

**“MAA” OMWATI COLLEGE OF EDUCATION  
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NOTES PAPER- II

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(1) **Purely Social Sciences** : These may be said to constitute the purely social sciences : Politics, Economics, History, Jurisprudence, Anthropology, Penology and Sociology.

(2) **Semi-Social Sciences** : Among the semi-social sciences may be mentioned Ethics, Education, Philosophy and Psychology.

(3) **Sciences with Social implications** : These are Biology, Geography, Medicine, Linguistic and Art.

### ***Subject Matter of Social Science/Social Studies***

Both focus on man's relationship, both these have a common way of content to man and to his environment. But while social sciences represent an adult approach, social studies is child-centred.

### ***Social Studies not a Combination of Social Sciences***

It is an all-embracing subject which touches all aspects of human life. It embraces material related to human relationships drawn from History, Geography, Political Science, Economics, Civics, Sociology, Social Psychology, Philosophy, etc. Its functions material is shifted from all these and is fused and unified into one field called Social Studies.

### ***Social Studies not a Combination of Social Sciences***

Social Studies is not a combination of Social Sciences like History, Geography, Civics, Economics, etc. Though Social Studies draws its material from History, Geography, Civics, Economics etc., but it is not a part of History, Geography, Civics and Economics put together unrelatedly.

It is not a combination of many subjects. It is one independent field of study which provides a core of knowledge, experience and insight around which other subjects, may be built up in a coordinated way. It draws functional and practical knowledge from various social science. This is then properly integrated into one subject, called Social Studies.

Social Studies deals with man, his relations with other men and his environment. It, therefore, draws its contents from several social sciences to help us understand the problems of man and how he dealt or deals with them. The main themes of Social Studies are—man's struggle with environment yesterday

### Meaning of Social Science

According to *Charles Beard* Social Sciences are a body of knowledge and thought pertaining to human affairs as distinguished from sticks, stones, stars and physical objects. *James High* defines the Social Sciences as those bodies of learning and study which recognise the simultaneous and mutual action of physical and non-physical stimuli which produce social reaction.

Thus, the term social sciences may include any disciplined knowledge which deals with people and utilises a scientific method.

Social Sciences include history, geography, political science, economics, anthropology and sociology which represent man's fundamental needs : the human record, habitat, political structure, subsistence, human, derivation and social organisation. Human or cultural geography and psychology account for human needs of acceptance and personal adjustment. Social Sciences may also include social biology, ethics, philosophy, jurisprudence, statistics, linguistics and education, and even rhetoric, logic and grammar.

### Definition of Social Studies

(1) *"The Social Studies are understood to be those whose subject-matter relates directly to the organisation and development of human society and to the organisation and development of human society and to man as a member of social groups."* Commission on Reorganisation of Secondary Education of Associations, USA.

(2) *"What we study in Social Studies is the life of man in some particular place at some particular time. We, therefore, use every possible 'subject' to help us understand his problems and how he dealt or deals with them. Man's struggle with environment yesterday and today, man's use or misuse of his powers and resources, his development, the essential unity of civilization-these are the main themes of Social Studies."* "Social Studies for Schools" Social Studies Committee of Schools Board, Victoria.

(3) *"The Social Studies are concerned with man and his interaction with his social and physical environment; they deal with human relationships. The central function of the Social Studies is identical with the central purpose of education—the development of democratic citizenship."*

**—John V. Michaelis**

*"Social Studies includes "Those portions of the Social Sciences selected for instructional purposes" may be applied to include anything pertinent to the immediate purpose of learning and adapted to the level of comprehension of the student; in short, absorption of as much or as little of man's heritage as may be decided."*

**—Edgar B. Wesbey**

(4) *"Most simply stated the social studies are the school mirror of the scholarly findings of the social sciences. Such data, as Social Scientists may gather, is integrated and simplified to appropriate levels of expression for children in all the grades."*

**—James High**

(5) *"The Social Studies are, as the name suggests, studies of society, and their chief aim is to help pupils to understand the world in which they have to live, and how it came to be, so that they may become responsible citizens. They aim at promoting critical thinking, encouraging a readiness for social change, at creating a disposition for acting on behalf of the general welfare, at an appreciation of other cultures and a realisation of other cultures, and a realisation of the inter-dependence of man and man and women of the nation."*

**—J.F. Forrester**

(6) *"Social Studies, as a term, is comparatively new in Indian Education. It is meant to cover the ground traditionally associated with History, Geography, Economics and Civics, etc. If the teaching of these separate subjects only imparts miscellaneous and unrelated information and does not throw any light on or provide insight into social conditions and problems or create the desire to improve the existing state of things, their educative significance will be negligible. This whole group of studies has, therefore, to be viewed as a compact whole whose object is to adjust the students to their social environment"*

in a democratic situation, they develop a commitment to democratic means for solving problems.

### **Characteristics of Social Science/Social Studies**

The above definitions indicate the following characteristics of Social Science :

- (1) Social Studies deals with the inter-relations that develop between and among people and those that develop between people and their environment.
- (2) Social Studies is a broad and composite instructional area which draws its contents from different social sciences.
- (3) Social Studies is a compound rather than a mixture where the ingredients lose their identity and something tangible and worthwhile emerges out of the combination. It differs from the teaching of History, Geography, Civics, Economics *etc.* in the same sense in which the taste of ice-cream differs from that of its ingredients like sugar, cream, milk *etc.*, tasted in isolation.
- (4) Social Studies aims at enabling the students to adjust to their social environment which includes the family, community, state and nation and in fact the entire humanity.
- (5) Social Studies deals with the art of living.
- (6) Social Studies deals with those areas of curriculum that enable the students to interpret intelligently the matrix of social forces and movements in the midst of which they are living.
- (7) Social Studies establishes relationships between present, past and future.
- (8) Social Studies integrates the knowledge of all social sciences and is, therefore, called 'Co-ordinated' and 'Co-ordinating'.
- (9) Social Studies is the applied branch of Social Sciences, introduced in the school curriculum with a view to developing proper attitudes, sensibilities and skills in future citizens.

- (10) The materials of Social Studies are useful for general education at school level, before collegiate education starts so that pupils can learn them with sufficient ease and interest.
- (11) The contents of Social Studies are continuously growing and changing with the changing social process. Hence, its contents will have to be revised periodically.
- (12) Social Studies covers the study of communities at all levels, local, regional, national and international with focus on man and his social environment.
- (13) Social Studies stresses contemporary human life and its problems rather than the past history of man.

### **Nature of Social Science**

The Secondary Education Commission (1952-53) or Mudaliar Commission Recommended the course of Social Science/Social Studies for secondary classes. It has emphasized the integration of social subjects history, geography, economics and civics. It is considered as an unit of teaching for secondary classes. The integrated content may provide the awareness and understanding of social environment as whole. It includes family community, state, national, environment. It may provide the knowledge of social forces and social changes.

In our school curriculum, an important place has been given. In the beginning it was accepted in the form of its components—history, geography, have included in the secondary course in integrated form. Now it is being accepted in the form of Social Science/Social Studies. It has the following main features :

- (1) The nature of social science or social studies is art as well as science.
- (2) It includes the all aspects of social development in chronological order.
- (3) It is an integration of history, geography, civics and economics as component, not as mixture.
- (4) It develops—civic sense, time sense and place sense among the students.

- (5) It provides the understanding from family to national level.
- (6) It stresses on human relation and human development.
- (7) It indicate the social awareness in an unit form.
- (8) It provides the understanding of physical environment interaction with human development.

### **Importance of Social Science**

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

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

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

- (1) Awareness of the group life.
- (2) It has the utility of masses.
- (3) It is essential for development of an ideal leadership.
- (4) It is important for democratic way of life.
- (5) It develops the scientific attitude among student.
- (6) It develops the national consciousness and feeling of patriotism.
- (7) It has practical utility for daily life.

*T.P. Nunn* has stated, "A nation's school are the organs of its life whose special function to consolidate its spiritual

strength to maintain its historic continuity to secure its past achievements, to guarantee."

