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**CURRICULAR MATERIAL
FOR
DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed) COURSE
IN DIETs OF
ARUNACHAL PRADESH**

Course Code: 20

PEDAGOGY OF SOCIAL SCIENCE



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
GOVT. OF ARUNACHAL PRADESH
GOHPUR TINALI, VIDYA VIHAR, ITANAGAR**

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The curricular material has been developed keeping in view the learning needs of the D.El.Ed Course trainees as per the current PSTE curriculum. While developing the material authentic textual/reference materials from various sources have been referred. As far as possible the content of the materials have been presented in an objective manner. The ideas and opinions as presented in the content of the materials are entirely of the developer of the material.

FOREWORD

The Diploma in Elementary Education (D.El.Ed.) curriculum for 2 year PSTE course of the DIETs in Arunachal Pradesh was revised and updated as an exercise deemed necessary in the context of National Curriculum framework-2005 and enforcement of Right to Education (RTE) Act-2009. The curriculum was revised on the basis of recommendations of the National Council for Teacher Education, National Curriculum Framework for Teacher Education (NCFTE) and the guidelines of Bordia Committee Report entitled “Implementation of RTE, Act and Resultant Revamp of SSA” (2010). Since 2013-14 the revised D.El.Ed Curriculum is being implemented in all the eleven DIETs of the state. However, in view of change in the structure and content of the revised curriculum, there has arisen a pressing need for content specific and contextualized curricular materials which could be handy for both teacher educators and student teachers of the DIETs in the state. Further Justice Verma Commission Report on Teacher Education-2012, constituted by the Hon’ble Supreme Court of India observed,” our prospective teachers are educated through substandard readymade materials available in the form of ‘guides’ which are conceptually confusing and regressive in perspectives”. Hence, the commission strongly recommended for development of learner friendly curricular materials for different types of teacher education courses.

The D.El.Ed curricular material has been developed in workshop situation with participation of Resource Persons from Department of Education, Rajiv Gandhi University, Itanagar and faculty members of SCERT and DIETs of the state.

I am immensely grateful to the Joint Director, SCERT, Mr. Gania Leij for his guidance, Professor Jaydev Sahu, Dept. Of Education, Rajiv Gandhi University, Itanagar for his academic support, members of SCERT Academic Team, Assistant Directors, Shri G.C.Baral, Sri S.Pradhan and Sri V.R.Sharma for supervision and finalisation of curricular materials. I am specifically thankful to the author on **Pedagogy of Social Science at Upper Primary Level ,Course code-20, Sri B. Singh, Lecturer, DIET Changlang** for his efforts in writing the texts of the course materials as per the need of the syllabus.

Lastly, it is hoped that the curricular materials will be highly useful as reference materials for the teacher educators and student teachers of the DIETs of the Arunachal Pradesh.

Moto Nyori, Joint Director SCERT, Itanagar

ACKNOWLEDGEMENT

The developer of this curricular material gratefully acknowledges the contribution and cooperation of the DIET Faculty members and the subject specialists of SCERT, Itanagar for bringing the material to its present form. The ideas generated through a number of intensive deliberations in the workshop have immensely contributed to the development of the material

He is highly grateful to the Principal, DIET, Changlang and Joint Director, SCERT, Itanagar, for extending every possible help in this endeavour.

He also thankfully acknowledges the leading role and constructive guidance of Sri G. C. Baral, subject specialist, SCERT, Itanagar in the development of this material

B.Singh

INTRODUCTION TO THE COURSE MATERIAL

Teaching of Social Science is an integral part of elementary school curriculum. The Social Science perspectives and knowledge are indispensable to building the knowledge base for a just and peaceful society. It is of crucial importance because it helps the learners to grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation building. It provides the social, cultural, and analytical skills required to adjust to an increasingly interdependent world, and to deal with political and economic realities. The social science curriculum draws its contents mainly from History, Geography, Political Science and Economics. Together they provide a comprehensive view of society – over space and time, and in relation to each other. Distinct methods of enquiry in each subject help the learners study from different angles and form a holistic view.

It is necessary to promote creativity, aesthetic values and understanding among students on various social issues, and develop critical perspectives in them to draw relationships between past and present, understand changes taking place in the society, and actively engage in various social activities. Both NCF 2005 and NCFTE 2009 recommend that children's life in school must be linked to their life outside the school. To make it operational and child friendly, social science teaching needs to be revitalised for helping the learners to acquire knowledge and skills in an interactive environment.

Keeping the above aspects in view, the course "Pedagogy of Social Science" is divided into four units. Unit – 1 deals with the "Concept of Social Sciences" by discussing nature, scope and importance of social sciences and its various components.

Unit – 2 "Important Concepts of Social Sciences" focuses on understanding changes and continuity, time perspective and chronology, socio-spatial interaction through the concepts like: time, continuity and change, Indian society and its structure, civilization, state, regions, market etc.

Unit – 3 entitled "Classroom Transaction and Evaluation" basically discusses the pedagogical issues of teaching social sciences. It deals with the objectives of teaching social sciences, approaches and methods of teaching them, development of teaching-learning materials through the use of local resources and modern techniques of evaluation.

Unit – 4, "Planning for Teaching" deals with the various elements of planning for teaching like content planning, activity planning and lesson planning. It discusses how a teacher should plan a lesson and why it is necessary to plan a lesson before-hand.

- B. Singh

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UNIT - 1: CONCEPT OF SOCIAL SCIENCES

Course outline

Introduction

- 1.1 Nature, Scope and importance of Social Sciences
- 1.2 Social Sciences and Social Studies
- 1.3 Components of Social Sciences

Introduction

It is the task of the educational system to help children develop an insight into human relationships, social values and attitudes, and enable them to appreciate India's rich cultural heritage. Social sciences have been introduced in the curriculum to meet these needs.

In the present unit, we will discuss questions such as –What are social sciences and what is the nature of social sciences? We will also analyse the importance of studying Social Sciences and discuss how Social Sciences and Social Studies are similar to each other and how they are differentiated. At the end of the unit we will see how Social Sciences include a wide range of content drawn from various disciplines.

1.1 Nature, Scope and importance of Social Sciences

The National Curriculum Framework, 2005 developed by the NCERT, pointed out that “Social Science encompasses diverse concerns of society, and includes a wide range of contents drawn from different disciplines namely History, Geography, Political Science, Economics, Sociology and Anthropology.”

The National Council for Social Science of USA reported that “Social Science is the integrated study of the different social disciplines and humanities to promote civic competence.”

The core of Social Science is human interaction. In Social Science we deal with human beings and their interaction with their fellow beings and their surroundings and environment. Thus Social Science may be defined as the study of human relationships with their social and physical environment. The main aim of teaching Social Science is the development of a well-informed, intelligent person capable of solving his/her day-to-day problems and keen to accept

responsibility as a good citizen of the country having desirable and essential qualities required in a democratic society.

We can say that Social Science is the study of human beings and their relations with the social, political, cultural and physical environment. Its contents are drawn from several disciplines such as History, Geography, Political Science, Economics, Sociology, Psychology, Philosophy and Anthropology, but they are not determined by the discipline of any one of them. Rather the contents and organisation of Social Science derive directly from the purpose for which it is taught.

The nature of social Sciences may be summed up in the following ways.

1. Social Sciences deal with human beings and their relationships with social, political, economic and geographical environments.
2. Social Sciences have a scientific base and therefore, they lend themselves to scientific enquiry just as much as the natural and physical sciences do.
3. Social Sciences carry a normative responsibility of creating a strong sense of human values, namely, freedom, trust, mutual respect and respect for diversity. They aim at generating in students a critical, moral and mental energy, making them alert to the social forces that threaten these values.
4. The development of students' intellectual skills and their ability to think reasonably, rationally, logically and reflectively is central for social sciences.
5. Social Sciences call for interdisciplinary approaches wherever possible to facilitate an in-depth and multiple understanding.
6. They provide the social, cultural and analytical skills required to adjust to an increasingly interdependent world, and to deal with political and economic realities.

