# PEDAGOGY OF SOCIAL SCIENCES

## UNIT 1
Social Sciences: nature, Context and Concerns

## UNIT 2
Issues and Challenges of Teaching Social Sciences

## UNIT 3
Teaching Learning Strategies

## UNIT 4
Planning and Organising Teaching Learning Experiences

## UNIT 5
Assessment and Evaluation in Social Sciences
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Introduction to the Course

As you know, Teaching of Social Sciences is an integral part of secondary school curriculum. Hence, Teaching of Social Sciences has been developed as one of the content based methodology courses of B.Ed programme. The course intends to develop an understanding of the nature of Social Sciences, its relationships with other disciplines, interrelationships within different subjects of Social Sciences and its interface with the society. It aims at acquainting you with objectives, issues, concerns and challenges of teaching Social Sciences. It will enable you to make use of different teaching – learning strategies, learning resources, different forms of evaluation in providing learning experiences in different content areas of Social Sciences. The course also discusses subject specific teaching-learning process in history, political science, geography and economics.

Keeping in view the above broad objectives of the course, the course “Teaching of Social Sciences: is divided into four Blocks. The first Block deals with the understanding of social sciences and the pedagogical principles involved in teaching it at the secondary level. The second Block focuses on the subject specific teaching-learning process. The Blocks 3 and 4 discusses the application of pedagogical principles in teaching of specific contents in history, political science, geography and economics.

The first Block is devoted to the pedagogy of social sciences. In this Block, an attempt has been made to explain the meaning and nature of social sciences. Aims and objectives of teaching social sciences, its interface with society, and various approaches to teaching social sciences have been discussed. Various issues and challenges of teaching social sciences like role of textbooks, use of community knowledge, learners’ own experiences in social science teaching, inclusion as a curricular strategy, democratic classroom have been deliberated. Different teaching-learning strategies and use of learning resources in teaching of social sciences have been described. Planning and organizing learning experiences and assessment and evaluation in social sciences are also part of this Block.

Block-2 of the course deals with teaching-learning processes specific to subject areas. In this Block, detailed discussions pertaining to teaching-learning processes in History, Political Science, Geography and Economics have been carried out. Meaning and nature of these subject areas, aims and objectives, approaches to teaching, learning resources required to teach these subjects constitute the substance of each unit of this Block.

Bloc-3 is concerned with content based methodology pertaining to the subjects of History and Political Science. Two units have been devoted to History, whereas other two units are related to contents from Political Science. Under two units related to History, contents on the French Revolution and Nationalism in India pertaining to events and processes along with the relevant teaching methodology, and Forest Society and Colonization under livelihood, economics and society along with the relevant teaching methodology have been presented. Similarly, under two units related to Political Science, contents on State and Government and Indian Constitution and Democratic Politics along with the relevant teaching methodology have been presented.

Bloc-4 deals with content based methodology pertaining to the subjects of Geography and Economics. Two units have been devoted to Geography, whereas other two units are related to contents from Economics. Under two units related to Geography, contents on India: Physical Environment, Resources: their Development and Utilization along with the relevant teaching have been presented. Similarly, under two units related to Economics, contents on Major Economic Issues and Economic Institutions along with the relevant teaching methodology have been presented.
Introduction to the Block

The units in the Block deal with understanding of social sciences as a subject area at secondary school level and the pedagogical principles involved in teaching this subject. The Block discusses various issues and challenges of teaching social sciences. It describes various teaching-learning strategies and learning resources in social sciences. It also discusses planning and organization of teaching-learning experiences, and means of assessing and evaluating students’ learning outcomes at the end of the teaching-learning activities.

Unit 1 focuses on nature, context and concerns of social science. It explains the concept of social science and aims and objectives of teaching social sciences at secondary school level. It describes the nature of different disciplines of social sciences and their interrelationships with each other and with other disciplines. It also discusses interface of social sciences with society. The last segment of the unit is devoted to the deliberations on approaches to teaching social sciences such as: disciplinary, interdisciplinary, multi-disciplinary, thematic, inductive, deductive and constructivist.

Unit 2 deals with the issues and challenges of teaching social sciences. It attempts to reflect on the pedagogical practices and issues related to teaching of social sciences. It examines the role of textbooks in teaching social science subjects. How local/community knowledge and learners’ own experiences can be used to teach social science contents have been discussed. The unit also elaborates on how to conduct action research. Inclusion as a curricular strategy, democratic classroom, professional development of social science teachers are other highlights of the unit.

Unit 3 discusses teaching-learning strategies and use of learning resources in social sciences. The unit begins with explaining the concept of teaching strategy and how different methods, techniques, and media create teaching strategies. All these methods and techniques are classified into teacher-centred, learner-centred and group centred. The Unit describes some methods and techniques used in teaching of social sciences. These are lecture, demonstration, questioning, project work, field work, discussions, debate, panel discussion, brainstorming, problem solving, concept mapping, scrapbook. Learning resources like, charts, maps, globe, graphs, models, timeline and ICT have been discussed. Moreover, community can be used as a learning resource has been highlighted.

Unit 4 is concerned with planning and organizing learning experiences. The unit starts with the importance of planning learning experiences in social sciences. It discusses annual plan, unit plan and lesson plan. An attempt has been made in this unit to demonstrate planning of teaching-learning experiences using constructivist approach to teaching – learning. An illustration of a lesson plan using 5-E approach has been provided. The unit also discusses planning of co-curricular activities in social sciences.

Unit 5 deals with assessment and evaluation in social sciences. In the beginning, the concepts and purpose of assessment and evaluation have been explained. Forms of assessment like placement, formative, diagnostic, summative; and assessment of scholastic and co-scholastic abilities have been discussed. Different assessment strategies in social science like continuous and comprehensive evaluation, self-assessment, peer assessment, group assessment, portfolio assessment open book examination have been described in the unit. A detailed presentation has been made on preparation of an achievement test. In the end, the unit discusses use of ICT in assessment and evaluation in social sciences.
UNIT 1  SOCIAL SCIENCES: NATURE, CONTEXTS AND CONCERNS

Structure

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1.2 Objectives

1.3 Meaning and Nature of Social Sciences
   1.3.1 Meaning of Social Sciences
   1.3.2 Nature of Social Sciences

1.4 Contexts and Concerns of Social Sciences
   1.4.1 Contexts of Social Sciences
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1.5 Aims and Objectives of Teaching Social Sciences at Secondary School Level

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1.7 Interface of Social Sciences with Society

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1.1 INTRODUCTION

Social Sciences include a body of knowledge, which deals with social and cultural aspects of human life. Social Sciences have emerged as distinct disciplines in order to be taught at different levels of education system (starting from school level to higher education level) across the Globe because of their immense importance for achieving better social cohesion, solidarity and development. Like many other countries of the world, in India, social sciences constitute compulsory aspect of school curriculum, both at basic/elementary school and secondary school levels, for promoting democratic and social values among students. Hence, teachers should possess basic knowledge on social sciences and their nature and importance of learning at school level. Referring to all these contexts, in the present unit, attempt is made to acquaint you with the nature of social sciences and their contexts and concerns at the school level especially at the secondary school level.
1.2 OBJECTIVES

After going through this unit, you would be able to:

- define meaning and nature of social sciences;
- explain the contexts and concerns of social sciences;
- list out the aims and objectives of teaching social sciences at the secondary school level;
- identify disciplines of social sciences and illustrate their interrelationships;
- describe the interface of social sciences with the society; and
- illustrate different approaches to teaching social sciences.

1.3 MEANING AND NATURE OF SOCIAL SCIENCES

Social Sciences constitute a broad field of knowledge and deal with human beings in relation to their social behavior. Social Sciences study the concepts or issues like culture, tradition, life styles, places and environment, power and authority, governance, economy, civic sense, etc. which have social implications. While physical sciences are concerned with physical concepts or issues like stone, matter, force, area, distance, heat, etc., social sciences deal with human beings and their relation to each other in the society at different places and time. Let us discuss below the meaning and nature of social sciences.

Social sciences are the sciences which study human beings in relation to their social system and institutions. Social sciences include the disciplines like history, geography, political science, economics, sociology, psychology, anthropology, culture studies, public administration, etc. At the secondary school and university levels, different social sciences are taught to students as independent and/or distinct disciplines.

Social sciences differ from physical sciences with respect to their focus, contents, methods of study and analysis, etc. While physical sciences are concerned with studying the physical matters/materials like mass, volume, area, length, light, distance, pressure, density, chemicals, life, tissues, etc., social sciences are concerned with studying social issues like community living, state, administration, government, culture, tradition, ritual, social well-being and welfare, economic system, religious systems, etc. Hence, social sciences possess distinct nature, which is different from nature of physical sciences and many other sciences. The following points characterize the nature of social sciences:

1. Social sciences are basically concerned with human relationship. Study of the nature of human society is the ultimate goal of all social sciences.

2. Social sciences study mostly the social issues, and social issues are always more complex, more subjective and less verifiable than the issues of physical sciences.
3. Different social sciences like history, economics, sociology, anthropology etc. constitute an area or field of knowledge. And, this area or field of knowledge is functionally different from other areas or fields of knowledge like languages, mathematics, general sciences, etc.

4. Social sciences have their own/distinct content areas and methodologies for approaching and understanding knowledge. Some of the common methods used in social sciences for understanding knowledge are historical, thematic, participatory, non-coercive, quasi experimental, etc.

5. Concern for value attainment is an important tenet of social sciences. Therefore, social scientists bother always for goodness or value of something that they attain or deal with.

6. Social sciences are primarily interdisciplinary in nature. A concept or issue of social sciences may not be confined to one discipline of social sciences, rather the concept or the issue may be understood taking into account the perspectives of all disciplines of social sciences...

7. Social sciences facilitate plurality in thinking in understanding an issue. Since in social situation a single effect has numerous causes and a single cause has numerous effects, so, social sciences facilitate multiple thinking referring to a single issue.

8. Social sciences aim at making a sensitive, reflective and informed human being.

**Check Your Progress 1**

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

1. What are social sciences?

2. What are the common methods used in social sciences for understanding knowledge?

3. Why do social sciences facilitate multiple thinking referring to a single issue?
1.4 CONTEXTS AND CONCERNS OF SOCIAL SCIENCES

Though social sciences are taught in schools of most of the countries of the world, but, the contexts and concerns of teaching social sciences vary from country to country and from time to time. This happens because the socio-cultural aspects of different countries aren’t the same and contexts and concerns of teaching any subject including social sciences in a country are determined by its socio-cultural aspects at different times. Let us discuss below the contexts and concerns of teaching social sciences in Indian school set up:

1.4.1 Contexts of Social Sciences

While teaching social sciences at the school level, the following important contexts should be taken into consideration.

i) Socio-cultural Context

Indian society is a pluralistic society. People from large number of languages, races, religions, beliefs, customs, traditions, etc. live in India. Though these diversities are boon for India but in some cases they may cause inequalities and discrimination in India. Further, the issues like hierarchies of caste and class, uneven economic distribution, poverty, gender discrimination, unequal access to education, rural-urban difference, etc. are very common in India. The issues of regionalism, ethnic diversity, etc. are rampant everywhere. The country has a large group of socio-economic deprived section of population, which includes schedule castes, schedule tribes, other backward classes minorities, women, etc. All these issues need to be addressed through social sciences teaching. The constitutional goals of democracy, secularism, socialism, etc. should get appropriate place in social sciences teaching.

India has a rich cultural heritage. The achievements of India in different cultural fields like literature, art, music, philosophy, architecture, science, mathematics, astronomy, astrology, medicine, etc. are unparallel to many countries of the world. The achievements relating to all these fields are really pride for the country. Social sciences should make the students sensitized towards our rich cultural heritage.

ii) Learner Context

Besides socio-cultural context, the learner context also plays significant role in curriculum framing and pedagogic transaction. The cognitive level, emotional state and physical development of the learner should get due consideration in the curriculum framing and its transaction. While designing the textbook and other curriculum materials, teaching plans, evaluation patterns, background needs, interest, creativity and other psychological dispositions, etc. of the learner must be taken into consideration. The surrounding environment and context of the learner would be taken as important learning resources. The stress related issues relating to the learner like curricular load, examination stress, etc. should be given due weightage.

iii) Context of Change and Development in Education

The rapid change in the different spheres of the society like economic, political, technology, etc. brings many changes and developments in education system of the society. Education system itself is also evolving continuously
both structurally and functionally. Hence continuous change and development in education are visible. The practice of new ideologies like globalization, privatization, liberalization, modernization, etc. suggest many reforms in education. The international bodies like United Nations Educational Scientific and Cultural Organization (UNESCO), United Nations Children’s Emergency Fund (UNICEF), United Nations Development Programme (UNDP) etc. are guiding the education system of the whole world. After independence, Indian education has taken a new mode. A number of committees, commissions like the Secondary Education Commission (1952-53), the Education Commission (1964-66), etc. and policies like National Policy on Education (1968), and (1986) have been formulated in the field of education. In this new millennium, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Rashtriya Uchchattar Shiksha Abhiyan(RUSA), Right to Education Act - 2009, National Knowledge Commission - 2009, National Curriculum Framework - 2005, National Curriculum Framework for Teacher Education - 2009, etc. are some of the important national initiatives in the field of Indian education. These initiatives suggested some new directions for bringing reform in education system in general and school education and/or teacher education in particular. Social sciences should consider all these contexts and need to be redesigned accordingly.

1.4.2 Concerns of Social Sciences

Social Sciences need to address multiple concerns in teaching of social sciences. Social sciences curriculum and pedagogy need a new approach in the light of the following concerns.

i) Balancing between Mainstream Knowledge and Local Knowledge

Mainstream knowledge is the knowledge that has wide circulation and is accepted by large group of people. Mainstream knowledge is the central knowledge and it has been spread everywhere. On the other hand, local knowledge is the knowledge that the individuals or people of a specific community experience or develop over a period of time.

There should be connection between mainstream knowledge and local knowledge. But, our traditional social science curriculum and pedagogic practices are dominated more by mainstream knowledge, where local knowledge is usually neglected. In this context, National Curriculum Framework (2005, page-30) remarks, “The child’s community and local environment form the primary context in which learning takes place, and in which knowledge acquires its significance. It is in interaction with the environment that the child constructs knowledge and derives meaning. This area has generally been neglected both in the conceptualization of text books and in pedagogic practices”. The integration of the local knowledge of the child with mainstream knowledge facilitates better learning. The linking of the local knowledge of the child, his/her surroundings and community and mother tongue with teaching learning process makes the teaching learning process more interactive. Hence, the child’s local knowledge should be used as a first step for understanding as well as constructing mainstream knowledge.

ii) Shifting from Subject based approach to Concept Attainment

Subject based approach is a basic feature of our present education system. Focus on the attainment of concepts hasn’t been given due weightage in our education system as required. In this context, National Curriculum Framework
Pedagogy of Social Sciences (2005, page-29) states, “In India, we have traditionally followed a subject-based approach to organizing the curriculum, drawing on only the disciplines. This approach tends to present knowledge as ‘packaged’, usually in textbooks, along with associated rituals of examinations to assess, knowledge acquisition and marks as a way of judging competence in the subject area. This approach has led to several problems in our education system”. Subject based approach considers the knowledge as fragmented entity, gives undue emphasis on the disciplinary value of knowledge base and doesn’t encourage flexible thinking. Concept orientation, which is one of the most significant purposes of an educational activity, gets the back seat in a subject dominated educational practice. Hence, the educational design should allow the learner to attain the different concepts cutting across the subject areas as well as grade levels. Interdisciplinary approach should be followed while learning a concept. Hence social sciences learning should change its focus from subject based to concept oriented.

Besides the above, there are many other concerns that social sciences education has to incorporate in its curriculum and pedagogical practices. Some of important concerns that social science education should address are:

1. Giving the learner the prime place in teaching learning process, i.e. learner centred.
2. Creating a strong bond between school knowledge and knowledge available in the community.
3. The role of text book shouldn’t be directive or instructive for the learner, rather should be suggestive for the learners.
4. Ample opportunity must be provided for field based, participative and experiential learning. Learners should be provided much scope for critical analysis and understanding of the learning contexts.
5. Social sciences should play vital role to facilitate values relating to normative dimensions of society like equality, justice, egalitarianism, etc.

Check Your Progress 2

Notes: a) Write your answers in the space given below.
      b) Compare your answers with those given at the end of this unit.

4. Write the full form of the followings.
   RMSA  
   SSA  
   UNDP

5. What is mainstream knowledge?

6. How does subject based approach consider knowledge?
1.5 AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCES AT SECONDARY SCHOOL LEVEL

The teaching of social sciences is important for many reasons. The basic purpose of teaching social sciences at school level is to make students informed and rational citizens. Students learn social sciences in the school in order to achieve the following important objectives:

1. To be good and active citizens.
2. To understand the society in which they live and it’s social, economic, political and geographical features and many other such features.
3. To understand the social, cultural, economic forces and dynamics that affect the society from time to time.
4. To enquire, judge and criticize the social system for its reformation and change.
5. To understand the values enshrined in the constitution in the context of making the nation secular, socialist, democratic and republic.
6. To appreciate their own culture, tradition and value system.
7. To learn and respect the multiple cultures and traditions which are found and practiced in society.
8. To become active and participative members of the society.
9. To work for the overall peace and goodness of the society.

The above mentioned objectives are general and applicable to students of any stage of school education. But, specific objectives of teaching social sciences vary from one stage of school education to other. The specific objectives of teaching social sciences at secondary stage of school education (class IX and X) are given in the Box below:

<table>
<thead>
<tr>
<th>Social Sciences Nature, Context and Concerns</th>
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<tbody>
<tr>
<td>The objectives of teaching social sciences at the secondary stage as stated by National Focus Group on Teaching of Social Sciences of NCERT (2006, page-6) are as follows:</td>
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<tr>
<td>The objectives of teaching the social sciences at the secondary stage are to develop among the learner analytical and conceptual skills to enable him/her to:</td>
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<tr>
<td>● understand the processes of economic and social change and development with examples from modern and contemporary India and other parts of the world.</td>
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<tr>
<td>● critically examine social and economic issues and challenges like poverty, child labour, destitution, illiteracy, and various other dimensions of inequality.</td>
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<tr>
<td>● understand the rights and responsibilities of citizens in a democratic and secular society.</td>
</tr>
<tr>
<td>● understand the roles and responsibilities of the state in the fulfilment of constitutional obligations.</td>
</tr>
<tr>
<td>● understand the processes of change and development in India in relation to the world economy and polity.</td>
</tr>
<tr>
<td>● appreciate the rights of local communities in relation to their environment, the judicious utilisation of resources, as well as the need for the conservation of the natural environment.</td>
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Social Sciences Nature, Context and Concerns
Check Your Progress 3

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

7. What is the basic purpose of teaching social sciences at school level?
   ..............................................................................................................
   ..............................................................................................................

8. Write any two objectives of teaching social sciences at secondary stage as stated by National Focus Group on Teaching Social Sciences of NCERT (2006).
   ..............................................................................................................
   ..............................................................................................................

1.6 DISCIPLINES OF SOCIAL SCIENCES AND THEIR INTERRELATIONSHIPS

A number of disciplines like history, political science, geography, economics, social psychology, sociology, anthropology, etc. are considered under the scope of social sciences. All these disciplines constitute the significant aspect of curriculum at university level and are taught as independent and/or specialized subjects at university level. At the school level, selected disciplines of social sciences are taught to the learners mostly in integrated and/or interdisciplinary manner. Let us understand the disciplines of social sciences and their interrelationships especially at the secondary school level.

1.6.1 Nature of Different Disciplines of Social Sciences

Social sciences are included as compulsory subjects in our school curriculum like other subjects i.e. mathematics, general sciences, languages, etc., but, the mode/approach of inclusion of social sciences in school curriculum differs functionally from one stage of school curriculum to other stage of school curriculum. For example, at the primary stage (class I - V), social sciences are taught to the children as an integrated component of ‘environmental studies’ curriculum. Environmental studies curriculum, at this stage, is a composite instructional area, which includes contents from social sciences, general sciences and/or many other subjects. At the upper primary stage (class VI - VIII), social sciences curriculum includes three broad composite instructional areas i.e. history, geography and social and political life (SPL). Social and Political Life draws its contents mainly from three disciplines i.e. political science, economics and sociology. At the secondary stage (class IX and X), social sciences constitute a composite instructional area and draw its contents mainly from four disciplines i.e. history, geography, political science and economics. At the higher secondary stage (class XI and XII), a number of social science disciplines are offered to students as optional/special subjects, and students study some of such subjects as per their choice and preference.

Let us examine the nature of different disciplines of social sciences at secondary stage:

**History:** History is concerned with different events that have happened in different parts of the world in different times. The teaching of history at this stage mainly acquaints the students with contemporary history of India as
well as significant developments in other parts of the world in contemporary time.

**Geography:** Geography is related to different place and space related issues like environment, atmosphere, resources, nature, temperature, transport and communication, etc. The teaching of geography at this stage mainly acquaints learners with natural, economic and developmental geography of India and the world.

**Political Science:** Political Science is concerned with the contents relating to democracy, authority, governance, etc. of the individuals in society/state. At this stage, teaching of political science acquaints students mainly with democratic values, mostly focusing on values enshrined in the Indian constitution.

**Economics:** Economics is the subject which is related to issues like production, consumption, distribution, marketing, exchange of goods and services, etc. At this stage economics is taught to learners in order to make them aware of the functions of different economic institutions and how economic inequality persists in the country because of the ill functioning of economic institutions. Introduction to Indian economics constitutes a significant aspect of learning economics at this stage.

All these disciplines of social sciences are meaningfully related to each other at this stage. Preparing students to face different socio-economic and political challenges of the nation is the main focus of all the disciplines of social sciences. For example, achieving sustainable economic development and creating egalitarian society is one of the significant objectives of teaching social sciences at this stage. In order to achieve this objective, there is need of practice of strong democratic politics, proper resources (both natural and man-made resources), identification and management and spirit of unity and integrity among the people in the country. Strong democratic politics can be taught through political science, proper resource identification can be taught through geography, proper resource management can be taught through economics, and spirit of unity and integrity among people can be taught through history.

In the context of social sciences curriculum at secondary stage, *National Curriculum Framework (2005, page-53)* remarks:

> At the secondary stage, the Social Sciences comprise History, geography, sociology, political science and economics. The focus will be on Contemporary India, and the learner will be initiated into a deeper understanding of the social and economic challenges facing the nation. In keeping with the epistemic shift proposed, these will be discussed from multiple perspectives, including those of the SC and ST and disenfranchised populations. Efforts should be made to relate the content as much as possible to the children’s everyday lives. In History, India’s freedom movement and other aspects of its modern History can be studied, as well as significant developments in other parts of the world. History should be taught with the intent of enabling students better understand their own world and their own identities came into being as shaped by a rich and varied past. History should now help them discover processes of change and continuity in their world, and to compare ways in which power and control were and are exercised. Geography should be taught keeping in mind the need to inculcate in the child a critical appreciation for conservation and environmental concerns along with developmental issues. In Political Science, the focus should be on discussing the philosophical foundations that underlie the value framework of the Indian Constitution, i.e. in-depth discussion of equality, liberty, justice, fraternity, secularism, dignity, plurality, and freedom from exploitation. As the discipline of Economics is being introduced to the child at this level, it is important that the topics should be discussed from the perspective of the people.
1.6.2 Relationship of Social Sciences with Other Disciplines

The interdisciplinary or unified approach to knowledge states that knowledge cannot be divided like watertight compartments and there exists proper linkage among different aspects of knowledge. One discipline isn’t completely isolated from other disciplines and there is thematic relationship among different disciplines. When a concept or issue of a discipline is learnt in relation to other disciplines, the concept or issue is learnt meaningfully. Social science curriculum at the school level isn’t an isolated entity. It has meaningful relationship with other disciplines. Let us discuss the relationship of social sciences with other disciplines which are taught at the school level.

**Language and literature:** Social sciences deal with human beings and their social activities. Language deals with communication and expression of men/women through symbols and sound; and literature is the expression of feeling, emotion and imagination etc. of men/women through language. The skills and abilities relating to language and literature cannot develop in vacuum. Social sciences provide rich contents for the development of skills and abilities relating to language and literature. For example, the language and literature related tasks like writing essays, conducting debates and discussions, writing prose and poetry pieces, etc. can be taught to students with the help of social science based contents like Indian economy, environmental protection, cultural heritage of India, democratic politics, poverty, etc. The skills relating to language like listening, speaking, reading, writing, etc. and value and abilities relating to literature like appreciation, imagination, emotion, etc. can well be integrated in social science curriculum and accordingly developed among students.

**Sciences:** Sciences (or general sciences) allow for systematic and objective analysis of a phenomenon/problem. Sciences have a lot of interventions to analyze the issues of society or social phenomenon objectively and systematically. Some examples in this regard are given here. Scientific approach helps to analyze the different past social events like causes of famine, causes of revolution or mass agitation, etc. objectively. Further, sciences help to understand different issues relating to environment, temperature, rotation and revolution of earth, etc., which are the core components of social sciences. As sciences have intervention on social issues, in the similar way, social issues and problems affect sciences in deeper way. Sciences have no existence without society. Society gives valuable directions and guidance to sciences. Society provides different issues or contents which become the basis for scientific analysis. Scientists are the men/women who live in society and focus their work for goodness of society. The different problems like energy crisis, fuel crisis, environmental degradation, infrastructure and communication problem, etc. are basic social issues which are considered as the major theme of scientific analysis and research.

**Mathematics:** Mathematics is the computational science. In other words, it refers to number system and its various operations. Mathematical literacy as well as wise use of mathematical operations is needed for every citizen in order to adjust better in the society. Mathematics is required in order to understand social science related issues or concepts of budget, price list, money, expenditure, income, taxes, interest, saving, stocks, time, temperature, latitude, longitude, altitude, voting process etc. Similarly, examples of social
science issues can be considered while learning mathematics. For example, for learning mathematical concepts of average and percentage, examples of temperature, rainfall, etc. can be cited; for learning mathematical concepts of time and distance, the examples of latitude, longitude, altitude, etc. can be cited; and so on. The use of mathematics is required ultimately for achieving social well-being.

