and the methods of acquiring knowledge through personal effort or intuition.
- It should stimulate the desire for further study and explorations.
- It should awaken an interest in the materials and techniques used by social scientists.

B. Factors which determine the selection of a teaching method

- The nature of the child
- The objectives of instruction
- The nature of the subject matter
- Class room environment
- Expertise of the teacher who adopts a method

6.4 Methods and Techniques of Teaching Social Sciences

A social science teacher uses several methods and techniques in teaching various contents of social sciences. The choice of these methods and techniques depends on the nature of contents to be taught to students. These methods and techniques may be teacher-centred, learner-centred or group-centred. In teacher-centred methods, teacher plays a pivotal role in comparison to learners in transaction of learning experiences. In learner-centred methods learners play a significant role in comparison to teacher in transaction of learning experiences. Similarly a group of learners play a major role in transaction of learning experiences in group-centred methods.

A. Lecture

The lecture is one of the most common teacher-centred teaching methods used by teachers of social sciences at the secondary level. It is an example of “expository” teaching, in which the input is directly provided by the teacher who communicates the new information or process. Apart from its major function of giving information, it plays certain unique functions which cannot be performed by other inanimate sources. Firstly, the teacher may use it to motivate the students. It is through listening to lectures that students are attracted to different areas of studies in social sciences. Secondly, the

teacher may use it to integrate various sources of information. The lecture follows some specific steps through which it is carried out. These are planning and delivery. The delivery of a lecture is again divided into three phases: introduction, development /presentation and consolidation.

B. Planning of a lecture

Unlike what is commonly believed, the lecture does require systematic planning. Planning a lecture entails a number of activities. The teacher must prepare a lesson plan for the lecture to be delivered. This contains the learning objectives to be achieved, the amount of content to be covered, the additional interactional modes to be used, the feedback mechanism to be used, the communication media to be used, etc. Thus, planning a lecture boosts the confidence of the teacher in handling the class. He/she knows in advance what to do when, and what not to do. Sometimes, the teacher can plan for humorous interludes, jokes, etc; to make the lecture more interesting.

C. Delivery of a lecture

Delivery of a lecture may be done in three phases as follows:

- i) Introduction of a lecture: Sometimes, the introductory phase is also called the warm-up phase. The main task of the teacher here is to establish rapport with the students, create interest and motivation among them and gradually lead the learners to the next phase. At this stage the teacher relates the new topic to the one already taught and to the previous experience. The main function here is to arouse interest and motivate the students. The teacher also uses the blackboard or any other visual medium to highlight the theme.
- ii) Development/Presentation phase: This is the most important phase of a lecture. The transaction of ideas and information between the teacher and the learner takes place at this phase. This is also called the presentation phase. The teacher explains the concepts and principles, provides facts, furnishes data, quotes figures, etc., to the learners. In order to explain the content matter, the teacher cites examples, uses communication aids, gives analogies and illustrations, etc. Where required, the teacher also adopts different non-verbal communication techniques such as gestures, postures, etc., to facilitate teaching.
- iii) Consolidation phase: This is the concluding phase of a lecture. Here the teacher recapitulates whatever he/she has explained; then summarizes the main teaching points of the lecture either verbally or by writing them on the blackboard or by using Power Points slides. The teacher also asks a few questions on the content matter covered in order to evaluate students' understanding of the lecture. Thus, the teacher gets to know the learning difficulties of students and accordingly modifies his/her teaching. The teacher also gives some assignments to the students which they are expected to complete and bring back for the teacher remarks. The teacher also informs the students what the next lecture would deal with.

D. Advantages of lecture method

- The lecture method has certain merits for which it can be used in teaching social sciences. Some of these are mentioned below:
- Lecturing can be used to impart knowledge pertaining to all branches of social sciences.
- Lecturing is a method that can easily adapt itself to suit a wide range of personality characteristics.

- This method is adaptable to a variable teacher-student ratio.
- The lecture method is a very economical and can be made very effective with proper planning and execution.