Scope of Social Sciences

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

The scope of a well-defined program of Social Sciences has to be broad enough to acquaint the children with a board range of human activities that are meaningful to them. At the upper primary stage, the subject areas of the social sciences draw their contents from History, Geography, Political Science and Economics. History may take into account developments in

different parts of India, with sections on events or developments in other parts of the world. Geography can help develop a balanced perspective related to issues concerning the environment, resources and development at different levels from local to global. In Political Science, students may be introduced to the formation and functioning of governments at local, state and central levels and the democratic processes of participation. The Economics component should enable students to observe economic institutions like the family, the market and the state. There should also be a section that may indicate a multidisciplinary approach to these themes.

Importance of Social Sciences

The importance of ‘Social Sciences’ is enumerated in the following points:

1. Social Science perspectives and knowledge are indispensable to building the knowledge base for a just and peaceful society.
It is of crucial importance because it helps the learner to grow into a well-informed and responsible citizen with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation building.
2. Social Sciences enlighten the learners about the global human society, their national society and culture and the mutual relationships or linkages – in the past as well as in the present and also help them in knowing the futuristic trend.
3. They help the learners in understanding the various problems and issues of the society intellectually in a dispassionate and critical manner according to the scientific method.
4. They make the learners know, understand, appreciate and internalize functional human and social values and develop proper and progressive attitudes.
5. They promote critical thinking and readiness for change, a disposition for acting on behalf of the general welfare, an appreciation of other cultures and realization of the interdependence of people and nations.
6. They promote awareness about the physical environment and its relation with cultural, social, political and economic environments.

1.2 Social Sciences and Social Studies

Social sciences are the genesis (origin) of social studies, the parent disciplines, the soil and root of its contents, its ideals and its generalization. In the recent past ‘Social Studies’ was studied in all the schools across the country, from classes III to X as a compulsory subject. Now, ‘Social Studies’ has been replaced by ‘Social Sciences’ as per the guidelines of ‘National Curriculum Framework 2005’ of the NCERT and being taught in Classes VI to X. Both ‘Social Science’ and ‘Social Studies’ are treated as the same but they are differentiated on several respects. Let us examine the similarities and differences between the two.

Similarities

1. Both social sciences and social studies deal with man and his relations with society or social environment. Therefore, both should be treated as the same.
2. The contents, approaches, teaching strategies and evaluation techniques in both social science and social studies are the same.
3. Both are required to be accurate and reliable so that they can be useful.
4. Both are interdisciplinary and integrated in nature.

Differences

1. Social sciences are pure social sciences whereas social studies are applied social sciences. It makes use of the theoretical concepts, theories and data drawn from the different social sciences for the practical benefit of the students and society.
2. Each of the social sciences has its own academic identify, own area of specialization, distinct scope or subject matter, but the social studies does not have its own separate identify. It is a general, integrated or composite subject. It can borrow its contents not only from social sciences, but also from humanities and even from some of the natural sciences.
3. Social sciences represent an adult approach, while the 'social studies' represents a child-centered approach.
4. The social sciences are far larger than the social studies. Social Sciences investigate a greater diversity of human relationships and pile up considerably more data than it is desirable to include in the Social Studies.
5. The purpose of Social Sciences is to find out new truth about human relationships whereas the purpose of social studies is to guide learners in their learning of selected portions of what has been discovered in social sciences.
6. Social Studies emphasize more on overall study of the society whereas social Sciences emphasize more on the process of understanding the society through application of scientific principles and processes.
7. Social Sciences unlike Social Studies have a scientific rigor as it follows the process of scientific enquiry.

1.3 Components of Social Sciences

The subject of social sciences at primary stage draws its content from the disciplines of History, Geography, Political Science and Economics. History makes an attempt to answer the questions how our present life has come into being and what is the quality of inheritance of which we are heirs. It gives the learners an insight, appreciation and understanding of historical and cultural problems.

Geography trains “future citizens to imagine accurately conditions of the great world stage, so that they may think sensibly about political and social problems in the world.” It is the study of the scene and characteristics of the earthy surface and its inhabitations.

Political science provides realistic and first-hand knowledge and experience, leading to improvement of daily living in home, school and community and the eventual participation by pupils in the life of the country in a democratic manner.

Economics makes the child familiar with the multifarious economic activities and the economic structure of the society which would help him meet his basic needs and offer him various channels at the close of his school career. It is to help the child know the natural resources of his country and how he can make maximum use of them to improve conditions of living, the necessary complementarities between production and consumption and how human goals can be achieved through planning.

UNIT-2 IMPORTANT CONCEPTS OF SOCIAL SCIENCES

Course Outline

Introduction

- 2.1 Time, Continuity and Change
 - 2.2 Society
 - 2.2.1 Impact of Education on Society
 - 2.2.2 Understanding the Indian Society
 - 2.3 Civilizations
 - 2.3.1 Basic Features of a Civilization
 - 2.3.2 The Dawn of Human Civilization
 - 2.3.3 Major World Civilizations
 - 2.4 State
 - 2.5 Region
 - 2.6 Market

Introduction

The Unit titled “Important Concepts of Social Sciences” deals with some key concepts and ideas in social sciences. It is important that as teachers we explore these concepts, appreciate their meaning and depth and understand that different people view them from different perspectives, and their meaning in social sciences is not static. Concepts are constructed as individuals interact with their environments. The process of concept formation is stimulated by active, meaningful involvement, and development in nature. As teachers, it is important that we relate the discipline to children’s lives and society’s needs and problems.

In this unit, we will understand how societies are not static and how change is a continuous process which can be detected not only in the physical contexts of societies but also in their cultural contexts. Besides, we will understand how in the past human civilizations took roots, evolved over time and subsequently changed character or simply died out leaving their footprints behind. Further, the concepts of State, Region and Market have been introduced and their various aspects have been highlighted and discussed.

2.1 Time, Continuity and Change

History is often understood as a list of events, but understanding history as a complex mix of continuity and change is important and gives us a fundamentally different sense of the past. A lot of things occur at any one time in the past, some change rapidly while others remain relatively continuous. Continuity and change go hand in hand, they are interrelated. Human beings seek to understand their historical roots and to locate themselves in time. This involves

showing what things were like in the past or how things change and develop. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions which have an element in continuity and change over time.

Human existence on earth from its earlier recorded days has come to be identified with some form of social existence going through continuity and change. Human societies over time have gone through various changes both in terms of their character and forms. Judgements about continuity and change can be made on the basis of comparisons between some points in the past and the present or between two points in the past.

2.2 Society

A group of people living together by common interests and purpose may be called a society. It is an organised collection of interacting members who have similar goals and who share common beliefs, attitudes, values etc. A society may be composed of many communities and smaller groups, but they have an internal structure that pulls them all together.

2.2.2 Impact of Education on Society

Education and society are intimately related to each other. A society, in conformity with its times and circumstances, determines the kind of education its members should receive to develop into mature and useful members. Families, religious institutions, schools and other such formal and informal agencies become instruments through which such education is imparted. It is worthwhile to note here that the ideals and values of a society that are reflected in the behavioural pattern of its members often form the content of such education. A closed society, however, fashions its educational system to demand unquestioning conformity from its members. Contrastingly, an open and democratic society devises its educational system to promote scientific temperament, free thinking, self-discipline, mutual respect and peaceful coexistence. Indeed, such a society alone plans and encourages a liberal mass educational system to ensure the fullest possible development of its members.

2.3.2 Understanding the Indian Society

Indian society may be divided into three social classes. These are upper class, middle class and lower class. The lower class people constitute about 70% of the total population. They are mostly agricultural and industrial labourers, low paid employees and daily wage earners. In addition to this, caste system is a major characteristic of the traditional Indian society. Scheduled castes and scheduled tribes are traditionally the marginalized sections of our society. People in Indian society are often identified on the basis of their castes, creed, religions, regions, gender etc. The caste we are born into, the religion we practice, the class background we come from, whether we are male or female-these are often the things on which people are treated unequally.

When persons are treated unequally, their dignity is violated.

Since independence many measures have been taken to do away with caste distinctions and to improve the economic and social status of the weaker sections of our society. Our constitution guarantees equality of opportunity. It recognizes every person as equal. This means that every individual in the country, including male and female persons from all castes, religions tribes, educational and economic backgrounds are recognized as equal. In order to bring at par with the other sections of the Indian society, the scheduled castes and scheduled tribes are granted various concessions.