**Art and Aesthetics:** The nature, functioning, development and achievement of a society to a great extent are reflected through its art and aesthetics related activities like painting, architecture, music, etc. The art and architecture as reflected in Sanchi Stupa, Taj Mahal, Konark temple, Elephant caves etc. signify the richness of Indian history and culture. Lifestyle and history of a society are reflected in its art and architecture and form a part of cultural heritage. Hence, art and aesthetics are the significant aspects of a society and these are studied in social sciences. The way art and aesthetics enrich the contents of social sciences, in the same way social sciences enrich the content of art and aesthetics. The culture, traditions, beliefs, ethics, etc. of a society create core contents of art and aesthetics of that society. For example, the lifestyle, culture, tradition, ethics, moral principles, etc. of a society influence the art, architecture, drama, music, painting, etc. of contemporary society. If one would observe the art and architecture related activities of different parts of India, he/she would understand how art and aesthetics related activities differ from one part of India to other parts of India because of the change in social system and location.

**Work Experiences:** Work experiences enhance the vocational or productive capacity of an individual. Social well-being or development is to a large extent achieved through vocational or productive capacity of the individuals. At the school level, children are trained in work experiences through different courses like socially useful productive work (SUPW), craft education, etc. Work experiences provide the children opportunities for participating in different productive socio-economic activities like gardening, agriculture, machine repairing, sewing, etc. These productive activities help the children fulfill their vocational pursuits or life-skill education. And, these productive activities ultimately help to achieve the social progress and development. Social sciences also want to develop productive skills and competencies of the student. Social sciences intend to make the students self-dependent and economically viable through developing their productive skills. Therefore, the contents of work experiences like manual labour, productive work, carpentry, etc. are also the core issues of discussion, analysis and debate of social sciences.

**Health Education:** For the development of a society or social system, the health status of its individuals has a significant role. Like education and income, health also constitutes a significant parameter for development of a society or a nation. That is why health is considered as a determinant of Human Development. Therefore, the different health related tasks like balanced diet, safety and first aid, healthy environment, health mission, etc. constitute significant component of social science curriculum. Similarly, social science curriculum have issues of health education integrated with it. Hence, there is a thematic relationship between social sciences and health education.
Check Your Progress 4

Notes: a) Write your answers in the space given below.
     b) Compare your answers with those given at the end of this unit.

9. At the secondary stage, social science curriculum draws its contents mainly from which disciplines?

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10. What is the subject matter of geography? At the secondary stage, what does teaching of geography acquaint the learners with?

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11. ‘Sciences have a lot of interventions to analyze the issues of society or social problems objectively and systematically’ – Give some examples in this regard.

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1.7 INTERFACE OF SOCIAL SCIENCES WITH SOCIETY

Under the broad spectrum of society, many institutions like political, economic, education, religious, etc. are found. These institutions of the society are normally called the dimensions or aspects of society. All these dimensions contribute to the formation of society as a whole. The different dimensions of society have their own independent existence as well as they are interrelated among themselves in many ways. Social sciences interface and interact with different dimensions of the society meaningfully and incorporate the different issues of such dimensions in their contents and processes of teaching learning. Let us find below how social sciences interface with different intuitions of society.

Political Institution: Political institution deals with the administrative aspect of the society. Political institution includes the distribution / sharing of power in the society. The political institutions like state, government, political parties, etc. play the key role for social control, change and upliftment. The political issues like citizenship, constitution, election, bureaucracy, public opinion, etc. have the vital role in achieving social welfare and development. Hence, different dimensions of political institution occupy significant place in social sciences.
Economic Institution: Economic institution deals with finance related matters of the society. Production, consumption, distribution, exchange, investment, etc. of goods and services are some of the central concepts of economics. Wealth, welfare, scarcity and choice, etc. are some of the determinants of economic affairs of an individual or nation. Land, labour, capital, organization, market, property, work, occupation, etc. are common concepts of economics. Knowledge on economics activities and the skills to deal with the economic issues are required for each individual for living in the society. Hence, there is need to study economic issues in social sciences.

Education System: Education, a factor of human development, is one of the significant factors / determinants of quality of life of individuals within a society. Education is a major determining force for achieving economic upliftment, political stability, religious tolerance, healthy living, etc. in the society. Training, instruction, teaching, etc. are the important components or means of education and these are imparted to the individuals in order to achieve desirable behavioral change among them. Education makes a biological man/woman into a social man/woman. Education plays the vital role for preservation, transmission and promotion of culture and value system in the society. The overall development of any society or nation depends, to a large extent, upon its education system. That is why many societies invest a lot in their education system. Social sciences take into consideration the different education related issues like literacy, basic education, mass education, education for increasing productivity, etc. in their contents and processes of teaching - learning.

Cultural System: Culture is a distinguished feature of every society. Culture is a unique possession of human being and this possession makes human beings separate from other animals. Culture is a broad term, which includes art, morale, law, custom, tradition, value, modes of life, ethics, etc. that an individual acquires from society as a member of society. Culture is a system of behavior which is shared by the members of society. A society is composed of a group of people who interact themselves on the basis of certain cultural patterns and values. India is a multi-cultural society. Knowledge and respect of diverse cultures in our society constitutes an important component of social sciences.

Religious System: By nature human being is not only a biological being but also a religious or spiritual being. Religion may be defined as a system of beliefs and practices by means of which a group of people attempt to cope with the ultimate problem of human life. Religion and morality are the influential forces which guide human behavior in the society in order to achieve social change and control. Religion as a cultural need of human beings has strong impact upon economic endeavors, political systems, educational tasks, artistic creation, etc. in society. Religious system has strong impact on human life in society. India is a multi-religious society. Respect for different religions constitutes a significant part of social science curriculum.

Art and Aesthetics: Art is the creation with imagination and creativity that expresses important ideas and feeling. Aesthetics is the branch of philosophy which deals with beauty of art and artistic taste. Poetry, sculpture, music,
drama, painting, etc. constitute significant aspects of art and aesthetics. Art and aesthetics are considered as significant aspects of society and they characterize the beauties, goodness, values, creativeness, etc. of the society. The cultural height of a society is known a lot from its development in art and aesthetics. The greatness of Indian art and aesthetics is known from the creative works found in Indian temples, caves, monuments, etc. Since arts and aesthetics signify the cultural heights of a society, so, they are considered under the scope of social sciences.

**Health and hygiene:** Health is a state of personal fitness for leading a quality life. A healthy individual is physically, mentally and socially fit for leading a fruitful life. Hygiene is a condition that helps to maintain health and prevent the spread of disease. Hygiene helps to achieve a safe and healthy environment. For the healthy living in the society, there is need of maintenance of health and hygiene at different levels i.e. personal level, family level, community level etc. Hence, maintenance of health and hygiene is not only an issue at personal level but also an issue at societal level. So, health and hygiene constitute the significant theme for discussion and analysis at societal level and they are considered under the scope of social sciences.

**Environment:** No society can be understood properly without considering its environment. Environment has a significant effect upon the behavior of individuals within the society. Environment may broadly be two type i.e. physical or natural environment and human environment. The natural environment includes the phenomena relating to nature like climate, land forms, soils, temperature etc. Human environment includes man made environment which is dealt with transport and communication, military operation, trade and industries etc. The personal as well as social behavior of an individual is influenced a lot by his/her environment. Social sciences interface with different environment related issues and try to incorporate such

![Figure 1.1: Interface of Social Sciences with Different Systems of Society](image-url)
Check Your Progress 5

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

12. What is political system? Name at least four political institutions which play the key role for social control, change and upliftment?

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13. What are the important concepts of economics? Why is there a need to study matters pertaining to economics in social sciences?

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1.8 APPROACHES TO TEACHING SOCIAL SCIENCES

There are different approaches to teaching social sciences. While some approaches to teaching are subject oriented and teacher centered, others are learner centric in nature. While in the past mostly there was use of subject oriented or teacher centered approaches to teaching social sciences, of late, there is a shift towards the use of learner centric approaches to teaching social sciences. In this context, National Curriculum Framework (2005, page-53) remarks, “Social science teaching needs to be revitalized for helping the learner acquire knowledge and skills in an interactive environment. The teaching of social sciences must adopt methods that promote creativity, aesthetics and critical perspectives and enable children to draw relationship between past and present to understood changes taking place in the society”.

Let us see some of the important approaches, which are used for curriculum framing and teaching of social sciences under the following heads.

1.8.1 Disciplinary, Interdisciplinary and Multidisciplinary

i) Disciplinary approach: Disciplinary approach was a dominant approach to curriculum designing and teaching till twentieth century. This is a traditional approach and this approach focuses on readily definable and measurable knowledge. This approach involves the students in studying different disciplines that are independent and distinct from each other; specialized teachers to teach disciplines as per their specialization; and assessment
Pedagogy of Social Sciences

techniques which are quite discipline specific in nature. This approach is based on the assumption that disciplines are designed in order to create an order in this complex world and they provide students the desired specialized knowledge that they need to adjust in the complex world. Disciplines are created and taught in order to answer the different questions about the world that the human beings generate. On the other hand, interdisciplinary approach allows for integration of different disciplines for the purpose of teaching and learning. Integrating the contents within a discipline is the main focus of intra-disciplinary approach. Disciplinary approach to teaching social sciences focuses on these points:

1. Social sciences have independent existence and they are different from other disciplines like general sciences, mathematics, languages etc., with distinct method of inquiry.

2. The contents/subthemes of social sciences are also distinct from other disciplines.

3. As social sciences are different from other disciplines, so, the different aspects of social sciences like objectives, contents, methods, evaluation procedure etc. need distinct treatment and knowledge-base, which are different from the treatment and knowledge of other disciplines.

4. Social sciences allow the integration of contents and/or sub-themes within their scope or jurisdiction. They hardly allow for integration of their contents / sub-themes with other disciplines.

The following diagram depicts the disciplinary nature of social sciences.

![Disciplinary Nature of Social Sciences]

Interdisciplinary: Interdisciplinary approach to teaching is different in many ways from traditional approach to teaching like disciplinary approach to teaching. Interdisciplinary approach helps to integrate knowledge from different disciplines by using a real process of synthesis. This approach tries to create a holistic knowledge by integrating knowledge from different disciplines. This approach facilitates to cross the traditional boundary among academic disciplines or schools of thoughts in order to create an integrated knowledge. This approach believes that knowledge is a single entity and it cannot be divided into different disciplines like water tight compartments; the division of knowledge into different disciplines isn’t absolute division; and there is an ongoing interaction among the disciplines. Hence, this approach facilitates for integrating knowledge from two more disciplines at a time. This approach is more leaner centered and in this approach a learner gets ample opportunity to achieve unified knowledge, which is meaningfully drawn from different disciplines. Integrating the concepts or issues of social sciences with the concepts or issues of other disciplines like mathematics,
general sciences, languages, etc. is an example of interdisciplinary approach to integration of concepts or issues of social sciences. The social science concept ‘money’ can be integrated with other disciplines for teaching learning purpose. Students may be asked to compose an essay relating to money. This is an example of integration between social sciences and languages. Many mathematical sums and puzzles relating to money may be presented in front of students. This is an example of integration between social sciences and mathematics. Relating to money, songs can be composed and this indicates the interdisciplinary relationship between social sciences and arts. In this manner, the social science concept ‘money’ can be integrated with many other disciplines like law, commerce, philosophy etc. from interdisciplinary perspective. Like money, many other social science concepts can be integrated with different disciplines in order to facilitate interdisciplinary relationship of social sciences with other disciplines.

The following diagram depicts interdisciplinary relationship of the social science concept ‘money’ with other disciplines.

![Interdisciplinary Approach Diagram](image)

**Figure 1.4: Interdisciplinary Approach to the Social Sciences with the Concept of ‘Money’**

**Multi-disciplinary:** Multi-disciplinary approach is an approach, which allows for defining and/or understanding a concept from the perspectives of different disciplines. Multidisciplinary approach utilizes the viewpoints from different disciplines for understanding a case or issue, where each discipline has its distinct identity. This approach mostly involves solution of a problem separately by different disciplines. In multidisciplinary approach, the people from different disciplines work together on a particular issue, but approaching the issue differs from disciplines to discipline depending upon the nature of disciplines. In interdisciplinary approach, an issue is analyzed from the perspectives of different disciplines in an integrated manner whereas, in multi-disciplinary approach an issue is analyzed from the perspective of different disciplines in a non-integrative manner. In interdisciplinary approach, the integration of disciplines are made in such a way that it is difficult to disintegrate or separate the disciplines, but in multidisciplinary approach, the disciplines are united in such a way where each discipline has its own identity.

Take a social science concept ‘environment’. The concept environment is approached differently by different disciplines from multi-disciplinary perspectives. Medical sciences look at the environment from the perspective
of health and hygiene; physics considers environment from the perspective of matters or materials available in the environment like solid, liquid, gases, etc.; biology takes into consideration the life available in the environment (plant life and animal life); mathematics takes into account the calculation of different things/matters of the environment through the use of mathematical symbols, signs, formula, etc.; and language and literature consider the interactive and communicative aspects of the environment. In the similar way, environment can be understood and interpreted differently by different disciplines. The following diagram depicts the multidisciplinary perspective of the social science concept ‘environment’.

![Multidisciplinary Perspective of the Social Science Concept ‘Environment’](image)

### 1.8.2 Thematic

Thematic approach of teaching is such an approach to teaching in which the entire process of teaching centers around a ‘theme’. A theme is a topic of interest which connects the different teaching learning areas or subjects. Hence, thematic approach starts with identification of a common theme and allows for structuring or organizing contents of different disciplines based on it. The theme acts as a focus for integrating objectives and teaching-learning activities of different subject areas across a grade. It makes the teaching-learning process integrated and meaningful. For making this approach meaningful, teachers, learners and other resource persons working usually at a particular grade level collaborate among themselves in order to find a common or central theme, and in order to design educational tasks of different subjects areas based on the theme. The different educational tasks like curriculum and syllabus, instructional methods and materials, assessment, etc. revolve around the theme. Thematic approach helps to combine two or more disciplines under a single thread through a common theme. For integrating the different disciplines, thematic approach follows different models for integration, but the most common model for integration is interdisciplinary model. Thematic learning is based on the idea that meaningful learning occurs when the learning is provided as a whole but not as parts and when the learning is connected to the real world. The different social science concepts like environmental pollution, food habits, human right
violation, market, etc. can be integrated with other subjects like languages, physical sciences, mathematics, life sciences, physical education, etc. through thematic approach for their better transaction in the teaching-learning process. In this way, climate change can be thematically related with many other subjects. In the below a diagram is given which is based on the theme ‘human development’. The diagram makes a thematic description about components of human development and their indicators.

![Diagram of Human Development Components](image-url)

**Source**: hdr.undp.org/en/composite/HDI

### 1.8.3 Inductive and Deductive

Inductive and deductive approaches are scientific approaches to acquisition of knowledge. Inductive and deductive approaches are two opposing but complementary approaches to teaching learning. While inductive approach helps to develop theory or formula from examples, deductive approach helps to solve some problems on the basis of some given theory or formula. In inductive approach, one proceeds from particular instances to general principle or conclusion, but in deductive approach one proceeds from general principle or conclusion to particular instances. In induction, one studies a number of examples relating to a particular task; finds out the commonalities and/or differences among the examples; and draws the general principle(s) about the task from the examples. In deduction, a general principle or formula relating to a particular task is given. On the basis of the general principle or formula, one has to solve a problem or a number of problems relating to the task. Many social science concepts like rotation, revolution, calculation of time on the basis of longitude, calculation of inflation rate, administrative change and reform, weather, climate, soil type and its relation to cropping etc. can well be taught through inductive and deductive approaches. Here is...
given examples regarding the use of inductive and deductive approaches to teaching social sciences. $1^\circ$ longitude = 4 minutes. To prove this principle i.e. $(1^\circ \text{longitude} = 4 \text{ minutes})$, students would be asked to study the longitude differences among many places of the world and their corresponding time differences. In all the cases, students would find that the longitudinal differences among the places and their corresponding time difference conform to the principle $1^\circ \text{longitude} = 4 \text{ minutes}$. Hence, students can generalize that $1^\circ \text{longitude} = 4 \text{ minutes}$. Since in this case, students proceed from specific cases to general principle, this is an example of inductive approach. Let us examine an example of deductive approach. A principle presented in front of students is ‘up to a certain level of atmosphere, when altitude increases, temperature decreases’. With the help of this principle, students will be able to solve many temperature related problems of different places located in different altitudes. This is an example of deductive approach since in this context students proceed from general principle to particular instances.

Both inductive and deductive approaches are related with each other. Both go hand in hand. Both are considered as two sides of the same coin. Inductive approach helps to develop theory and deductive approach helps to use the same theory to solve specific problems. Inductive approach cannot be validated without deductive approach and deductive approach doesn’t have an existence without inductive approach.

### 1.8.4 Constructivist

Constructivist approach or constructivism is a learner centric and contextual approach to teaching-learning. This approach states that learning occurs in a social environment and a child must be given maximum freedom to construct his / her knowledge in the environment. This approach is contrary to behaviourist approach to teaching-learning. In behaviourist approach, learning is viewed as acquisition and accumulation of finite sets of skills and facts. In behaviourist approach to learning, students are told about the world and are expected to replicate the same in desired situation. On the other hand, constructivist approach emphasizes that learning is quite personal and it takes a meaningful shape in the environment itself. Therefore, learner constructs his / her own knowledge in the immediate environment and context. The learner determines, on the inputs from the outside world what he/she will learn and how he/she will learn. This approach considers learner as an active learner and provides a lot of scope learner to develop his / her creativity, spontaneity and many other abilities.

This approach provides learners ample opportunities to construct their knowledge by relating new ideas to the existing ideas in a guided situation. For example, a discussion on social science concept ‘corruption’ in the classroom allows learners to construct numerous ideas relating to corruption. The discussion on corruption in classroom will provide learners scope to remember the different types of corruption that they have experienced personally or they have watched on television or listened to in radio or read in newspapers. Learners may relate it to different types of corruption like corruption in personal life and corruption in public life. Learners may cite the different types of corruption found in different parts of the world as well as in their own state or country.
Learners may also think about the causes of corruption and evil effects of corruption on personal and public life. They may also suggest many ways through which corruption can be checked. In these ways, learners may generate numerous ideas relating to corruption individually as well as in group situation. Like corruption, may other social science concepts like natural calamity, gender inequality, unity in diversity, multicultural living, child labour, superstition, pollution, etc. can well be learnt through constructivist approach to teaching-learning.

Check Your Progress 6

Notes:  a) Write your answers in the space given below.
     b) Compare your answers with those given at the end of this unit.

15. Match the items in ‘Column - A’ with their respective answers in ‘Column -B’

<table>
<thead>
<tr>
<th>Column- A</th>
<th>Column -B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proceeds from general to particular</td>
<td>Inter disciplinary approach</td>
</tr>
<tr>
<td>Facilitates integrated knowledge</td>
<td>Disciplinary approach</td>
</tr>
<tr>
<td>Disciplines are independent</td>
<td>Deductive approach</td>
</tr>
<tr>
<td>Proceeds from particular to general</td>
<td>Inductive approach</td>
</tr>
</tbody>
</table>

16. Differentiate between interdisciplinary approach and multidisciplinary approach to teaching social sciences.

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17. How is learning defined according to behaviourist approach?

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1.9 LET US SUM UP

In this unit, we explained the meaning and nature of social sciences and contexts and concerns of social sciences. Further, we discussed aims and objectives of teaching social sciences especially at secondary school level. Interrelationships among different disciplines of social sciences and relationship of social sciences with other disciplines were discussed. We analysed the interface of social sciences with different aspects of the society like political institution, economic institution, education institution, cultural institution, etc. In the last section of the unit, we discussed some important approaches to teaching social sciences like disciplinary, interdisciplinary and multi-disciplinary approaches; thematic approach; inductive and deductive approaches; and constructivist approach. We will focus more on the pedagogy of social sciences in the next units of this block.
1.9 REFERENCES AND SUGGESTED READINGS


1.11 ANSWERS TO CHECK YOUR PROGRESS

1. Social sciences are the sciences which study human beings in relation to their social system. Social sciences include the disciplines like history, geography, political science, economics, sociology, psychology, anthropology, culture studies, public administration, etc.

2. The common methods used in social sciences for understanding knowledge are historical, thematic, participatory, non-coercive, quasi experimental, etc.

3. Since in social situation a single effect has numerous causes and a single cause has numerous effects, so, social sciences facilitate multiple thinking referring to a single issue.
4. RMSA=Rashtriya Madhyamik Shiksha Abhiyan
SSA=Sarva Shiksha Abhiyan
UNDP=United Nations Development Programme

5. Mainstream knowledge is the knowledge that has wide circulation and is accepted by large group of people. Mainstream knowledge is the central knowledge and it has been spread everywhere.

6. Subject based approach considers the knowledge as fragmented entity, gives undue emphasis on the disciplinary value of knowledge base and doesn’t encourage flexible thinking.

7. The basic purpose of teaching social sciences at school level is to make students humane and rational citizens.

8. To develop among the learner analytical and conceptual skills to enable him/her to:

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

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

9. At the secondary stage, social science curriculum draws its contents mainly from four disciplines i.e. history, geography, political science and economics.

10. Geography is related with different place and space related issues like environment, atmosphere, resources, nature, temperature, transport and communication, etc. At the secondary stage, the teaching of geography mainly acquaints learners with natural, economic and developmental geography of India and the world.

11. Sciences help to analyze the different past social issues like causes of war, causes of famine, causes of revolution or mass agitation, etc. objectively. Similarly, sciences provide appropriate directions and guidelines through research and innovation in order to solve social problems like poverty, illiteracy, health hazards, etc. Further, sciences help to understand different issues relating to environment, temperature, rotation and revolution of earth, etc. which are the core components of social sciences.

12. Political system deals with the administrative aspect of the society. Political system includes the distribution / sharing of power in the society. The political institutions like state, government, political parties, pressure groups, etc. play the key role for social control, change and upliftment.

13. Land, labour, capital, organization, market, property, work, occupation, etc. are important concepts of economics. Knowledge on economic activities and the skills to handle the economic affairs are required for each individual in order to live happily in the society. Hence, there is need to study economics related concepts in social sciences.
14. Art is the creation with imagination and creativity that expresses important ideas and feeling. Aesthetics is the branch of philosophy which deals with beauty of art and artistic taste.

15. **Column-A**

<table>
<thead>
<tr>
<th>Proceeds from general to particular</th>
<th>Deductive approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitates integrated knowledge</td>
<td>Interdisciplinary approach</td>
</tr>
<tr>
<td>Disciplinary are independent</td>
<td>Disciplinary approach</td>
</tr>
<tr>
<td>Proceeds from particular to general</td>
<td>Inductive approach</td>
</tr>
</tbody>
</table>

16. In interdisciplinary approach, an issue is analyzed from the perspectives of different disciplines in an integrated manner whereas in multidisciplinary approach an issue is analyzed from the perspective of different disciplines in a non-integrative manner. In interdisciplinary approach, the integration of disciplines are made in such a way that it is difficult to disintegrate or separate the disciplines, but in multidisciplinary approach, the disciplines are united in such a way where each discipline has its own identity.

17. According to behaviorist approach, learning is viewed as acquisition and accumulation of finite sets of skills and facts.
## UNIT 2  ISSUES AND CHALLENGES OF TEACHING SOCIAL SCIENCES

### Structure

2.1 Introduction

2.2 Objectives

2.3 Reflection on School Curriculum, Pedagogical Practices and Issues Related to it
   - 2.3.1 Reflection on School Curriculum
   - 2.3.2 Pedagogical Practices and Issues Related to it

2.4 Examining the Role of Textbooks in Social Science Teaching
   - 2.4.1 Textbooks
   - 2.4.2 Advantages and Disadvantages
   - 2.4.3 How to use Textbooks?

2.5 Action Research in Social Science Teaching
   - 2.5.1 What is Action Research?
   - 2.5.2 Why to Conduct Action Research in Social Sciences?
   - 2.5.3 How to Conduct Action Research?

2.6 ‘Use of Local/Community Knowledge and Learners’ own Experiences in the Teaching-Learning Process (Constructivist Perspective)
   - 2.6.1 What is Local Knowledge/ Community Knowledge?
   - 2.6.2 Why is Local Knowledge to be used in Social Science Class?
   - 2.6.3 How to use Local Knowledge in Social Science Class?

2.7 Understanding the Nature of Learners and Their Sensitivity Towards Gender, Caste, and Religion
   - 2.7.1 Nature of Learner
   - 2.7.2 How to Address the Needs of Divergent Learners?

2.8 Inclusion as a Curricular Strategy (Social Inclusion/Exclusion)
   - 2.8.1 What is Inclusion?

2.9 Democratic Classroom for Social Sciences
   - 2.9.1 What is Democratic Classroom?
   - 2.9.2 Why Democratic Classroom?
   - 2.9.3 How we can have Democratic Classroom?

2.10 Professional Development of Teachers
   - 2.10.1 What is Professional Development?
   - 2.10.2 Need and Importance of Professional Development?
   - 2.10.3 How can Social Science Teachers Enhance their Professional Development?

2.11 Let Us Sum Up

2.12 References and Suggested Readings

2.13 Answers to Check Your Progress
2.1 INTRODUCTION

Social science is one of the important curricular areas in school education that encompass diverse concerns of society. It includes a wide range of contents drawn from the disciplines of history, geography, political science, economics and sociology. Social science perspectives are indispensable to build the knowledge base for a just and peaceful society. You might be eager to look into several aspects of this particular curricular area and may further like to know the way in which it has been placed in school curriculum. You may like to probe the way different stakeholders like parents, students, teachers, academicians and policy makers look at this domain of knowledge. As a practicing teacher, you may also like to explore the way in which teaching-learning process is organised in social science classrooms. In the changing scenario, why is there a need to bring changes to pedagogical practices of social sciences? You may also like to seek answers to the questions related to several pedagogical issues encountered by teachers. You are aware of the fact that in most of the schools in our country, especially those located in remote, inaccessible and rural areas, teachers rely on single source for transacting knowledge – the textbook. Through this unit you will be acquainted with use of textbooks designed with new approach based on constructivism. As a practitioner, you may have come across several personal difficulties while teaching the subject. For example, you may have realised that some of your students are not keeping pace with your method of teaching social sciences. In such a situation, you may require to introspect and come out with meaningful solutions through action research. In this unit, we will acquaint you with the process of conducting action research in social sciences. Further, you will be learning about use of local/community knowledge and learners’ own experiences in the teaching-learning process. While teaching in the class you must have noticed that there is a diverse group of students in your classroom. We will describe strategies to deal with diverse and inclusive classroom. In order to achieve the above competencies, you need to upgrade your skills continuously through professional development. In this unit, you will be learning several aspects of curricular areas in social sciences, issues related to teaching social sciences, how to manage social science classrooms and ultimately how you can keep abreast with the profession by acquiring professional development.