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

### **Functions of Social Studies**

The functions of social studies are as follows :

1. Providing Social Experience.
2. Developing Social Skills.
3. Increasing Social Knowledge.
4. Raising Social Standard.
5. Solution of Social Problems and
6. Understanding Social Changes.

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

**(1) Providing Social Experience :** Social Studies provides social experiences to students. While entering an education institution, every child comes with a large number of social experiences with his parents, relations, neighbours and play-mates, already learning how to get along with other people. Now the school provides new associates giving him opportunities for group and team interactions. As he advances in studies he learns how families, religious institutions, states and countries have failed or succeeded in different periods of history. Thus, social studies provide social experience.

**(2) Developing Social Skills :** Social experience is meaningless without skills, techniques and procedures applied to subsequent toleration of differences, adjustment of opposition and accommodation to compromises provided directly or indirectly by the subject of Social Studies. These are very essential for the building up of a healthy, vigorous and dynamic society.

**(3) Increasing Social Knowledge :** Social Studies provides a lot of information about man's relationships. It is a

store-house of accumulated human experience and knowledge open to the child who gets it through reading, motion pictures listening to others and many other activities, connected with the teaching of Social Studies. He now learns not only the facts but also the correct interpretations, judgements and generalizations.

**(4) Raising Social Standard :** Some kind of social conduct has to be maintained by its members in every society. For example, from society evolves standards for individuals, groups and institutions. The individuals are expected to speak the truth, obey the law, perform their duties and maintain a desirable behaviour. Groups are expected to help their members in all possible ways. Institutions like the state, the church, the school and the business concerns are expected to work for the welfare of the society. Social Studies, describe the standards that society has evolved during the course of time and provides education for character and behaviour forming attitudes, ideals and standards.

**(5) Solutions of Social Problems :** Social Studies also makes the child realise human society has failed to solve certain problems although it has succeeded in achieving a lot. Social Studies provides unlimited opportunities to children for learning what society has failed to achieve. It also tells them their own duty to the welfare and progress of society.

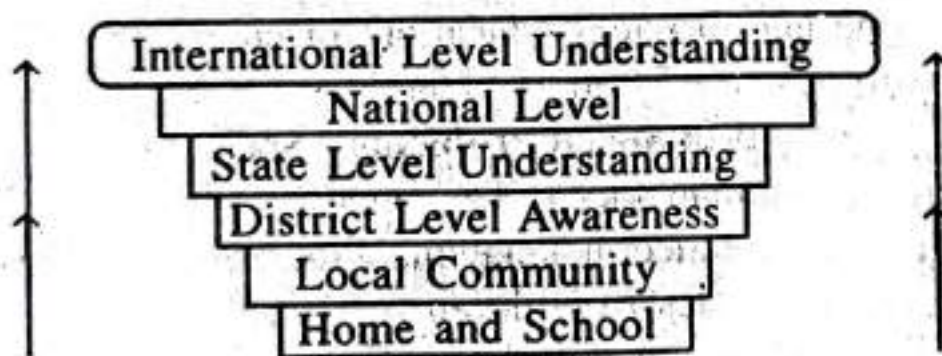
**(6) Understanding Social Changes :** Social Studies tells about the explosive quality of the present situation. Today, the advances in science and technology are changing the physical environment and the social order at an ever-increasing rate. There is more change in the world now. To be prepared for acting intelligently in such a situation, the child must be made to understand the changing nature of this world and its dynamic content, through an integrated course of Social Studies.

The functions of Social Studies provide an analysis of the subject as a whole clarify the nature of this field and identify the social purpose of the subject.

## Contents of Social Studies

- (1) A study of relationships, *i.e.*, relationships between man and man, relationships between man and institutions, relationships between man and earth and relationships between man and goods.
- (2) A functional study of natural sciences and arts *e.g.*, study of that part of chemistry which has helped a lot in the eradication of various diseases.
- (3) A study of current affairs which make us think about the social structure of the community or the society and the effects of social forces in their making.
- (4) A study of international affairs for promoting brotherhood of mankind.
- (5) A study of the actual working of social institutions like the Village Panchayat, State Legislature and Parliament *etc.*

The vastness of the scope of Social Studies may be explained with the help of a diagram as given below :



### *Hierarchy of Social Science Development*

The Secondary Education Commission (1952-53) has observed, "It is not often realised that the complaint of over-crowding is largely due to the multiplicity of subjects, presented as separate, entities, without bringing out their organic inter-relationships. So in framing the curriculum an attempt should be made to see whether certain subjects can be grouped in large, organically related units dealing with certain broad areas of human knowledge and interest. Thus, it is

Social Science

*psychologically preferable to present subjects concentering round the study of the social environment and human relations under the comprehensive heading of "Social Studies" than to teach a number of separate subjects like History, Geography, Civics and Economics in water-tight compartments."*

"Social Studies" as a term is comparatively new in Indian education; it is meant to cover the ground traditionally associated with History, Geography, Economics, Civics, etc. If the teachings of these separate subjects only imparts miscellaneous and unrelated information and does not throw any light on, or provide insight into, social conditions and problems or create the desire to improve the existing stage of things, their educative significance will be negligible. This whole group of studies has, therefore, to be viewed as a compact whole whose object is to adjust the students to their social environment—which includes family, community, State and Nation—so that they may be able to understand how society has come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living. They help the student to discover and explain how this adjustment has taken place in the past and how it is taking place today. Through them, the students should be able to acquire not only the knowledge but the attitudes and values which are endeavour to give the students not only a sense of national patriotism and an appreciation of national heritage, but also a keen and lively sense of obvious fact that these are but the formulation of the aims which have to be achieved; their translation into curricular terms will require careful thought and patient research."

### **Objectives of Teaching Social Studies**

The objectives of social studies are as follows :

- (1) Acquaintance with the environment.
- (2) Interest in socio-economic institutions.
- (3) Appreciation of cultural heritage.
- (4) Sifting of material.
- (5) Development of broad-mindedness.
- (6) Development of social commitment.
- (7) Faith in the destiny of nation.

- (8) Development of insight into human relations.
- (9) Effective participation in social affairs.
- (10) Promotion of ideals enshrined in the constitution.
- (11) Maximization of economic and social welfare.
- (12) Promotion of peace.
- (13) Profitable use of leisure time.
- (14) Foundation of specialisation.
- (15) Many-sided development of the personality.

### **Basic Postulates for Social Studies Course**

(1) **Inter-disciplinary** : As an inter-disciplinary course it draws its contents selectively from several other branches of knowledge and human experience.

(2) **Applied** : Social Studies is the applied form of Social Sciences, placed in school curriculum to develop proper attitudes, sensibilities and skills among future citizens.

(3) **Scope** : The scope of Social Studies is continuously growing, as the social process and problems are changing from time to time. Its content must be revised periodically.

(4) **Pragmatic approach** : The approach of Social Studies in teaching is based on a pragmatic philosophy to serve the present needs of a particular society and to help pupils to have social adjustment in their future lives.

(5) **Field** : The field of Social Studies covers the study of communities at all levels—local, regional, national and international, focusing on man and his social environment.

(6) **Emphasis** : The emphasis of Social Studies lies more on the contemporary human life and its problems than on the past history of man.

(7) **Materials** : The materials of Social Studies are useful as a media for general education at school level so that pupils may learn them with sufficient ease and interest.

### **Social Sciences As an Integral Part of School Curriculum**

The curriculum of a country, like its constitution, reflects the ethos of that country. As the Education Commission points

out, there is a need to transform education so as to relate it to the life, needs and aspirations of the people and to make it an instrument of social change. For this purpose, the curriculum in social sciences and social studies is intended for the awakening of social justice and national integration. Social Studies is a practical subject with a practical bias, it lays emphasis not only on practical knowledge but also on right doing.

Social Studies has been made an integral part of school curriculum as it aims at giving education for life. Social Studies through its functional approach, gives practical training to the pupils to live well. By providing an all-embracing comprehensive area, it enables the pupils to clear their relationships with their material, physical and social surroundings so that they are able to adjust themselves to the life of today. No wonder, therefore, social studies forms an integral part of school curriculum which has its concern as national integration, social justice, productivity, modernisation of the society and cultivation of moral and spiritual values.