6.5 Brainstorming

This group-centred technique is useful in developing the creative abilities of students. Problems which demand creative or innovative solutions can be presented by the teacher to the students for brainstorming. For example, the social science teacher asks students to watch a television programme on population related issues. The next period he/she says to students, "we have watched the TV programme and can now find out how human beings can be made into resources. The students come out with a list of suggestions like education, health facilities, etc. The teacher lists them on the blackboard and does not give any judgement on the list. He then summarises the arguments by emphasizing the role and importance of human resources.

A. Explanation:

Brainstorming is a technique where students engage in a group discussion to generate ideas, solutions, or answers to a question or problem. It encourages open and creative thinking, with participants contributing their thoughts without criticism.

B. Role in Social Sciences:

Brainstorming can be used to explore social issues, analyze causes and effects, or propose solutions to societal challenges. For instance, students might brainstorm ways to address poverty or improve community well-being.

C. Organization:

In a classroom, the teacher can select a problem-oriented topic and ask students to express themselves freely on various aspects of the topic. The teacher assures students that their expressions will not be criticized or commented on in a negative way. Students should be encouraged to freely come out with their viewpoints. The teacher takes note of all these expressions. After the session, or preferably on another day, the teacher may evaluate, elaborate and integrate the ideas exposed in order to encourage further thinking among the students along newer dimension.

D. Instructional potential:

This technique helps students to think creatively and is suitable for problem-oriented themes.

E. Advantages:

- Fosters creativity and idea generation.
- Promotes critical thinking and problem-solving skills.
- Encourages active participation and collaboration.

F. Disadvantages:

- Not all students may actively contribute to the discussion.
- Group dynamics can lead to dominant voices overshadowing others.
- May lack structure and direction without effective facilitation.

6.6 Dramatization

Dramatization has been described as a 'synthetic art', involving the purposive co-ordination and control of the delicate organs of speech and muscles of the body combined with a sense of rhythm, with a view to free and intelligent expression of emotions and ideas.

- Drama has its great social value.
- It is a co-operative enterprise and develops the qualities of co-operation and social understanding
- There are many activities in a drama, and as such students of diverse aptitudes get chance to choose items for which they are best suited and satisfy their urges, e.g.: self-expression through the various activities of a drama

A. Selection of play

- Plays chosen should depict the evils of the social customs
- A play should have a literary value also
- The students should be able to understand and appreciate the play
- It should also have entertainment value
- It should be free from objectionable subject matter
- There should be no vulgarity in the play

B. Explanation:

Dramatization involves students acting out scenes or scenarios related to Social Sciences content. It includes scripted or improvised performances that aim to bring historical events, social dilemmas, or cultural aspects to life.

C. Role in Social Sciences:

Dramatization allows students to experience history and social dynamics in a more vivid and engaging manner. They may enact historical events, civil rights movements, or political debates, gaining a deeper appreciation of the complexities involved.

D. Advantages

- Makes historical events and social concepts more vivid and memorable.
- Encourages students to explore different perspectives and roles.
- Enhances communication and presentation skills.

E. Disadvantages

- Requires time for preparation and coordination.
- Some students may not be comfortable with acting or performing.
- May not be suitable for all topics within Social Sciences.

6.7 Role Play

Role play involves students assuming roles or characters related to historical figures, social roles, or hypothetical scenarios. They act out scenes, engage in conversations, and make decisions as if they were the characters they portray.

A. Role in Social Sciences:

- Role play helps students gain a deeper understanding of social interactions,

historical events, and complex issues by putting themselves in the shoes of those involved. For example, students might reenact a historical debate or simulate a United Nations assembly to understand international diplomacy.

- Role playing can be defined as an attempt to make a situation clear or to solve a problem by uncharged dramatization
- Role playing is the dramatization of an event or a situation or a process
- Role playing is dealing with problem through actions
- A role is a patterned sequence of feeling words and actions

B. Purpose of role playing

- To motivate or launch units
- To culminate units
- To change attitudes
- To teach values
- To teach content having to do with human relationship
- To develop citizenship skill by showing both the successful and unsuccessful methods

C. Conducting role playing

I. Preparing

- Preparing for role playing
- Selecting the players
- Preparing the audience
- Preparing the players

II. Playing of the roles

- Keep the role playing short
- Let the pupils play it out
- Do not evaluate the acting language
- Do not allow evidence to interrupt