2.2 OBJECTIVES

At the end of the unit, you will be able to:

- discuss the importance of social sciences in school curriculum;
- acquaint yourselves with pedagogical practices in social sciences;
- discuss the issues related to pedagogical practices in social sciences;
- examine the role of textbook in teaching-learning of social sciences;
- explain the importance of action research in social sciences;
- realize the need for utilizing local community knowledge and learners own experiences in teaching learning process;
- discuss the need for generating sensitivity towards gender, caste, religion among learners;
• adopt inclusion as a curricular strategy;
• discuss the need and importance of democratic classroom for social sciences; and
• examine the purpose and usefulness of professional development.

2.3 REFLECTION ON SCHOOL CURRICULUM, PEDAGOGICAL PRACTICES AND ISSUES RELATED TO IT

2.3.1 Reflection on School Curriculum

There are several stakeholders who look into different aspects of curricular areas in social sciences through multiple perspectives. They include society in general, parents, teachers, students, educationist, and decision makers in particular. There are several perceptions towards teaching social sciences at secondary level. It is least preferred in the hierarchy of disciplines and placed much below than natural sciences such as physics, chemistry and biology. You must have noticed that while selection of stream/subjects at the end of secondary stage, parents and children get attracted to science subjects and it thus happen that mostly so called low performers opt for subjects related to social sciences. This leads to low self-esteem of teachers and students, which ultimately affects classroom transaction process. In order to overcome the situation, there is need to emphasize that the social sciences are essential to provide social, cultural and analytical skills required to adjust to an increasingly interdependent world, and to deal with social, political and economic realities.

Some of the popular perceptions about social sciences are that social science is nothing but encyclopedia of events and places. Social science books comprise several textbooks for a single class. Students also feel that social sciences transmit textbook information which require only to be memorized. The events occurred in the past provide unnecessary details of the past events and location of places, minerals, industries and other resources. Questions asked in examination are based on rote memory and do not promote development of higher order cognitive abilities.

There is a general perception that since the subject does not inculcate any specialized skill required of job market, students of social sciences are generally deprived of jobs in the market. Therefore, people sometimes consider social science as a redundant subject. There is a common perception among people that social sciences emphasize on retention of information without comprehension. The subject requires memorization of large number of facts including dates and places. Since textbooks in social sciences very often do not include local content and realities, students, teachers and community lack interest and relevance in the social science textbooks due to absence of local content and realities. Moreover, social sciences still lack the legitimacy of carrying the flavour of scientific rigour as they hardly embed scientific inquiry in curricular discourse.

Social sciences carry a normative approach to create and widen the popular base for human values, like freedom, trust, mutual trust, and respect for diversity. Social science teaching stimulates child's thought process and creativity.
What can be done?

It is important to reinstate the significance of the social sciences by highlighting their increasing relevance for jobs in the rapidly expanding service sector. The importance of the subject needs to be stated and advocated by pointing out its indispensability in laying the foundations of an analytical and creative mind. Social science contents need to focus on conceptual understanding rather than lining up facts to be memorized for examination and should equip children with the ability to think independently and reflect critically on social issues. Interdisciplinary approaches promoting key concerns such as gender, justice, human rights, and sensitivity to marginalized groups and minorities need to be encouraged in teaching-learning process.

2.3.2 Pedagogical Practices and Issues Related to it

Pedagogical practices need to change in the light of dynamic nature of the subject, changing classroom situations, and in order to make social science curriculum relevant, interesting and useful to the children and to meet the needs and expectations of the society.

National Curriculum Framework (NCF) 2005 had advocated five basic principles listed in the Box-1. As a teacher of social sciences, you need to make a sincere attempt to bring these changes in your traditional classrooms and move towards construction of knowledge in classroom situation.

<table>
<thead>
<tr>
<th>Box-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Five Major Guiding Principles of Learning as mentioned in National Curriculum Framework-2005</strong></td>
</tr>
<tr>
<td>• connecting knowledge to life outside the school,</td>
</tr>
<tr>
<td>• ensuring that learning is shifted away from rote method,</td>
</tr>
<tr>
<td>• enriching the curriculum to provide overall development of children rather than remain textbook centric,</td>
</tr>
<tr>
<td>• making examination more flexible and integrated into classroom life,</td>
</tr>
<tr>
<td>• nurturing an overriding identity informed by caring concerns within the democratic polity of the country.</td>
</tr>
</tbody>
</table>

Source: NCF-2005

Learning and knowledge in Social Sciences

Let us discuss what constitutes learning and knowledge in social sciences. NCF(2005) advocates child centered pedagogy. It means giving primacy to children’s experiences, their voices and their active participation in teaching-learning process. In our schools, social science is still taught in traditional method where either children are engaged in reading the textbooks in a louder voice in chorus, underlining the important terms and definitions or teacher lecturing about certain concepts. Students are largely dependent on help books and guides to note down the answers and the same is presented on a piece of paper during examination. There is no chance or very less chance of interaction between students and teacher in the classroom. When children speak, they are usually answering the teacher’s questions or repeating teacher’s words. They rarely do things, nor do they have opportunities to take initiative. You, as a teacher, need to bring changes in pedagogical
practices by giving primacy to the children, by enabling them to express their voices, by nurturing their curiosity, by providing them opportunity to pursue investigations, and by sharing and integrating their experiences with school knowledge- rather than emphasizing on their ability to reproduce textual knowledge.

You must note that children learn social sciences in varieties of ways through experience, making and doing things, experimentation, reading, discussion, asking questions, listening, thinking, reflecting and expressing their voices. They require opportunities of all these kinds in the course of classroom transaction. You must allow children to ask questions that require them to relate what they are learning in social science classrooms to things happening outside. You need to encourage children to answer to the questions in social sciences in their own words and from their own experiences, make an attempt to develop multiple perspectives upon the social science concepts and issues. This will foster creative and critical thinking among them.

You need to engage your children in active engagement during curriculum transaction through inquiry, exploration, questioning, debate, application and reflection, leading to theory building and the creation of new ideas/propositions.

Activity-1

In your social science classes, make an attempt to....

- encourage children to take initiative and take ownership for their own learning,
- ensure that students’ ideas are respected,
- encourage independent thinking among children,
- facilitate children to frame questions and identify issues, gather and analyze information, and create new knowledge. Ask open-ended questions,
- allow them time to reflect and build on the ideas of others,
- promote higher-level thinking,
- challenge children to reach beyond factual answers,
- encourage children to connect and summarize concepts by analyzing, predicting, justifying and defending their ideas,
- inculcate in them problem solving abilities,
- promote children to justify and defend their ideas,
- encourage children to discuss their concrete experiences,
- involve children in experiences that challenge hypotheses and arrive at solution.
- ensure that children are involved in real-world situations from which they can generate abstract concepts.
- encourage them to use raw data and primary sources,
- help them access to manipulative and interactive materials,
- encourage them to use local knowledge and their experiences as pedagogical practices.
2.4 EXAMINING THE ROLE OF TEXTBOOKS IN SOCIAL SCIENCE TEACHING

You must have probably noticed that in most of our classrooms teachers use standard textbook series. The reasons for this practice are many, depending upon the design and the focus of the curriculum, the mandates of the administration and governing body and/or the level of the expertise on the part of the classroom teachers. You may recall that a textbook is a collection of the concepts, and different propositions in the form of facts, theories, principles, assumptions, hypotheses, etc. on a selected topic or course/class. It is usually written by one or more teachers, academicians working in colleges/universities, organizations like NCERT, SCERT having specialized knowledge in their respective fields. Most textbooks are accompanied by handbooks for teachers, which provide supplementary material, ideas and activities to use these textbooks throughout the academic year.

Box-2

Textbooks were seen as major source of knowledge. This foreclosed any innovation by an active participation of the learners, both by teachers and students. The textbook should be used as opening up avenues for further enquiry. This would encourage learner to go beyond the textbook, to further reading and observation.

Source: NCF-2005

2.4.1 Textbook

In most classrooms, textbook is one and the only resource available with students and teachers. NCF- 2005 propagated for enriching the curriculum so that it goes beyond the textbook. The fact that knowledge is constructed by the children implies that curricula, syllabi and textbooks should enable the teacher in organising classroom experiences in consonance with the children’s nature and environment, and thus providing them opportunities to use their own experiences. There is a need for multiple learning resources for teachers and children. In order to incorporate local knowledge, traditional skills, diversity among the learners and learning environments, there is a need for plurality of textbooks and other resources. In a diverse society, it is very much essential that all geographical regions and social groups must find space in textbooks. Children must relate themselves with the textbook.

2.4.2 Advantages and Disadvantages

Textbooks provide you with several advantages in the classroom:

- They are very helpful for beginner teachers as they contain course to be dealt in the class and the design of each lesson is carefully elaborated.
- They provide organized units of work; they provide you with ideas for planning your instructional process.
- They provide balanced, chronological presentation of information.
• They provide administrators and teachers with a complete programme.
• Good textbooks are excellent learning resources for both teachers and students.

You must have also realized that sometimes textbooks might have failed to arouse students’ interest and students reject textbooks simply because of what they are – compendiums of large chunk of information for students and they may find it difficult to understand the relevance of a lot of information to their personal lives.

2.4.3 How to Use Textbooks?

A textbook is only as good as the teacher who uses it. It is important to remember that a textbook is just one tool, perhaps a very important learning resource. As a teacher, you must not over rely on textbooks and ignore other learning resources available. It has been also noticed that due to outdated information and insufficient coverage of course contents, teachers reject these textbooks. As a teacher you need to take many decisions, and one of those is how you want to use the textbooks.

Textbooks may have certain limitations. You must be wise enough to design certain strategies to overcome these limitations. We present in Table 1 limitations of a Textbook and how to over come them.

<table>
<thead>
<tr>
<th>Limitations of Textbook</th>
<th>Effect on Students</th>
<th>You may overcome limitation by..</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Textbook is designed as a single source of information.</td>
<td>Students visualize only limited perspective on a concept or issue.</td>
<td>As a teacher, you may provide a lot of information by using supplementary materials like websites, dictionaries, atlas, encyclopedias, etc.</td>
</tr>
<tr>
<td>• Textbook becomes old and outdated over a period of time.</td>
<td>Students do not get current and relevant information.</td>
<td>Use textbook sparingly or supplement it with other learning resources.</td>
</tr>
<tr>
<td>• Textbook seems to be encyclopedic, and full of factual information.</td>
<td>Students assume that learning is simply collection and reproduction of facts and figures.</td>
<td>You may ask students higher level questions and provide them activities related to creative thinking and problem solving.</td>
</tr>
<tr>
<td>Pedagogy of Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Textbook does not take students’ background into account.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Language of the textbook is often difficult for students to comprehend and readability of the text is affected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Textbook has all the solutions to the questions raised.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Teachers do not customize daily lesson plans according to the needs, aspirations, specific interests and attributes of the students. |
| Students cannot read or understand important concepts. |
| Students lose interest in the subject as the content may not be challenging for them and they perceive learning as an accumulation of right answers. |

| You need to assess what students know about the topic prior to instructional process and design the learning experiences based on students’ existing knowledge. |
| You may provide students a lot of supplementary information, which are easily comprehensible, by using materials like websites, dictionaries, atlas, encyclopedias, etc. |
| Involve students in problem solving activities, higher level thinking questions, and activities beyond the textbook. |

**Textbook as a learning resource:** There is no textbook which is totally perfect and complete in all respects. As textbook needs to address the requirements of diverse learners, it may have certain limitations also. But in our schools, this is the only single learning resource at your disposal, which you may use it as a blueprint, teacher’s guide or as an outline. From pedagogic point of view, you should not rely on a single textbook for your instructional planning. The textbook needs to be used very judiciously. You are free to modify, change or eliminate or add to the material in the textbook and supplement the textbook with lots of outside readings so that meaningful learning takes place in our classrooms.

**Check Your Progress 2**

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

1. Write any two guiding principles of learning as mentioned by NCF-2005.

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2.5 ACTION RESEARCH IN SOCIAL SCIENCE TEACHING

2.5.1 What is Action Research?

You might have learnt about action research earlier. In this unit, we focus our discussion on action research and its characteristics, and how it can be used as reflective practice in social sciences. Action research is a problem solving approach. It helps a teacher to perceive, understand and assess the situation, which is problematic and further facilitates a systematic analysis of possible reasons for the cause of problem. Once the entire process is done successfully, different alternative solutions are planned, and tried out to solve the problem or transform the dissatisfactory level to satisfactory level. The entire concept is derived from management. One of the forerunners in education who advocated and used action research is Stephen Corey. In present times there are several models of action research. In this unit we will be dealing with improvised model of Mc Kernen (1991) called ‘Time Process’ Model, which will be discussed in detail.

2.5.2 Why to Conduct Action Research in Social Sciences?

Before we discuss the model and its steps, it is pertinent to discuss why do social science teachers need to conduct action research? You know that teaching is a profession. So, in order to keep abreast with the latest developments in the subject and to upgrade and sharpen your teaching skills, you need to constantly reflect on your style and effectiveness of teaching so that you become reflective practitioner. You might have very often faced different problems in your classrooms which had affected smooth transaction of learning experiences. In such a situation you need to understand the problem, analyze the causes and attempt to solve the problem and improve the delivery of learning experiences. This is the essence of action research.

2.5.3 How to Conduct Action Research?

There are certain steps in conducting action research. We discuss them with the help of a case study.

Step 1: Developing a Focus: As a sensitive practitioner, you need to focus on the situation which is posing a problem or causing dissatisfaction in teaching-learning of social sciences. For example, on a field visit to a school in a rural area, the author found that more than three-fourth of the students from class VI to X were scoring less than 30% marks in questions related
to map identification and map labeling in their school based examination. In such a situation, the author focused his attention on the problem he had to explore further. He had in his mind the following questions: What was happening in the present situation? What are the causes of poor performance of the students? What can he do about that situation and how can he do in that situation?

In order to systematically answer these questions, he followed the following steps. These steps put together explain the process of action research and are displayed in Figure 2.1

**Figure 2.1: Steps in Conducting Action Research**

You must remember that action research is a small scale intervention by a teacher in the teaching-learning process as part of her/his legitimate activity. The whole action is specifically studied, planned and implemented in a specific context and hence cannot be generalized. The entire action research process enables a practitioner to reflect on her/his own efficiency and enable her/him to improve her/his professional practice. In the process of reflecting on the efficiency, it prompts the practitioner to enhance her/his efficiency. The entire perspective of becoming a reflective practitioner is possible only if one wants to become a reflective practitioner. It is the practitioner’s privilege.

**Step II: Analyze the problem/Dissatisfied State:** As a teacher of social sciences, you must have noted down that in most of the achievement tests in social sciences, there are items based on map questions. Students are expected to label the features and sometimes also identify the features. Majority of the students perform poorly in such questions.

**Step III: Probable Causes:**

i) Lack of knowledge of content, skills and motivation among social science teachers to teach geography (map skills).

ii) Lack of resources like maps, atlas and globes in school.

iii) Lack of interest among students to learn social sciences.
Step IV: Proposition: Subject teachers do not have thorough knowledge of maps and map reading skills. They do not have practical knowledge of using map as a teaching learning resource. Teacher training institutions do not provide sufficient skills in map reading and map drawing.

Step V: Planning for intervention: For developing the map reading skills among students and teachers Pre-Test was designed and administered to class IX students and teachers dealing with class IX. The Test consisted of very short answer type questions related to six major skills of map reading like scale, colour, distance, symbol, inference, etc.

After the Pre-test, scores obtained by students and teachers were tabulated and analysed. Six practical sessions (each session of one hour duration) was planned. During those sessions theoretical concepts related to Map, Scale, Types of Map, Uses of Map, Elements of Map (title, scale, direction, legend) were explained to students and teachers with several hands on experiences.

After the instructional process was over, these students and teachers were given post-test. Scores obtained by teachers and students were tabulated and analysed.

The students and the teachers who had maximum range of marks in Pre-test and post test were felicitated. As a token of appreciation these children were provided with atlas so that in future also they can sustain their map reading skills.

Tools and Techniques Used:
1. Scored answer sheets of students.
2. Pre-Test and Post Test Papers
3. Modules for Map Reading Skills

Resource Support Needed:
1. Support of Vidyalaya Administration
2. Financial Support for purchase of maps and atlas.

2.6 USE OF LOCAL/COMMUNITY KNOWLEDGE AND LEARNERS’ OWN EXPERIENCES IN THE TEACHING LEARNING PROCESS (CONSTRUCTIVIST PERSPECTIVE)

2.6.1 What is Local Knowledge/Community Knowledge?

You may wonder that if schools prescribe textbook in social sciences, what is the purpose of using local/community knowledge in the transaction of learning experiences. Is there any scope for incorporating local knowledge in our teaching-learning strategies? As you know that the aim of education is to relate the knowledge imparted in the school to the children’s own world. Our children will learn better if the content is related to them. This connection is possible through contextual learning or situating learning in
the context of the children’s world. There is a need to have close association between school and children’s local environment. If there is porous boundary between school and their environment then they recognize themselves as proactive participants in the learning process. Then they express their viewpoints in relation to concepts taught in the class. Therefore, it is desired that relevant local contents need to be integrated in the teaching-learning process. Ideally content must be transacted through activities drawing on local resources.

The constructivist approach gives primacy to the child centred-pedagogy and the way construction of knowledge takes place. The approach advocates that the child interacts with her environment and constructs knowledge and derives meaning out of it. The community of the child and her local environment formulates the primary context in which learning takes place.

This approach got incorporated and implemented while conceptualizing new textbooks. Now as a teacher you have to bring this approach into pedagogical practices.

In social science classes we need to hear the vivid experiences of the children acquired by them through interaction with local environment. We need to provide them scope for classroom talks in our transactional strategies. We need to teach social sciences by utilising local knowledge as social sciences present slice of social reality and children have familiarity with their immediate local environment. The local environment is a natural learning resource; teacher needs to be very selective and judicious in selecting local contents as local contents selected irrationally may not serve the purpose of teaching-learning.

2.6.2 Why Local Knowledge is to be Used in Social Science Class?

In order to have meaningful learning in the classroom, it is expected that the social science contents must be relevant, interesting and meaningful to the students. It will be interesting if it is familiar to students so that they can relate it with their daily life and comment upon and address the issues pertaining to the content. In other words, in order to have the relevant, interesting and meaningful learning it is desired to have sufficient scope for using local/community knowledge in the teaching-learning activities. Teachers need to engage with ‘local knowledge’/indigenous practices in their local area, and relate these to school knowledge wherever possible.

Relevance:  
Interest:  
Meaningful:  

Figure 2.2: Selection of Local Content
2.6.3 HOW TO USE LOCAL KNOWLEDGE IN SOCIAL SCIENCE CLASS?

Before starting a chapter on ‘resources’, you may take your students out on a walk near the school and on returning they may be asked to write down names of several resources they came across. Students living in different geographical locations will be writing names of different resources found in their surroundings. Later on, you can ask them to classify these resources according to some categories. As our country is agrarian country, and still three-fourth of the children reside in rural areas, these children have sufficient knowledge of agricultural crops and agricultural practices. While dealing with a chapter on ‘agriculture’ you may use their local knowledge on agriculture to build on your classroom discussions.

Teachers while planning for pedagogical practices must provide space where students can compare their life with life around them in their local environment. If there is a discussion on rice cultivation in Brahmaputra valley, students in western Uttar Pradesh may be taught to compare it with wheat cultivation in their region. As we know that local communities have rich cultural resources, local stories, folk tales, folk songs, riddles, etc. All these can be utilised as cultural resources in classroom teaching. Every community has an oral history. This too can be utilized in classroom teaching.

Textbooks and other learning materials can incorporate local knowledge and traditional skills, and trigger teaching-learning environment that responds to the students’ home and community environment.

Check Your Progress

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

3. What is the purpose of conducting action research in social science?

........................................................................................................
........................................................................................................

4. What are the criteria the teacher should bear in mind while selecting local knowledge.

........................................................................................................
........................................................................................................

2.7 UNDERSTANDING THE NATURE OF LEARNERS AND THEIR SENSITIVITY TOWARDS GENDER, CASTE, AND RELIGION, ETC.

2.7.1 Nature of Learner

We are aware of the fact that Indian society is diverse indeed. There is diversity with respect to gender, caste, religion, region and language. There is a need to ensure that children from different backgrounds with variations
Pedagogy of Social Sciences

In physical, psychological and intellectual characteristics are able to learn and achieve successful learning in school. In this context, there is need to address the issue of diversity in education arising from inequalities of gender, caste, language, culture, religion or disabilities. The issue of diversity needs to be addressed through policies and schemes; and also through the design and selection of learning tasks and pedagogic practices, so that all students irrespective of their diverse backgrounds take interest and develop confidence to learn, and find the requisite space in teaching-learning process.

2.7.2 How to Address the Needs of Divergent Learners?

In social science classroom, issues pertaining to human rights, caste, religion and gender need to be critically reflected upon by students in order to see how these issues are connected to their everyday experiences. They can further discuss how different forms of inequalities becoming compounded and perpetuated. While teaching social sciences, there must be scope for critical pedagogy so that students can take collective decision through open discussions and recognising multiple views.

For a moment, visualize a picture of your own classroom and the composition of students therein. You may have recalled that there are learners in your social science class with diverse learning needs. In your class you must have come across learners with different type and degree of disability. Learners may have come from different socio-economic groups; they may belong to different religious groups; they may vary in their achievement level, as some of them might be high scorers whereas others may not be so. Then there may be students from certain marginalized groups who must be feeling stigmatized, helpless and inferior to others due to diverse socio-economic background and inappropriate pedagogical strategies practiced in the classroom. We must realize that differences among students must be viewed as resources for supporting learning rather than as a problem.

You may agree that since curriculum and textbooks are not designed and developed directly by school teachers, teachers have limited role in designing inclusive curriculum and textbook, but at the same time role of teacher is very important as she can construct a classroom culture that might provide an inclusive environment for children. Apart from that you may bring adaptations in your teaching strategies, learning resources and equipments to facilitate these learners to cope up with regular classroom teaching. Adaptation in learning resource include adjustment in organizing material, learning resource, presentation style, assessment of students performance, and providing them with self learning material to these children facilitate social science learning better. If teachers not bring adaptations in the content and methodology, then they will not be able to do justice to inclusive classroom.

As every child has right to quality education, it becomes the responsibility of all teachers to respect these variations and look forward to provide quality teaching in social science considering the needs of each and every learner. It is the responsibility of each school to provide conducive learning environment to all the children and the role of the social science is to take care of these students by adopting suitable pedagogical practices. Teaching and learning processes in the classroom should be planned to respond to the
diverse needs of students. Teachers can explore positive strategies for providing education to all children including those perceived as having disabilities. This can be achieved in collaboration with fellow teachers or with organisations outside the school.

2.8 INCLUSIONS AS A CURRICULAR STRATEGY (SOCIAL INCLUSION/EXCLUSION)

2.8.1 What is Inclusion?

Inclusion refers to the education of all children with various disabilities and/or diversities in the overall general educational structure by adapting the complete educational system including the school structure, infrastructure, methodology, and curriculum and classroom management. Inclusion is about a child’s right to participate in activities carried out in classrooms. With inclusive education, the regular schools make provision for children with special needs. They make the school system flexible by adopting inclusive approach.

In an inclusive social science classroom there is enrolment of all children. It is the duty of school management and teacher to undertake functional assessment of children about what they can do and what they cannot do. Once the assessment is over, the teacher needs to plan learning strategies keeping in mind the specific educational needs of each category of disability, its degree, nature and set of occurrences and type of medical and educational intervention already attended by the child. Teacher need to make adaptations in learning activities (bilingual, multilingual learning), adaptations in evaluation related activities and also in co-scholastic areas. As a teacher you can attend refresher course on inclusive education organized by DIETs, CTEs, SCERTs, RIEs and NCERT, so that you can be equipped with the latest trends in inclusive education.

Some common considerations for inclusive classroom

- Visually challenged children may need to develop reading and writing Braille. Large prints, audio devices; talking books, etc. may be used in the classroom.

- Hearing challenged students may need hearing head, auditory training. Using 3-D (embossed) maps in teaching and learning of geography for visually challenged students can be practiced. These are available from Survey of India. At national level, NCERT is making efforts to come out with tactile maps for visually challenged children.

- You may form groups of students comprising mixed abilities. While teaching social sciences, you need to conduct field work, project work and several other activities. The entire class may be benefitted through peer and collaborative strategy.

- Experiential learning: Listening to others’ experiences.

- Creating situations where everyone can participate.

- A lesson plan or unit plan for an inclusive class should indicate how the teacher alters the ongoing activity to meet the diverse needs of children.

Issues and Challenges of Teaching Social Sciences
Teacher needs to create an inclusive environment for children, especially girls from oppressed or marginalised social backgrounds.

### 2.9 DEMOCRATIC CLASSROOM FOR SOCIAL SCIENCES

India is one of the largest and oldest democracies in the world. NCF-2005 is built on the understanding of this foundation. The fifth guiding principle of NCF-2005 states for 'nurturing an overriding identity informed by caring concerns within the democratic polity of the country.' Education defines the fabric of the nation, and has the capacity to provide each child a positive experience of democratic functioning. Each child can be enabled to not only participate in a democracy, but to also learn how to interact and form partnership with others to preserve and enhance democracy.

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Democracy is based on faith in the dignity and worth of every single individual as a human being. ... The object of a democratic education is, therefore, the full, all-round development of every individual's personality. ... i.e. an education to initiate the students into the many-sided art of living in a community. It is obvious, however, that an individual cannot live and develop alone. ... No education is worth the name which does not inculcate the qualities necessary for living graciously, harmoniously and efficiently with one's fellow men.