**(1) Inclusion of Social Studies from Psychological point of View :** It is a well-known principle of teaching that children are interested in concrete things and social studies deals with the concrete things. There is nothing more concrete than life itself which is the central theme of social studies. Social studies is the subject which deals with the substance of life, for life and through life.

Besides, social studies provides knowledge in a correlated and integrated form—a form needed by the child.

**(2) Inclusion of Social Studies from Sociological point of View :** With the changing pattern of life, the home fails to provide adequate opportunities to the young child for citizenship training. The disintegration of the joint family system and working of both the parents in offices or factories have deprived the child of developing inter-personal relationships. The failure of the home to provide the necessary social education to the child has placed an important obligation on the part of the school. Social studies provides opportunity for socialisation and for democratic living.

(3) **Inclusion of Social Studies from Pragmatic point of View :** Social, secular, economic and political problems of the modern life have become so intricate that left to themselves, only a few young men and women can adjust themselves amicably. It is, therefore, extremely important that appropriate experiences must be provided to the student in the school to understand his nature, the nature of his physical and social environment so that he helped to develop the attitudes and skills of social mindedness, cooperation and tolerance. A course in social studies offers such opportunities.

### **Place of Social Studies in School Curriculum**

Social Studies finds an important place in the school curriculum as :

- (1) It helps the child to acquaint with his past and present cultural, economic and social environment.
- (2) It helps the child to appreciate his rich cultural heritage.
- (3) It helps the child to get rid of what is undesirable and antiquated especially in the context of social change.
- (4) It helps the child to acquire right attitudes, knowledge, understanding and competence needed for adjustment with the environment.
- (5) It helps the child to gain insight into spiritual, economic and political values.
- (6) It helps the child to use his leisure properly.
- (7) It helps the child to develop democratic citizenship.
- (8) It helps the child to increase social competence.
- (9) It helps the child to foster national outlook.
- (10) It helps the child to foster international understanding.

### **The Scope of Social Science**

The scope of Social Studies is very vast and wide and in facts, as wide as the world itself and lengthy as the history of man on this earth. It includes the millions of years prior to recorded history and also the foreseeable future. In the words of **John O. Michaels**, "The breadth of Social Studies programme should provide for a variety of experiences so that the child's

learning will be well-rounded and well-balanced. It should also be possible to draw upon other field of learning so that significant problems can be considered in the light of their ramifications; a narrow compartmentalized programme limits social learning."

It draws material from all the social sciences relating to the study of human relations, human institutions and human behaviours. In doing so, undue emphasis is not laid on any one subject or part, at the cost of another.

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

**(1) Study of Human Relationship :** Human relationships form the nucleus of Social Studies. These relationships may be studied under four main heads : (i) People and People, (ii) People and Institution, (iii) People and Earth, and (iv) People and Goods. Thus, Social Studies includes the study of those social sciences and humanities which can be applied for a practical understanding of human relationships. These are history, geography, economics, civics, sociology, literature, religion and psychology. But Social Studies views these social sciences as a compact whole. Their limitations are the process of synthesising these subjects into a new field, blending them together, making it a compact and coordinated whole removes. While humanities tend to make man, a man or humanize him. They describe the entire range of human history, from the earliest time down to the latest moment and the widest reaches of contemporary society.

**(2) Functional Study of Natural Sciences :** Social Sciences and natural sciences are inter-related. Recent advances in the fields of physical sciences, industry and technology have extended man's vision from family to neighbourhood, from neighbourhood to town, from town to region, from region to nation and even beyond expanding the area of human relationship form local, regional and national

level to international level. Therefore the functional study of natural and physical sciences like Physics, Chemistry, Botany, Zoology and Physiology etc. is an important part of Social Studies programme. For example, while chemistry has helped to eradicate various diseases, history has helped chemistry in providing past human experiences dealing with those diseases.

**(3) Functional Study of Fine Arts :** Instructional programme of Social Studies also includes the functional study of fine arts like drawing, constructing, painting, music, dance and dramatization.

These provide the content needed for a better understanding of people and the world. The functional approach of studies means that whatever factual material is obtained from various fields, should have immediate relationship to the needs and interests of children. Social Studies includes something happening to pupils and teachers and not merely something studied by them.

**(4) Study of Current Affairs :** Current affairs include those events which deal with the present problems and issues. As every current affair finds its background in the past it provides a great source of both historical and geographical learning. As important elements of social studies current affairs make our historical and social learning concrete. They make us think about the social structure of the community and the effects of social forces in their making, "Current affairs are of great significance in Social Studies as they are of great value to represent in extension and exemplification of the major topics of the curriculum."

**(5) International Understanding :** Social Studies seek to promote international understanding of man. Narrow sectional, communal, religious and national claims should be discouraged. Its special purpose in Indian schools to spread a clear understanding of democracy and to secure the whole-hearted acceptance of the values on which it is based. Through a unified course of Social Studies Indian children must learn "Brotherhood of mankind". Even individual has to act, react and interact in a social group, under social pressure and according to social practices. Therefore, a child must be

# CHAPTER – XVIII

## LESSON PLANNING

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### **CAREFUL LESSON PLANNING IS THE KEY TO SUCCESSFUL TEACHING**

There was a time when 'lesson' was considered to be a means of imparting information to immature children by a matured teacher and school was thought of a place where such lessons were given. The syllabus prescribed by a board or any other agency is meant to give an idea of the requirement of an examination and should never be treated as a planned programme for teaching. The prescribed syllabus is nothing but a collection of some topics selected in an unrelated fashion and its literal interpretation makes it quite dull and ineffective. Students are not the passive listeners only. They are active members of the society and recipients of education. Effective teaching takes place when subject matter is presented in an integrated way and is related to the life.

Teaching involves careful planning. Lesson plan is actually a plan of actions. It is the core, the heart of effective teaching. A teacher may know his subject well, may be acquainted with all methods necessary for successful teaching, may have a telling personality and yet may fail because he has neglected the map out the road towards the goal for which he is striving. If the teacher wants successful results in the form of all-round development of personality of the child, then his teaching needs greater planning and deeper thinking. Thus lesson-planning plays a significant role in making teaching-learning process successful and effective.

In the words of Bossing, "Lesson-plan is the title given to the statements of the achievements to be realized and the specific means by which these are attained as a result of activities engaged during the period." Today with changed aims of education, lesson-planning is becoming much more complex and may take a variety of forms. Many means may be used by the teacher to accomplish his aim. Consequently,

no definite form can be given for any teacher to follow exactly. Most of planning is concerned with how to accomplish the task that has been set before him. In most cases the planning includes at least the following items:

1. The why—reason, aims or purpose of the lesson.
2. The what—content, material and instructional aids.
3. The how—procedures and activities.
4. Evaluation—an objective, impersonal appraisal by the teacher as to the success of lesson.

As Lester B. Sands stated that, "A lesson-plan is actually a plan of actions. It, therefore, includes the working philosophy of the teacher, her knowledge of philosophy, his information about the understanding of pupils, his comprehension of objectives of education, his knowledge of material to be taught and his ability to utilize effective methods."

According to Carter V. Good, "A lesson-plan may be defined as a teaching outline of the important points of a lesson arranged in an order in which they are to be presented. It may includes objectives, points to be asked, references to materials, assignments etc.

Thus planning means something definite, careful and continuous. Classroom lessons are required to summarize results, formalize conclusions and giving further suggestions or directions. It is the task of the teacher to make sure that as a result of their previous experience, the students should be able to draw simple conclusions from the given lesson.