In spite of the various measures taken to improve the economic and social status of the weaker sections, the success still remains far from being satisfactory. Old customs die hard. Attitudes of people change very slowly. Therefore, vigorous efforts are needed in this direction to mould public opinion. It is only when people begin to believe that no one is inferior, and that every person deserves to be treated with dignity, that present attitude can change.

In this context we may remember that the situation cannot be improved by legislation alone. Education must play a useful role in promoting consciousness of the need for social transformation.

2.3 Civilizations

The word civilization comes from the Latin word ‘Civis’ and refers to – ‘the art of living in a city’. A civilization is usually defined as a society that has a high level of culture and social organisation based on social rules and principles.

In its traditional sense, a civilization is a manifestation of a way of thinking, a set of beliefs or a way of life. It is a product of human evolution as well as a new phase in this evolution, in which cities emerge. Even at its initial stage, a civilization has a large population and geographical scope. As it grows, it incorporates a huge number of ethnic groups or peoples and a variety of customs, habits, languages, and even religions. A civilization possesses a particular set of values, in most cases embodied in a religion and behaviour pattern as imposed by that religion. A civilization usually develops a complex economy along with equally complex sciences and technology.

A civilization denotes a sophisticated writing system, literatures, arts and music, a coherent legal system, advanced social institutions and political and military organisations, with all their corresponding material manifestations.

2.3.1 Basic Features of a civilization

A civilization generally possesses eight basic features, namely, cities, organised central government, complex religions, job specializations, distinct social classes, writing, arts and architecture and public works.

2.3.2 The Dawn of Human civilizations

The earliest humans lived by hunting, fishing and collecting food. Then they learned to cultivate plants, herd animals and make potteries for storage of food. These changes allowed them to increase in numbers and lead a settled life. Consequently, a far more complex way of life began to appear in some parts of the world making the birth of civilizations.

2.3.3 Major World Civilizations

The major world civilizations are:

(I)The Mesopotamian Civilization: Mesopotamia literally means a land between two rivers. Historically, it was situated between the rivers Euphrates and Tigris, which lie in modern Iraq. These two rivers were often in flood and consequently formed a huge alluvial plain to support one of the earliest civilizations in the world.

The Mesopotamians produced food in abundance and engaged in regular trade both over land and through high seas with far off places like India and Egypt. They also developed the art of writing and city life. One of the earliest libraries of the world has been found in Mesopotamia. The people of Mesopotamia also worshipped many gods and goddesses and demonstrated the powers of organised societies.

(II) The Egyptian Civilization: Egypt is called the gift of the river Nile. Year upon year the river used to flood its banks and deposit layers of silt making the land very fertile. The Egyptians harvested enough crops from these flood plains and built strong kingdoms. They regarded their kings as gods. These kings, called Pharaohs, ruled the kingdoms with a heavy hand and fought battles to carve out an empire. The priests also enjoyed a very high and honourable position in the Egyptian society. Among the books, which was revered most by them, was the book of the Dead. The Egyptians were also very skilled as stone-cutters, carpenters, smiths, painters and potters. Their knowledge of mathematics, particularly in geometry and weights and measures is borne out from the huge pyramids which they had built and which still stand as a testament to their glorious civilization.

(III) The Indus Valley Civilization: Like in the ancient Mesopotamia and Egypt, in India too a great civilization flourished on the valley of the river Indus more or less around the same time that the former civilizations developed. From an archaeological point of view this civilization is also known by the name of Harappan culture after one of its important sites viz., Harappa.

The other most important sites of this culture were: Lothal (Gujarat), Kalibangan (Rajasthan), Ropar (Punjab), Banawali (Haryana), and Alamgirpur (U. P.). In all these sites archaeological remains indicate the existence of well-planned cities. The Harappan people

sustained their living standard with agriculture, animal husbandry, arts, crafts and trade and commerce. The civilization extended over a vast geographical region with some form of centralised administration.

(IV) The Chinese Civilization: One of the longest living civilizations in the world is that of China. The beginning of this civilization is traced to the Shangs who built the first cities of China and established a powerful kingdom. They also contributed a great deal to the development of Chinese art and culture. The written characters introduced during this period also relate to the system of Chinese writing today. However, Chinese Civilization reached its high watermark under the Hans, who built a unified empire and also the Great Wall of China to protect it from the Mongol invaders.

(V) The Greek Civilization: Unlike the great river valley civilizations, the Greek Civilization thrived around the Mediterranean Sea and excelled in science, philosophy, architecture, literature and the art of government. The development of city-states was particularly a unique feature of their civilization. Among these city-states the most famous were Athens and Sparta. In between these two city-states the ancient Greeks developed exemplary character in democratic governance and military powers. The Greeks believed in many gods and goddesses for whom they built magnificent temples. In the name of one god called Zeus, the god of the sky, were organised the ancient Olympic Games in summer every four years at Olympia. The Greeks, at one time, also established vast empires. Alexander of Macedonia, better known to History as Alexander the Great, led his army as far as the banks of river Indus and in the process conquered Syria, Mesopotamia, Egypt, Afghanistan and even parts of north-western India. Although the Great city-states ultimately fell to Roman conquerors, yet their ideas endured long enough to make ancient Greece the cradle of modern western civilization.

(VI) The Roman Civilization: The Roman Civilization grew from the city of Rome which was situated on the banks of river Tiber in Central Italy. Here the Romans set up a republic in 510 BCE (Before Common Era) and by 200 BCE under the leadership of strong and influential leaders became the leading power of Italy. Gradually the Roman Empire was spread over the three continents of Europe, Asia and Africa. The Romans were also great builders. It was because of their excellent engineering skills in building cities, roads, canals, water works and colosseums that the empire survived for nearly a thousand years as one of the mightiest empires of ancient times. Today one marvels at the remnants of their great accomplishments in the fields of art, architecture, literature, philosophy and law.

2.4 State

The term state represents a highly complex social organisation which has a fixed political and administrative structure with formal procedures for the exercise of power and discharge of responsibilities.

In course of their evolution most societies have come to be transformed into states in modern times. Their formal structures and procedures account for the existence of governments without which states cannot function. Therefore, a government can be termed as the political apparatus of a state. The authority of a government to rule often proceeds from a legal system that cares for the interests of all sections of the society. Thus, to make legal systems more legitimate and responsible most modern states let their citizens participate in the process of government formation and legislation of laws.

Political parties play an important role in representing people's interests in a democratic state. They formulate programs and policies based on the diverse needs and aspirations of the people whom they represent and accordingly compete for power through democratic processes. When chosen by people, they form governments and discharge legislative and executive functions. Otherwise, they function as powerful opposition or pressure groups to make governments take appropriate decisions on various issues of public importance. Political parties also serve as important vehicles for mobilization of marginal social groups for political empowerment. Through such efforts they help in making governments more broad-based. The state ensures equal citizenship to its people. But the emergence of state in modern times did not at first carry with it any concept of citizenship. In a monarchical state particularly everybody other than the monarch was considered a subject. The concept of citizenship with rights and duties developed only gradually and fructified through long and painful struggles.

2.5 Regions

The term region refers to a fairly large area or part usually without exact limits. A land is described by its region, people and resources. There are many aspects to understanding them. Let us understand the Indian region.

The Indian Region

Location

India has a vast geographical expansion. It stretches from the mighty Himalayas in the North to Indian Ocean in the South, from the Arabian Sea in the West to Bay of Bengal in the East. It extends from Kashmir in the North to Kanya Kumari in the South and the East-West from Arunachal Pradesh to Kuchh in Gujarat. The Sun rises two hours earlier in the East (Arunachal Pradesh) than in the West (Gujarat).

People

In India, there is the presence of a variety of the people residing in the various regions. Let us take a look at the diversity of the populations in different parts of our country on the basis of the descent.

India is a country that is a home to many small ethnic and tribal groups. The Great Indus Valley Civilization, assumed to be Dravidian-speaking, thrived from roughly 2500 to 1700 BC. The Aryans came to occupy the North -Western and then the North-Central India over the period from roughly 2000 to 1500 BC and subsequently spread Southwest ward and Eastward. These people were mainly from Iran and Europe. As a result, the Dravidians slowly moved and concentrated towards the peninsular part of the country. India's History is a witness to many invasions from Persians, Scythians, Arabs, Mongols, Turks, Afghans and Europeans, who added significantly to the ethnic culture of the country. In North eastern India, parts of West Bengal, The Western Himalayan region and Ladakh in Jammu and Kashmir State, much of the population closely resembles Tibetans and Myanmarese.