(Secondary Education Commission, 1952 - 53, p. 20)
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There is growing number of teachers, administrators, policy makers and decision makers who are raising the concern of making teaching-learning process more democratic for everyone, especially students. Democratic classroom stands in contrast to more traditional, authoritarian teaching and learning practice. It is based on the democratic principles of sharing control and power among students and teachers. Through this teacher-student partnership students are empowered to take more responsibility for their own learning.

#### 2.9.1 What is Democratic Classroom?

Democratic classroom is a kind of learning environment where children’s voices are heard, and child-centered pedagogy is practiced. Teaching-learning process is executed by both teacher and students. They plan teaching-learning activities in a collaborative manner. They together decide rules and procedures for teaching-learning activities in the classroom. In a democratic classroom, it is not just the content for children’s learning but the medium through which their learning takes place also matters. Enabling democratic participation is also means of empowering the weak and the marginalised.

**Characteristics of democratic classroom:**

- **Democratic Values:** It provides students freedom to have their voice in what they learn and how they learn. Democratic classroom empowers them to become thoughtful human beings who think and reflect critically. In democracy ideals such as freedom, equality, care for fellow citizens, empathy, dignity and the common good find place. In democratic classroom learning goes beyond the classroom. The other values promoted
in a democratic classroom include being fair, being humanist, being open to communication, being consistent, being equal, being open to innovations, showing respect to individual differences, etc.

- **Responsibility of the Teachers:** In democratic classroom, teachers share their responsibility in decision making, provide equality and student centered education, create environment for effective communication, give importance to all the students, treat them equally and provide fair chance to all the students to express their views freely, establish rules and regulation along with students, encourage students to participate, and show love and respect to individuals.

- **Role of the Students:** In democratic classroom students have say in what they learn, how they learn, and how the classroom functions. The democratic classroom is centred around student choice and self-direction. If a student has the freedom to choose to learn in a way that interests him/her, then he/she will have more meaningful learning. Students have opportunities to choose reading materials and topics for their projects. It is also true that with freedom comes with responsibility. This means staying on track, meeting deadlines, working harmoniously in groups and being prepared. If students cannot handle the amount of responsibility, teacher assists them and structures the learning task without restricting the joy of learning in a democratic classroom. Students decide the agenda for classroom activities.

- **Classroom Environment:** Democratic classrooms function as a group. If one of the members has a problem, all of them try to address that problem. The classroom develops group feeling rather than individualistic feeling. Critical thinking is fostered in classroom. Students are asked to question and evaluate the learning task. They do not blindly accept what is taught to them. They discuss and discover so that they may judge themselves. Students are encouraged to be helpful, ask questions, and think for themselves.

2.9.2 **Why Democratic Classroom?**

NCF-2005 propagates Child-Centered Pedagogy. It means giving primacy to children’s experiences, their voices and their active participation. On the contrary, we have classrooms in our country where there is total domination of the teacher. Children’s voices and experiences do not find expression in the classrooms. Often the voice heard is that of teacher. When children speak, they are usually answering the teacher’s questions or repeating the teacher’s words. They rarely do things, nor do they have opportunities to take initiative. We need to have our classrooms, where students can raise their voices, where they have opportunity to nurture their curiosity to do things and, to ask questions and to pursue investigations, sharing and integrating their experiences with schools’ knowledge. We need to have our social science classrooms where issues related to human rights, caste, religion and gender can be critically discussed and reflected on by the children in order to see how these issues are connected to their everyday life and how inequalities become compounded and are perpetuated. We need to have pedagogy that is sensitive to gender, caste, class and global inequalities. Activities for developing critical perspectives on socio-cultural realities need to find space in curricular practices. We need to have classroom where all children participate and learn meaningfully.
2.9.3 How can we have Democratic Classrooms?

Can we have democratic social science classrooms in real sense? There are several challenges to this idea. Our teacher training courses do not prepare teachers to come up with democratic classrooms. Our curriculum is heavily loaded with several activities. Still in most of the schools we rely on single textbook as a learning resource. ICT has yet to make its presence in rural classrooms. Examination is based on textbook questions. There is very less scope for evaluation of project works and fieldwork. The whole education system is very rigid which in returns provides very less opportunities and choices for students and teachers.

In spite of all these limitations, you need to make an attempt to design your instructional strategies in such a way that all students can participate in classroom discussions. Everybody’s viewpoints must be appreciated and not to be condemned. In our classrooms we can have more of role plays, games, simulations, demonstrations, etc. While planning for these activities, involvement of students must be ensured. While teaching social sciences, students may be permitted to select their own activities for project works and assignments. They need to be part of framing deadlines, rules and regulations. It is expected that by following some of these practices, there will be better student teacher relationship and we can strive for democratic classroom.

2.10 PROFESSIONAL DEVELOPMENT OF TEACHERS

2.10.1 What is Professional Development?

Etymologically, professional (one who professes-practices a profession), is a characteristic of or befitting a profession or one engaged in a profession. There are several characterises of each profession. A profession can be explained as an occupation which requires some specialized study and training, and the purpose of which is generally to provide skilled services and guidance in lieu of definite fee or remuneration. However some professionals may provide services without asking for payment.
Development is nothing but an act of improving by expanding, enlarging or refining. It is a process in which something passes by degrees to a different stage (especially a more advanced or mature stage).

Professional Development includes formal and informal experiences, it is a long term process, and it is multi-dimensional: content, process and context.

Now in order to be more specific, let us consider that as a teacher what we require, whether it is professional development or continuous professional development.

Continuous Professional Development (CPD) “is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and continuous professional development within school settings.”

(The Organisation for Economic Co-operation and Development, OECD 2010)

The continuous professional development includes the attitude and process of being a lifelong learner, the conscious updating of professional knowledge and the improvement of professional competence throughout a person’s working life - a necessary requirement for ensuring survival and quality in any profession. Here lies the importance of Professional Development in a quote,

“You can train me, and you can educate me, but you can’t develop me – I develop”

You as a teacher need to assess your position whether you are placed at a novice stage or competent stage or at an expert stage. Once you have assessed yourself then you need to enhance your competencies and skills.

Fig 2.5: Means of Professional Development

A Powerful Learning Experience . . .

Question: Think about an area where you are an expert.
- What is your area of expertise?
- How did you gain your skill?
- Who helped you to become an expert?

You may raise a question that why should you strive for professional development? You must realize that when teachers are not responsible for
their career, they may experience stress, or burn-out, or they may even stagnate. They may feel much stress especially during the initial years of teaching. They burn-out as they no longer feel the capacity to meet external or internal demands. They experience this state as a reaction to chronic stress, or they stagnate as they continue to the same. They do not grow or develop in their career. You need to realize that teaching is quite a demanding job. It requires physical, psychological and intellectual abilities. Thus, in order to meet the requirements of teaching profession one needs to have professional development. Teaching sometimes is an emotionally exhausting experience. Students at all levels, in different ways, need, want, require, and demand diverse and up-dated learning experiences from their teachers but it can also be very rewarding at all levels if teachers are willing to grow and develop by updating their knowledge, skills and tuning themselves to the ever-changing needs of their students.

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lesson to his students, can only load their minds, he cannot quicken them.

Quote from the famous poet, Rabindranath Tagore, who won the Nobel prize in literature in 1913.

Fig. 2.6: Professional Development of Teachers

2.10.2 Need and Importance of Professional Development

A social science teacher must fulfill the basic academic and professional qualification. S/he must have sound content knowledge of various components of social sciences like history, geography, political science, economics and sociology. S/he must have good theoretical knowledge of the subject and command over the practical part of the subject. S/he must be able to exhibit communication skills. It is expected that social science teacher keeps abreast with recent developments taking place at the local, national and global level. S/he must be aware of recent research trends and approaches in their fields. Apart from that, it is essential to acquire teaching skills like, planning instructional designs, planning, organizing and management of social science room/corner/laboratory, planning and generation of learning resources, assessment practices and several others. A social science teacher must possess
certain attributes like scientific temper, innovativeness, inquisitiveness, empathy, tolerance, etc. She must also have the skills like planning and preparation of classroom instruction, classroom management, managing inclusive classroom, using innovative teaching techniques, guiding students, carrying out students’ evaluation, contact with parents and community.

With the changing times, tasks of a teacher have become complex. Deeper understanding of knowledge base will help a teacher in performing his/her tasks. As societal and national expectations of education are increasing, it becomes essential that teachers must attain professional development.

2.10.3 How can Social Science Teachers Enhance their Professional Development?

You may plan and take advantage of several opportunities that enhance your professional growth and development. You can even try to learn from each other through peer observation and reflect on their teaching skills in order to improve yourself. You need to update your content in all the components of Social Sciences like; History, Geography, Economics and Political Science.
You need to interact with teachers of different subjects so that you will gain knowledge from diverse fields. You can even learn from your students. You can ask them to provide feedback on your classroom experiences. You can attend conferences or seminars organized by several institutions like NCERT, NUEPA, SCERT, DIETs, subject associations, and teacher’s professional bodies. You can even subscribe to professional journals and have readings in areas other than education. You can try using new materials or revise old ones during your vacations. You can write and edit articles based on your daily classroom experiences, you may even develop learning resources may be by clicking few pictures on your mobile phone and use them in classrooms. You can enroll in free online courses or lesson for professional development. You can keep track of in-service training programmes and take part in in-service training. You may even plan your personal tour and have exposure to diverse geographical regions.

Check Your Progress

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

5. Write any two features of an inclusive classroom.

6. Define the concept of ‘democratic classroom’.

7. Mention any three means of fostering your professional development.

2.11 LET US SUM UP

In this unit, we have discussed about several issues and challenges of teaching social sciences. We acquainted you with reflection on curricular area of social sciences. We discussed several pedagogical practices in social sciences. In this unit, you have learnt the importance of textbook in classroom. You were provided insights to use new generation social science textbooks based on NCF-2005. In order to resolve classroom issues which keep on disturbing you, we discussed action research. Further, how to address the needs of divergent learners were discussed at length. You were also acquainted with ideas of democratic classroom and were familiarized with the need, importance of professional development. All these issues and discussion will help you in shaping your classroom transactions and also in enhancing your professional development as a social science teacher.
2.12 REFERENCES AND SUGGESTED READINGS


2.13 ANSWERS TO CHECK YOUR PROGRESS

1. The two guiding principles of learning as mentioned by NCF-2005 are:
   a) connecting knowledge to life outside the school
   b) ensuring that learning is shifted away from rote method.

2. The two advantages of textbooks of social sciences are;
   a) They are very helpful for beginner teachers as the textbook contains course to be dealt in the class and the design of each lesson is carefully elaborated.
   b) They provide balanced and chronological presentation of information.

3. The purpose of conducting action research in social sciences is to find out solution to different kinds of problems that a social science teacher encounters while carrying out teaching-learning activities.

4. The criteria the teacher should bear in mind while selecting local knowledge are relevance, meaningfulness and interesting.

5. The two features of inclusive classroom are:
   a) It includes children with various disabilities and/or diversities.
   b) The infrastructure, curriculum, methodology of teaching, and classroom management, etc. are adapted to meet the learning requirements of children with various disabilities and/or diversities.

6. Democratic classroom is a kind of learning environment where children voices are heard, and child-centered pedagogy is practiced

7. Three means of fostering professional development are:
   a) Attending inservice training programmes
   b) Attending seminars and conferences
   c) Interacting with fellow professionals through social media.
UNIT 3 TEACHING LEARNING STRATEGIES

Structure

3.1 Introduction

3.2 Objectives

3.3 Need for Teaching-Learning Strategies in Social Sciences

3.4 Methods and Techniques of Teaching Social Sciences
   3.4.1 Lecture
   3.4.2 Demonstration
   3.4.3 Questioning
   3.4.4 Project Work
   3.4.5 Field Work
   3.4.6 Discussion
   3.4.7 Debate
   3.4.8 Symposium
   3.4.9 Panel Discussion
   3.4.10 Brainstorming
   3.4.11 Problem-solving
   3.4.12 Concept Mapping
   3.4.13 Scrapbook

3.5 Learning Resources for Teaching Social Science
   3.5.1 Realia and Diorama
   3.5.2 Models
   3.5.3 Charts
   3.5.4 Graphs
   3.5.5 Maps and Globes
   3.5.6 Time-lines
   3.5.7 ICT

3.6 Community as a Learning Resource

3.7 Let Us Sum Up

3.8 References and Suggested Readings

3.9 Answers to Check Your Progress

This Unit is a revised version of the Unit 2 : Instructional Inputs in Social Studies of ES-343: Teaching of Social Studies of old B.Ed programme of the School of Education, IGNOU.
3.1 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.

You may add further to the list of teaching-learning methods and techniques. These teaching-learning methods and techniques form different teaching-learning strategies. In this unit, we will discuss the need for teaching-learning strategies, various methods and techniques of teaching-learning and the utility of these methods and techniques in teaching of social sciences.

3.2 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; and
• organize classroom teaching-learning activities using various methods and techniques discussed in the unit.

3.3 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.

3.4 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.

3.4.1 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.

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.

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.

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.
- Good lectures are able to motivate the learners.

Here is an example of a lecture-based lesson in social sciences.

An Example of Lecture based Lesson in Social Sciences

Today we shall discuss how India can meet her ever growing need for increased agricultural production. To find a solution to this problem we shall have to discuss the following related problems:

- What is role and contribution of agriculture in an economy?
What is meant by extensive and intensive cultivation?

Whether agricultural production in India can be increased through extensive or intensive cultivation.

Why is intensive cultivation not possible in areas dependent on the monsoon for irrigation?

How can the expansion of irrigation facilities promote intensive cultivation and thereby bring about a consequent increase in agricultural production?

There are two ways of increasing agricultural production:

- Extensive cultivation
- Intensive cultivation

Let me first of all explain the meaning of these two terms (Introductory Statement).

"Extensive cultivation" is the method in which increase in agricultural production is brought about by bringing more land under cultivation. On the other hand, "intensive cultivation" is the method in which increase in agricultural production is brought about by the use of more factors like labour and capital on the same piece of land. By factors we mean such inputs as irrigation, seeds, fertilizers, etc. (Explanation).

Thus we see that extensive cultivation relies on the extension of the area for bringing about an increase in agricultural production, whereas intensive cultivation brings this about through the use of more factors of production such as labour and capital on the same piece of land than before (Concluding Statement).

Having known the meaning of extensive and intensive cultivation, let us first consider the possibility of increasing agricultural production through extensive cultivation (Introductory Statement). As India has a huge population, there is not much scope for bringing new land under cultivation. What to speak of extension, in the years to come the area of land under cultivation is likely to decrease. This will happen on account of economic development which necessitates diversion of land from agricultural use to non-agricultural use such as for building roads and rail tracks and establishing factories, etc. As India progresses in development, land under development projects is bound to increase thereby reducing the area available for cultivation. (Giving Reasons).

Thus increasing agricultural production through extensive cultivation in India is not possible. (Concluding Statement).

Increasingly agricultural production is possible through intensive cultivation also. Let us examine whether in those areas which are dependent on monsoon rain intensive cultivation is possible. (Introductory Statement). One of the most important pre-requisites of intensive cultivation is the availability of assured water supply for irrigation. Wherever this is available, farmers will be bringing about improvements in land and also make use of such inputs as chemical fertilizers, better seeds, pesticides, etc. If water is scarce, they will not invest in these inputs. In India most of the agricultural land does not get assured water supply through the monsoon because of two characteristics of the monsoon. First, monsoon rain is unevenly distributed. For example, 30%...
of the total land area receives less than 75 cms of rain, 60% between 75 cms and 185 cms, and 10% over 185 cms. From these figures it is evident that only a small percentage of the area gets plentiful and assured rain while a greater part of area gets insufficient and scanty rain.

**Secondly,** monsoons are of uncertain character. In some years, there is too much rain, resulting in destruction of crops. In others rainfall is too little leading to drought conditions. As a consequence there is a failure of crops. Even during the year when rain is free from these two extremes, it cannot assure adequate supply of water to farmers; they have no control over it. They are likely to get more of water or less of it than needed and that too at inappropriate times.

Because of the above reasons, the monsoon in India does not provide a sure supply of water to farmers. This source is, therefore, unsuitable for intensive cultivation. *(Supporting One’s Contention with Facts and Arguments).*

To conclude, it may be said that as monsoon rain cannot ensure needed water supply to farmers, it does not promote intensive farming. *(Concluding Statement).*

Let us now examine how expansion of irrigation facilities promotes intensive cultivation and thereby brings about an increase in agricultural production *(Introductory Statement).*

This increased control over water resources helps in intensive cultivation in two ways:

Firstly, expansion of irrigation facilities makes possible double or multiple cropping. In other words, the farmers can grow two or more than two crops in place of one crop.

Secondly, expansion of irrigation facilities promotes the use of other inputs like better seeds, chemical fertilizers, etc. Consequently, productivity per hectare of a crop increases tremendously. *(Giving Reasons in Support of One’s Contention).* In sum, we can say that expansion of irrigation facilities makes possible intensive cultivation and thereby can increase agricultural production *(Concluding Statement).*

Let me summarize the main themes of my talk. At first I distinguished between extensive and intensive cultivation. Whereas under extensive cultivation more land is brought under cultivation to increase agricultural production, under intensive cultivation production is increased through more inputs like better seeds, fertilizers, and pesticides on a given piece of land. Secondly, I put forward the thesis that in India increase in agricultural production can be brought about through intensive cultivation, and not through extensive cultivation. Thirdly, I discussed the proposition that intensive cultivation is not possible in areas which are dependent upon the monsoon for water supply. The main reasons are that the monsoon cannot ensure timely and the right quantum of water supply. Lastly, the case for the expansion of irrigation facilities for raising agricultural production was made out.

3.4.2 **Demonstration**

Demonstration is another useful teacher-centred instructional technique which is employed in teaching social sciences. What is the meaning of demonstration?
Demonstration means showing how something is to be done or not to be done. Through demonstration, a teacher models the behaviours of presentation, analysis and synthesis. The student’s role is that of the observer and recorder of information and skills. In schools, teachers of social sciences adopt this technique especially when something related to the development of skills is required. For example, how to draw a map of a country is a skill which has to be demonstrated. Demonstrations are most effective when followed by a corresponding student activity. A teacher demonstrating a measuring technique for determining distances on maps should be followed by students using the same technique in a follow-up activity. Demonstration involves the art of depicting the skills associated with an action. Sometimes, ideas, attitudes, processes and other tangibles are also demonstrated consciously.

**Preparing a classroom demonstration**

While making preparation for a classroom demonstration the teacher has to:

- Plan a demonstration that will create interest among students.
- Plan every step in the task of demonstration carefully.
- Relate the task to be demonstrated.
- Outline the various steps of the task to be demonstrated on the chalkboard.
- Make sure that everyone can see and hear.
- Prepare written materials, handouts etc. on the task to be demonstrated.

**Performing a classroom demonstration**

The following points should be remembered by the teacher while demonstrating a skill.

- Communicate properly while demonstrating.
- Keep the demonstration simple and precise.
- Do not digress from the main theme.
- Do not hurry through the demonstration.
- Do not drag out the demonstration too much.
- Make sure that the demonstration is observed by all the students.
- Summarize as the demonstration goes on.
- Distribute handouts in the end.

The danger of the demonstration strategy lies in the passive role of the students who may or may not understand the concept or skill the teacher is demonstrating. The solution is to follow up the demonstration with replication by the class. Ideally, the students will perform exactly the same activity the teacher has demonstrated in much the same way the teacher has done. In some cases, however, that is not possible. For example, you may, using a chart, demonstrate the flow of wealth in our economic system. The follow-up might comprise record keeping by the students of how they spend money.
3.4.3 Questioning

Questioning is a powerful teacher-centred technique of teaching social sciences. Through this technique, the teacher transacts a lot of learning experiences. The teacher asks questions and the responses given by the students are strengthened and elaborated. According to Lorber and Pierce (1990), questions can be used to find out how well students understand a particular block of information, to shift student’s attention from one point to another, to increase retention of important points by isolating and emphasizing them, and to put students in the right direction before starting assignments. Questioning facilitates high order thinking skills like analysis, synthesis and evaluation in the students. In order to increase the effectiveness of questions you may take the following steps:

i) **State the question clearly and precisely:** A question must be clear and precise. There should not be any ambiguity in the question. For example, a question like “What about Buddhism?” does not convey any meaning to the students. It would be better to ask “how does Buddhism differ from Jainism?”

ii) **Pause after asking the question and allow it to “hang overhead”:** The teacher should ask the question clearly and then pause before calling on someone to respond. This helps students to think about its answer.

iii) **Call on students at random:** While calling on students, the teacher should not follow any specific pattern such as seating arrangement, alphabetical arrangement, etc. Rather, he should call on students at random.

iv) **Provide immediate feedback to students:** The teacher should give immediate feedback after receiving students’ responses. He/she should tell the students if the response is partially correct or wholly correct.

Questions can be classified in various ways. One way is to categorize questioning according to Bloom’ Taxonomy of Educational Objectives.

i) **Knowledge (or simple recall):** “What are the salient features of Indian Constitution?”

ii) **Comprehension (or understanding):** “What do you mean by a volcano?”

iii) **Application (using information):** “What would be the time in Paris when the time in New Delhi is 12 noon?”

iv) **Analysis (or pulling an idea apart):** “What is the impact of the British rule on independent India?”

v) **Synthesis (putting together something new):** “How would you have improved upon Germany’s strategy during the Battle of Britain?”

vi) **Evaluation (making and defending a judgment):** “Do you favour the parliamentary form of government, and why?”

Questions could also be categorized according to their essential functions:

1. **Probing question:** Probing questions are meant for motivating students to go beyond their initial responses and help themselves in solving the problem. For example, to a response, like “Barter economy means
exchange of goods for goods.” The teacher may say “Good” and ask the student to provide an example of “barter economy”.

3. **Open-ended questions**: These questions have definite right or wrong answer. Students are free to think on their own and provide answers with a logic. A question like “What will happen to the Island country of Maldives if the temperature on the earth increases?” may be asked of the students.

3. **Convergent questions**: Convergent questions are designed to “converge” on a particular idea or point and are meant for inducing a principle or deducing an answer. An example of a convergent question is “How do farm subsidies affect consumer prices?”

4. **Divergent questions**: Divergent questions are helpful to draw a student’s attention away from one point and allow it creative freedom to settle on a different but related point. “What present day parallels do we have, if any, to the Indus Valley Civilization?” is a divergent question which inspires students to think divergently on two analogous situations.

### Check Your Progress

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

1. Name the steps you would follow while delivering a lecture in social sciences.

   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

2. Give examples of comprehension and evaluation-level questions in social sciences.

   ........................................................................................................
   ........................................................................................................
   ........................................................................................................

### 3.4.4 Project Work

Project work is an effective learner-centred as well as group-centred teaching-learning method which provides learning experiences suited to individual differences. It requires the participation of both teacher and students. This is also called “Project Method”. It is an activity-based method which is carried out in a natural setting. Let us discuss the steps followed in the organization of a project work.

Steps of organizing project work

The following steps are followed in the organization of a project work.

- Organising a preliminary briefing session for the students.

- Forming groups for group projects.
• Helping students select appropriate theme/topic/problem for the project
• Identifying sub-theme/sub-topic for the project.
• Identifying and listing the works to be done under each sub-theme.
• Allotting a specific task to each member of the group after discussing in the group
• Collecting resources and information
• Preparation of project report
• Presentation of report
• Discussion of the report
• Feedback from the peer and the teacher

While working on the project, the group needs to decide suitable method of inquiry, use resources effectively, cooperate with other students of the group, carry out the processes involved in the project, namely, analysis, synthesis, application, decision-making, problem-solving, etc., stick to time schedule for the project and seek help and guidance from the teacher.

• Examples of projects in social sciences:
  i) Impact of British Rule on India after Independence
  ii) The United Nations and its achievements
  iii) Effect of the Monsoon on Crop Production in our country
  iv) Life at the South and North Poles
  v) Importance of Agriculture to the Economic Development of the country

Advantages of project work

The following are the advantages of project work.

i) Working on a project enables the learner to develop knowledge of his/her topic and various techniques used in his/her area of study.

ii) Students develop independent thinking and working habits while working on a project.

iii) Project work develops fellow-feeling and democratic spirit among members of a group.

iv) Project work develops in the learners communication skills through a variety of activities.

v) It also develops various kinds of desirable personality attributes in the learners. These may be higher mental abilities like critical thinking, creative thinking, etc., and certain affective attributes like interest, social sensitivity, etc.

Limitations of project work

The major limitation of project work is difficulty in formulating the project. Therefore, students should be helped by the teacher while formulating project work.
3.4.5 Field Work

Field work is an important learner-centred instructional method in social sciences. It means taking the class into the “real” world. It is conducted in real life situations where they observe a phenomenon, collect the relevant data, process and analyse the data and arrive at conclusions. Field work should be related to an ongoing unit of work. For example, while teaching the means of production, the teacher can take students to a nearby factory where students observe the various processes involved in the production of goods. Field work provides students first-hand knowledge and enables them to see how a number of skills and processes are integrated. The experiences which students get from field work contribute towards effective and permanent learning.

Check Your Progress

Notes:  
   a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

3. Write two advantages of project work.

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3.4.6 Discussion

Discussion is one of the widely used group-centred learning techniques. It can be used in a variety of situations in the secondary school context. Its value lies chiefly in the fact that it represents a type of intellectual teamwork, resting on the principle that the pooled knowledge, ideas, and feelings of several persons have greater merit than those of a single individual (Jarolimeck, 1986). The strength of discussion lies in the broad participation of members of the group. It is a process of thinking together that breaks down if one member or group dominates it. It is the responsibility of the teacher to encourage the more relevant students to participate. For example, situations like giving feedback on the responses of a class test, clarifying the doubts of students at the end of a lecture, generating alternative solutions to a classroom problem, and breaking the monotony of “teacher talk” are some of the situations in which the discussion technique could be used.

Organisation: For effective utilization of this technique, the teacher should give sufficient background information so that they already possess it and are ready to use it in the discussion. This is a primary requisite for a discussion to take off. A discussion cannot operate in a vacuum of information. The ability of the teacher to initiate a discussion often decides the ability to postpone. He/she may give his/her judgement later on the issue being discussed and the responses of individual students. The teacher’s judgement, through even a non-verbal clue, can affect the nature and pattern of responses.