III. Following up the enactment

- Discussion
- Re-enactment

D. Advantages

- Develop deep understanding
- Developing problem solving skill and attitudes
- Explore subject matter in varied ways
- Develop interpersonal communication

E. Disadvantages

- Pupils who are not well prepared for role playing may not take it seriously
- Role playing will not work unless the atmosphere in the classroom is supportive
- Pupils find it difficult to enter the roles properly, especially if they are not well briefed on the assignments
- Role playing does not always take the direction one hopes
- Role playing is time consuming
- For role playing to work well, one needs a group of sensitive, imaginative, open

mindful pupils who know each other well enough to be at ease with each other.

6.8 Self-Study

Self-study is a method where students take responsibility for their own learning. They independently explore and learn course materials, textbooks, and supplementary resources. It encourages students to be self-directed and accountable for their education.

A. Role in Social Sciences:

Self-study allows students to delve into Social Sciences topics of personal interest or to review and reinforce classroom learning. They can research, read, and reflect on historical events, theories, or contemporary issues.

B. Advantages:

- Encourages independent learning and research skills.
- Allows students to explore topics at their own pace.
- Promotes self-discipline and responsibility.

C. Disadvantages:

- Some students may lack self-motivation and struggle with self-directed learning.
- Limited opportunities for interaction and discussion.
- Difficult to assess and monitor students' progress.

6.9 Socialized Recitation

Socialized recitation is a method where students discuss and share their understanding of course material in a group setting. They take turns presenting, explaining, and critiquing ideas and concepts.

D. Role in Social Sciences:

Socialized recitation encourages students to interact and express their thoughts on Social Sciences topics. It fosters critical thinking, collaborative learning, and a deeper understanding of complex social phenomena and theories.

E. Advantages:

- Promotes active participation and collaboration among students.
- Encourages critical thinking and articulation of ideas.
- Enhances social interaction and communication skills.

F. Disadvantages:

- Some students may feel anxious or pressured in a socialized recitation setting.
- It may not allow for in-depth exploration of complex topics.
- Evaluation and assessment may be challenging in larger class settings.

6.10 Self-Check Exercise

- Q 1.** Which teaching technique promotes independent learning and research skills?
- a) Role-play
 - b) Brainstorming

- c) Self-study
- d) Dramatization
- Q 2.** Brainstorming is primarily used for:
 - a) Individual reflection
 - b) Group idea generation
 - c) Role-playing
 - d) Self-assessment
- Q 3.** What is the key benefit of using dramatization in social sciences teaching?
 - a) Encourages memorization
 - b) Enhances critical thinking
 - c) Reduces student participation
 - d) Minimizes creativity
- Q 4.** Socialized recitation involves:
 - a) Passive listening to the teacher
 - b) Collaborative discussion among students
 - c) Individual reading assignments
 - d) Silent self-reflection
- Q 5.** Which teaching strategy is most effective for promoting empathy and understanding in social sciences education?
 - a) Role-play
 - b) Self-study
 - c) Brainstorming
 - d) Dramatization
- Q 6.** In self-study, students are encouraged to _____ and explore topics on their own.
- Q 7.** Role-play allows students to _____ various historical or social roles.
- Q 8.** Brainstorming is a creative technique that encourages students to generate _____ ideas.
- Q 9.** Dramatization involves students acting out scenarios to gain a deeper understanding of _____ concepts.
- Q 10.** Socialized recitation promotes peer interaction and _____ in the classroom.
- Q 11.** Self-study is a teacher-centered approach in social sciences education. (True/False)
- Q 12.** Role-play can be used to make historical events come to life for students. (True/False)
- Q 13.** Brainstorming is a structured and formal technique for idea generation. (True/False)
- Q 14.** Dramatization is only effective for teaching literature, not social sciences. (True/False)
- Q 15.** Socialized recitation encourages students to learn from each other through discussion and interaction. (True/False)
- Q 16.** Compare and contrast the Lecture method and the Discussion approach in the context of teaching social sciences.
- Q 17.** Discuss the advantages and disadvantages of using Text Book Method as a teaching approach in social sciences.
- Q 18.** Explain the steps involved in conducting Project Work as a teaching technique in social science education.
- Q 19.** How does the Problem Solving Method foster critical thinking skills in

- students in the context of social sciences? Provide examples.
- Q 20.** Describe a lesson plan that incorporates multiple methods/approaches (e.g., Lecture, Discussion, Project Work) for teaching a specific social science topic.