Relationship between Region and Resources

Different regions of our country differ in the natural resources and the soil structure. The states of Chhattisgarh, Jharkhand, Goa, Karnataka, Odisha, Gujarat, Rajasthan, Assam and Peninsular region of India are rich in natural resources – mineral ores, mineral oils and coal etc. There are different types of soil also in different parts of India, that help in the growth of a variety of crops. The types of soil found in our country include the alluvial soil of the Indo-Gangetic Plains, the black soils of the Deccan Plateau, and the red to yellow lateritic soils over the rest of the country. These soil types are useful in the cultivation of crops like cereals, pulses, fruits, spices etc.

Physical Diversities

India is marked by a diversity of physical features such as mountains, plateaus, plains, coasts and islands. In the North of India are the lofty snow capped Himalayas that are divided into three main parallel ranges – The Great Himalayas, Middle Himalayas and The Shivalic range.

The northern Indian plains lie to the South of the Himalayas. They are generally level and flat land and are formed by the alluvial deposits laid down by the rivers – The Indus, The Gang, The Brahmaputra and their tributaries. These river plains provide fertile land for cultivation which is one of the main reasons for high concentration of population in these plains. In the western part of India lies the Great Indian Desert. It is dry, hot and sandy stretch of land and has very little vegetation. To the South of the northern plains lies the peninsular plateau which is triangular in shape and the relief is highly uneven with numerous hill ranges and valleys.

The Western Ghats and the Eastern Ghats form the coastal regions of our country. Two groups of islands also form part of India. Lakshadweep Islands are located in the Arabian Sea while the Andaman and Nicobar Islands lie to the south-east of the Indian main land in the Bay of Bengal.

Social Diversities:

In addition to the physical diversities of India, there are social diversities as well. The people of India are divided into various castes and communities from ancient times. They speak different languages, follow different religions and practise different cultures and rituals. Despite these diversities, people in India by and large, live in harmony and they certainly know how to be tolerant enough for a peaceful coexistence.

India has witnessed dramatic growth in recent years. But extreme poverty remains common amongst certain groups and regions. It is more prevalent in forest areas than agricultural and urban areas and is most acute among the Adivasis, whose human development indicators lag 20 years behind the national average.

To conclude, India is a country of vast diversity. There are physical as well as social diversities. But diversity of country has always been recognized as our strength with both the physical and social diversities supplementing and complementing each other.

2.6 Market

In general terms, market is identified as a place where people get together for buying and selling of goods and services. In economics, however, market is considered as an institution, where human beings engage themselves in the act of buying and selling. The place we meet is of course important, but in economics more important is the process of buying and selling.

Supply and demand are the fundamental forces of market. The price of a commodity is determined by its demand and supply. Demand comes from the prospective buyers who want the commodity and they have the requisite income to buy it. On the other hand supply comes from the producers and sellers. If the demand is higher than the supply, then price of a commodity goes up. On the other hand, if supply is higher than demand, the price goes down.

Market plays an important role in our modern society. It enables exchange of goods and services among buyers and sellers. Thus, it helps in allocation of resources (land, labour, machineries) to various production activities, for example, agriculture, manufacturing, etc. It also helps in distribution of goods and services among individuals.

Types of Markets

Markets can be of various types. In the common parlance, we distinguish between the following types of markets.

- (I) Whole sale markets
- (II) Retail markets (Local Markets & Weekly Markets)
- (III) Markets for intermediate goods used in production of other goods and services
- (IV) Labour markets
- (V) International currency and commodity markets
- (VI) Stock markets for the exchange of shares in corporations
- (VII) Illegal markets such as the markets of illicit drugs, arms or pirated products

This type of classification takes into account the geographical location and the types of goods and services traded.

In economics, markets can be categorised according to the following characteristics.

- (I) Number of sellers and buyers
- (II) Type of products
- (III) Entry conditions

In terms of the above characteristics, there can be the following four types of markets.

- **Perfect Competition:** In perfect competition there are infinite number of buyers and sellers in the market selling uniform or identical product. No individual seller or buyer is in a position to influence the price, because what they sell or buy is a small fraction of the commodity. Price is determined by the equality between aggregate demand and aggregate supply. Individual sellers and buyers take this market price as given. Perfect Competition is an ideal form of market. In real life we do not see perfect competition anywhere.
- **Monopoly:** In monopoly there is a single seller. Thus the monopolist determines the price of the product. There are many instances of monopoly in real life, for example, Electricity supply, Railway services, etc.
- **Oligopoly:** In oligopoly there are few sellers. They may sell homogeneous or heterogeneous products. For example, Mobile service providers, Newspapers, Soft drinks, Television sets, Airlines, etc.
- **Monopolistic Competition:** In monopolistic competition, there are many sellers and many buyers. The products are heterogeneous – there is minor difference between product of any seller and another. For example, restaurants, soaps, food products, and many other consumer goods.

UNIT-3 CLASSROOM TRANSACTIONS AND EVALUATION

Course outline

Introduction

- 3.1 Objectives of Teaching Social Sciences
 - 3.1.1 General Objectives of Teaching Social Sciences
 - 3.1.2 Objectives of Teaching Constituent Subjects
- 3.2 Approaches to Teaching Social Sciences
 - 3.2.1 Interdisciplinary Approach
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- 3.4 Teaching-Learning Materials (TLMs)
 - 3.4.1 Importance of Teaching-Learning Materials in Teaching of Social Sciences
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 - 3.4.3 Development of Low Cost Teaching-Learning Materials
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 - 3.5.1 Continuous and Comprehensive Evaluation (CCE)
 - 3.5.2 Scholastic and Co-scholastic Evaluation
 - 3.5.3 Tools and Techniques of Evaluation
 - 3.5.4 Setting of Questions

Introduction

This unit discusses various aspects of classroom transactions and evaluation of students' learning outcomes. It involves objectives of teaching social sciences, approaches and methods of teaching, use of teaching-learning materials and modern techniques and methods of evaluation.

All decisions regarding teaching procedures in social sciences should be governed by the objectives of teaching these subjects. For the achievement of comprehensive objectives of teaching social sciences, various approaches and methods are needed which could expose the pupils to knowledge and experiences helpful in the development of their understanding, critical thinking, practical skills and interests.

Evaluation is an important part of the entire process of teaching and learning. There exists an inalienable three-fold relationship among objectives, teaching procedures and evaluation. They, in fact, influence and strengthen one another.

3.1 Objectives of Teaching Social Sciences

Understanding the aims and objectives of a particular subject is absolutely essential before we undertake the study of that subject. We need to understand what the children should be able to know, to do and to become through the subject and why they should be able to do all that. We must make sure of the intent and be clear in our minds as to what a subject deals with and what exactly is the purpose we wish to pursue and achieve in the teaching and learning process.

3.1.1 General Objectives of Teaching Social Sciences

- (I) To enable children to develop a critical understanding of the society in which they live.
- (II) To develop an understanding of the processes of change and development- both in terms of time and space, through which human societies have evolved.
- (III) To provide the social, cultural and analytical skills required to adjust to an increasingly interdependent world, and to deal with political and economic realities.
- (IV) To create in students a sense of human values, namely, freedom, trust, mutual respect and respect for diversity and generate a critical, moral and mental energy to make them alert to the forces that threaten these values.
- (V) To help learners understand and cherish the value enshrined in the Indian constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic country.
- (VI) To enable them to develop concepts and the ability to analyse socio-political realities rather than spend their energy on the mere retention of information without comprehension.
- (VII) To develop scientific temper by promoting the skill of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations.

3.1.2 Objectives of Teaching Constituent Subjects

At the upper primary stage, subjects such as History, Geography and Civics are studied as separate disciplines. However, it is needed to adopt interdisciplinary and integrated approach emphasise while teaching these subjects. At present the subject of Civics has been changed to ‘Social and Political Life’ which focuses on topics related to social, political and economic life in contemporary India.

Objectives of Teaching History: The main objectives of teaching History may be as follows.

- (I) To promote an understanding of the processes of change and development through which human societies have evolved to their present stage of development.
- (II) To promote an understanding of the common roots of human civilization and an appreciation of the basic unity of mankind.
- (III) To develop an appreciation of the contributions made by various cultures to the total heritage of mankind.
- (IV) To foster the understanding that the mutual interaction of various cultures has been an important factor in the progress of mankind.