Instructional potential: It can develop higher cognitive abilities effectively apart from reinforcing knowledge. The uniqueness of this alternative lies in its simplicity, but its effectiveness is related to the abilities of the moderator or leader.
Skills associated with discussion: Jarolimek (1986) has suggested certain skills, which a teacher of social studies/social sciences should develop in the learners participating in discussions. The skills are as follows:

- Listen attentively when others are speaking.
- Remain objective and do not become emotional.
- Be open-minded, respect and accept the contributions of others, but think independently.
- Assume responsibility for the discussion and be able to support ideas with factual evidence.
- Speak loudly and clearly enough for all to hear.
- Do not dominate the discussion; contributions should be stated concisely and briefly.
- Ask for clarification of ideas and ask for evidences to substantiate ideas/statements.
- Recognise the problem of semantics in arriving at group decisions or in discussing a controversial issue.
- Assume responsibility for moving the group towards its goal.
- Have confidence in the ability of the group to come to a satisfactory decision.
- Support the decision of the group once it has been made.

Examples of Discussion
- Gender sensitization among the people
- Youths of India – A demographic dividend
- Universal adult franchise-the key to democracy

3.4.7 Debate

Debate is a group-centred method which is specially suitable for controversial themes or issues and for developing certain skills like logical arguing, weighing evidence, etc., in students. In social sciences, debate may be organized for topics like:

i) Liberalization was necessary for the economic development of a country.

ii) The Presidential form of government is better than the parliamentary form of government.

iii) British rule in India was a boon for Indians.

iv) India should go for a capitalistic economy

v) Deforestation is necessary for development

vi) The French Revolution laid the foundation of Democracy

Organisation: The participating students could be divided into two groups,
one for the proposition and the other against it. The remaining students can form the audience. Towards the end, the audience can involve themselves in a short discussion.

**Instructional potential:** The uniqueness of this technique lies in its ability to involve the students to a very high degree in terms of gathering information, processing it and presenting to the audience, proposing, arguing and counter arguing, specially by noting the points raised by the previous speakers.

### 3.4.8 Symposium

This group-centred method is suitable for teaching topics or themes having various dimensions. In social studies, a symposium may be arranged on such topics as:

i) Mahatma Gandhi and his thoughts

ii) Co-operative movement in India

iii) Coalition governments in India

**Organisation:** Selected students can form teams to make presentations. Each team would present a different dimension of the same theme, one by one, in a pre-planned sequence. It would then be thrown open to the “floor” for discussion. A chairperson initiates and regulates the proceedings.

**Instructional potential:** As mentioned earlier, the uniqueness of this technique lies in its suitability for teaching multidimensional themes or topics and thus it provides a wider perspective to the learners.

### 3.4.9 Panel Discussion

When the themes or topics are of a very complex or controversial nature, a panel discussion, which is a group-centred method, is a good choice, as it brings out difficult aspects in a constructive manner. In social sciences, panel discussions may be organized on such topics as:

i) Communism and its debacle in the world

ii) Future of the United Nations

iii) If Hitler had succeeded in conquering the entire world

**Organisation:** Members of a panel could be selected students or teachers or both. Questions regarding a topic or a series of topics could be collected in advance from among the students. The questions are given to the panel members in advance depending on their expertise on the sub-themes or sub-topics so that they come prepared with answers/evidence etc. A moderator initiates the discussion by explaining the purpose and scope and raises questions in a predetermined order to various members of the panel and the audience. Then the members of the panel present their views one after the other. Later on each member may also react to others’ views. In the end, the different viewpoints and interactions are synthesized and summarized by the moderator.

**Instructional potential:** The uniqueness of this alternative lies in its ability to resolve issues and seek clarifications of controversial and multidimensional topics and themes.
3.4.10 **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.

**Organisation:** 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.

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

3.4.11 **Problem Solving**

Problem-solving is one of the effective teaching-learning methods to teach social sciences at secondary level. Some are of the view problem-solving cannot be taught to learners. However, there are some higher order thinking skills like comprehension, analysis, synthesis, generalisation, etc. which are associated with problem-solving. Moreover, there are certain steps for effective problem-solving.

1. **Identifying the problem**
   The teacher and the students need to be aware of the problem which comes in the way of transaction of learning experiences. Even both teacher and students can identify the problem.

2. **Defining the problem**
   The learners define the problem by identifying the present state and the desired goal states and consider the implications of the solution. Sometimes, a problem can be defined in different ways, with various implications of the solution.

3. **Formulation of hypotheses**
   The learners generate hypotheses for solving the problem.

4. **Testing of hypotheses**
   The learners test hypotheses based on the information or data collected by them. They identify the advantages and disadvantages associated with each proposed solution.

5. **Selection of the best solution**
   The learners select the best solution that offers maximum advantages and fewer disadvantages.
3.4.12 Concept Mapping

Concept mapping is a pedagogic technique to help students see explicitly how new concepts can be related to previously learned concepts (Novak, et.al., 1981). This technique is based on Ausubel’s theory of meaningful verbal learning, which requires a conscious effort on the part of the student to relate new knowledge to knowledge previously acquired. According to Ausubel (1963), meaningful learning requires that learning task is related in a non-arbitrary and verbatim fashion to what the learner already knows whereas in rote learning, learning task is internalized in an arbitrary and verbatim fashion.

Ausubel believes that there is a parallel between the way the subject matter is organized and the way people organize knowledge in their minds. Each of the academic disciplines has a structure of concepts and/or propositions that are organized hierarchically (Ausubel, 1963).

Concept maps are graphical tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts or propositions, indicated by a connecting line between the two concepts (Novak and Canas, 2008).

Features of a Concept Map

The following are the features of a concept map.

- Concept map is a means by which concepts and the organization of subject matter can be represented.
- It is a two-dimensional representation or a part of discipline (Stewart et al, 1979).
- It shows the degree of inclusiveness of the concepts.
- It is hierarchical in nature.
- It shows a pattern of concepts from general to specific.
- It shows the branching of inclusive concepts.
- It shows the cross links among concepts.

Concept map can be developed by individual student or a group of students on any concept of social science.

Construction of a Concept Map

Although there are no specific steps, the following steps, suggested by J.D Novak in his writings on concept maps, may be followed to construct a concept map.

- Select an item for mapping. This could be an important text, passage, lecture notes, or a laboratory background material.
- Choose and underlie key words or phrases; include objects and events in the list.
- Rank the list of concepts from the abstract and inclusive to the most concrete and specific.
- Cluster the concepts according to two criteria: (a) Concepts that function at a similar level of abstraction, and concepts that interrelate closely.
- Link related concepts with lines and label each line in propositional form.

Let us construct a concept map on the following passage.
India’s defence is assigned the task of protecting and safeguarding the country. It has regular forces and second line forces. The President of India is supreme commander of the defence forces. Regular forces are the Army, the Navy, and the Air Force. The second line forces are the Territorial Army, the National Cadet Corps, the Border Security Force, and the Coast Guard.

Underlining the Key Concepts

India’s defence is assigned the task of protecting and safeguarding the country. It has regular forces and second line forces. The President of India is supreme commander of the defence forces. Regular forces are the Army, the Navy, and the Air Force. The second line forces are the Territorial Army, the National Cadet Corps, the Border Security Force, and the Coast Guard.

Identification of Key Concepts

India’s defence
President of India
Regular forces
Second line forces
The Army
The Navy
The Air Force
The Territorial Army
The National Cadet Corps (NCC)
The Border Security Force (BSF)
The Coast Guard

Figure 3.1: Concept Map on the Passage
3.12. 13 Scrapbook

Scrapbook or scrap file is an effective way of teaching students through collection of pictures pertaining to an event, a process, etc. Students are required to buy scrapbook available in the market or prepare it on their own. They are asked to collect pictures, photographs, and other visuals pertaining to a particular content being taught by social science teacher. They are asked to paste these pictures in the scrapbook in a sequence, which explain that content. Let us take an example from CBSE Teachers’ Manual for Formative Assessment Class IX (2010), For preparing a scrapbook on migratory birds visiting our country, students may be asked to collect pictures of migratory birds and paste picture of each migratory bird on a page and write the name of the bird, reasons for migration, pattern of movement, place from where they have migrated, duration and a map showing the location of the birds in India and the place from where they travelled. Scrapbook may be assessed with criteria like correct information provided by students, map, and presentation of information in the scrapbook.

Check Your Progress

Notes:

a) Write your answer in the space given below.

b) Compare your answer with the given at the end of this unit.

4. What are instructional values of debates and panel discussions?

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3.5 LEARNING RESOURCES FOR TEACHING SOCIAL SCIENCES

While teaching social sciences, a teacher uses various objects, materials, people, situations and experiences, etc. to make teaching-learning activities meaningful. All theses constitute learning resources to help students learn in a meaningful way and attain the objectives of teaching-learning. Let us discuss some of these learning resources which are relevant to teaching of social sciences

3.5.1 Realia and Diorama

The term “realia” refers to real objects such as tools, utensils, art objects, clothing, etc., that are made and used by people in a given culture or society (Ord, 1972). For example, while teaching tools used in agriculture, the teacher can collect some tools used by the people in agriculture and show these to the students. Sometimes, a teacher can organize a trip to a nearby museum and show to the student ornaments, arms and weapons, utensils, etc. used by the people in the past.

A diorama is a three-dimensional scene which depicts a basic human activity or way of life typical of a given culture or people (Ord, 1972). A diorama can be prepared by taking a medium-sized pasteboard box with one end cut out. The background scenes are painted on paper which is pasted to the sides and at the back of the box on the inside surfaces. The landscapes, humans, figures,
trees, etc., are made by paper sculpting and are connected to the floor so as to stand, thus giving a three-dimensional effect. This can be a powerful teaching aid of social sciences for depicting the actual life in a given society at a particular point of time.

3.5.2 Models

Models are three-dimensional visual aids. They represent real things in all respects except size and shape. Large objects are reduced to small size so that they could be observed by students with greater precision. Models may be simple (static), sectional or working. Simple models like deities worshiped by the people of the Indus Valley Civilization could be prepared and shown to the students. In a sectional model of the earth, for example, all parts of the earth can be separated, shown to the students and replaced.

Working models are used to show the actual operation or working of a real object. A working model of the Continental Ocean Currents would show how actually currents flow in different oceans of the world.

A variety of models can be prepared for illustrating various contents of social studies. Some examples of models in social sciences are as follows:

- Models of historical architecture and sculpture.
- Models of solar system or wind mills.

Models are generally prepared using materials like cardboard paper, wood, bamboo thermocol, wax, plaster of paris, plastics, metals, clay, strings, etc.

3.5.3 Charts

Charts are a valuable tool for use in social studies. A chart is a simple flat pictorial display material and, if used appropriately, conveys the displayed information in a highly effective manner. Charts serve as an excellent means of classifying important information that is to be referred to a number of times. They help summarize and simplify complex ideas which students face during reading. Jarolimek (1967) classifies charts under two basic headings, Formal and Informal. Formal charts include the following kinds:

i) Narration charts portray historical developments or depict steps in a procedure, such as how a bill becomes law.

ii) Tabulation charts present data in the form of table in order to facilitate making comparisons.

iii) Relationship charts show cause-and-effect relationships such as factors related to the pollution of the environment.

iv) Pedigree charts show development that have a single origin such as the lineage of a family.

v) Classification charts point out various kinds of relations such as those in basic food charts.

vi) Organisation charts show the internal structure of organizations such as a corporation or governmental bodies.

vii) Flow charts show steps in a process such as the manufacture of steel.
Information charts are developed by the teacher and students throughout a unit of study as a means of developing standards or summaries of materials related to the ongoing study.

Charts are used to convey both verbal and graphic messages. Figures, diagrams, graphs, maps, photographs, etc., can be very well displayed on charts. You can either buy charts or prepare according to your needs.

### 3.5.4 Graphs

Graphs are excellent means of presenting quantitative data in a form that enables pupils to understand fundamental or specific relationships (Moffatt; 1955). There are several kinds of graphs used in teaching social sciences. The basic skills involved in effective interpretation of graphs include the ability to understand the significance of the title, to understand the basic units of measure used in the construction of the graph, to interpret the relationships shown, to draw inferences and important generalizations based on the data, and to relate information derived from graphs to that gained from reading and other sources of information (Ord, 1972). The major kinds of graphs used in social sciences are:

i) **Bar Graph:** Through this, relative amounts or values are represented so that comparisons can be made at a glance. The bars run either horizontally or vertically from a base representing zero.

ii) **Circle Graph or Pie Graph:** This kind of graph is very useful to show the fractional parts of a whole on a percentage basis.

iii) **Line Graph:** This type of graph depicts changes/trends in the value of one variable in relation to another variable.

iv) **Pictorial Graph:** This graph is just like a bar graph. The difference is that pictures are used to represent bars.

**Population of India from 1951 to 2011 (in million)**

![Fig. 3.2: Example of Bar Graph](#)
Population of India (Rural and Urban) according to 2011 census of India.

Temperature of a particular place in four consecutive days.
3.5.5  Maps and Globes

All of us use maps in one form or the other in our daily life. When we tour a new place, we take the help of maps. Thus, maps represent the earth or parts of the earth upon a flat surface. The earth is represented on the map through lines, dots, colours, words and signs. In social sciences, maps are very important for learning many geographical, historical and economic concepts.

Globes are a scale model of the earth in three dimensions. These are the only kind of map that can give pupils a true conception of geographical relationships.

Maps are broadly classified into the following categories:

i) **Physical maps**: These maps show climate, resources, rainfall, soil, etc.

ii) **Political maps**: These maps show the political division of countries, provinces etc.

iii) **Economic maps**: These maps show crops, trade, land used, railroad, etc.

iv) **Social maps**: These maps show population distribution, languages, literacy rates of different provinces, etc.

v) **Historical maps**: These maps show the boundary of a particular empire, treaties, etc.

The significant aspects of a map which should be taught to students are:

i) Land forms

ii) Water forms

iii) Human factors

iv) Distances

v) Political factors

vi) Climate and resources

vii) Transportation

viii) Location, namely longitude and latitude of a place.

Kenworthy (1962) suggests certain guidelines while teaching the use of maps and globes.

These are:

i) To stress relationship rather than mere location. For example, in order to find New Delhi on a map of India tell students that it is situated on the bank of the river Yamuna.

ii) To relate map work as far as possible to the lives of students.

iii) To use maps frequently.

iv) To start where students are. For example, if students do not know certain symbols on the map, first teach them about these symbols.

v) Not to refer to “up” or “down” on maps. Use terms north and south.

vi) To encourage students to collect new maps.
vii) To encourage students to make new maps.
viii) To use new maps when testing map skills.

### 3.5.6 Time-Lines

Time-lines are a very effective medium used in teaching history and other segments of social studies. The major utilities of time-lines are the following:

i) Development of a sense of time.

ii) Finding out the relationship between two periods of time.

iii) Focusing the attention of an entire class on a visual device.

iv) Used for review purposes and reinforcing learning.

Kenworthy (1962) suggests the following guidelines for the use of time-lines in social studies classes:

i) Have a large time-line pasted for weeks or months in front of the class, preferably above the chalkboard, for constant reference.

ii) Have pupils prepare simple time-lines as part of their homework.

iii) Purchase printed time-lines.

iv) Use the time-line as a teaching device.

v) Use pictures or symbols on time-lines.

vi) Make sure that time divisions are equal

![Time-Line](image)

**Fig. 3.5: Time-Line**

### 3.5.7 Information and Communication Technology (ICT)

Information and Communication Technologies (ICTs) play a significant role in teaching social sciences at secondary school level. ICTs such as radio, television, video, DVD, telephone (both fixed and mobile phones), computers, tele-conferencing, video-conferencing, Internet, e-mail, blogs, WhatsApp, etc., can be effectively used to teach social sciences. Multi-media computers provide
texts, audio, video, games, simulation, visualizations and animations which can be used to teach various contents of history, geography, political science and economics. For example, a video on passing of a bill in both Houses of Parliament can give meaningful learning experience to students. Open Education Resources (OERs) are also available on the Internet which can be accessed by teachers of social sciences. For example, National Repositories of Open Education Resources (NROER) of National Council of Educational Research and Training (NCERT) is a valuable learning source for school teachers. Teachers of social sciences can form WhatsApp group and share valuable information pertaining to the different subjects of social sciences for mutual academic benefit.

### 3.6 COMMUNITY AS A LEARNING RESOURCE

Community and local contexts play a significant role in teaching of social science. Different events occurring in the community, community environment, community members, their socio-economic backgrounds, their cultural backgrounds, local history, local geography, economic activities of the community members, political set-up of the community, etc. constitute rich learning experiences which can be effectively integrated into the relevant social science contents to make classroom learning meaningful. Enlightened personalities of the community can be invited to share their experiences on the relevant contents of social science. The community experiences make learning more realistic and give learners an opportunity to connect their real experiences to the experiences given through social science texts.

#### Check Your Progress

**Notes:**

a) Write Your answers in the space given below:

b) Compare your answers with those given at the end of this unit.

5. What is a diorama? Why is it useful in social studies?

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6. Differentiate between pedigree charts and flow charts.

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7. State the functions of the circle graph.

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8. What do physical and political maps represent?

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3.8 LET US SUM UP

The teaching of social sciences requires a variety of teaching-learning strategies comprising different teaching-learning methods. These teaching-learning methods and techniques are very essential to achieve the desired learning objectives or outcomes. In this Unit, we have discussed a few mostly used teaching-learning methods and techniques in social sciences. These are lecture, demonstration, questioning, project work, field work, discussion, debate, panel discussion, problem-solving, concept mapping, etc. Learning resources relevant for teaching social sciences like charts, graphs, maps and globe, time-line, ICT have been described. In the end we discussed community as a learning resource.

3.8 REFERENCES AND SUGGESTED READINGS


3.9 ANSWERS TO CHECK YOUR PROGRESS

1. While delivering a lecture in social sciences, I would follow three major steps. These are: introduction of the lecture, presentation, development of the lecture and summing up or consolidation of the lecture.
2. i) Example of a comprehension level question. “Differentiate between a capitalistic economy and a mixed economy”.
   ii) Example of an evaluation level question. “Are you in favour of liberalization of our country’s economy, and why?”
3. i) Project work develops in the learner independent thinking and working habits while working on a project.
   ii) Project work develops in the learner independent thinking and working habits while working on a project.
4. i) A debate builds up in learners the ability to gather information, process it and present it to the audience. It also develops in learners the ability to propose, argue and counter argue on the points raised by previous speakers
   ii) Panel discussions develop in learners the ability to resolve issues and seek clarifications of controversial and multi-dimensional topics and themes.
5. A diorama is a three-dimensional scene which depicts a basic human activity or way of life typical to a given culture or people. This teaching aid is very much needed in social studies for depicting the actual life in a given society at a particular point of time.
6. i) Pedigree charts show developments that have a single origin such as the lineage of a family.
   ii) Flow charts show steps in a process such the cultivation of a particular crop, i.e., paddy, wheat, sugarcane.
7. The circle graph or pie graph is used to show the fractional parts of a whole on a percentage basis.
8. i) Physical maps represent climate, resources, rainfall, soil etc.
   ii) Political maps show political division of countries, provinces etc.
4.1 INTRODUCTION

All of us know that teaching is an activity that requires careful preparation and planning objectives and activities on an hourly, daily, and weekly basis. In teaching-learning process planning of instructional activities enhances students’ performance. Planning can give both teachers and students a sense of direction. It helps them to become aware of the goals that are implicit in the learning task they are asked to perform. Learning objectives, thus, have a focusing effect on students. This Unit is adapted the Unit-8 : Planning Teaching-learning Activities of BES-002 : Teaching-Learning and Assessment
of the School of Education, IGNOU; with major modifications. Another positive aspect regarding planning is that it produces a smoothly running classroom with minimum discipline problems and interruptions. You may be aware that beyond planning and preparation of materials, orientation towards the organization of learning experiences is also important for effective organizing of instruction. At the secondary level, planning involves planning of both scholastic and co-scholastic activities.

This unit explores the need of planning and organizing instruction in a social science classroom that have been considered as an important element in teaching-learning process. Providing learning experiences are essential in teaching-learning process. In this unit, you will identify the various learning experiences that can be provided in a classroom and how scholastic and co-scholastic activities could be organized.

4.2 OBJECTIVES

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

- examine the importance of planning in teaching-learning process in social sciences;
- identify the various areas of planning in social sciences;
- implement various learning experiences in a classroom;
- describe the planning of Annual Plan, Unit Plan and Lesson Plan;
- differentiate between behaviourist and constructivist classroom;
- organize constructivist classroom activities; and
- prepare lesson plan based on the principles of constructivism.

4.3 IMPORTANCE OF PLANNING LEARNING EXPERIENCES IN SOCIAL SCIENCES

In a classroom, whatever activities are provided to the students for learning comes under the category of learning experiences. Thus, you may note that a learning experience consists of any experience a student acquires in the process of learning. How a student encounter, with the content depends upon the learning experiences provided to her/him. A teacher must recognize that the way students interact with the material s/he teaches helps them to retain, understand, and apply learning. To make students develop meaningful understanding, a variety of meaningful learning experiences are essential. Before deciding the types of learning experiences that students should attain, teacher must first identify learning objectives. Thus in this way all learning is focused on specific objectives. In the next section, we will discuss the areas of planning in social sciences.

4.4 AREAS OF PLANNING IN SOCIAL SCIENCES

Generally, teachers of social science need to consider the following key questions while carrying effective instructional planning:-
The first question ‘What to teach?’ deals with content selection and the second one, denotes the organization of various learning experiences in the classroom and the last one deals with assessing the outcomes of their learning experiences. Learning experiences include:

- having dialogues in the classroom;
- conducting discussions and debates on topics;
- raising questions from lower to higher order thinking;
- engaging in collaborative learning;
- experiencing social science content in real-life situations, either in or out of the classroom;
- engaging in map reading, and other skills-oriented activities, etc.

In order to make students to get the most out of learning experiences, you should ensure that your students are engaged in learning. You plan experiences that involve your students in content. While planning learning experiences, you should address the following questions:-

- What is most relevant for my students?
- How much time should be spent?
- What strategy might work best for the selected content?
- What should my students achieve at the end of my teaching?

Let’s say Anita is teaching a unit on ‘Awakening of Nationalism in India’. The first thing she’ll do is to identify her instructional objectives. In this case, one of her objectives is: the students should be able to identify the reasons for the awakening of nationalism in India. She drives her unit with essential questions to reach the topic and expect students to think deeply on the topic. For this unit, another question is: ‘How does nationalism in other countries influence Indian people to stand for their own nationalism?’

Finally, Anita needs to assess her students at the end of teaching-learning process. Her culminating assessment at the end of the unit will include oral/written test or preparing a project on how Indian nationalism is relevant in the context of present day.

**Variables that influence Planning**

Several variables that interact to influence planning decisions taken by individual teachers are given below:

- Teacher characteristics and mindset
- Student characteristics and his/her context
- The learning context
- Time Management
Pedagogy of Social Sciences

Learning Resources

Teacher Characteristics and Mindset

Teachers differ greatly in terms of academic background in the subjects taught, beliefs about students, general interests and mastery of teaching strategies. These variables interact to affect instructional decisions. It is useful on the part of teachers to ask self-introspective questions such as:

- How important do I think this content is?
- How well am I prepared to teach this content?
- What teaching strategy is suited to deal with this content?
- What do I want students to do or be able to do after teaching the content?

Student Characteristics and his/her Context

Students vary in their interests, abilities and socio-economic backgrounds. Successful teaching requires teachers to know their students well. In connection with this variable, it is pertinent to ask the following questions:

- What do students already know, and what are they already able to do?
- How will students practice to make meaning and understanding?
- How will the new information and skills be acquired?
- Do some of these students have special needs? If so, how can they best be accommodated?

The Learning Context

The learning context of the school is shaped by the general nature of the communities they serve, the characteristics of their students, the actions of school administrators and the policies taken by the government. Depending on the differences in the learning context, the expectations of teachers also vary from school to school. For this reason, you should ask yourself such questions as:

- How are teachers evaluated in this school?
- Am I able to maintain good relationship with parents?
- What does the community expect from the school and me?
- Is my teaching style compatible with what parents and other stakeholders expect here?

Time Management

Using time effectively is an essential component of effective instruction. Wong and Wong described four types of time at school-allotted time, instructional time, engaged time and academic learning time. Effective teachers optimize engaged time and academic learning time. For this, you have to ask the following questions:

- Am I able to manage time effectively in my classroom?
- Am I spending more time for engaging learners in academic learning?
Learning Resources

Instructional planning also depends upon the availability of various resources that support instruction. The instructional plans need to be prepared in light of accurate information about the availability of needed learning resources. Related with this, you may raise the following questions:

- From where would I get supplementary resources to enrich the content?
- Which websites do I have to browse to access the relevant content?
- What additional learning resources could I provide to my students?
- Is my teaching motivating learners to do further enquiry and go beyond textbooks?

Check Your Progress 2

Notes:  
   a) Write your answers in the space given below.
   
      b) Compare your answers with those given at the end of the unit.

1. What are the variables that influence planning learning experiences in social sciences.

...........................................................................................................
...........................................................................................................
...........................................................................................................

4.5 PLANNING AND ORGANIZATION OF TEACHING-LEARNING

Good planning is the first step towards an effective classroom. A well-planned class reduces stress on the teacher and helps minimize disruptions. When teachers know what they need to accomplish and how they are going to do it, they have a better opportunity to achieve success with the added benefit of less stress. Further, when students are engaged in the entire class period, they have less opportunity to cause disruptions.

Organizing and planning of teaching-learning is the framework on which effective teaching is based. Careful and thoughtful planning allows instructional time to be maximized, standards to be addressed, prior knowledge to be activated, misconceptions to be confronted and the diverse characteristics and learning needs of students to be considered. Classroom management issues are resolved and the focus can be on instruction and increasing student achievement. In addition, instruction can be scaffolded more effectively and assessments of learning goals and content can be aligned to maximize understanding. For curricular planning, it should be done before the academic year. In this case, selection of textbooks, their distribution, conduct of exams, preparation of time-table, allotment of staff for each subject in different classes, monitoring of each class by teachers, etc. are very important. All these activities highlight the importance of annual planning, unit planning and lesson planning which are presented in details in the subsequent paragraphs.
4.6 WHAT IS AN ANNUAL PLAN FOR IN SOCIAL SCIENCES?