### **NEED AND IMPORTANCE OF LESSON PLANNING**

Lesson planning is fundamental to effective teaching. It has much importance as: -

1. The aims regarding the topic are clear-cut beforehand to the teacher and he tries with great effort to achieve them.
2. It establishes the correlation between teaching and learning.
3. It helps the teacher to select appropriate methodology for teaching according to the subject matter .
4. It helps in managing teaching material in a proper manner.
5. It helps the teacher to follow the maxims of teaching i.e. from easy to difficult, from abstract to concrete, from known to unknown etc.
6. It helps the teacher to make the best planning of learning activities during teaching.
7. Teacher becomes able to know how to select the learning material involved in his lesson plan.

8. Teacher becomes able to think how to establish the situation for reinforcement.
9. While keeping in mind the individual differences in the class, the teacher becomes able to organize the classroom activities.
10. It helps to save time and energy of both: teacher and students.
11. It increases the self confidence in the teacher.
12. It helps the teacher in modifying student's attitude, aptitude, interest and capabilities in right and desired direction.
13. The teacher becomes able to know the effectiveness of his teaching and desired learning outcomes of the students by using suitable techniques of evaluation.
14. It helps the teacher to become systematic and orderly.
15. It makes the teacher more competent in dealing with various difficulties and problems of students in the class.
16. The teacher will be able to become resourceful, imaginative and tactful.
17. It helps the teacher to correlate various aspects of subject matter in the class.
18. It makes the teacher able to know about the previous knowledge of the students.
19. It stimulates the teacher to introduce striking questions and illustrations.
20. It provides greater freedom in teaching, if a teacher who has properly planned his lesson, enters the class with confidence, without any anxiety, ready to attack the problem and prepared to carry it out like a skilled workman.
21. It establishes proper connection between different lessons of the subject. Therefore it provides continuity in the teaching process.
22. It ensures the teacher for proper use of audio-visual aids in teaching.
23. It helps in developing certain possibilities of the students and particularly in terms of their desired behavioural outcomes.
24. It helps in including the theoretical as well as practical approach.
25. It makes the work regular and well organized.

Thus lesson planning is very helpful for bringing improvements in teaching learning process as Davis states, "Lesson must be prepared for there is nothing as fatal to a teacher's progress as unpreparedness."

## PROCEDURE IN PLANNING THE LESSON

Many elaborate plans have been set up but they all have these three procedures essential as a basis:

1. Defining and stating the aims and objectives.
2. Selecting and arranging the subject matter.
3. Determining the methods of teaching.

1. **Aims and Objectives**—In all planning, the dominant note must be objectives. The teacher must bear in mind that there is a hierarchy of objectives, among which there must be no contradiction. This hierarchy extends from the generals and proceeds to the specific. It includes:

- (a) The general objectives of the educational process.
- (b) The subject objectives.
- (c) The unit objectives.
- (d) The specific/behavioural objectives for the daily lesson.

(a) **General Objectives**—The general objectives of education have been recommended by different commissions and committees in their reports. The social studies teacher must formulate all his objectives in harmony with these general objectives of education because social studies is a part of education which leads to social, economic and civic development of the child.

(b) **Subject Objectives**—These are of vital concern to the teacher. He needs to find out why he is teaching social studies. With the general goals of education in mind, the teacher may well ask himself at the close of the year what advancement his pupils have made toward these goals by learning the subject.

(c) **Unit Objectives**—The teacher is more vitally concerned with unit objectives, because it is he who must formulate the objectives for the units of subject matter. The teacher must know his purpose in teaching the unit. He must see that his purpose is in harmony with the objectives of the subject.

(d) **The specific objectives of the daily lesson**—The specific teaching objectives concerns with what the teacher expects to achieve during the class period. He should have a definite end in view as to what he expects to accomplish each day. For example, he may set up the objectives to have the pupils understand the chief causes of First War of Independence

of India. All his efforts then bent to the task that the pupils may, at the close of the lesson, have an understanding of these causes. These objectives should be in harmony with the objectives of the unit. Now days it has been felt that these objectives should be framed in behavioural terms as suggested by Bloom, Mason and Simpson. In this relation Atkin in 'Behavioural objectives in

Curriculum' suggested that. "Higher order objectives, are best pursued whenever the opportunity arises rather than according to pre-planned schedule. For example, when students' question lead to the discussion of some significant problem or issue, the teacher may see the opportunity for pursuing objectives whose introduction might have seemed artificial or non-productive if the teacher initiated them."

The pupil's aim is a matter of motivation. It is unwise for a teacher to think that he can set up aim for the pupils without motivation and then expect the pupil to accept it as his own. It is the teacher's task to motivate the work and develop interest, so that the pupils will desire to take up the problem as their own. Such motivation is the greatest objective, on the part of the teacher to accomplish in the art of teaching.

Thus there should be harmony between all these objectives and a teacher can't get success and unable to evaluate his teaching without proper aims and objectives.

2. **Selecting and Arranging the Subject matter**—selection of material requires careful discrimination in all the social studies. The material should not be included in the lesson that does not contribute the aim. On the other hand teacher must take care in the use of text book. The material of the text book must be regarded as subject matter to be used in the light of specific aims, not as something to be closely followed. Regarding the arranging of subject matter, much has been said by many writers about the psychological order, as opposed to the logical. It means that the material should be arranged in terms of the learner's experience, rather in terms of the subject itself. This idea was advocated as early as the eighteenth century by **Rousseau** in his **Emile**. But later on **Herbart** favours logical order. It is therefore essential while teaching social studies not to ignore the logical arrangements of subject matter, but it is necessary to base that arrangement on the experience of the pupil.

- 3 **Determining the Methods of Teaching**—To accomplish the aims of topic it is essential to select the proper method and

device of teaching. The teacher may use the combination of different methods as lecture method, discussion method etc. and device as blackboard, map making, illustrations while teaching. It is essential that the teacher should know how he is going to proceed during the class teaching, but if the actual situation demands the deviations from the set plan, he should also be prepared for that with possible disastrous results.

### THE ESSENTIAL PARTS OF THE LESSON

In actual practice it would be difficult to outline a pattern to following the daily lesson plan. Lessons vary with the methods used and the content of the topic. Generally speaking, however there may be four essential parts in the lesson. These are:

1. The review
  2. The advanced lesson
  3. The summary
  4. The assignment
1. **The review**—There are two main purposes in the review part. (a) It will bring out the broad meaning of the previous lesson. (b) It is to give an apperceptive basis for the new lesson. The new material must be built upon the old in order to become intelligible. This demands selection of such material for review that the new will grow out of the old. The usual way to do it is by skilful questioning. It will also help in providing motivation to the children.
  2. **The Advanced Lesson**—The teacher must outline the topics to be considered and note what parts are to be emphasized. Plans can be made for developing discussion; activities for motivating the work must be decided; difficult parts of the lesson must be explained; certain important concepts will be simply but clearly defined; special devices must be worked out to arouse and stir the dull and unprepared pupils and provision must be made for the use of maps, graphs, diagrams, pictures and other aids at the right time. If these are intelligently planned than it will not be difficult to achieve the aims and objectives of the lesson
  3. **The summary**—It serves to systematize the knowledge gained in the lesson so that the meaning becomes significant and the fundamental points stand out distinguished from the incidental. It can be in the form of an outline worked out by pupils and the teacher on the black board.

4. **The Assignments**—The final part of the lesson concerns the assignments. If teaching is to be regarded as directing the learning of the pupil, its significance is apparent. It should naturally grow out of the lesson and enough should be said about it so that the pupils will know where they are going and what they are going to do. If this is done right, the curiosity of the pupils will be aroused and the motivation for pursuing the study will result. The assignments must be definite. This may be accomplished by giving questions, exercises or problems that the pupil can solve. It may include written work, the mastery of the part of book, making of an outline, a map or a graph etc.