Objectives of Teaching Geography:

- (I) To help the students identify the varieties in the distribution of physical and economic phenomena over the land surface of the earth.
- (II) To help the students analyse the ways of the people all over the world, their problems in the light of their varying environments and their stages of economic and technological development.
- (III) To develop understanding of interdependence of various geographical regions.
- (IV) To help the students make generalizations with the help of geographical concepts, the knowledge of which is of great value in understanding, evaluating and reaching decisions about world problems.

Objectives of Teaching Social and Political Life:

- (I) To develop active and intelligent citizens who have necessary competence to participate in the community affairs effectively.
- (II) To help the learners assimilate the values enshrined in the constitution.
- (III) To develop a better understanding of the structure and working of social, political and economic institutions.

3.2 Approaches to Teaching of Social Sciences

Approaches to teaching of social sciences refer to understanding of various principles and beliefs based on which the processes of planning, methods and means of transacting social science lessons are determined. The teachers teaching social sciences should be aware of the various approaches that should be kept in mind while teaching social sciences so that they may teach the subject properly and effectively.

3.2.1 Interdisciplinary Approach

When more than two or three disciplines are correlated, then this approach may be called interdisciplinary approach or multidisciplinary approach. While teaching a social science topic, the teacher following this approach should refer to the naturally and harmoniously related knowledge of one or more of other social sciences and even natural sciences and humanities. For successful use of interdisciplinary approach in teaching social sciences, it is very necessary that the teacher must have a fairly good knowledge of these two or three disciplines using which he is going through plan and teach his lesson on a certain topic. If he does not have it, this approach will fall flat.

For example, when the topic ‘India’s First Freedom Struggle’ is to be taught, it would be appropriate and highly beneficial to include the naturally related or connectable pieces of information to this topic, such as when, where, why, how, with what reasons, etc.

3.2.2 Integrated Approach

Modern educational thought is now directed towards an integrated teaching-learning approach which implies that we should make serious efforts to move away from isolated subjects towards their integration. It is in this sense that various disciplines of social sciences are integrated, simplified and organised to give rise to a composite subject called social sciences for classes VI to X in our country. In an integrated approach, the school teachers of social sciences are expected to gather the contents drawn from different subjects freely and naturally and assimilate them in their mental repertoire and present them in such a way that the students like as they become very natural, interesting and useful to them.

3.2.3 Participatory Approach

In a participatory approach to teaching-learning, the learners are encouraged to participate in the teaching-learning process through interactions, discussions, debates, experimentation etc. The teacher is expected to ensure full participation of all the learners in the event or activity being carried out. It should also be ensured that the learners take interest in their participation. All the steps of an activity/event must be carried out in the proper sequential order to lead to the directed result. The learners should be encouraged, motivated and guided to complete the task and help each other. They may be engaged in individual work, group work or whole class work.

3.2.4 Constructivist Approach

In the constructivist perspective, learning is a process of construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to the existing ones on the basis of materials/activities presented to them. Learners construct mental images of external

reality through a given set of activities (experiences). The structuring and restructuring of ideas are essential features as the learners' progress in learning. Construction of knowledge can take place by individual efforts of the learners or in a group situation in which collaborative learning provides room for negotiation of meaning, sharing of multiple views and changing the internal representation (image) of the external reality. The constructivist perspective provides strategies for promoting learning by all.

The constructivist approach of teaching-learning of social sciences requires the teachers to be facilitators in the process of knowledge construction in which children are actively engaged. The teacher must provide opportunities to the children to question, enquire, debate, reflect and arrive at concepts or create new ideas. The children should be encouraged to make their own meaning or interpretation, to arrive at their own conclusions and to answer in their own words and form their own experiences.

3.3 Methods of Teaching Social Sciences

“Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of Teaching and the right kind of teachers.”

Secondary Education Commission

It is rightly said that the best of the curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching. Method is the means of reaching predetermined ends. It, in fact, forms the most important link in the total teaching-learning chain which has, on the one hand, the goals and purposes, and, on the other, results and values. Method is the middle link which connects in an organic way the objectives with its value counterpart. It is the methods that determine the quality of result.

3.3.1 Heuristic/Discovery Method

This method of teaching is based on learning by one's own discoveries and experiences. The teacher is engaged in creating a suitable environment and providing opportunities to the learners in which they can freely use their mind to discover or find out the things for themselves. The teacher acts as a guide and facilitates children's learning. The learners are encouraged and inspired for self-learning.

3.3.2 Discussion Method

Discussion method is a method in which the teacher creates opportunities for the students to promote participatory learning. In this method the teacher organises and facilitates discussion on some topics or issues related to the subject and encourage the students to express their views and experiences freely. In following discussion method the teacher may organise small group

discussion, large group discussion and whole class discussion as per the situation. The teacher moderates the discussion and supplement as per the need. This method helps in promoting thinking and inter personal skills among the students. Sociologically and psychologically it is a very fruitful method, but the teacher has to make careful planning for it.

3.3.3 Project Method

Teaching students through the means of a project is called project method. It is a form of concrete activity directed towards the learning of a significant skill or a process, for example, making models, drawing maps and charts, preparing scrap books etc.

The project method was developed by Kilpatrick student of the famous American pragmatist philosopher John Dewey. It has become a very popular method of teaching and learning in schools throughout the world as a result of the influence of pragmatic educational philosophers and educationists like Dewey, Kilpatrick and Stevenson.

The basic principles of the project method are:

- (a) Activity- The project method should involve activity- mental or motor.
- (b) Purpose- Activity should be purposeful; it should be a felt need of the pupils.
- (c) Experience- Project undertaken should provide varied types of experiences to the pupils – manipulative, concrete, mental etc.
- (d) Reality- project undertaken should provide real experiences.
- (e) Freedom- The pupils should be free to undertake the different activities connected with the project.
- (f) Utility- The activities undertaken should be useful.

While adopting this method of teaching, the following five stages are followed:

- Providing or creating the situation.
- Choosing the specific purposes of the project.
- Planning the project in consultation with the students, other teachers and students.
- Executing the project.
- Evaluation of the project.

Project method is very interesting, creative and engrossing for the students. It develops human initiative, socialisation, social participation, social values, and various kinds of skills and knowledge. It provides invaluable opportunities for correlation of various elements of knowledge of different subjects and for transfer of learning. However, it is not an easy strategy to apply. It requires dedicated, hardworking, enlightened, democratic teachers with initiative and imagination. The cooperation of the students, other teachers, head masters and principals, parents and community members etc. needs to be taken in planning and executing the project. The teachers should not tend to ask the students to do costly projects. The students should do the project with their hands and within their modest resources.

3.3.4 Field Visit

A social science teacher can plan to take the whole class or a small group of his students outside to visit any place from which the students can gather a lot of learning inputs on the topics of their curriculum. For example, the teacher may organise a field visit to a historical building, a museum, a government office, government institutions like prison, court etc.; Panchayat ghar, state legislative assembly, parliament house, a place of geographical importance like a river, dam, seashore, production units like a factory, craft centre etc. to gain first hand experiences through observation and interaction in such environments.

For taking the students out for field visit, excursion, tour, etc., the teacher must take into account the following steps.

- (I) **Deciding the Aims and Objectives of the Programme:** The teacher must first of all decide the aim or objectives of taking out the students on an educational visit. Apart from the thrill and joy that the students will get, he must decide the educational benefits that the students will derive.
- (II) **Planning of the Programme:** The planning should be done in consultation with the principal/ head master and teachers on the school as well as with the students and the knowledgeable people in public. It should not be autocratically done; the ideas of students and others in the school should be duly considered. Small teams or groups of students should be formed and each team's leader should be appointed by the teacher democratically. The budget of the Program should be realistically made and the financial contributions of the school and each of the students should be decided and made known to the students. A proper mode of conveyance should be properly decided and arranged. All other important points like where to stay, what arrangements for food and snacks, travels reservation etc. should be considered properly. Physical and moral safety of the students should be properly considered and due precautions should be taken and necessary arrangements should be made. More than one teacher should go with the students on long distance tours. If girls are going, then one lady teacher must accompany them.
- (III) **Preparing and motivating the students:** The students should be informed about the places to be visited and also be motivated to make efforts to gather information, map, pictures etc. from various sources like newspapers, magazines, atlases, railway time table, travel guide etc. What things are to be observed and how information should be collected from the people in the field by the students should be properly explained to them by the teacher. The permissions from the parents/guardians as well as the principal of the school should be obtained. The students should be instructed to bring their own personal articles while going on a field trip. A definite and elaborate time table of the field trip should be prepared and parents of the students should be informed about the same in advance.