An annual plan outlines smooth operation of curricular and co-curricular activities in social science. An annual plan provides a method for tracking the progress of some of the key tasks your service needs to complete regularly, as well as specific ‘one off’ projects. For some projects you will need to develop much more detailed time lines identifying ‘who, what, when’. An annual plan allows you to easily tick items off as you go and check progress. You can ensure that tasks are spread over the year and in the right order. You need to have a copy of the currently approved curriculum guide (program outline). The instructor’s copy may include additions, deletions, and other unofficial modifications needed for curriculum planning. Substitutions must be approved per the procedure for Approval of Program, Title, Hour, and Content Changes. However, the curriculum guide is not in sufficient detail to ensure sound instruction; therefore you need to maintain plans of instruction such as lesson plans.

An annual plan contains all academic and co-curricular activities in social science to be taken in the specified academic year. It gives a detailed description about the units to be covered in each month and the related activities to be undertaken along with the unit. Hence, we can say that an annual plan reflects the total activities of the school. From the annual plan the unit plan can be constructed. Generally, the annual plan is prepared before the beginning of the new academic year. It is useful in scheduling the activities of the school as well as the availability of time to accomplish the activities.

A Model Annual Plan

School: Standard: VIII
Subject: Social Science-Resources and Development Year : 2016-’17

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Units</th>
<th>Time in Period</th>
<th>Month when planned</th>
<th>Special Methods of any</th>
<th>Teaching-learning materials</th>
<th>Co-curricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Resources</td>
<td>7</td>
<td>July</td>
<td>Narration of a situation, Discussion, Field visit to paddy field/orchard/plantation field</td>
<td>Picture of Natural and human environment Poster on Earth Day</td>
<td>Celebration of Earth Day</td>
</tr>
<tr>
<td>2.</td>
<td>Land, Soil, Water, Natural Vegetation and Wildlife Resources</td>
<td>7</td>
<td>August, September, October</td>
<td>Demonstration, Discussion, Observation Experiment on rain gauge</td>
<td>Specimens of sandstone, lime stone, Chart of water cycle, Map showing natural vegetation in India</td>
<td>Preparation of weather calendar, Report writing on world water day, Project on ‘Afforestation’</td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Units</td>
<td>Time in Period</td>
<td>Month when planned</td>
<td>Special Methods of any</td>
<td>Teaching-learning materials</td>
<td>Co-curricular Activities</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------</td>
<td>----------------</td>
<td>--------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.</td>
<td>Mineral and Power Resources</td>
<td>4</td>
<td>November, December</td>
<td>Demonstration, Experiment on wind wane</td>
<td>Physical map of India</td>
<td>Preparation of scrap book regarding mineral and power resources, Project on ‘save water, save energy, Mid term test</td>
</tr>
<tr>
<td>4.</td>
<td>Agriculture</td>
<td>4</td>
<td>January</td>
<td>Map Reading, Observation, Field visit Filling the map</td>
<td>Pictures on various types of forests and grasslands</td>
<td>Library reference, Visit to Krishi Bhavan</td>
</tr>
<tr>
<td>5.</td>
<td>Industries</td>
<td>3</td>
<td>February</td>
<td>Map reading, Observation, Discussion, Demonstration</td>
<td>World Map</td>
<td>Field visit to cottage industries</td>
</tr>
<tr>
<td>6.</td>
<td>Human Resources</td>
<td>4</td>
<td>March</td>
<td>Narration of a situation, Discussion, Note making</td>
<td></td>
<td>Preparation of Picture album</td>
</tr>
</tbody>
</table>

### 4.7 UNIT PLANNING

#### 4.7.1 Meaning of Unit Plan

Proper planning of a unit is very important for a teacher’s success in his/ her teaching. Unit planning can be one of the most enriching and empowering experience for a teacher since it demands his/her ability to relate knowledge and professional values to knowledge of the learner, knowledge of the subject matter and knowledge of teaching methods. What exactly is a unit plan? What makes it so important?.

A unit plan is a series of lesson plans designed around a specific topic, lesson, etc. Unit planning begins with the selection of a unit, the starting point for this process could be examination of the chapter headings in the students’ text. Borich (1988:113) describes unit planning as creating a diagram or visual blue print of what one wants to teach. Unit planning is a process wherein teachers select, organize, order, evaluate and revise both what they teach and how they teach it. The unit must be a comprehensive and significant aspect of the environment.

#### Origin of Unit Plan

Unit plan was originated from Gestalt psychology. The Gestalt theory of learning has a great influence on human learning. According to this theory, learning takes place when the whole is perceived rather in parts. For example,
let us take the concept of ‘diversity’. When the learner learns the various aspects of diversity such as linguistic, religious etc. he/she usually takes help of the unit in understanding and grasping the concepts pertaining to diversity given in that unit. The concepts are related to one another within a unit.

B.F. Skinner has provided a recent approach to a unit plan. His major assumption about learning is that student learns better if the content is provided in smaller units. The unit-plan forms the basis for a lesson plan.

4.7.2 How Do Teachers Plan Units?

Planning a unit depends on nature of the topic, the importance assigned to it by a teacher, decisions about how lessons will be organised, students’ interest and time availability. Generally, 2-3 weeks is a manageable amount of time for transacting a unit. It allows a class to explore a topic with some depth and to engage in intellectual discourse on an issue. With every unit, try to provide students with a lesson schedule and a homework assignment sheet, design some form of unit project, and include a unit test. As you plan, it is useful to ask yourself some of the following questions:

- Does this unit build on the previous unit or has some connection with it?
- Does this unit lay the basis for future unit/units?
- Are there materials for students to analyze in class? Do the lessons include enough activities for students to do?
- Are the teaching-learning activities varied and interesting?

4.7.3 Steps for the Preparation of Unit Plan

i) Select a unit/chapter.

ii) Divide the unit/chapter into sub-units.

iii) For each sub-unit, formulate learning objectives.

iv) Develop instructional procedures for each sub-units. Instructional procedures would include number of periods, main teaching points, teaching-learning activities, methods and media.

v) Plan and prepare your evaluation questions.

vi) Have benchmarks in place. Once the transaction of the unit has begun, use benchmarks to keep you on track for time and to ensure that learning objectives are being met.

The outline of a unit plan in social science is given as an example.

Outline of a Unit Plan

Name of the Teacher : Social Science

Name of the Institution : Standard : VIII

Unit : Resources

Mode of Delivery : Constructivist Approach
<table>
<thead>
<tr>
<th>Sub-units</th>
<th>No. of Periods</th>
<th>Specific Learning Objectives</th>
<th>Teaching-Learning Activities</th>
<th>Methods And Media</th>
<th>Evaluation</th>
<th>Co-curricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources</strong></td>
<td>1</td>
<td>To define the term resource</td>
<td>The teacher presented a situation and ask students to list the resources mentioned in the situation</td>
<td>Narration of a situation</td>
<td>Define the term resource</td>
<td>Celebration of Earth day</td>
</tr>
<tr>
<td><strong>Classification of Resources-Natural, human made and human resources</strong></td>
<td>1</td>
<td>To classify various resources</td>
<td>From a picture teacher asks the student to list out natural, human made and human resources</td>
<td>A picture</td>
<td>Classify the various resources</td>
<td>Preparing a poster on “Conserve Natural Resources and save posterity”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students are asked to prepare a list of actual resources and potential resources</td>
<td>Discussion method</td>
<td>Differentiate between actual resources and potential resources</td>
<td>Field visit to paddy field/orchard/plantation field</td>
</tr>
<tr>
<td><strong>Classification of natural resources based on level of development and use,origin, stock and distribution</strong></td>
<td>3</td>
<td>To categorize natural resources on the basis of development and use, origin, stock and distribution</td>
<td>The students are asked to prepare a list of actual resources and potential resources</td>
<td>Discussion method</td>
<td>Distinguish between abiotic and biotic resources</td>
<td>Ask students to interview their family member about recycling practice and prepare a note in their journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students are asked to make a write-up about renewable resources and how their stock may get affected by overuse</td>
<td>Map reading</td>
<td>Categorize renewable and non-renewable resources</td>
<td>Preparing a vegetable garden in the school premises</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students are asked to list the resources that are localised and to locate the places in the map</td>
<td></td>
<td>Differentiate ubiquitous and localised resources</td>
<td></td>
</tr>
<tr>
<td><strong>Human – made resources and Human resources</strong></td>
<td>2</td>
<td>To develop understanding about human – made resources and human resources</td>
<td>The students are asked to make a chart on five human made resources that they could observe around them Divide the class into various groups and ask them to discuss on types of human resources</td>
<td>Cooperative learning</td>
<td>Chart preparation</td>
<td>Note making</td>
</tr>
</tbody>
</table>

**Planning and Organising Teaching Learning Experiences**
4.8 LESSON PLANNING

4.8.1 Meaning and Definition

Planning for instruction is a part of the day-to-day activity of teaching. Lesson plans specify the learning objectives, content, methods, materials/equipment, application, and evaluation for each lesson that is taught. Such planning prepares a teacher to teach and is invaluable to substitute teachers who will need to know what and how to teach. Lesson plans serve several purposes. For beginner teachers, in particular, they provide the day-to-day plan of action. Such plans can easily be modified in subsequent years of teaching a course. Lesson plans can be evidence of sound planning and preparation and provide detailed information about teaching performance and level of expertise. Even after the lesson is taught, administrators and teachers themselves can analyze and reflect on instructional methodology. They can also provide useful information for school administration. Ideally, instructors will use formal plans such as lesson plans, which usually include the four step method for teaching to a specific outcome or objective: preparation of the student, presentation (procedure), application, and evaluation.

Theoretical knowledge of teaching concept does not provide any guideline for classroom instructional procedure. Every teacher, who intends to teach something, has to prepare an outline of his/her subject or topic in written form or at his/her cognitive level that is known as lesson planning. A teacher has to apply his/her theoretical knowledge in planning and administrating his lesson plan. A practical outline of a topic to be taught in a period is called the lesson plan. It is designed during the student teaching or teaching practice.

Teaching is organized in three phases: pre-active, interactive and post-active. All the activities of a teacher and his/her planning done prior to the timings of his class are called pre-active. Lesson planning is the pre-active phase of teaching.

Binning and Binning (1982) have explained the structure and purpose of lesson planning in their definition. “All lesson planning involves defining the objectives, selecting and arranging the subject-matter and determining the method and procedure.”
4.8.2 Procedure and Planning for Content, Methods, Media and Evaluation

A lesson plan is the teacher’s road map of what students need to learn and how it will be done effectively during the class time. The first task in planning a lesson is to understand the contents of the topic in terms of concepts, principles, laws, theories, etc. The second task of formulating learning objectives is based on the content analysis. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. The procedure is the body of your lesson plan, the ways in which you’ll share information with students and the methods you’ll use to help them acquire mastery of that material. A successful lesson plan addresses and integrates these four key components:

- Content analysis
- Objectives for student learning
- Teaching/learning activities including selection of methods and media
- Strategies to assess student understanding

Specifying objectives for student learning will help you determine the kinds of teaching and learning activities you will organise in class as well as how you will assess whether the learning objectives have been accomplished (see Fig. 8.2).

![Fig. 4.1: Relationship between objectives, learning experience and evaluation](image)

4.8.3 Steps for Preparing a Lesson Plan

Below are the steps to guide you when you prepare your first lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities.

(a) Outline learning objectives

The first step is to determine what you want students to learn and be able to achieve at the end of class. To help you specify your objectives for student learning, answer the following questions:

- What is the topic of the lesson?
- What do I want students to learn?
Pedagogy of Social Sciences

- What do I want them to understand and be able to achieve at the end of class?
- What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing more important learning objectives, in case you are pressed for time. Consider the following questions:

- What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
- Why are they important?
- If I ran out of time, which ones could not be omitted?

(b) Develop the introduction

Now that you have your learning objectives in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to gauge students’ knowledge of the subject or possibly, their preconceived notions about it. For example, you can take a simple poll: “How many of you have heard of X? Raise your hand if you have.” You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students’ familiarity with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning your introduction:

- How will I check whether students know anything about the topic or have any preconceived notions about it?
- What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?
- What will I do to introduce the topic?

(c) Plan the specific learning activities (the main body of the lesson)

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to
move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage students in the topic?
- What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
- What will students need to do to help them understand the topic better?

(d) **Plan to check for students’ understanding**

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing. You can also ask yourself these questions:

- What questions will I ask students to check for students understanding?
- What will I like students to do demonstrate that they are following?
- Going back to my list of learning objectives, what activity can I have for students to check whether each of those has been accomplished?

(e) **Develop a conclusion and a preview**

Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself, you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students’ answers to gauge their understanding of the topic and then explain anything not understood by students in the following class. Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that is to be taught in the next class? This preview will spur students’ interest and help them connect the different ideas within a larger context.

(f) **Create a realistic timeline**

A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

- Estimate how much time each of the activities will take, then plan some extra time for each
When you prepare your lesson plan, next to each activity indicate how much time you expect it will take.

Plan a few minutes at the end of class to answer any remaining questions and to sum up key points.

Plan an extra activity or discussion question in case you have time left.

Be flexible – be ready to adjust your lesson plan to students’ needs and focus on what seems to be more productive rather than sticking to your original plan.

(g) Presenting the Lesson Plan

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

(h) Closure

Whenever possible, use a cliffhanger at the end of a lesson.

- **Teacher summary.** Be sure to summarize the important points or critical elements of a lesson for students. Discuss what you taught and what they learned. This might be the most valuable 3 to 5 minutes of any lesson.

- **Student summary.** Provide opportunities for students to summarize a lesson as well. Inviting them to put a lesson into their own words can be helpful to you in determining how well they learned the material.

- **Lesson product.** Invite students to incorporate the major elements of a lesson into a final product. As described earlier, this product may take the form of a poster, brochure, model, or portfolio.

(i) Reflecting on Your Lesson Plan

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers. Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom.

(j) Self-Evaluation

As you write lessons, include a brief section at the end that allows you to self-evaluate. This will be important when and if you decide to teach
the lesson again. It will also provide you with some important insights relative to your perceived level of success.

You might consider some of these self-evaluative questions:

- “How was my pacing?”
- “Did students understand the content?”
- “Did students understand the important concepts?”
- “Did I use my time appropriately?”
- “What changes should I make the next time I teach this lesson?”
- “Were students engaged and involved?”
- “What new activities or procedures could I include?”
- “Did I present the lesson well?”

Check Your Progress

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

1. What are the steps for the preparation of a lesson plan

..........................................................................................................
..........................................................................................................
..........................................................................................................

4.9 **CONSTRUCTIVIST TEACHING AND LESSON PLANNING**

**Constructivist teaching** is based on constructivist learning theory. This theoretical framework holds that learning always builds upon knowledge that a student already knows; this prior knowledge is called a schemata. Because all learning is filtered through pre-existing schemata, constructivists suggest that learning is more effective when a student is actively engaged in the learning process rather than attempting to receive knowledge passively. A wide variety of methods claims to be based on constructivist learning theory. Most of these methods rely on some form of guided discovery where the teacher avoids most direct instruction and attempts to lead the student through questions and activities to discover, discuss, appreciate, and verbalize the new knowledge.

Constructivist learning theory says that all knowledge is constructed from a base of prior knowledge. Children are not a blank slate and knowledge cannot be imparted without the child making sense of it according to his or her current conceptions. Therefore, children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences.
4.9.1 Characteristics of Constructivist Teaching

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Audrey Gray, the characteristics of a constructivist classroom are as follows:

- the learners are actively involved
- the environment is democratic
- the activities are interactive and student-centred
- the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous

4.9.2 Constructivist Learning Environments (CLEs)

Jonassen (1994) has proposed a model for developing constructivist learning environments (CLEs) around a specific learning goal. This goal may take one of several forms, from least to most complex:

- Question or issue
  - Case study
  - Long-term Project
- Problem (multiple cases and projects integrated at the curriculum level)

Jonassen (1996) recommends making the learning goals engaging and relevant but not overly structured. In CLEs, learning is driven by the problem to be
solved; students learn content and theory in order to solve the problem. This is different from traditional objectivist teaching where the theory would be presented first and problems would be used afterwards to practice theory. Depending on students’ prior experiences, related cases and scaffolding may be necessary for support. Instructors also need to provide an authentic context for tasks, plus information resources, cognitive tools, and collaborative tools.

4.9.3 Constructivist Assessment

Traditionally, assessment in the classrooms is based on testing. In this style, it is important for the student to produce the correct answers. However, in constructivist teaching, the process of gaining knowledge is viewed as being just as important as the product. Thus, assessment is based not only on tests, but also on observation of the student, the student’s work, and the student’s points of view. Some assessment strategies include:

- Oral discussions. The teacher presents students with a “focus” question and allows an open discussion on the topic.
- KWL (H) Chart: what we know (K), what we want (W) to know, what we have learned (L), How (H) we know it. This technique can be used throughout the course of study for a particular topic, but is also a good assessment technique as it shows the teacher the progress of the student throughout the course of study.
- Mind Mapping: In this activity, students list and categorize the concepts and ideas relating to a topic.
- Hands-on activities. These encourage students to manipulate their environments or a particular learning tool. Teachers can use a checklist and observation to assess student success with the particular material.
- Pre-testing. This allows a teacher to determine what knowledge students bring to a new topic and thus will be helpful in directing the course of study.

Another important consideration in evaluating the potential benefits/limitations of constructivist teaching approach is to consider the large number of varied personal characteristics as well as prevalence of learning problems in children today. For example, is a solely constructivist approach employed in a classroom of you children then a significant number of children, for example say with Attention Deficit/Hyperactivity Disorder, might not be able to focus on their perceptions of learning experiences long enough to build a knowledge base from the event. In other words, constructivist theory is biased to students who desire to learn more and are capable of focusing attention to the learning process independently. A mixed approach that incorporates components of constructivist learning along with other approaches, including more guided teaching strategies, would better meet the learning needs of the majority of students in a classroom by accounting for differences between learning styles and capacities.

4.9.4 Role of Teachers

The teacher as a facilitator

The teacher’s task is to facilitate the learning. Instead of direct instruction, teacher plays the role of a facilitator who helps the learner to get to his or her own understanding of the content.
### Instructor | Facilitator
---|---
lectures | supports
\[ \text{gives answers} \] | provides guidelines and creates the environment for the learner to arrive at his or her own conclusions
\[ \text{according to a set curriculum} \] | 
\text{Gives a monologue} | continuous dialogue with the learners

The learner in traditional learning environments is a passive recipient to be filled with knowledge by the instructor while in constructivist pedagogy the learner plays an active role in the learning process.

In the constructivist classroom, the teacher’s role is to prompt and facilitate discussion. Thus, the teacher’s focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.

#### 4.9.5 Procedure for Implementation of Constructivist Activities

Furthermore, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some of the activities encouraged in constructivist classrooms are:

- **Experimentation:** students individually perform an experiment and then come together as a class to discuss the results.
- **Research projects:** students research a topic and can present their findings to the class.
- **Field trips:** This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
- **Films:** These provide visual context and thus bring another sense into the learning experience. Class discussions. This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

Constructivist approaches can also be used in online learning. For example, tools such as discussion forums, and blogs can enable learners to actively construct knowledge. Because existing knowledge schemata are explicitly acknowledged as a starting point for new learning, constructivist approaches tend to validate individual and cultural differences and diversity.

#### 4.9.6 Constructivist Lesson Planning

Although several models of lesson plan for constructivism exist, the model developed by Roger Bybee of the Biological Science Curriculum Study is...
widely used by practitioners. This model is best known as the “Five Es”. ([http://sites.google.com/site/constructivism512/Home/lesson-plan](http://sites.google.com/site/constructivism512/Home/lesson-plan))

The Five Es Instructional Model

1. Engage: This stage provides the opportunity for the teachers to discover what students know or what they think they know.

2. Explore: This stage provides a common set of experiences as well as broad range of experiences. This stage allows students to compare what they think about with what they observe.

3. Explain: This stage provides opportunity for students to connect their previous experiences and to begin to make conceptual sense of the main ideas within the unit of study.

4. Elaborate: In this stage students should be encouraged to apply or extend the concepts in new situations and relate their pervious experiences to new ones.

5. Evaluate: Evaluation of students’ conceptual understanding and ability to use skills begins at the Engage stage and continues throughout the model.

<table>
<thead>
<tr>
<th>5Es</th>
<th>Suggested Activity</th>
<th>What the Teacher Does</th>
<th>What the Student Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>Demonstration, Reading, Free Write, Analyze a Graphic Organizer, KWL, Brainstorming</td>
<td>• Creates interest. • Generates curiosity. • Raises questions. • Elicits responses that uncover what the students know or think about the concept/topic.</td>
<td>• Asks questions such as, Why did this happen? What can I find out about this? • Shows interest in the topic.</td>
</tr>
<tr>
<td>Explore</td>
<td>Perform an Investigation, Read Authentic Resources to Collect Information, Solve a problem, Construct a Model</td>
<td>• Encourages the students to work together without direct instruction from the teacher. • Observes and listens to the students as they interact. • Asks probing questions to redirect the students’ investigations when necessary. • Provides time for students to puzzle through problems.</td>
<td>• Thinks freely but within the limits of the activity. • Tests predictions and hypotheses. • Forms new predictions and hypotheses. • Tries alternatives and discusses them with others. • Records observations and ideas. • Suspends judgement.</td>
</tr>
<tr>
<td>Explain</td>
<td>Student Analysis &amp; Explanation</td>
<td>• Encourages the students to explain concepts and definitions in their own words.</td>
<td>• Explains possible solutions or answers to others.</td>
</tr>
</tbody>
</table>
### Pedagogy of Social Sciences

#### Source:
http://www.mcps.k12.md.us/curriculum/science/instr/5Esactivities.htm

<table>
<thead>
<tr>
<th>Extend</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>Any of the Above</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Develop a Scoring Tool or Rubric</td>
</tr>
<tr>
<td>Experimental Inquiry</td>
<td>Test</td>
</tr>
<tr>
<td>Think Skill Activities: compare, classify, apply</td>
<td>Performance Assessment</td>
</tr>
<tr>
<td></td>
<td>Produce a Product</td>
</tr>
<tr>
<td></td>
<td>Journal Entry</td>
</tr>
<tr>
<td></td>
<td>Portfolio</td>
</tr>
</tbody>
</table>

- **Supporting Ideas with Evidence**
- **Structured Questioning**
- **Reading and Discussion**
- **Teacher Explanation**
- **Thinking Skill Activities**: compare, classify, error analysis
- **Ask for justification (evidence) and clarification from students.**
- **Formally provides definitions, explanations, and new labels.**
- **Uses students’ previous experiences as basis for explaining concepts.**
- **Listens officially to others’ explanations.**
- **Questions others’ explanations.**
- **Listens to and tries to comprehend explanations the teacher offers.**
- **Refers to previous activities.**
- **Uses recorded observations in explanations.**
- **Aims to ask the questions and to summarize the concepts and skills in new, but similar situations.**
- **Uses previous information to ask questions, propose solutions, make decisions, and design experiments.**
- **Draws reasonable conclusions from evidence.**
- **Records observations and explanations.**
- **Checks for understandings among peers.**

- **Any of the Above**
- **Develop a Scoring Tool or Rubric**
- **Test**
- **Performance Assessment**
- **Produce a Product**
- **Journal Entry**
- **Portfolio**

- **Observes the students as they apply new concepts and skills.**
- **Assesses students’ knowledge and/or skills.**
- **Looks for evidence that the students have changed their thinking or behaviours.**
- **Allows students to assess their own learning and group-process skills.**
- **Asks open-ended questions, such as: Why do you think...? What evidence do you have? What do you know about x? How would you explain x?**
- **Answers open-ended questions by using observations, evidence, and previously accepted explanations.**
- **Demonstrates an understanding or knowledge of the concept or skill.**
- **Evaluates his or her own progress and knowledge.**
- **Asks related questions that would encourage future investigations.**

**Source:** http://www.mcps.k12.md.us/curriculum/science/instr/5Esactivities.htm

A lesson plan in the subject of Social Science for Class VIII is presented here. This lesson plan is prepared for teaching a topic on Types of Resources. It is done following the 5E constructivist approach to teaching-learning process. The detail outline of the plan is given under the following headings.
A Suggestive Model of Planning a Lesson Based on Constructivist Approach

Name: Unit: Resources
Class: VIII Topic: Natural Resources
Duration: 60 mts.
Approach to Teaching-Learning:
Constructivist approach

I. Learning Objectives
Students will:
- explain the term resources;
- classify the various types of resources; and
- categorize the types of natural resources

II. Materials Needed
- Picture of natural and human resources
- Worksheet

III. Pre-Requisite
The students are already familiar with various resources existing in the surroundings.

Stage 1- Engage (Group work)
The teacher divides the students into two groups and asks them to go around the school campus and identify the various resources available in their school surroundings. Afterwards, the leaders of both the groups read out what their groups have identified and write them on the chalkboard. Both the groups discuss about their observations and summarise about the resources that exist in the school campus.

Stage 2- Explore (Introduction to the topic)
Based on the discussion, the teacher narrates a situation thus:

‘Annie, a class teacher of class VIII, tell students to clean their classroom and outside premises as part of the inauguration of social science club. The class is divided into four groups and start the cleaning process. Two groups clean the classroom and verandah and the other two clean the school premises. All the group collect a lot of waste materials like paper, plastic bottles, plastic covers etc. And throw it into the garbage area. After coming to the class, the teacher appreciates each group and says that whatever you throw into the garbage area, they are valuable objects.’ Why are they important?

Chadrashkar replied that they are resources. Ravi raised the doubt: ‘What is a resource?’ Meena asks: ‘How could empty plastic bottles become a resource?’ For Ravi’s doubt, the teacher replied that anything that can be used to satisfy a need is a resource. Then the teacher took two ten rupee...
currency notes and squeezed one currency note. She asked the class: Among these two currency notes which one do you prefer? Teena replied both. The teacher asks ‘Why?’. Teena replied that both notes have value even though one is squeezed. The teacher states that things become resources only when they have a value.

**Announcement of the topic**

After having the above discussion with the learners, the teacher announces that today let us discuss and learn about types of natural resources.

**Stage 3- Explain (Presentation)**

Next, the teacher shows the following pictures related with types of resources.