### HERBARTARIAN STEPS OF LESSON PLANNING

Mr J.F. Herbart was the first educator to apply psychology in education. He and his followers have emphasized the following six steps for teaching a lesson which are still preferred by many:

1. Preparation. (Introduction).
  2. Presentation.
  3. Association.
  4. Generalization.
  5. Application.
  6. Recapitulation.
1. **Preparation**—According to Herbart, the mind of the child must be prepared to receive new knowledge. Nothing is to be given in vacuum. It is just like preparing the land before sowing the seed. In this step nothing new is to be told to the students. The teacher is to ascertain what the pupils already know relevant to the topic and to provide a link between previous and the new knowledge. It may involve:
    - (a) Testing of previous knowledge.
    - (b) Arousing curiosity about the new knowledge.
    - (c) Use of pictures and chart.
    - (d) Skilful questioning
  2. **Presentation**—Until now the aim of the lesson is clearly stated. At this stage the teacher presents his learning material on the basis of psychological principles i.e from easy to difficult, simple to complex, abstract to concrete etc. Pupils get new ideas and knowledge. Both the teacher and students participate. The teacher is supposed to draw out, as much as possible, from the students with the help of skilful and judicious questioning. The teacher tries to present the

- learning material with the help of different methods and techniques of teaching.
3. **Association**—At this stage, the new ideas or knowledge to be learnt is to be compared and associated with already known ideas and facts. It is felt that knowledge is not like piling up bricks, it is like a tree that grows. Through this creative process something new is made or discovered by the pupils themselves.
  4. **Generalization**—In this step the teacher further involves the students to understand the learning material properly. The teacher uses the inductive process to come to the generalization. As far as possible, the pupils should draw out the generalization themselves.
  5. **Application**—It is always the desire of the pupils to make use of generalization and to verify whether those really work in new situations. Here knowledge becomes clear and meaningful. In social studies the question of application arises only in those cases where the pupils are required to fill in an outline map, draw a particular diagram or time chart or a graph. Application is a means of insuring knowledge and understanding.
  6. **Recapitulation**—This is the last step in the process. Here the teacher ascertains, whether the pupils have understood and grasped the subject matter or not. It connects the essential parts of the lesson in an orderly and systematic way in a few minutes. It is generally done by the following ways:
    - (a) Asking suitable questions
    - (b) Applying a short objective type test.
    - (c) Asking the pupils to fill the map.

### MORRISON'S STEPS OF UNIT PLANNING

Dr. Morrison provides five steps for the lesson planning as follows:

1. Exploration.
  2. Presentation.
  3. Assimilation.
  4. Organisation.
  5. Recitation.
1. **Exploration**—In this step the teacher is to explore the previous knowledge of the pupils through questioning or discussion. He tries to correlate it with the new knowledge through motivating the pupils.

2. **Presentation**—The teacher presents the learning material in the class with the help of different methodology of different parts of the topic. After presenting the learning material, the teacher gives text to the pupils to know whether the students have some learning material in their mind or not.
3. **Assimilation**—Students discuss the learning material with each other. They also discuss their problems with the teacher for proper guidance thus the students complete the work of the unit.
4. **Organization**—The students organize the subject matter in a logical and systematic manner which shows that they have the complete understanding of the unit.
5. **Recitation**—In the last, the teacher makes the difference between the ideal and actual practice. In the ideal practice, every student presents the unit to the whole class in the same manner as the teacher presented it in the beginning. In the actual practice the teacher gives the time to the students to recite the learned material.

It should be remembered that planning cannot be a stereotyped affair in social studies. What has been said is suggestive rather than final. It might become monotonous to follow a similar plan day after day. Daily planning would be different in history than it would be for the other subjects as Geography, Civics, and Economics etc. However in schools, careful and detailed daily lesson planning is necessary for every teacher. Some suggestive plans are given in the end of the book.

### **OBSERVATION OF LESSONS**

The following aspects of the lesson should be carefully observed by the pupil-teacher:

1. Preparation on the part of the teacher.
2. Subject matter.
3. Aims of the lesson.
4. Introduction of the lesson.
5. Method of teaching.
6. Audio-visual aids used.
7. Black-board work.
8. Learning situations.
9. Division in sub-topics.
10. Assignments.
11. Evaluation procedure.
12. Continuity in educative process.

## CHAPTER - XI

# SELF INSTRUCTIONAL MATERIAL IN SOCIAL STUDIES

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Instructional materials are tools for significant teaching and learning. A teacher must explore a wide variety of materials to find suitable aids for instruction to provide additional information, to broaden the concepts and to arouse interest. The subject of social studies is so vast i.e. why the teacher needs to use the instructional material, which will help both in the area of content and methodology.

In the words of E. C. Dent, "*Instructional material is all materials used in the classroom or in other teaching situations to facilitate the understanding of the written or spoken word.*"

Social studies deals with both past and present, places in different corners of the world. The instructional material serves as a stimulus to learning. The teacher of social studies is not only to use the various teaching methods but should also use such material as charts, Graphs, Models, Maps etc. to make his instructions interesting and widely clean.

### NEED AND IMPORTANCE

#### 1. Clarity of the subject

Instructional material helps in clarifying the various abstract concepts of social studies. Instead of struggling hard only with the theoretical folks, if the teacher takes the help of some material, he can make the subject more clear and meaningful to his students.

#### 2. To make the subject interesting

The instructional material helps in creating and maintaining interest in the learning of social studies. As it is the general view that this is a boring subject but with the help of inst. material the subject no longer remains boring, dull and unreal one.

### 3. Based on maximum of teaching

With the help of instructional material, the teacher follows the important maxims of teaching as 'simple to complex', 'concrete to abstract', 'known to unknown' and 'learning by doing' etc.

### 4. Saving of time and energy

Social studies is a very wide subject and it is not easy to explain all the subject matter thoroughly. The teacher needs some material, as most of the abstract concepts may be easily clarified and understood through their use.

### 5. Development of Scientific Attitude

Instead of agreeing to the listed material, pupils resort to observe or use the other instructional material practically and ultimately adopt the habit of generalizations through actual observation and experiments. It will help in cultivating scientific attitude among the students.

### 6. Provide Motivation

These materials possess vividness, clarity, and dramatic appeal. All students enjoy looking at slides, going to fairs, listening to radio, working on computers. These can be an effective medium to hold the attention and to stimulate new interest and activities among pupils. These can motivate them to learn faster, remember longer, and gain more accurate information and to understand better the meanings. They help in satisfying the curiosity of the pupils.

### 7. Effective for slow learners

Every class has different type of students. Every student is not able to understand through lecture only. These materials are very helpful for slow learners and poor readers. Such pupils can't get all the required knowledge from the textbook. They can understand and remember the facts more easily through models, charts, graphs, use of community resources etc.

### 8. Develop friendly relation between pupils and teacher

While using the instructional material, the teacher has to be a true friend and guide. The attitude of the teacher is very friendly through this process. The teacher has to take the pupils to outdoor places for visiting the community resources. The pleasant and natural atmosphere thus created, greatly help in proper learning.

### **9. Supply new experiences and new energy**

While oral descriptions call forth whatever relevant concepts the students has already acquired through previous experiences, a picture, a model or a specimen actually extends the limits of experience. The ability to analysis, compare, generalizes and synthesis rests upon the broad base of experience.

### **10. Helps in the association of ideas**

It becomes very easy for the pupils to recall an idea or associate with another when these materials are employed. The ability to recognise also develops with the helps of these.

### **11. Provision of sensory Experience**

In teaching of Social studies both direct and indirect learning experiences are important. As senses are the gateway of learning, lessons should have a multiple sense appeal. It has been observed that stimule, which appear to more than one sense organ, are perceived and remembered easier and better. Researches have proved that in early 40% of our knowledge is based upon visual experience, 25% upon auditory, 17% upon touch, 3% upon taste and smell and 15% upon miscellaneous.

### **12. Substitutes for direct experiences**

It is not possible for the teacher to provide direct experiences to the pupils, so models, slides can be used as accurate and effective substitutes of direct learning experiences.

### **13. Help making learning permanent**

Experiments have proved that pupils not only learn more rapidly but they also remember the facts with the proper use of instructional materials. When a child sees, hears, touches, tastes, and smells, his experiences become concrete learning becomes permanent.

### **14. Meet the requirement of individual differences**

There are wide individual differences among students. Some are ear minded, some can be helped through visual demonstrations while others learn better through dring. The use of various types of material helps in meeting their requirements according to their capacities, capabilities, and potentialities.