- (IV) **Conduct of the Field Trip:** The field trip should be executed as per the plan. The students should be guided by the teacher to observe the phenomena there, gather information and collect locally available information booklets etc.
- (V) **Follow up of the Programme:** After the visit has been successfully conducted and students have returned, the teacher should in the following days ask them what they have observed and recorded and what new and interesting things they have seen and recorded in their diaries and observation sheets. This should be elaborately discussed in the class.
- (VI) **Preparation of the Report by the Students:** The students should be asked to prepare their individual reports about the programme and submit the same to the teacher. The articles collected and pictures taken by the students may also be displayed in the class room, display board or in the school hall.
- (VII) **Evaluation of the Programme:** On the basis of the students' written report, oral feedback and the teacher' experiences, the visit should be evaluated. The teacher should discuss how to make such a program better in the future with the students and then with the Principal.

3.3.5 Survey

A survey is a cooperative activity to gather first hand quantitative as well as qualitative information from the field about the extent of prevalence and gravity, intensity or acuteness of a social problem or effectiveness of a social programme.

Social surveys are concerned with the formulation of a constructive program of social reform, improvement of current conditions of social nature or measurement and comparison of these conditions with situations which can be accepted as models.

A survey process in Social Sciences has the following four stages.

- (I) Planning of the survey
- (II) Collection of data from the field
- (III) Analysis of the data
- (IV) Interpretation and presentation of the data

Surveys can be conducted by school students on various problems like prevalence of poverty, unemployment, illiteracy, gender discrimination, superstitions, corruption, evil effects of mass media, drug abuse etc.

Besides conducting their own surveys, the social science teachers and students should know that many social surveys and opinion polls on various themes of the contemporary Indian society and also the world society are often published in daily newspapers and journals. The social science teachers should motivate the students to search those survey findings. Their

findings can be very successfully discussed in the class. Many beautiful and informative charts can be prepared by the students under the guidance of their teachers making the fullest use of these survey findings.

3.3.6 Observation

Observation is an act of systematic watching and noting a phenomenon, an activity being carried out, result of an experiment etc. Study of different production and service oriented activities is initiated by actual observation. The process of observation plays an important role during educational tours, field trips, excursions etc. During observation, the students are free to make oral enquiries. It is better to prepare in advance an observation schedule that can facilitate the process of observation and make it more effective.

3.4 Teaching-Learning Materials (TLMs)

Teaching-learning materials are the tools which are used by teachers to help learners to learn concepts with ease and efficiency. These are devices which help the students in concept formation and acquisition of knowledge through auditory or visual stimuli or both. The TLMs also make the teaching learning interesting and effective.

3.4.1 Importance of Teaching-Learning Materials in Teaching of Social Sciences

Social Science is an area of school curriculum that deals with time both past and present, places not only of immediate vicinity but of different corners of the world, people not only of the nearby locality but of different parts of the world. To make all these realistic and vivid before the pupils, mere chalking and talking is not enough. A rich variety of teaching-learning materials are required to be used to provide multi-sensory experiences to the students and make the teaching learning of social sciences lively and interesting. Different types of TLMs like pictures, maps, real models, charts, graphs, slides, filmstrips, audio- video materials etc. need to be used to reinforce the teaching of social sciences. These materials help us in a variety of ways:

- They supplement the spoken words.
- Make social science teaching-learning real, vivid, interesting and life-like.
- Motivate the learners, improve their attitudes and help them develop concepts.
- Help in making learning permanent.
- Supplement the materials of the textbooks.
- Facilitate teachers in achieving the learning objectives formulated by them.

3.4.2 Types of Teaching-Learning Materials

Teaching-learning materials can be classified in different ways. Edgar Dale categorised them on the basis of the effectiveness of experiences the learner acquires from concrete to abstract.

Another widely accepted and popular way of categorizing teaching-learning materials is based on the senses they stimulate in learners, which, in turn affect the effectiveness of teaching-

learning process. Teaching-learning materials can broadly be classified into the following three types:

(I) Audio TLMs: These are the TLMs which stimulate the hearing sense of learners. This type of TLMs includes radio, tape recorder, gramophone, telephonic conversation etc.

(II) Visual TLMs: These TLMs activate the visual sense organs. These can be of various types. They include, printed materials such as books, magazines, newspapers, etc.; non-projected two dimensional materials, such as charts, posters, maps, diagrams, graphs, photographs etc.; non- projected three dimensional representation of the real objects, such as models, globe, relief map etc.; visual projected images, such as slides, filmstrips, overhead projector etc.

(III) Audio-Visual TLMS: These are the materials which affect both audio and visual sense organs, such as television, videos discs, multimedia computer, sound-motion pictures, dramatization etc. It has been observed that audio-visual TLMs are more effective than the use of only audio or visual aids.

3.4.3 Development of Low Cost Teaching-Learning Materials

Schools in general do not have enough budgetary provisions for purchasing costly teaching-learning materials. Moreover, we may not find TLMs of our choice from the market. On the other hand, we realise that we can easily make many TLMs with the help of locally available materials. We can also involve students in the design and development of TLMs by motivating and orienting them towards local resources and guiding them properly.

The waste materials like used wrapping papers, card boards, fused bulbs, empty ball point refills etc. can be used to prepare TLMs. This way we will be able to design and develop TLMs at low or no cost. Also the locally available materials like plywood, wires, sticks, bamboo, rubber, plastic, pins etc. can be used which will not be costly and we will be able to use TLMs in our class rooms without financial burden.

Collection of materials: Before involving ourselves and the students in the design and development of TLMs, need analysis should be done focusing on the material required for the process. Then the materials required should be collected with the help of students. Students in school come from diverse backgrounds and, therefore, have access to a large variety of materials for preparation of TLMs. They should be encouraged to use their imagination be innovative in the collection of materials for the TLMs.

Preparation: After collection of variety of materials for the preparation of TLMs, the next step is actual preparation of TLMs. The TLMs should always be designed according to the level of students. They should be as simple as possible for the learners to see and understand. TLMs should be proportionate and to the scale. Making an object too small or too large from its actual size will hinder in transference of learning. TLMs should illustrate the teaching points clearly.

3.5 EVALUATION

Evaluation is the process of finding out the extent to which the desired changes in behaviour have taken place in the learner. This is an indispensable part of the teaching-learning process.

Periodic evaluation of learners' achievement provides feed back to the learners and also to parents and helps the teacher to formulate, alter or modify the teaching-learning plan. Evaluation also helps the teacher to know how effective the instruction has been in helping learners to master the instructional objectives. It also enables the students to determine how well they are learning and achieving.

3.5.1 Continuous and Comprehensive Evaluation (CCE)

Evaluation of the students' learning outcomes on the continuous basis in all the areas of school activities-scholastic and co-scholastic is called continuous and comprehensive evaluation.

Continuous and Comprehensive Evaluation is being emphasized to achieve the goal of all-round or holistic development of learners at school level. Here, the term 'continuous' refers to regularity in assessment. It includes 'Continual' and 'Periodicity' aspects of assessment. Continual aspect refers to the assessment of learners' progress on various aspects from the very beginning of instructions. It also includes the assessment of learners during the teaching-learning process through various formal or informal methods of assessment, which are referred to as formative assessment. The Periodicity aspect of assessment means assessment of learners' performance should be done frequently at the end of every unit or term, which is referred to as summative assessment.

The second term associated with CCE is 'comprehensive'. The term 'comprehensive' implies that evaluation of learners' performance is carried out in both scholastic and Co-scholastic areas, which together cover all the domains of children's learning – cognitive, affective and psychomotor.