**Picture A**

![Picture A](Source: NCERT.(2006). Unit 12, Work We Do in Looking Around-Textbook for Class III, p. 78)

**Picture B**

![Picture B](Source: NCERT.(2006). Unit 12, Work We Do in Looking Around-Textbook for Class III, p. 78)
Based on these pictures, the teacher asks the following questions:

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Learner’s Activities (Expected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you observe in the pictures?</td>
<td>Picture A includes the sun, lake, fishes, tree, birds, boat, tortoise, water etc., whereas in Picture B there are building, car, human beings, etc.</td>
</tr>
<tr>
<td>How are buildings and car different from birds and animals?</td>
<td>Building is constructed by human beings and cars are produced by human beings; whereas birds and animals are part of nature</td>
</tr>
<tr>
<td>How do you classify these two types of resources on the basis of your observation?</td>
<td>Natural Resources and Human resources</td>
</tr>
</tbody>
</table>

The students then summarizes that resources can be classified into natural, human made and human resources.

**Stage 4- Extend**

**Activity-I Providing think skill activity**

The teacher writes the following words on the chalkboard:

- Dark soil
- High speed wind
- Minerals
- Animals
- Solar energy
- Petroleum
- Air
- Iron ore

Then the teacher divides the class into four groups and asks them to find out under which category of resources the above mentioned words belong to? She observes each group and notes down the contribution of each student in her diary. She noticed that all the groups have agreed upon the point that all the words come under natural resources.

Then she asks students to find out the difference between each natural resource. The groups noted thus:

- The quantity of petroleum is less.
- The quantity of all minerals are unknown.
- Air is available everywhere.
- Except animals, all others are non-living resources.
- Solar energy is available unlimitedly.
- Iron ore can be seen in some places only.

Good. All of you have written some relevant points. Let us discuss in detail about the classification of natural resources. Based on the students’ findings, the teacher states that natural resources are classified into different groups based on the level of development and use, origin, stock and distribution.
On the basis of development and use, resources are classified into actual and potential resources. Actual resources are those resources whose quantity is known whereas potential resources are those whose entire quantity may not be known and sometimes are not in use at present. The teacher asks the students to point out the actual resources and potential resources from the words written on the chalkboard.

Students listed thus:
- Actual resources - Dark soil, Iron ore
- Potential resources - High speed winds were a potential resource 200 years ago. Now it is an actual resource.

The teacher then asks how animals are different from minerals. Students stated thus:
- Animals come under living things whereas minerals come under non-living things.

The teacher adds that based on the origin of resources, it can be classified into abiotic and biotic resources. To add some more examples, the students listed thus:
- Abiotic resources - soils, rocks, stones, etc.
- Biotic resources - plants, human beings, animals

Next, the teacher asks the students to find the difference between solar energy and natural gas. The students stated thus:
- Solar energy is unlimited and it can be used again and again whereas natural gas has a limited stock and it may get exhausted.

The teacher then states that solar energy can be renewed and hence it is known as renewable resources whereas natural gas cannot be renewed easily, hence it is known as non-renewable resources.

The teacher states that for some resources you have noted that they are available in some places whereas others are seen in particular places. On what basis this difference will happen?

Students: On the basis of distribution.

Teacher: Good. On the basis of their distribution resources can be ubiquitous or localized. Resources that are found everywhere are ubiquitous resources and those found in certain places are called localized resources.

**Activity II- Filling the worksheet**

The following worksheets are given to each student to work on:

Identify the picture and find out the raw natural resource of each one. Categorize each natural resource according to their types under different columns.
2. Distinguish between natural resources and human-made resources based on the following aspects.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Natural resources</th>
<th>Human-made resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recycling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sustainability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recapitulation**

The students summarise the concept of resources and its various types. They classify various types of natural resources.

**Stage 5- Evaluate (Reflective Questions and Activities)**

1. With examples categorize various types of natural resources.
2. Prepare a poster related to World Earth Day.
3. Go to your nearby locality and find out the natural and human-made resources.
4. Conduct a talk in your class on ‘Care for Environment and Protect Our Resources’.

5. Think of a few renewable resources and write in your journal how their stock may get affected by overuse.

6. According to you, which resources are more important – natural resources or human resources? Why do you think so?

Check Your Progress

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

4. In what way is constructivist learning environment differ from traditional classroom environment?

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...........................................................................................................................

4.10 PLANNING CO-SCHOLASTIC ACTIVITIES

Before going through the steps of planning a co-curricular activity let us ponder over three various situations in a school.

**Situation 1:** Mr. Kabir is the class teacher of Std.VIII A. During Gandhi Jayanthi celebration, he asked his students to participate in the cleaning of the school campus and left home. After his departure, some students participated in the cleaning activity and some students left home.

**Situation 2:** During the same celebration, Mr. Hari Das who was in-charge of Std. VIII B, asked his students to clean the classroom and courtyard. He asked the class leader to be in charge of the activity. But he didn’t come for supervision of the activity. There was confusion and conflict among the students.

**Situation 3:** Ms. Lali, who was in-charge of Std VIII C, already informed her students about the cleaning activity for the Gandhi Jayanti celebration. She explained to the students the importance of dignity of labour. On Gandhi Jayanti day, she took attendance of all students. Then she divided them into small groups. Each group was assigned one area for cleaning. During the cleaning process, she came and supervised her students. Those students who were not participating in the activity were identified and motivated by her to participate in this activity. There was discipline among the groups. After the cleaning activity was over, she distributed refreshments among them.

From the above situations, can you point out the difference among the three teachers? The teachers differ in their styles of planning and implementation. While observing the three situations, we can see that Mr. Kabir just announced
about the activity without giving guidance and specific instruction. In the case of Mr. Hari Das, he acts as an irresponsible teacher and giving the charge to class leader. As far as Ms. Lali is concerned, she adequately integrated the activity with the curriculum, gave proper guidance, took initiative, supervised and motivated the students.

Planning and organisation of co-curricular is important for achieving the objectives of school curriculum. Generally, there is negligence on the part of school authorities regarding co-curricular activities. But with the introduction of continuous and comprehensive evaluation (CCE), it is compulsory to organise co-curricular activities. Planning, scheduling and organising of these activities should be done democratically by involving pupils.

4.10.1 **Principles Underlying Planning and Organisation of Co-curricular Activities**

The main principles which need to be kept in mind while planning and organising these activities are presented below (IGNOU, 2000):

- Select activities that are closely related to curriculum. They should be educationally relevant.
- The selected activities should be constructive and should aim at development of higher level objectives, which are not attainable through regular classroom teaching e.g. novelty and originality, writing, discussion etc.
- Co-scholastic activities should have place within school timings so that all can participate.
- As far as possible, all students should participate in one or other activity going on in the school.
- The Atmosphere has to be democratic: More suggestions and ideas can be incorporated in the democratic atmosphere so that nothing is imposed on students.
- Leadership should be proper and careful: Every time the same person should not get a chance to lead. Leadership should be rotational and maximum number of students should get opportunity to conduct an activity.
- Administration and supervision: the responsibility for organising the programme should be placed on students, while teachers can supervise and facilitate.
- Regularity: Co-scholastic activities should be organised regularly i.e. they should have a place in school time-table.
- Advisor: the teacher should have an advisory role and should not impose his/ her will on students.
- Programme should grow from small to large gradually. Initially there may be a few items and a few students but gradually the programme should widen with maximum number of students being involved.
# Activity

1. Select any one co-scholastic activity and prepare guidelines for organizing that activity.

<table>
<thead>
<tr>
<th>Guidelines for Activity Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the objectives of the activity.</td>
</tr>
<tr>
<td>2. Plan the resources required for the activity.</td>
</tr>
<tr>
<td>3. Organize the activity in a structured manner.</td>
</tr>
<tr>
<td>4. Monitor the activity to ensure its smooth execution.</td>
</tr>
</tbody>
</table>

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## 4.11 LET US SUM-UP

In the present Unit, you have studied about the importance of curricular and co-curricular activities and their importance in the teaching-learning process. Organisation of these activities have been discussed. As a teacher of elementary education, it is essential to know about these annual plan, unit plan and lesson plan. The importance of constructivism in the field of education has been elaborated in this unit. A suggestive example of constructivist based lesson plan was presented.

## 4.12 SUGGESTED READINGS AND REFERENCES

- http://edweb.sdsu.edu/Courses/EDTEC470/sections/F02-10/lesson_planning.htm
1. The following variables influence planning learning experiences in social sciences.
   - Teacher characteristics and mindset
   - Student characteristics and his/her context
   - The learning context
   - Time Management
   - Learning Resources

2. The steps for the preparation of a unit plan are:
   i) Select a topic
   ii) Divide the topic into subtopics.
   iii) Develop a curricular statement for each subtopic.
   iv) Develop instructional procedures for each goal.
   v) Link your unit to the national standards.
   vi) Plan and create your assessment tools.
   vii) Have benchmarks to makeover through the unit

3. The steps for preparation of a lesson plan are:
   i) Determine the learning objectives
   ii) Develop the introduction
   iii) Plan the specific learning activities
   iv) Plan to check for understanding.
   v) Develop a conclusion and a preview
   vi) Create a realistic timeline
   vii) Presenting the lesson plan.
   viii) Summarization of important points.
   ix) Self-evaluation

4. Traditional classroom

<table>
<thead>
<tr>
<th></th>
<th>Constructivist classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>Tr. Acts as a facilitator and assist students in pursuit of knowledge.</td>
</tr>
<tr>
<td>ii)</td>
<td>Teacher centred</td>
</tr>
<tr>
<td>iii)</td>
<td>Student – centred.</td>
</tr>
<tr>
<td>iv)</td>
<td>Students are active participants.</td>
</tr>
<tr>
<td>v)</td>
<td>Activity – oriented classroom environment.</td>
</tr>
<tr>
<td></td>
<td>Continuous and comprehensive evaluation in the constructivist classroom.</td>
</tr>
</tbody>
</table>

| i) | Tr. Is the primary source of information. |
| ii) | Teacher centred |
| iii) | Students are passive listeners. |
| iv) | Less activity in the classroom |
| v) | Traditional assessment involves formal and informal tests. |
UNIT 5 ASSESSMENT AND EVALUATION IN SOCIAL SCIENCES

Structure

5.1 Introduction

5.2 Objectives

5.3 Assessment and Evaluation in Social Sciences: Purpose

5.4 Forms of Assessment and Evaluation
   5.4.1 Placement, Formative, Diagnostic, and Summative
   5.4.2 Assessment of Scholastic and Co-scholastic Abilities

5.5 Assessment Strategies in Social Sciences
   5.5.1 Continuous and Comprehensive Evaluation
   5.5.2 Term End Examination
   5.5.3 Self-assessment
   5.5.4 Peer Assessment
   5.5.5 Group Assessment
   5.5.6 Port Folio Assessment
   5.5.7 Open Book Examination

5.6 Preparation of an Achievement Test
   5.6.1 Content Analysis
   5.6.2 Preparation of Blue Print for the Test
   5.6.3 Writing Essay Type Items
   5.6.4 Writing Short Answer Type Items
   5.6.5 Writing Objective Type Items

5.7 Use of ICT in Assessment and Evaluation in Social Sciences

5.8 Let Us Sum Up

5.9 References and Suggested Readings

5.10 Answer to Check Your Progress

5.1 INTRODUCTION

Assessment and evaluation are one of the important tasks in the teaching learning process of Social Sciences. The constructivist approach to teaching-learning in Social Sciences emphasizes assessment as an integral part of the process of teaching and learning and using assessment for the enhancement of student learning. Therefore, the focus on ‘assessment of learning’, which is hitherto emphasized in evaluation of student performance has now shifted to ‘assessment for learning’. The present Unit deals with the concept of assessment for learning.

The Unit starts with discussion of the purpose of assessment in Social Sciences and proceeds with description of various forms of assessment and their use in assessing scholastic as well as co-scholastic abilities of learners in Social Sciences. The important methods of assessment, which are particularly used
in constructivist classroom of Social Sciences like Continuous Comprehensive Evaluation (CCE), peer and group assessment, use of portfolio and e-portfolio, use of open book examination, use of different form of ICT in evaluation are discussed with suitable examples. The Unit also provides you a clear understanding to analyze content of Social Science text for developing an achievement test. As per the content analysis, the Unit discusses how to prepare blueprint of an achievement test in Social Sciences and how to write the items as per the blueprint.

5.2 OBJECTIVES

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

- explain the purpose of assessment and evaluation in Social Sciences;
- distinguish among placement, formative, diagnostic, and summative evaluation;
- discuss the concept of assessing scholastic and co-scholastic abilities of the learners in Social Sciences;
- critically analyse the process and use of various methods of assessment and evaluation in Social Sciences;
- discuss the process of analyzing the contents of Social Science text books;
- prepare achievement test for assessing performance of the learners in Social Sciences; and
- acquaint yourself with using ICT in assessment and evaluation in Social Sciences.

5.3 ASSESSMENT AND EVALUATION IN SOCIAL SCIENCES: PURPOSE

Assessment and evaluation are an important part of every teaching-learning process. The purpose of assessment is not only to carry out assessment of learning but also to focus on ‘assessment for learning’. Assessment needs to be an integral part of teaching learning process and a tool for continuous enhancement of student learning. Of course, this is a challenge for teacher. Again, the primary objective of assessment is to ensure that the learning objectives formulated by her/him are achieved through appropriate assessment methods. Keeping in view the above, the purpose of assessment and evaluation may be broadly categorized into two different heads.

i) Assessment for Instructional Purposes

Assessment for instructional purposes essentially means ‘assessment for learning’. The purpose of assessment is not only to certify learners but also to help them understand learning difficulties and the way to overcome these difficulties. As it has been earlier stated, the challenge of teacher is to integrate assessment in the teaching-learning process. For integrating assessment in the teaching learning process, there is the need to implement continuous and comprehensive evaluation during teaching which is formative
in nature. In this regard, teacher needs to carry out formal and informal observations in the classroom; adopt learner centered methods and techniques of teaching and assessment like meaningful peer and group discussions in the classroom, inquiry and project based methods of learning; use of problem based learning approach, critical analysis of various complex themes in social sciences through debates and discussions, use of portfolios, and carrying out reflections on various contemporary issues. All these activities constitute ‘assessment for instructional purposes’.

ii) Assessment and Evaluation for Certification

The other important purpose of assessment and evaluation in the teaching learning process is to certify learners. For certifying learners, a type of summative evaluation needs to be carried out periodically as well as terminally. The usual practice in the teaching learning process is to certify learners terminally or annually. Therefore, term end examinations or semester end examinations are conducted to know and certify the level of terminal behavior the learners have achieved. It is therefore, both the continuous and comprehensive evaluation and terminal evaluation contribute substantially to the final certification of the learners. Thus the two important purposes of assessment and evaluation are ‘assessment for instructional purposes’ and ‘evaluation for certification’.

Check Your Progress  1

Notes:  a) Write your answers in the space given below.
       b) Compare your answers with those given at the end of this unit.

1. Differentiate between the two major purposes of assessment in Social Sciences?

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5.4 FORMS OF ASSESSMENT AND EVALUATION

In the teaching-learning process, teacher uses different forms of assessment and evaluation. Teacher needs to assess learners’ performances at different stages of instructional process for achievement of learning objectives. S/he assesses scholastic and co-scholastic abilities of learners. Keeping in view the above, we discuss, in this section, different forms of assessment and evaluation practices in the teaching-learning process.

5.4.1 Placement, Formative, Diagnostic and Summative

Assessment is conducted in different phases of teaching-learning process. Some assessments are conducted before beginning of the teaching-learning process; some assessments are carried out during the teaching-learning process and other kinds of assessment are conducted at the end of the instructional process. According to the purpose and the use of the assessment strategies, they can be classified as follows:
1. Placement Assessment
2. Formative Assessment
3. Diagnostic Assessment
4. Summative Assessment

Each of four types of assessment serves different purposes. In the teaching-learning process, assessment starts with assessing the entry behaviour of the learners (placement assessment) and ends with certifying the performances of the learners (summative assessment). All four types of assessment are important, and are unique in their nature and functions. The four types of assessment and their functions are diagrammatically presented in Table-1 for your understanding.

**Table 1: Types of Assessment and their Functions**

<table>
<thead>
<tr>
<th>Areas of Function</th>
<th>Types of Assessment and their functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>After Instructional Process</td>
<td>Summative Evaluation (to certify the learner)</td>
</tr>
<tr>
<td>During Instructional Process</td>
<td>Diagnostic Evaluation (to solve learning difficulties)</td>
</tr>
<tr>
<td></td>
<td>Formative Evaluation (to know mastery in content)</td>
</tr>
<tr>
<td>Before Instructional Process</td>
<td>Placement Evaluation (to know entry behaviour)</td>
</tr>
</tbody>
</table>

Table 1 represents different types of assessment which are usually practiced in the teaching-learning process. Generally, assessment starts with measuring the entry behaviour of learners to form judgement about their terminal behaviour. Let us discuss the main purpose and functions of the above types of assessment:

1. **Placement Evaluation**: Placement evaluation is conducted before the organisation of teaching-learning activities to measure the entry behaviour or previous knowledge of the learners. Another purpose is to know whether the learner is able to acquire the new learning experience which is related to the previous knowledge. The key word which is used for placement evaluation is the “entry behaviour”. Assessment of entry behaviour is done just before teaching starts. In the teaching-learning process, before teaching a new topic, a teacher should know the previous knowledge of students. This helps teacher to organise teaching-learning activities according to the previous knowledge of learners.

2. **Formative Evaluation**: For the first time in the year 1967, Michel Scriven used the concept of formative evaluation in the field of curriculum evaluation. Scriven (1991) defined it as, “*Formative evaluation is typically conducted during the development or improvement of a programme or product (or person, and so on) and it is conducted, often more than once, for in house staff of the programme with the extent to improve*”. If we analyse the definition, it is clear that the
The purpose of conducting formative evaluation is to monitor the learning progress of the learner; it is also conducted to know whether the learning objectives have been achieved or not. The key word in formative evaluation is mastery of learning or learning progress. According to Table 1, formative evaluation is conducted during the instructional process. It is considered as the second stage of assessment which is conducted during the teaching-learning process. It is carried out from the very beginning of instruction and continues till the end of the course.

The examples of formative evaluation are: regular classroom observation of the teachers, unit end examination, monthly test, quarterly examination, half yearly examination, etc. It provides the teacher feedback about the progress of the learners in the subjects, to know the achievement of the instructional objectives, and also about the effectiveness of the programme. Formative assessment is more popular in the constructivist approach to teaching. It is used to make learners enhance their learning. In the present context, formative assessment is integrated with the teaching learning process. Formative assessment fulfils the needs of continuous development of the learners. Formative assessment is an integral part of continuous and comprehensive evaluation. It also provides data for diagnostic evaluation. Let us discuss the diagnostic assessment.

3. **Diagnostic Evaluation**: Diagnostic evaluation is conducted along with formative evaluation during the instructional process. It is carried out based on the data obtained from formative evaluation. Diagnostic evaluation is specially conducted for identifying the learning difficulties and to solve them. For example, if it is found that a learner has not understood certain concepts in social science subject or showing poor performance regularly in social science subject, then to help him/her understand these concepts, diagnostic assessment is conducted and remediation is provided. This is conducted by diagnostic remedial test. The key word in diagnostic evaluation is assessment of learning difficulties. Diagnostic evaluation not only solves learning difficulties of learners but also identifies and provides remedies for personal and psychological problems.

**Observation 1**

Mrs. Stella is a teacher in St. Xavier School. She teaches social sciences to student of Class IX. She observed that a child named Saurabh in her class was continuously getting less marks in Social Science. He had secured more than 80 marks in the annual exam. of Class VIII. Subsequently, she scored 70 in first unit test in std. 9th, 62 in second unit test, 54 in quarterly test and his mark was reduced to 33 in half yearly exam. It made Mrs. Stella to think that there are some difficulties with Saurabh. Formative evaluation, which Mrs. Stella conducted, provided her the information for carrying out diagnostic assessment. For removing the difficulties, she closely observed Saurabh and recorded his behaviour in Social Science class, and interviewed his parents, and peer groups about the problem. She also personally talked to Saurabh and checked all his class notes and home tasks in Social Science. After discussing the matter with different persons associated with Saurabh, she found
the reason that Saurabh is not bad in Social Sciences but he is not interested in Social Science, as he had decided to pursue Science to get admission. Gradually he developed a negative attitude towards Social Sciences and felt it as a difficult subject.

Mrs. Stella talked to Saurabh and established a good rapport with him and made him understand, how important Social Science is. She also made him able to do some social science assignments which were directly linked with day-to-day life. It continued for a couple of months and in the next unit test it was observed that Saurabh scored 65 in Social Science. It made Saurabh and Mrs. Stella happy.

To conclude, diagnostic test and remedial treatment helped Saurabh to overcome the learning difficulty that was identified through the formative and diagnostic tests. It is the clear example of formative and diagnostic evaluation practice in the school system.

Activity 1

As a teacher, you must have observed learning difficulties with your students. Identify those students, who have learning difficulties, find out the reasons of learning difficulties and suggest remedial measures to overcome these difficulties. Prepare a small write up of the process you adopted.

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4. Summative Evaluation: Summative evaluation is conducted to know the terminal behaviour of learners. The key word in summative evaluation is “certification”. Summative evaluation is conducted after completion of the whole course. Feedback provided in summative evaluation is terminal in nature and cannot be used for modification of learners’ behaviour because it is conducted at the end of a term. Learners get certificate or are promoted to the higher class based on summative assessment. Different techniques and tools used in summative evaluation are verbal or non-verbal, tests, and teacher made or standardised tests.

Now we learnt four types of evaluation. You might have observed the similarities and differences among them. The similarity among them is that all are concerned with the assessment of learning or assessment for learning. All are conducted during different phases of the teaching-learning process.
But they differ in terms of their purposes, processes, techniques and tools used in collecting evidences, processes of providing feedback, functions, time/period in the teaching-learning process and their uses for future purposes.

**Activity 2**

Write three points of important for each type of evaluation.

<table>
<thead>
<tr>
<th>Points of Importance for Scholastic Evaluation</th>
<th>Points of Importance for Co-Scholastic Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>...................................................................</td>
<td>...................................................................</td>
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<td>...................................................................</td>
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<td>...................................................................</td>
</tr>
</tbody>
</table>

5.4.2 **Assessment of Scholastic and Co-Scholastic Abilities**

Assessment can also be classified into scholastic and co-scholastic based on the abilities of learners being assessed. As you know, the main goal of education is to bring all-round or holistic development of learners. Holistic development of learners refers to balanced development taking place in all aspects of learners-physical, mental, psychological, emotional, social and moral development. Right from the beginning, assessment of cognitive abilities of learners was given more emphasis. However, there is the need to assess learners’ performance in co-scholastic areas. Let us understand the meaning of the two forms of assessment.

**Scholastic Assessment**

Scholastic assessment refers to assessment of cognitive abilities of learners in various academic activities which are associated with various subjects. Therefore, all those abilities in cognitive areas namely knowledge, understanding, application, analysis, synthesis, evaluation and creativity are the scholastic abilities. According to CBSE Manual (2010), on Continuous and Comprehensive Evaluation, the objectives of the Scholastic areas are:

i) To foster desirable behaviour related to learner’s knowledge, understanding, application, evaluation, analysis and the ability to apply it in an unfamiliar situation.

ii) To improve the teaching-learning process.

iii) To conduct both formative and summative assessment.

Scholastic assessment of student performance in various subject areas is done through formative assessment and summative assessment. According
to CBSE Manual (2010), tools used for formative assessment are questions, observation schedule, interview schedule, checklist, rating scale, anecdotal records, document analysis, tests and inventories, portfolio analysis. Similarly, techniques for formative assessment are examination, assignments, quizzes and competitions, projects, debates, elocution, group discussions, club activities, experiments, research. Tools for summative assessment are end of term written test comprising long answer, short answer and objective type questions. Different scholastic areas include subjects like mathematics, languages, sciences, social science, work experience, health and physical education, arts and crafts, music and painting, etc. We have discussed earlier formative and summative assessments in details.

**Activity 2**

List out the scholastic activities you have conducted in Social Sciences in your school. Do you think it is important for the students? Justify your response.

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**Assessment of Co-Scholastic Abilities**

As has been already mentioned, holistic development of learners cannot take place only with assessment of scholastic abilities. Assessment of co-scholastic abilities constitutes an integral part of a comprehensive evaluation system. Co-scholastic assessment aims at assessing desirable behaviour related to learner’s life skills, attitudes, interests, values, co-curricular activities and physical health. Major co-scholastic areas identified by CBSE are life skills, work education, visual and performing arts, attitudes and values and co-curricular activities. Life skills include self-awareness, problem solving, decision making, critical thinking, creative thinking, interpersonal relationships, effective communication, empathy, managing emotions, dealing with stress. Attitudes of learners include attitude towards teachers, school mates and peers, school programmes and environment, and value system. Co-curricular activities cover literary and creative skills, scientific skills, Information and Communication Technology (ICT), organizational and leadership skills (clubs), community participation, field visit, study tours, visit to zoo, museum as well as health and physical education related activities like sports/indigenous sports, NCC/NSS, scouting and guiding, swimming, gymnastics, yoga, first aid, gardening/shramdaan, etc.
**Activity 4**

Prepare a list of five activities each in co-scholastic areas which you practice in your Social Science and mention the techniques you use to assess them.

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**Check Your Progress 2**

**Notes:**

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

2. Differentiate between Formative and Summative Evaluation?

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3. Critically discuss, with examples, how placement, formative, diagnostic and summative evaluation are used in your school.

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4. Describe how scholastic abilities of the students are assessed?

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5. Explain the need of assessing co-scholastic abilities among learners.
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6. How do co-scholastic abilities supplement in developing scholastic abilities of learners?
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(N.B. – The section 5.4 has been adapted from, ‘Assessment Basics’, Unit-10, Block-3, BES-002, IGNOU, 2013)

5.5 ASSESSMENT STRATEGIES IN SOCIAL SCIENCES

As we know the discipline of Social Science includes different subjects and the associated experiences which are unique in nature. In Secondary and Senior Secondary stage, students learn History, Geography, Political Science, and Economics as the subjects of Social Sciences. There is certain commonality with regard to teaching learning strategies and assessment used in different Social Science subjects. In this section, we will discuss certain selected assessment mechanisms used across the subjects of the discipline of Social Science.