### **15. Provide opportunities for activities**

With the help of instructional material, teaching learning process becomes quite stimulating and active. Mere passive listening does not help in the realization of objectives of teaching social studies. Use of these materials helps in converting the passive environment of the classroom is to a living one.

### **16. Help in increasing the vocabulary of the students**

With the help of instructional aids, students learn new words. When they come in contact with other people while utilizing the community resources, they listen them carefully and get many new experiences.

### **17. Help in getting desired behaviour outcomes**

The material provide concrete base for group planning, critical thinking and group discussion by enabling pupils to see and hear what is being studying by them in the class. It also helps in developing the habit of appreciation of the contribution of others and improved attitudes towards other groups as they learn about common needs and activities of mankind.

Thus these materials are very useful for every teacher to make in order to make varied, interesting and sound use of teaching materials. Teacher must understand their purposes, how they are classified, how they can be developed, how they can be used most advantageously in teaching social studies and how mistakes in their use can be avoided.

## **CLASSIFICATION OF MATERIALS**

The basic reasons for the classification of instructional material is to help the unit planned quickly examine a range of possibilities in any one of several categories. The classification is not intended to be inclusive, but it should provide help in identifying aids most suitable for use in a specific classroom situation.

**L. Audio Aids:** Some of the audio aids most frequently used are the human voice, the radio, the record player, and the tape recorder. The teacher who uses his voice effectively to serve the purposes of instruction has a marked advantage. Variation in voice may be used to help create the excitement that results in student motivation, to an arrest budding misbehavior, to provide the drama that creates a deep impression, to relieve student tensions and to improve student teacher relations.



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

- (a) A large time line should be pasted for weeks or months in front of the class, preferably above the chalkboard, for constant reference.
- (b) Pupils should prepare time lines as part of their home - work.
- (c) Purchase printed time - lines.
- (d) Use of time - lines as a teaching device.
- (e) Use pictures or symbols on time - lines.
- (f) Make sure that time - divisions are equal.

Thus time lines are very useful in history teaching.

## FILMS

It is a motion picture. It is a good audio visual aid in teaching process, because it displays action. The students can see a number of things that they could not experience in their life. A real sense of the past can be provided to the students through films. The advantages of the film can be as follows:

1. It provides the natural way of learning by seeing and hearing.
2. It helps in enhancing the interest of the students in learning the social studies.
3. It makes the teaching life oriented. J. Fairgrieve writes, "Life consists of movements and the introduction of movement makes the presentations of anything to do with life much more real."
4. It can be used as the sole means of imparting certain factual information and developing performance skills.
5. It can help us to see the things of the past as ancient culture of India, Indus Valley civilization with.
6. It helps in bringing changes in the attitudes and opinions i.e. the affective domains of the behavior of learners.
7. Knowledge becomes permanent.
8. It may prove an effective source for recreation and entertainment.
9. It can provide the students the latest changes and developments in the various areas of the subject like projects related to national development, policies, and programme of Central and State govts.

10. It helps in inculcating right values among the students as well as the development of national and international outlooks.

### How to use

1. The teacher should have the knowledge about the educational films.
2. He should present the film step by step.
3. He should ask questions, encourage discussion to make the students attentive.
4. The teacher should ask the students to note down the important points side by side.
5. There should be provision for testing the effectiveness of the film.

### FILM-STRIPS

Filmstrips have one distinct advantage over films or television programme in that the teacher can adjust the rate of presentation to suit his own classroom needs. In showing a filmship, the teacher can extend the interval between frames so that he may elaborate orally on the material depicted in various frames, he may pause for long period to discuss any one frame and answer the students' questions about it. It is a short length of film containing a number of positives, each different but usually having some continuity intended to be projected as a series of still pictures by means of a film ship projector. They can be projected on a large screen for a group.

A teacher can use filmstrips in introducing a new learning material for teaching a lesson. He should use non-captioned strips so that student may know their own ability to interpret pictures. Contents of the filmstrips should be related to the content of the lesson under study. The teacher, while using filmstrips should keep in mind the available time also. Physical features of a particular area can be shown through filmstrips in different states. It will also help in understanding map symbols. It also serves to introduce children to other countries of the world, showing how people in other lend live and work. Some filmstrips are accompanied by recordings and thus they require little or no commentary when they are being shown. The teacher can also exhibit the growth and development of a particular area step by step with the help of filmstrips. It is very easy and convenient to use them as an aid.

## FIELD TRIPS

These are the most important and effective devices for teaching social studies. Pupils living in places rich in historic associations should be given the opportunity to visit and study there locations in connection with their school work. The study of local history will aid pupils to relive the past and will lend them to an understanding of the nature and significance of history as a whole. Pupils should be encouraged to explore historical sites and places.

When a trip to a historical building has been arranged, careful preparation should be made before hand. The pupil must know the objective of the field trip and for what they are to look. If they are well prepared to understand the significance of the visit and it is made without undue haste, the remains of the past will stir their imagination and bring concreteness to the study. Trips to museum containing sociological, industrial, and commercial exhibits, visits to water works; the four of newspaper officers; and the journey through industrial plants should be accorded to select groups. Such visits are usually interesting and successful.

Through field trips, the student learns best by first hand information and by seeing things in practice. They correlate and blend school life with the outside world, providing direct touch with persons and with community situations. They result in developing the observation power of the students. These provide valuable experience to students at every level of learning from childhood to maturity. In planning a trip, the teacher must take into account the entire school programme.

Thus with the help of field trips, the students may get the actual experiences but they must be taught many things through vicarious experience. Trips may be an aid to education, but they can never take the place of the school.

## BULLETIN BOARD

Bulletin board, like the chalkboard is an aid of great educational value. Whatever may be valuable and of common interest may properly be allotted space for an appropriate length of time. It serves as a place for announcements, displays, and clippings. It provides a suitable place for the display of all kinds of creative work of students - paintings, magazines, articles, cut outs, etc. It enables students and teachers to display photographs, newspaper and magazine clippings, illustrations, and small samples of products related to a specific topic of social studies. It is a suitable place for the position of assignments. Thus, it

1. List the types of materials that may be planned upon the bulletin board.
2. Draw up a list of materials, which are to be excluded.
3. Displays should be related to the classroom work.
4. Make a plan for evaluating original contributions that are offered for display.
5. Arrange for the simultaneous display of a variety of materials.
6. Arrange for a definite time for a discussion of the contents of the bulletin board.
7. Set a time limit for displays.
8. The bulletin board should prove a source of great attraction and motivation to the viewers.

Thus student products of high quality deserve a place on the bulletin board, both as a reward for merit and as a motivating device, but they should be displayed only after critical inspection and approval by the teacher or committee. It is widely used and deserves an even greater use. It seems to be a good index of the teacher's alertness and resources fullness. Well-selected contents attractively arranged convey an impression of competence, whereas large, unused space and the yellowed appearance of those displays that are present, give one the impression of a teacher who has lost his professional zeal.

## MAPS

Maps are useful for teaching history, geography, economics, and political science. A map is a flat representation of some or whole of the earth surface. Maps as instructional material help students to acquire knowledge of exact location of boundaries of nations and seas, distribution of natural resources like hills and minerals, demographic distribution and location of cities, industries, rivers and dams etc.