Formative Assessment: Formative assessment is a tool used by teachers to continuously monitor the learning progress of students. It is conducted to know whether the learning objectives have been achieved or not and to provide feedback on the teaching-learning process. It provides the platform for the active involvement of students. Further, it recognizes the need for students to be able to assess themselves and understand how to evaluate and improve what is taught to them. It helps the students to support their peers, and expect to be supported by them. It is carried out from the very beginning of a course and continues till its end.

Summative Assessment: Summative assessment is carried out at the end of a course of learning/term. It measures or sums up how much a student has learnt from the course. It is used to certify the level of achievement at a given point of time. Feedback provided in summative

assessment is terminal in nature and cannot be used for modification of learners' behaviour because it is conducted at the end of a term. Summative assessment methods are the most traditional way of evaluating student work.

Advantages of Continuous and Comprehensive Evaluation: Continuous and Comprehensive Evaluation has many advantages. It is more than just an examination of students' performance.

- (I) It serves as a diagnostic tool that enables teachers to understand the areas/topics in which the students are having difficulties and thus, concentrate their efforts in those areas.
- (II) It helps the teacher to monitor the effectiveness of his teaching on students' understanding. This way the teacher can modify his teaching strategies, and also plan and execute remediation activities for students who are not working at the expected pace as per their grade level.
- (III) The fast learning students are also benefited because the teacher can plan and create enrichment activities for this category of students.
- (IV) It allows and encourages frequent interaction between students and teachers which helps the later to know the strengths and weaknesses of the former.
- (V) The remedial help provided by the teachers to the needy students using one-to-one communication motivates students to attend the school regularly and punctually.
- (VI) It reduces the dropout and stagnation among school going children and increases their retention and quality of learning.
- (VII) It helps in making evaluation less stressful and anxiety free.

3.5.2 Scholastic and Co-scholastic Evaluation

As we know, the aim of education is to develop various abilities among children. These abilities are generally classified into abilities in scholastic and co-scholastic areas. Scholastic areas cover activities in academic or subject specific areas whereas co-scholastic areas include life skills, attitudes, values and abilities in co-curricular areas.

Scholastic Evaluation: The term scholastic refers to those activities, which are related to intellect or the brain. It is related to the evaluation of learning outcomes in curricular subjects. It refers to evaluation of cognitive abilities of learners in various academic activities, which are associated with various academic subjects. Therefore, all the activities in cognitive domain, namely, knowledge, understanding, application, analysis, synthesis and creativity come under scholastic abilities. Different scholastic areas include subjects like mathematics, languages, sciences, social sciences, work experience, physical education, arts and crafts, music and painting etc.

Co-scholastic Evaluation: Evaluation of co-scholastic abilities constitutes an integral part of a comprehensive evaluation system. Co-scholastic areas include life skills, attitudes, interests, values, co-curricular activities and physical health. Broad co-scholastic areas as have been identified in the CBSE Manual (2010) are life skills, work education, visual and performing arts, attitudes, values and co-curricular activities. Life skills include self-awareness, problem solving, decision making, critical thinking, creative thinking, interpersonal relationships, effective communication, empathy, coping with emotions, coping with stress. Attitudes of learners include attitude towards teachers, school mates, school programs and environment, value system. Co-curricular activities cover literacy and creative skills, scientific skills, Information and Communication Technology (ICT), organizational and leadership skills, community participation, picnic, study tours, visit to zoo, museum, health and physical education related activities like indigenous sports, swimming, gymnastics, yoga, first aid, NCC/NSS, scouting and guiding, gardening/social service.

3.5.3 Tools and Techniques of Evaluation

In order to find out the extent of learning achievements of students, various tools and techniques of evaluation are employed by the teachers.

What is an evaluation tool?

An evaluation tool is an instrument used to collect evidences (evidences) about students' achievement, such as Questions, Observation schedule, Interview schedule, Checklist, Rating scale, Anecdotal records etc.

An evaluation tool consists of questions to test realization of different objectives on the part of the students. Proper evaluation is possible through an effective evaluation tool.

Criteria of an Effective Evaluation Tool

- (I) An effective evaluation tool should be objective based.
- (II) It should cover all the aspects of the content to be tested
- (III) Allotment of marks should be judicious.
- (IV) Questions should be written in clear and unambiguous language. They should also be within the comprehension of the students and should clearly indicate the scope and length of the answer.
- (V) Time should be adequate.

Evaluation Technique

Evaluation technique refers to a definite procedure or method followed for knowing about the students' achievement, such as Examination, Observation, Assignments, Projects, Debates, Group Discussions, Quizzes and competitions.

3.5.4 Setting of Questions

Questions are the very basis of testing the learning outcomes of students. A question-paper setter should not only have a good knowledge of the subject, he should have necessary competency for setting up questions as per the objectives of evaluation. The questions therefore, should be clear, straightforward and according to the objectives.

Preparation of a Question-paper

The following steps should be taken while preparing a question-paper.

- Preparation of the design
- Preparation of the blue-print
- Construction of questions according as the blue-print requirements
- Editing the paper (including the arrangement of questions according to objectives, content or forms)
- Preparation of scoring key/marking scheme

Design of a Question-paper

Design of a question-paper is a broad policy statement made by the examination authorities and passed on to the paper-setters for framing a question-paper and to schools for preparing students on the lines suggested. For preparing the design of a question-paper, decisions regarding the following should be taken:

- Weightage to be given to different objectives
- Weightage to different content units
- Weightage to different forms of questions
- Weightage to difficulty level

Blue-print of a Question-paper

A blue-print is a two-dimensional chart showing the distribution of various types of questions to be set on different content units testing particular objectives, such as knowledge, understanding,

application, skill, etc. It also shows the respective weightage of marks for each of the different forms of questions, content units and objectives.

For construction of a suitable question-paper in social science, the following points should be kept in mind by the paper setter/subject teacher:

- (I) He should go through the syllabus of the subject and the class level carefully.
- (II) He should set questions from each of the content units of the syllabus.
- (III) He should analyse the contents of the syllabus carefully.
- (IV) Different types of questions – Long answer type, short answer type and objective type, should be prepared in sufficient numbers.
- (V) The lengths of answers for different types of questions should be clearly stated.
- (VI) Emphasis should not be on putting questions which demand and encourage cramming of dates, figures and the statistical data.
- (VII) Some questions of practical work type like map-filling, making a timeline, making a bar or circular diagram etc. may be set.
- (VIII) No sensitive questions should be asked on the religious and cultural peculiarities of any of the students.
- (IX) The questions should be simple, unambiguous and well worded.
- (X) Last year's paper should not be repeated in any case. At the most 20% last year's questions can be repeated but in different wording.
- (XI) Questions of varying difficulty level should be prepared. About 20% questions should be of difficult or reflective nature, about 30% questions should be such that all students may answer easily and about 50% questions should be meant for intelligent and good students who have studied the subject regularly and seriously.
- (XII) There should not be the intention of the paper setter to ask very rare or difficult piece of information.
- (XIII) The marking scheme of the paper should be simple and easily understandable by the students.

UNIT- 4 PLANNING FOR TEACHING

Course outline

Introduction

4.1 Content Planning

4.1.1 Analysis of Contents

4.1.2 Identification of Concepts

4.1.3 Writing of Behavioural Objectives

4.2 Activity Panning

4.2.1 Selection of Activities

4.2.2 Selection of Teaching-Learning Materials

4.3 Lesson Planning

INTRODUCTION

A teacher teaches a particular subject in a particular class. In our case, a teacher has to teach the ‘Social Sciences’ in the classes from VI to VIII. Since the curriculum of the subject is graded according to the level of the students, it is desirable that the teacher should plan for a systematic and sequential manner.

In this unit, we will be discussing on the rationale and the process of preparing a lesson plan for systematic and meaningful teaching-learning.

4.1 Content Planning

Planning for teaching of contents is one of the most important aspects of the process of planning for teaching. The teaching-learning contents should be adapted according to the age and grade of the pupils and availability of time.

4.1.1 Analysis of Contents

The first task in planning a lesson is to analyse the contents of a topic in terms of concepts, principles, laws, theories etc. The teacher should take up only that much content which he thinks will be able to cover in the duration of the period. Thus a topic can be broken up into lesson(s) depending upon the nature and length of the topic.

4.1.2 Identification of Concepts

The various concepts constituting the lesson should be carefully identified and arranged in a sequential order for efficient and effective conduct of the teaching-learning process. Only the important points of the contents and key concepts should be written in the lesson plan.