5.5.1 Continuous and Comprehensive Evaluation

Like other subjects, the contents of Social Science are organised by connecting what is already known by learners with what is to be taught by teachers. Therefore, the use of continuous and comprehensive evaluation is quite relevant in Social Sciences. Continuous means that evaluation strategies are integrated with the teaching-learning process. Teacher needs to aim at achieving instructional objectives continuously either by using formal or informal assessment. Assessment needs to be integrated with teaching in forms of observation, peer and group discussion, narration and debates, unit end test, monthly or quarterly examinations. These types of assessment enhance student learning and provide teachers timely feedback on how much mastery the learners have achieved and the need to redesign the learning as well as assessment strategies.

Another important aspect, which the Social Science teacher should keep in mind is that the teaching of Social Science aims at the all-round development of the children, that is, cognitive, affective, psychomotor, social, and emotional. It is observed that mostly traditional stereo typed evaluation are
used in Social Sciences, which cater to only the cognitive aspect of students' behaviour, but comprehensive evaluation ensures all round assessment of the learners. Comprehensive evaluation signifies the use of a variety of tools and techniques such as questionnaires, scales, checklists, schedules, debates and discussions, field visit, anecdotes, narrations, story-telling, writing in reflective diaries, use of portfolios, etc. The assessment of attitude of learners towards the country, towards the self, towards others, towards various issues also comes under the assessment strategies which are very comprehensive in nature. Therefore, there is the need of making Social Science evaluation comprehensive, as it is concerned with the all-round development of human personality.

5.5.2 Term End Examination

Though the formative assessment strategies are getting more popular in the constructivist approach to teaching, still there is the need of term end examination, not only to grade learners but also to get the terminal feedback about the learners’ performance in different aspects. It is not possible to assess every aspect of learners’ scholastic and co-scholastic attainment through formative evaluation. Therefore, there is a need to use summative assessment like the term end examination. Term end examination is usually conducted at the end of a term, say after completion of a semester, annually, or at the end of the entire course. It carries, say 60 or 70 percent of the total weightage given to the assessment and evaluation in a course, and the rest weightage is given to continuous assessment (formative evaluation). Generally, term end examination is conducted either through written or oral examination at the end of the semester or at the end of the year. In many cases, both the components of written as well as oral examination are also used in term end examination. Term end examination helps to obtain terminal feedback and to certify learners.

5.5.3 Self Assessment

Assessing the self is an effective technique of assessment for helping the learners to enhance their learning. Self-assessment technique supports the concept of ‘assessment for learning’. It helps learners to get an idea about their strong and weak points and the areas where there is the need for improvement. Self-assessment is one of the important techniques of assessment for understanding one’s own achievement in Social Sciences. This self-understanding is more effective than enforcement by the teachers to achieve the required instructional objectives. Self-assessment can be done by encouraging learners to assess their performance by comparing them with others or verifying with the contents presented in the text. Sometimes, suggested answers can also be given along with the questions so that learners compare their answers with the given suggested answers. This technique is based on the principles of constructivism as learners understand their academic achievement by themselves and progress accordingly.

5.5.4 Peer Assessment

Like self-assessment, peer assessment is also another technique used in assessment of learner performance in Social Sciences. Learners like to live and interact with the peers. Peer assessment is based on the strength of peer
interaction and dealings. In peer assessment, usually the answers to assignment questions given by teachers are shared among peers. The peers read the answers of one another and provide observations or comments for further improvement. By doing so, learners get feedback to improve their performance. Peer assessment also provides scope for working with peers and developing cooperation and understanding among themselves. In constructivist approach to teaching, peer assessment technique is highly used. It helps the learners enhance their learning.

5.5.5 Group Assessment

Group assessment is another popular technique of assessment used in Social Sciences. As you know, teaching Social Sciences requires many group-centred activities like field visits, project and inquiry-based learning, community surveys, etc. In these activities, learners go together in a group to conduct the activities. They work collectively to achieve the instructional objectives set for the learning task. In classroom situations also, many learning experiences are transacted through instructional techniques like debate, discussions, seminar presentations, theme-based group reflections, critical analysis on contemporary issues, etc. These group activities in teaching-learning process form the basis for group assessment. Assessment decisions can be taken in group activities by the members of the group themselves. Group assessment can be done on the basis of involvement of the group members during the planning and implementation of the activities, their contribution to the group activities, and comparison of group performance with that of other groups during the presentations. Group assessment technique is also based on the principles of constructivist learning and helps learners enhance their learning.

5.5.6 Portfolio Assessment

Use of student portfolio in learning and assessment is the recent development in the teaching-learning process. Student portfolio is a collection of important contributions of the learner recorded in a very systematic manner. The portfolio may be kept with the teacher or in the school for taking periodical or terminal decisions about the learner. This is an important technique for assessing student performance in Social Sciences because Social Sciences include varieties of activities related to community and society, art and culture, democracy and values, economics and demography, etc. The important learning tasks performed by students of Social Sciences may be preserved in individual portfolios and considered for evaluation periodically, as and when required. Portfolio assessment provides an authentic basis to the teachers to go through the learning tasks performed by the learners and accordingly assess their abilities. Portfolio assessment also forms the basis for final certification of the learners.

Use of scrap files can also be a part of learner’s portfolio. In scrap file, learners can paste different pictures related to the topic taught in the classroom. That can sensitize the learners and draw their attention towards the topic of discussion. For example, before teaching the theme Akbar, a teacher may motivate the learners to prepare scrap file of Akbar, including the picture of Akbar, his contributions to the society, etc. That scrap file can further be kept in the portfolio for evaluation.
5.5.7 Open Book Examination

Open Book examination is also another important contemporary development in the field of assessment. Open book examination emphasizes use of textbooks during the examination to write answers to the questions. This develops the ability of learners to examine the concept presented in the text, critically analyse it, and contextually present in the examination. Central Board of Secondary Education has recently implemented the open book system of examination at secondary and higher secondary levels. This supports learners to solve the questions as well as helps evaluators understand the learners’ skills of analysing the questions, getting the answers, organising and presenting them in answer books. Generally, direct questions are not given for open book examination and the questions are also essay type in nature. The abilities of reflection on issues and their critical analysis are generally required to answer the questions in the open book examination. It assesses the higher order cognitive abilities of learners in Social Sciences.

Check Your Progress 3

Notes: a) Write your answers in the space given below.
        b) Compare your answers with those given at the end of this unit.

7. Elaborate the concept of continuous and comprehensive evaluation.

8. Why is there the need of term end examination?

9. Differentiate between peer and group assessment techniques of evaluation.

10. What is the need of portfolio assessment?
11. Explain the concept of Open Book Examination.

5.6 PREPARATION OF AN ACHIEVEMENT TEST

Preparation of an achievement test is one of the important tasks of assessment in Social Science. This requires teachers to analyse the contents, provide judicious representation to each and every chapter of the syllabus. The authentic evaluation of the learner’s performance depends upon the quality of question papers prepared by teachers. Preparing an achievement test is a systematic work. There are certain steps which need to be followed while preparing an achievement test. Let us discuss the steps of preparing the question paper with examples.

5.6.1 Content Analysis

The first step for preparing an achievement test in Social Science is to analyse contents of the Social Science syllabus. For this, Social Science syllabus of a class needs to be divided into certain Units or Chapters. Then the Units or Chapters are divided into certain topics and sub-topics. Further sub-topics are divided into certain teaching-learning points. Now let us select a Unit of Social Science of Class IX and analyse the topics, sub-topics, and the teaching-learning points for preparing the achievement test.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Sub-Topics</th>
<th>Content Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Life Without Rights</td>
<td>1. Prison in Guantanamo Bay</td>
<td>i) Guantanamo Bay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Jamil El-Banna</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) Amnesty International</td>
</tr>
<tr>
<td></td>
<td>2. Citizen’s Right in Saudi Arabia</td>
<td>i) Govt. of one country denying rights to citizens of another country.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Citizen’s right in Saudi Arabia</td>
</tr>
<tr>
<td></td>
<td>3. Ethnic Massacre in Kosovo</td>
<td>i) Serb nationalist Milosevic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Kosovo Albanians</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) Explosions by Serbian troops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iv) Killing based on ethnic prejudices</td>
</tr>
</tbody>
</table>
### B. Rights in a Democracy

**1. What are Rights?**
- i) Defying rights
- ii) Enjoying rights in cost of others.
- iii) Violation or Infringement of rights.

**2. Why do we need Rights in a Democracy?**
- i) Rights in a democratic country.
- ii) Protection of the rights of the minorities
- iii) Protection of citizen’s right by the Govt.
- iv) Rights and the Constitution

### C. Rights in the Indian Constitution

**1. Right to Equality**
- i) Rule of law of the democracy
- ii) Discrimination against any citizen
- iii) Untouchability, a punishable offence

**2. Right to Freedom**
- i) Freedom of speech and expression
- ii) Freedom to hold meeting and demonstration
- iii) Freedom to travel
- iv) Personal liberty

**3. Right against Exploitation**
- i) Prohibits traffic in human beings
- ii) Prohibition of child labour

**4. Right to Freedom of Religion**
- i) Right to profess, practice and propagate the religion

**5. Cultural and Educational Rights**

**6. How can we secure these Rights?**

### D. Expanding Scope of Right

**1. Adult and Children Rights**
- i) Court judgements to expand the scope of rights
2. International Covenant on Economic, Social and Cultural Rights
   i) Standard of human rights

3. Guarantees of New Rights by Constitution of South Africa
   i) New rights of Constitution of South Africa

(Source: Democratic Politics-1, Text Book in Political Science for Class-IX (Social Science), NCERT, 2014)

Accordingly, similar type of content analysis can be done for other Units/Chapters also.

**Activity 5**

Select a topic of your own and analyse the content for preparing achievement test as presented in Table 2.

5.6.2 Preparation of Blue Print for the Test

On the basis of the content analysis, a blue print for the achievement test needs to be prepared before writing the items for the test. A blue print of test preparation may be defined as, “a three dimensional chart where weightage are given to content, objectives, and forms of questions in terms of marks”. Blue print is a structure of the test which consists of the following information.

1. Content
2. Instructional Objectives
3. Types of Questions and Weightage to Marks

Let us take an example of the Blue Print as per the Chapter selected above.

**Blue Print of the Achievement Test:**

**Information:**

Subject: Social Science
Chapter: Democratic Rights
Class: IX
Total Marks: 100
Pedagogy of Social Sciences

**Weightage to the Content Areas:**
1. Life without Rights – 25%
2. Rights in a Democracy – 25%
3. Rights in the Indian Constitution – 25%
4. Expanding Scope of Rights – 25%

**Instructional Objectives:**
1. Knowledge – 30%
2. Comprehension - 30%
3. Application/Reflection/Analysis – 28%
4. Skill Development – 12%

**Type of Items:**
1. Essay Type Items – 40% (4 items, each item 10 Marks)
2. Short Answer Type Items – 36% (12 items, each item 03 Marks)
3. Objective Type Items – 24% (24 items, each item 01 Mark)

**Table 3: Blueprint or Table of Specification**

<table>
<thead>
<tr>
<th>Unit/Chapter</th>
<th>Instructional Objectives</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Skill</th>
<th>Total Item/Marks</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Without Rights</td>
<td></td>
<td>SA-1</td>
<td>LA-1</td>
<td>SA-1</td>
<td>SA-1</td>
<td>LA-1 (10)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-5</td>
<td></td>
<td></td>
<td></td>
<td>SA-3 (09)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-1</td>
<td></td>
<td></td>
<td></td>
<td>OT-6 (06)</td>
<td></td>
</tr>
<tr>
<td>Rights in a Democracy</td>
<td></td>
<td>SA-1</td>
<td>SA-1</td>
<td>LA-1</td>
<td>SA-1</td>
<td>LA-1 (10)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-4</td>
<td>OT-1</td>
<td>OT-1</td>
<td></td>
<td>SA-3 (09)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>OT-6 (06)</td>
<td></td>
</tr>
<tr>
<td>Rights in the Indian Constitution</td>
<td></td>
<td>SA-1</td>
<td>SA-1</td>
<td>LA-1</td>
<td>SA-1</td>
<td>LA-1 (10)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-4</td>
<td>OT-1</td>
<td>OT-1</td>
<td></td>
<td>SA-3 (09)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>OT-6 (06)</td>
<td></td>
</tr>
<tr>
<td>Expanding Scope of Rights</td>
<td></td>
<td>SA-1</td>
<td>LA-1</td>
<td>SA-1</td>
<td>SA-1</td>
<td>LA-1 (10)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-5</td>
<td>OT-1</td>
<td></td>
<td></td>
<td>SA-3 (09)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>OT-6 (06)</td>
<td></td>
</tr>
<tr>
<td>Total Items/Marks</td>
<td></td>
<td>SA-4 (12)</td>
<td>LA-2 (20)</td>
<td>LA-2 (20)</td>
<td>SA-4</td>
<td>LA-4 (40)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-18 (18)</td>
<td>SA-2 (06)</td>
<td>SA-2 (06)</td>
<td></td>
<td>SA-12 (36)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OT-4 (04)</td>
<td>OT-2 (02)</td>
<td>OT-24 (24)</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total Marks</td>
<td></td>
<td>30</td>
<td>30</td>
<td>28</td>
<td>12</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

*N.B.*: LA – Long Answer Type Qs.; SA – Short Answer Type Qs.; OT – Objective Type Qs.
Table 3 revealed the detailed table of specification or the blue print of the achievement test. It is self-explanatory that weightage given to each content area is 25% (25 Marks); weightage given to instructional objectives is – Knowledge 30% (30 Marks), Comprehension 30% (30 Marks), Application 28% (28 Marks), and Skill 12% (12 Marks); and weightage given to types of question is LA 40% (40 Marks), SA 36% (36 Marks), and OT 24% (24 Marks). Now on the basis of the above blueprint, let us develop the items for each type of questions to be included in the test.

Activity 6

Select a topic/chapter of Social Science taught at the Secondary Stage and prepare a blueprint for developing a test.

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5.6.3 Writing Essay Type Items

Writing test items is an art as well as science. The items need to assess the specific learning outcomes expected of the learners. They are to be written in behavioural terms by using the specific action verbs. Generally, essay type items are of two types:

1. Extended Response Type Item
2. Restricted Response Type Item

In extended response type of essay item, restrictions are not given either in terms of words, phrasing the items, or in time. This a free response type of item. On the other hand, restricted response type of item, restrictions are given to the learners in terms of phrasing the items carefully into parts, allotting marks to the parts, and also limiting the words as well as time. Comparatively restricted response types of items are formed more scientifically and reduce subjectivity in scoring. Mostly, these types of items are asked in the examination. Let us form a few restricted response type of essay type items as per the table of specification given above (Table-3).

Table 4: Essay Type Items

<table>
<thead>
<tr>
<th>Content</th>
<th>Objective</th>
<th>Items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Without Rights</td>
<td>Comprehension</td>
<td>Why is there the need of Rights for living? Explain citizen’s rights in Saudi Arabia.</td>
<td>5+5=10</td>
</tr>
</tbody>
</table>
Rights in a Democracy | Application | Cite few examples of elected governments not protecting the rights of their own citizens. Why do they do that? | 5+5=10
---|---|---|---
Rights in the Indian Constitution | Application | What do you understand by fundamental rights in Indian Constitution? Cite at least one example of each fundamental rights mentioned in Indian Constitution. | 4+6=10
Expanding Scope of Rights | Comprehension | Why is there the need of expanding scope of rights? Explain International Covenant on Economic, Social and Cultural Rights. | 4+6=10

5.6.4 Writing Short Answer Type Items

Like essay type items, writing short answer type items also require certain skill of the teachers. It is the mid-way between essay type items and objective type items, in terms of length and weightage of marks. The length of short type item may be within a few lines, sentences, or a paragraph of 50 to 100 words. The style and guidelines of writing short answer type items are similar to essay type items. Short answer type questions can be phrased with suitable action verb. Let us develop some short answer type items as per the blue print developed (Table 3).

<table>
<thead>
<tr>
<th>Content</th>
<th>Objective</th>
<th>Items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Without Rights</td>
<td>Knowledge</td>
<td>Elaborate the context of AnasJamil Ei-Banna’s letter to Mr. Tony Blair.</td>
<td>3</td>
</tr>
<tr>
<td>Application</td>
<td>Like the ethnic massacre in Kosovo, cite at least one example of similar situation which had happened in any part of the world.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Write a memorandum on behalf of women in Saudi Arabia to the</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Rights in a Democracy</td>
<td>Knowledge</td>
<td>Define rights in your own words with examples.</td>
<td>3</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------</td>
<td>------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Why do people need rights in a democracy?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Prepare a pamphlet showing the violation of minority rights which had happened in any part of the world.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Rights in the Indian Constitution</td>
<td>Knowledge</td>
<td>Name the fundamental rights in Indian Constitution.</td>
<td>3</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Explain the right to ‘Freedom of Speech and Expression’ as enshrined in Indian Constitution.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Prepare a flag card examplifying on ‘Right against Exploitation’ for use in a group demonstration.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Expanding Scope of Rights</td>
<td>Knowledge</td>
<td>Explain the concept of Right to Education Act of Indian Constitution.</td>
<td>3</td>
</tr>
<tr>
<td>Application</td>
<td>Do you think the existing rights in Indian Constitution are sufficient enough to safeguard the interest of the citizens? Justify your answer.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Prepare a note explaining the necessity of expanding the existing rights of Indian Constitution and creating new rights for the citizens.</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### 5.6.5 Writing Objective Type Items

Writing objective type items is the most difficult task in preparation of an achievement test. Objective type items can be classified into recall and recognition type of items. Recall type of item can also be classified into simple recall type and completion type of items. Recognition types of items are answered in a single word or numbers in which the choices of the responses are usually given. Below given (Table 6) are the commonly used objective types of items in the examination.
### Table 6: Objective Type Items

<table>
<thead>
<tr>
<th>Objective Items</th>
<th>Classification</th>
<th>Concept</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall Type Item</td>
<td>Simple Recall Type Item</td>
<td>In simple recall type of items, responses may be in a word/number or in a sentence. In this type of items, options of the responses are usually not given.</td>
<td>Which fundamental right has recently been incorporated in Indian Constitution? In which year, was Indian Constitution implemented?</td>
</tr>
<tr>
<td>Completion Type Item</td>
<td>In completion type of items, responses are given in an incomplete sentence, which the respondent complete by writing a sentence, phrase, words or number as required. Generally, options of the responses are not given in this type of item.</td>
<td>Freedom of speech and expression is __________________________. As citizens we have the freedom to travel to any ______________________.</td>
<td></td>
</tr>
<tr>
<td>Recognition Type Item</td>
<td>In recognition type of items, generally responses are given in a single word or number. In this type of items, options for the response are usually given. The respondent chooses the suitable option from among the list of the options given.</td>
<td>Fill in the Blanks: Right to Education Act was implemented in India, in the Year ______. a) 2008 b) 2009 c) 2010 d) 2011</td>
<td>Recall Type Item (with option): Which type of international organisation is ‘Amnesty International”? a) Social Organisation b) Cultural Organisation c) Human Rights Organisation d) Protection of Environment Organisation</td>
</tr>
</tbody>
</table>
As per the examples given above, we can develop objective items for preparing the question paper. Now let us develop the objective items as per the blueprint prepared for the test (Table-3).

### Table 7: Objective Type Items

<table>
<thead>
<tr>
<th>Content</th>
<th>Objective</th>
<th>Items</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Without Rights</td>
<td>Knowledge</td>
<td>1. Where is Guantanamo Bay?</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Amnesty International is an International _____ Rights Organisation.</td>
<td>(1 Mark each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Which type of administration prevails in Saudi Arabia?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Democracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Hereditary King</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Socialistic Govt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) By religious gurus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Who was Mr. Tony Blair?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) President of USA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) King of Britain</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Prime-Minister of England</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) President of Cuba</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Who is AnasJamilEi-Banna?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Son of JamilEi-Banna</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) A prisoner</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) A Serb nationalist</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) King of Saudi Arab</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td>1. What did the Serbian troops do to an Albanian family in a town in Kosovo in April, 1999?</td>
<td>1</td>
</tr>
<tr>
<td>Rights in a Knowledge Democracy</td>
<td>Knowledge</td>
<td>1. Success of democracy depends upon the Rights and _______.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Responsibility</td>
<td>(1 Mark each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Duties</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Demands</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Demonstrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Rights are claims of a person over other fellow beings, over the society and over the _______.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Violating democratic rights is subject to enforcement of _______.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Conviction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Punishment</td>
<td></td>
</tr>
<tr>
<td>Pedagogy of Social Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rights in the Indian Constitution</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>1. Right to Education Act addresses ___________.</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Primary Education</td>
<td>(1 Mark each)</td>
</tr>
<tr>
<td></td>
<td>b) Elementary Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Secondary Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Higher Sec. Education</td>
<td></td>
</tr>
<tr>
<td>2. Right to freedom of religion is __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Fundamental Right</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Right for the Minority</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Universal Right</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Supreme Right</td>
<td></td>
</tr>
<tr>
<td>3. Assembly in a peaceful manner is __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Right to equality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Right against exploitation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Right to freedom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Right to freedom of religion</td>
<td></td>
</tr>
<tr>
<td>4. Right to profess, practice and propagate the religion is __________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Right to freedom of Religion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Right to freedom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Right to equality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Right against exploitation</td>
<td></td>
</tr>
</tbody>
</table>

| Comprehension | 1. Write at least one function of NHRC. | 1 |
| Application   | 1. Where can the aggrieved person go in case of violation of a fundamental right? | 1 |
### Expanding Scope of Rights

#### Knowledge

1. Over the years the scope of rights in democratic countries has …………. (1 Mark to each Qs.)
   - a) Expanded
   - b) Reduced
   - c) Contextualised
   - d) Re-established

2. Right to Information in India is ………
   - a) Fundamental right
   - b) Derived from the fundamental right
   - c) Right to freedom
   - d) Right to Equality

3. Right to work in India is a/an ………
   - a) Expanded right
   - b) New Right
   - c) Fundamental right
   - d) Extended right

4. Which one is the new right according to the Constitution of South Africa?
   - a) Right to privacy
   - b) Right to environment
   - c) Right to housing
   - d) All the above

5. International Convenent on Economic, Social and Cultural Rights include ………………………
   - a) Right to work
   - b) Right to health
   - c) Right to social security
   - d) All the above

### Comprehension

1. Who suggested equal access to higher education?
   - a) University Grants Commission of India
   - b) International Covenant on Economic, Social and Cultural Rights
   - c) University Education Commission, 1948-49
Check Your Progress 4

Notes: a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

12. Write any two extended type of essay type items from the subject of Social Science at secondary level.

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13. Write any two short answer type of items from the subject of Social Science at secondary level.

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14. Write one each of recall and recognition type of objective items from the subject of Social Science at secondary level.

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5.7 USE OF ICT IN ASSESSMENT AND EVALUATION IN SOCIAL SCIENCE

In the age of Information and Communication Technology (ICT), no education system can remain isolated from the use of ICT. ICT can be used in developing curriculum, developing Teaching Learning Materials, managing teaching learning process, as well as evaluating performances of learners. ICT can be used in teaching and learning as well as in evaluation activities. In this section, we discuss the use of ICT, especially in the evaluation of student performance in Social Sciences.

Use of e-mail and Internet

Social science teacher can e-mail assignments to learners and ask them to return the assignment responses through return mail to her/him. The evaluation feedback can also be communicated through the e-mail. In this way, learners
will be acquainted with the use of e-mail as well as writing answers to the assignments by using the MS word, excel, ppt, and many other ICT tools.

**Use of Audio and Video Materials**

Social science teacher can give students assignments in the form of developing audio video materials on several social science contents like gender, diversity, inclusiveness, socio-cultural practices, art and craft etc. These audio-video materials can be assessed and evaluated by the teacher.

**Use of e-portfolio:** Like portfolio assessment, Social Science students can also be motivated to develop e-portfolio in their personal account and upload and store the significant work they perform in visuals, audio-video, and descriptive forms. Contents of the e-portfolio can be evaluated by the teacher on a periodic basis and can also be used for certifying the students. The management of the School needs to be supportive to the students in the use and assessment of e-portfolio.

**Use of Social Media**

At the present time, social media play very important role not only in communicating to the friends or relatives but also contributing to academic excellence. Over the years, it has been observed that various social media like Face book, twitter, etc. have provided platforms to make learning groups as well as to share learning resources with timely feedback. The strength of the social media can also be used in evaluating student performance in Social Sciences. Small groups of learners can be formed. They can interact among themselves and share their ideas/views on any issues of Social Science. Teacher can act as a mentor to optimise the learning process. Learners are asked to prepare a report based on their interaction and experiences. The reports submitted by the groups evaluated by the social science teacher.

**Activity 7**

*As discussed above, you also describe more uses of ICT in the evaluation of Social Science.*

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5.8 **LET US SUM UP**

The Unit was specifically designed to make you understand the use of new approaches to assessment in Social Science. Summative and formative assessments are the major focus of this Unit. You might have understood from the Unit that the techniques, methods and approaches that were described in the unit strengthen the concept of ‘Assessment for Learning’. How
assessment tools can be widely used for helping learners enhance their learning was discussed in various part of the Unit.

We discussed assessment techniques based on the principles of constructivism used in Social Science like peer and group evaluation, open book examination, portfolios and e-portfolios. As we know the work of assessment is a systematic work, we deliberated on how to development of an achievement test and described various steps involved in the development of achievement test like content analysis, development of blueprint and writing of test items. The Unit might have given you ample scope for hands on experiences to analyse the contents of social sciences, develop the blueprint, and accordingly write the questions for the test.

5.9 REFERENCES AND SUGGESTED READINGS


IGNOU (2013). Assessment Basics, Unit-10, Block-3, BES-002, ‘Teaching-Learning and Assessment’, New Delhi: IGNOU.


5.10 ANSWERS TO CHECK YOUR PROGRESS


2. Conducted during instructional process – conducted terminally/annually; is a continuous process – is a terminal process; for knowing the mastery of the content – for certification.


4. By using varieties of tools and techniques.
5. It includes total personality of the learners like: their likes, dislikes, attitude, etc.
7. Self-exercise.
8. For certification.
9. Assessment by the friends in the same class – assessment by other students in the same group.
10. To know cumulative involvement of learner in a particular subject.
11. Solving Qs. By using text books or other resources.