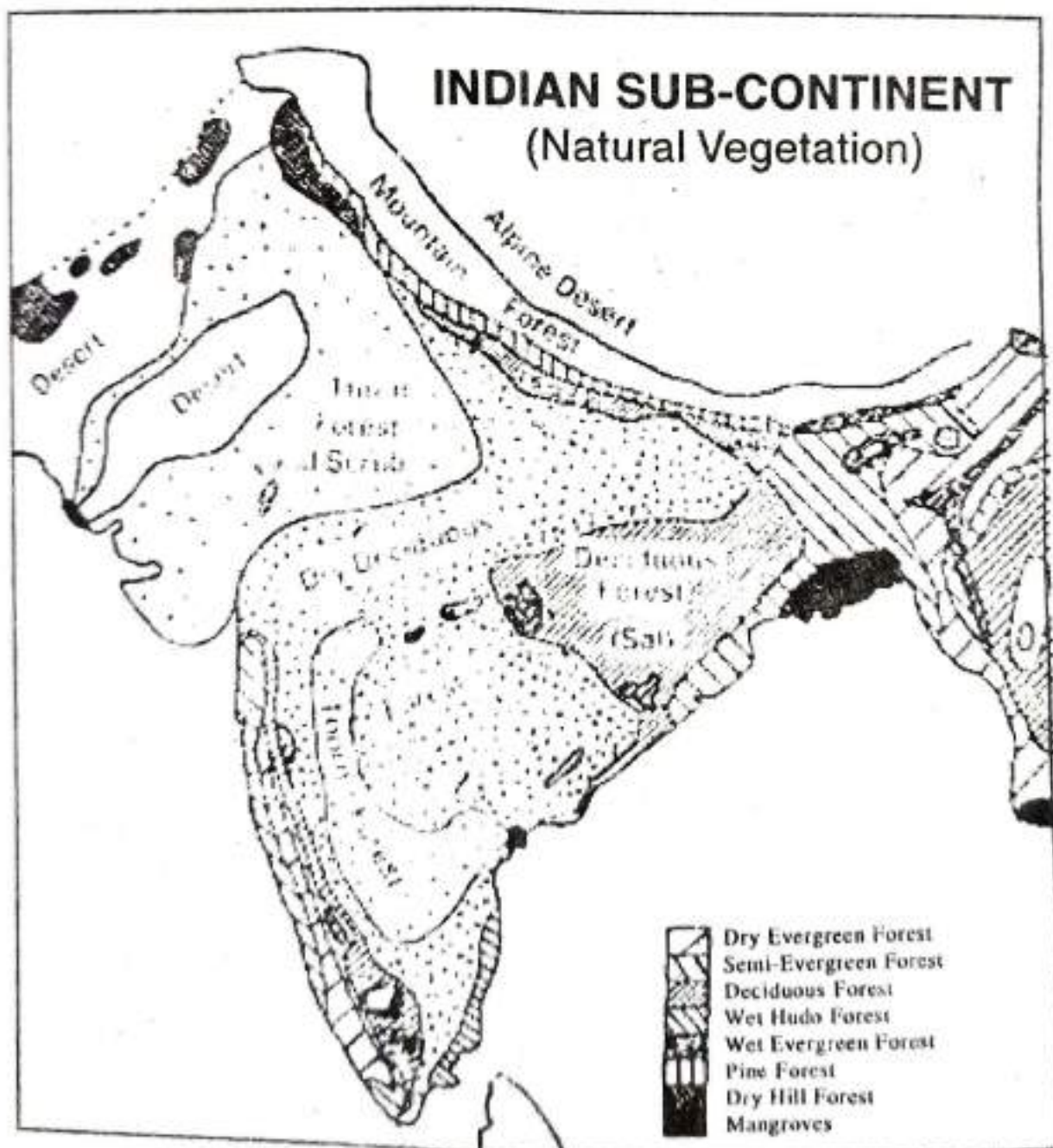
### Kind of Maps

Every student should have access to both contemporary and historical atlases. The mere observation of such a large number of maps, with their varied content, constitutes a significant lesson. The constant use of the atlas will save time and develop valuable study skill. Maps are broadly classified in to following categories:

- (a) **Physical maps:** These maps show climate, resources, rainfall, soil etc.
- (b) **Political maps:** This kind of map provides informations regarding political divisions of countries, provinces etc.

- (c) **Economic maps:** This type of maps show crops, trade, land used, railroad etc.
- (d) **Social maps:** These maps show population distribution, languages, literacy rates of different provinces etc.
- (e) **Historic maps:** These kinds of maps show the boundary of a particular empire, treaties etc.

Beside these kinds, we have three-dimensional relief maps, which have added greatly to the understanding of topography. Pictorial maps that show such varied features as potatoes, mechanics, and motion picture studios are growing in popularity. These maps serve specific purposes and are used for the illustration of the specific subject matter.



**Fig. 11.3 A Map showing Natural Vegetation in India**

## Uses / Functions of the Maps

There is no single, logical basis for classification of map with respect to the purpose for which they are made maps may be classified according to the date which they present, such as roads, rainfall, population, history etc. Maps serve a variety of functions. They are a means of recording information for permanence, for clarification, for comparison and for communication. The important uses are as:

1. **Location:** Cities and States, farm areas and industrial centers, deserts and plains, schools and churches can be located by means of map. The latitude and longitude can be shown both the help of map.
2. **Arrangement:** Closely related to location is the pattern, place, shape, or arrangement of the phenomenon. So real is the presentation of the pattern or arrangement that the map is a kind of 'picture' of the world.
3. **Area:** Maps show relative size. While exact comparisons as to size are not feasible by map study above, such comparisons have approximate validity.
4. **Relationships:** Maps show numerous relationships beyond those of location, shape, and area. The waterfalls along the course of a river show why industries grew up in those places.
5. **Varied Data:** Maps are used to present a tremendous variety of data. They may show types of vegetation, rainfall, temperature, population density, size of family etc. such instances the map is both a basic language and an interpreter. It not only conveys its message, it also dramatizes and explains it.
6. **Change:** One of the most frequent uses of maps to present geographic, social, economic and political changes. But such means the growth of a nation, the development of an industry, the exchange of goods in different decades can be clearly, definitely and attractively presented on maps.
7. **Vicarious Experience:** For the trained students a map is an invitation to travel, to see, to learn and to understand. It provides endless entertainment and enlightenment.

### Suggestions for effective use of the maps

The teacher should keep in mind the following suggestions while using the maps:

1. Proper care should be taken to make use of a proper type of map according to the instructional needs of the class taught.

2. It should be so displayed as to be clearly visible to the students of the class.
3. The selection of the map should be according to the abilities, interest, grade, and mental level of the students.
4. The map selected should be able to illustrate and furnish the desired information as adequately and correctly as possible.
5. The symbols and colours used in the maps should be adequate in terms of their universal acceptance.
6. Avoid the crowding of names and the crossing of lines.
7. The maps should be so prepared, mounted, used and kept safely as to account for their proper use and safety.
8. Encourage students to collect new maps.
9. Relate map work as far as possible to the lines of students.
10. Use maps frequently.
11. So not refer to 'up' or 'down' on maps but use terms as north and south.
12. Stress relationship rather than mere location. For example, in order to find New Delhi on a map of India tells students that it is situated on the bank of the river Yamuna.

## CHARTS

Charts are valuable instructional material 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. According to Wittich and Schuller, "Charts may be defined as combination of graphic and pictorial media designed for the orderly and logical visualizing of relationship between key facts or ideas". The word 'chart' is used to indicate several different types of illustrated material (1) Charts employing diagrams which show how a corporation, a city govt., or a society is organised. (2) Charts listing parallel columns devoted to countries, event, or persons arranged in chronological order. (3) Various diagram which the student prepares.

## USES / FUNCTIONS / ADVANTAGES

Charts are useful at every stage of the classroom teaching, namely, in testing the previous knowledge and introducing the lesson, in systematic presentation of the subject matter and in the task of recapitulation.

Charts serve as an excellent means of classifying important information that is to be referred to a number of times. They help to

summarize and simplify complex data as well as ideas which students face during reading. It also helps to inculcate interest, capture students' attention, and provide motivation for carrying out instructional work. They also help to raise issues, which will help in the process of systematic thinking and intelligent understanding. The teacher can also save time and energy with the help of chart while presenting the subject matter before the class.

### Preparation

Charts are very simple to prepare. Generally they are prepared on a card paper or on mounting board. For preparing any chart pupil teacher must give thought to the following aspects.

- (a) **Verbal message:** He should select appropriate words. Too many words on the chart make it crowded. The size of the words should be such that it is visible to all the students in the class, but at the same time it must be kept in mind that charts may not be useful for a class of seventy or more students. He may use different colours for showing differentiation (of concepts, terms etc.). He may also use block letters for catching attention.
- (b) **Graphic message:** Verbal message can be effectively supplemented by graphics (as figures, diagrams, pictures, maps etc.). The size of the graphics and verbal message should be done before preparing a chart.