6.11 Summary

Teaching Social Sciences involves employing diverse methods and techniques to enhance learning. These include self-study, role play, brainstorming, dramatization, and socialized recitation. Self-study encourages independent exploration, role play immerses students in social scenarios, brainstorming promotes creative thinking, dramatization brings history to life, and socialized recitation fosters collaborative learning. These methods cater to different learning styles, making Social Sciences education engaging and impactful.

6.12 Glossary

Self-Study: A method where students take responsibility for their own learning by independently exploring and learning course materials.

Role Play: A technique involving students assuming specific roles or characters to act out scenes, engage in conversations, and make decisions related to social scenarios.

Brainstorming: A group discussion technique that encourages open and creative thinking to generate ideas, solutions, or answers to questions or problems.

Dramatization: Involves students acting out scenes or scenarios related to Social Sciences content, helping to bring historical events, social dilemmas, or cultural aspects to life.

Socialized Recitation: A method where students engage in group discussions, presenting, explaining, and critiquing ideas and concepts related to course material.

6.13 Answers Self-Check Exercise

- Ans 1.** c) Self-study
- Ans 2.** b) Group idea generation
- Ans 3.** b) Enhances critical thinking
- Ans 4.** b) Collaborative discussion among students
- Ans 5.** Role-play
- Ans 6.** research
- Ans 7.** assume
- Ans 8.** generate
- Ans 9.** social science
- Ans 10.** discussion
- Ans 11.** False
- Ans 12.** True
- Ans 13.** False
- Ans 14.** False
- Ans 15.** True
- Ans 16.** Lecture method involves one-way communication, whereas Discussion approach involves student participation and interaction. Lecture method provides a broad overview, while Discussion approach promotes critical thinking and depth understanding.
- Ans 17.** Advantages of Text Book Method: provides structured content, easy to

assess, and cost-effective. Disadvantages: limits critical thinking, may not cater to diverse learners, and can be outdated.

Ans 18. Steps involved in conducting Project Work:

- Define topic and objectives
- Form student groups
- Encourage research and data collection
- Guide analysis and interpretation
- Facilitate presentation and feedback

Ans 19. Problem Solving Method fosters critical thinking by:

- Presenting real-life scenarios
- Encouraging analysis and solution generation
- Promoting reflection and evaluation

Ans 20. Examples: case studies, role-plays, debates

Sample Lesson Plan:

Topic: Globalization

Methods:

- Lecture: Introduction and context
- Discussion: Impact on economy and culture
- Project Work: Students create a multimedia presentation or infographic exploring globalization's effects on a specific country or industry.

6.14 References/Suggested Readings

- Pathak, R.P.2003.Teaching Of Social Studies. New Delhi: Dorling Kindersley(India) Pvt. Ltd.,
- Sudheesh Kumar, P.K and Noushad, P.P.2008. Social Studies in the Classroom Trends & Methods. Calicut: Scorpio Publishers & Distributers.,
- Kochhar ,S.K.2000. Teaching Of Social Studies. New Delhi: Sterling Publishers Pvt. Ltd.,
- Sidhu ,H.S.1998.The Teaching Of Social Studies.Ludhiyana:Tondon Publication.,

6.15 Terminal Questions

1. Discuss the advantages and disadvantages of using self-study as a teaching technique in social sciences. Provide examples of self-study activities that can be employed in the classroom.
2. Explain the role of role-play in teaching social sciences, and provide a detailed lesson plan for a social studies class that incorporates role-play.
3. Describe the process of conducting a brainstorming session in the social sciences classroom. How can it stimulate critical thinking and engagement among students?
4. Explore the benefits of dramatization as a teaching strategy in social sciences. Share a case study or real-life example where dramatization was effectively utilized in teaching a social science topic.
5. Elaborate on the concept of socialized recitation and how it fosters peer interaction and learning in the context of social sciences. Provide guidelines for implementing socialized recitation in the classroom.