4.1.3 Writing Behavioural Objectives

The most important aspect of lesson planning is the choice and specification of the objectives of the lesson. In planning a lesson one should select a few achievable objectives of the lesson and specify them in precise behavioural terms. An objective should be conceived and stated in terms of learners' behaviour i.e. what the learner will be able to learn as a consequence of the learning experiences in a particular period. Stating instructional objectives in behavioural terms enables the teacher to accurately evaluate whether the learners have achieved these objectives. With a little thought and effort a teacher can state his objectives in behavioural terms. To do this, he must ask himself the following:

What behavioural changes the learners would have after instruction?

All educational objectives can be classified under three domains: cognitive, affective and psycho-motor.

The cognitive domain is defined to include all those objectives which deal with the recall and recognition of knowledge and development of intellectual abilities and skills.

The affective domain includes objectives of interests, attitudes, values and development of appreciations and emotional adjustment.

The psycho-motor domain includes manipulation of motor skills. The physical actions involved in handwriting, typewriting, playing musical instruments, using equipment in science, making an outline map in social sciences and many others come in the psycho-motor domain.

The taxonomy of educational objectives developed by Bloom and his associates has a large number of categories of objectives in each of the learning domain. In India, this taxonomy has been adapted by NCERT in the light of their suitability in our own environment.

The major categories of cognitive domain comprise knowledge, understanding and application.

The objectives of affective domain have been condensed and are limited to interest and attitude.

The objectives of the psycho-motor domain have been reduced to neuro-muscular skills related to the subject of study.

The more specific a teacher is in stating the objectives, the easier it will be to evaluate. A well-defined set of objectives permits the teacher to present a lesson with a minimum of effort. Behavioural Objectives are tools, which can do much to improve the teaching and learning.

Some basic principles to be kept in mind while stating the instructional objectives are:

- (I) An objective should be conceived and stated in terms of learners' behaviour.
- (II) Objectives should be worked out at the right level of specificity.
- (III) They should be stated non-compositely, so as to avoid confusion, repetition and contradiction.
- (IV) Objectives in a list should not overlap.
- (V) Objectives should be realistic. They should be attainable through available or procurable resources.
- (VI) Worthwhileness of objectives should be carefully judged from various points of view, particularly their social acceptability.
- (VII) The list of objectives as a whole should be comprehensive enough to cover different outcomes expected of an educational program in the cognitive, affective and psycho-motor domains.

4.2 Activity Panning

A lesson plan includes the objectives to be realised by teaching a lesson, the methods to be employed and the activities to be undertaken in the class. The predetermined objectives of a lesson can be achieved if these activities are properly planned.

4.2.1 Selection of Activities

A teacher should give a proper and careful thought over selection of the activities, keeping in view the nature of the topic, subject matter, level of teaching aimed at, students' backgrounds, age, learning capacity and interests, time available etc. All the activities should be arranged in a logical order and integrated with the process of teaching-learning so that they would lead towards realization of the objectives of the lesson.

There are a number of prescribed and suggested activities in the text books of social sciences developed by NCERT, New Delhi for classes VI to VIII. They are included in the form of questions, suggestions, experiments, discussions etc.

4.2.2 Selection of Teaching-Learning Materials

There are a number of teaching-learning materials which can be used by the teachers of social sciences, such as charts, models, graphs, maps, Globes, timelines, Newspaper cuttings, films, internet resources etc. Whenever we have to prepare a lesson plan, we shall carefully think

over and decide which one or more of these TLMs should be selected as per the needs of the lesson. The teacher has to decide whether he will himself make the map, chart, picture etc. or borrow them from other institutions or purchase them from market. He has to decide when and how he will use them in course of the development of the lesson. He should be able handle and use them skilfully and not waste time in fixing them up.

4.3 Lesson Planning

Lesson planning is a process of preparing a statement of the achievements to be realised and the specific means by which these are to be attained as a result of the activities carried out under the guidance of the teacher.

Every teacher who intends to teach something has to prepare an outline of his/her topic in written form. A practical outline of a lesson to be taught in a period is called the lesson plan.

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. All lesson planning involves defining the objectives, selecting and arranging the subject matter and determining the method and procedure.

Why is it necessary to plan a lesson?

It is necessary to plan a lesson before-hand for the following reasons:

- (I) A lesson plan indicates the objectives to be realised by teaching a lesson. As the objectives are determined, the teacher gets impetus to realize them.
- (II) It tends to prevent wandering from the subject and going off the way. It serves as a check on the possible wastage of time and energy of the teachers and students. It makes teaching systematic, orderly and economical.
- (III) Planning helps the teacher to organise and systematise the learning process. The activities in the lesson are well knit, interconnected and associated. The continuity of the educative process is ensured.
- (IV) Planning helps in avoiding needless repetition.
- (V) It helps the teacher to overcome the feeling of nervousness and insecurity. It gives him confidence to face the class.
- (VI) Lesson planning gives opportunities to the teacher to think out new ways and means of making the lesson interesting and to introduce thought-provoking questions.
- (VII) It ensures availability of adequate teaching-learning materials for the lesson.
- (VIII) It ensures a definite assignment for the class.

Characteristics of a good Lesson Plan

Generally speaking, the following are the characteristics of a good lesson plan:

- (I) A lesson plan should preferably be written and should not remain at the oral or mental stage.
- (II) It should clearly state the objectives, general and specific, to be achieved.
- (III) It should be linked with the previous knowledge.
- (IV) It should show the methods/techniques objectives teaching. It should state clearly the various steps that the teacher is going to take and also various questions that he will ask.
- (V) The teaching-learning materials to be used should be shown in the lesson plan.
- (VI) The subject matter should be clearly selected and organised.
- (VII) The children must be given enough scope to participate in various activities.
- (VIII) The plan should be prepared in such a way as it does full justice to all the students of varied capacities and provides for individual differences.
- (IX) It should show certain routine things, such as duration of the period, name of the subject and topic, class etc.
- (X) It should be flexible.
- (XI) The lesson plan should include the summary of the whole lesson for recapitulation.
- (XII) It should include assignments for children.

Steps for Preparing a Lesson Plan

The following are the steps to guide a teacher to prepare his/her lesson plans:

1. **Formulation of Objectives:** The first step is to determine what the teacher wants students to learn and be able to achieve the same at the end of the class. Specifying concrete objectives for student learning helps the teacher to determine the kinds of teaching-learning activities he will use in class. The objectives of the lesson should be written in behavioural terms, i.e., what are expected to be the outcomes in the behaviour of the students after teaching the lesson.
2. **Introduction:** The teacher should introduce the lesson in such a manner that the students may feel motivated to learn and be interested in the lesson the teacher is going to teach. This can be done with the help of some questions on what the students already know about the topic of the lesson, or by telling a small story or interesting news items, or any such catchy thing. This can be done also by showing some object or chart or picture. After that the teacher should specifically tell the exact topic that he is going to teach to the students.
3. **Presentation:** This is the stage in which new content or subject matter is introduced. This will involve presentation, exposition and explanation on the part of the teacher. Appropriate instructional events may include questioning, discussion, practical activities, illustration, summary etc. The teacher should take up only that much content which he thinks will be able to cover in the duration of the period. The teaching methods and teaching-learning materials the teacher would use should already be written in the lesson

4. plan. Many key questions should be asked by the teacher to evaluate whether the students have understood what has been taught to them and how much and what has not been properly grasped by the students.
5. Summary/Recapitulation: The teacher will go over the material covered in class by summarizing the main points of the lesson. This can be done in a number of ways: the teacher can state the main points himself, he can ask students to help summarize them, or he can even ask the students to write down on the what they think were the main points of the lesson. A lesson without recapitulation is an incomplete one. Recapitulation makes the presentation more effective. It helps the pupils to come to some conclusion about the lesson. An attempt is made to ask children to 'tell back' or reproduce what they have learnt. The pupils learn how to express themselves and how to reproduce the material learnt.
6. Home Assignment: Finally, the teacher should give home assignment to the students relating to the topic. Home assignment is essential for the consolidation of knowledge. Let the pupil do some exercise in the form of answers to some questions, draw the maps and indicate the extent of empires or important places, collect the statements, sayings of great leaders and saints, prepare scrap books, write out reports etc.

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