### Types of Charts

The charts may be classified according to the style of presentation of the subject matter.

(1) **Tree Chart:** The figures drawn in these charts resembles a tree while the several roots of this tree leading in to single trunk represents the origin of an organization or concept.

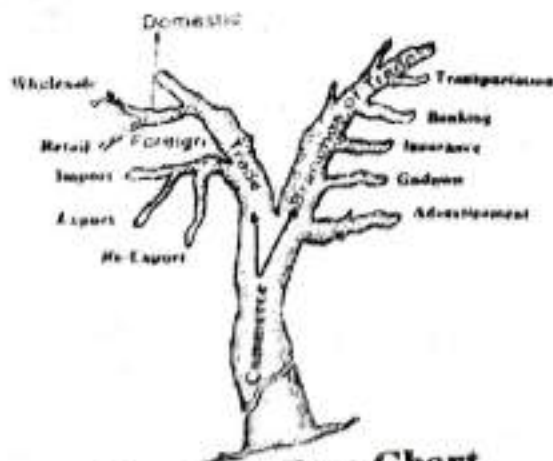


Fig. 11.4 Tree Chart

6. Too much use of charts for a single point should be avoided. Thus, charts are used to convey both verbal and graphic message.

## **GRAPHS**

The presentation of quantity data in a clear and interesting manner is a difficult art. Graphs are defined as such visual graphic aids that help in the visual representation of numerical data with the objective of providing a gist of information alongwith revealing any important relationships contained in the data as quickly and effectively as possible.

According to Moffatt, "Graphs are excellent means of presenting quantitative data in a form that enables pupils to understand fundamental or specific relationship."

Well prepared graphs are easy, concise, attractive, and limited to most significant facts. The basic skills involved in effective interpretation of graph include the ability to understand the significant of the title, to understand the basic units of measure used in the construction of the graph, to interpret the relationship show, to draw inference and important generalisation based on the date, and to relate information derived from graphs to that gained from reading and other sources of information.

### **Uses of Graphs**

Graphs are used to present a great variety of data. For example, the number of immigrants when came to India in each year since 1960 could be given in a series of sentences or in a column of years and members. A more attractive method however, that is probably more effective, is to present the material in a rising, line graph. Thus graphics can be used to present very simple and also very character graphs are best used in the body and summary of a lesson after the student has acquired a background of information from their sources. Students of social studies encounter various types of graphs. The following types of graphs are especially frequent in the social studies:

### **Kinds of Graphs**

- (1) **Circle Graphs:** A common means of illustrating the relative percentages of parts of any given whole is to show a circle divided into parts corresponding to the various percentages. Circle graphs attract attention and instantly reveal their messages. They have no superiors for creating immediate and approximate correct impressions.

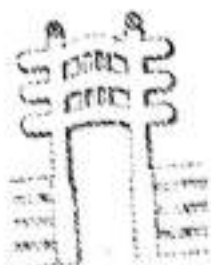
the percentage of NRI with in each city. Colour can also be used for differentiations.

- (3) **Bar Graph:** They consist of a series of parallel rectangle for the purpose of showing comparative data. The bars may be presented vertically or horizontally. They understood by most students.
- (4) **Line Graph:** It consists of a line connecting a series of points whose positions above the base and to the light of the left margin indicate comparative values. The line is frequently called a curve, because it is seldom drawn straight, even from point to point. It is simple may to illustrate changes in data at different periods of time. This is perhaps the most frequently used graph.
- (5) **Picture Graph:** A very simple and effective way of showing the relative sizes of the armies of various countries is to present a row of soldiers of corresponding sizes. Chimneys, cotton hales and numerous other objective figures can be used to show comparative data. These picture graphs are self revealing.

The teacher while using the graph should take care that the matter presented on it should be related to the subject matter and according to the mental level of the students. They should be understandable by the students. He should motivate the students to make graphs themselves.

## MODELS

Models are three - dimensional visual aids. They represent real things in all respects except size and shape. They may be regarded as a step beyond pictures toward reality while the pictures is merely a one - dimensional representation viewed from a particular point, the model is a miniature reproduction that corresponds in detail with the original. Models may be simple (static), sectional or working. Simple models like cities worshipped by the people of the Indus Valley Civilization could be prepared and shown to the students. In a sectional model of the earth, all parts of the earth can be separated, shown to the students, and replaced. They can be solid, hollow or may just show the outlines for demonstrating the external features of the real things. Working models can be manipulated or operated to demonstrate operations or procession of the things represented by them (e.g. Model of water cycle).



**Fig. 11.10 Sanchi Gate—  
A Card-board Model**



**Fig. 11.11 Clay Model—  
Mohan-jo-daro Pottery**



**Fig. 11.12 Paper Mache Models constructed with the  
help of set patterns of moulds—Shivaji & Buddha**

### Uses of Models

1. It makes learning interesting, permanent, effective and lively as possible.
2. It helps in developing the creative power of the students by encouraging them to come forward in the preparation of useful models relevant to the learning experience in the subject.
3. When it is difficult to bring actual object in the class as well as not possible to go to that place to see the object then it is useful to show that thing with the help of models.
4. They can be de-assembled and re-assembled. Each component of these models can be taken apart for being examined and studied individually.

### Preparation

A variety of models can be prepared for illustrating various contents of social studies. They are generally prepared using materials like cardboard paper, wood, bamboo, thermocol, wax, plaster of paris, plastics, metals, clay, strings etc.

Thus models give very accurate impressions. It should be clearly noted by the teacher that merely showing a model to the class does not serve any educational purpose. There must be a definite purpose in using a model. The teacher must be sure that purpose in using a model. The teacher must be sure that purposeful experience has actually been gained by all of his pupils.

The light passes through this transparency and then is reflected at 90-degree angle on the screen at the back of the teacher.

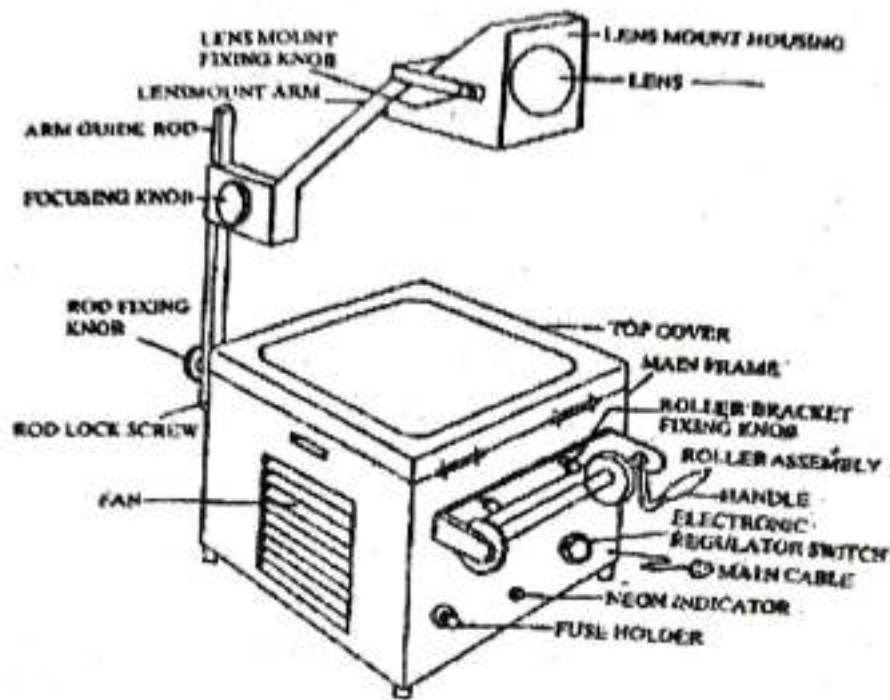


Fig. 11.13 Structure of an Overhead Projector

### Uses of OHP

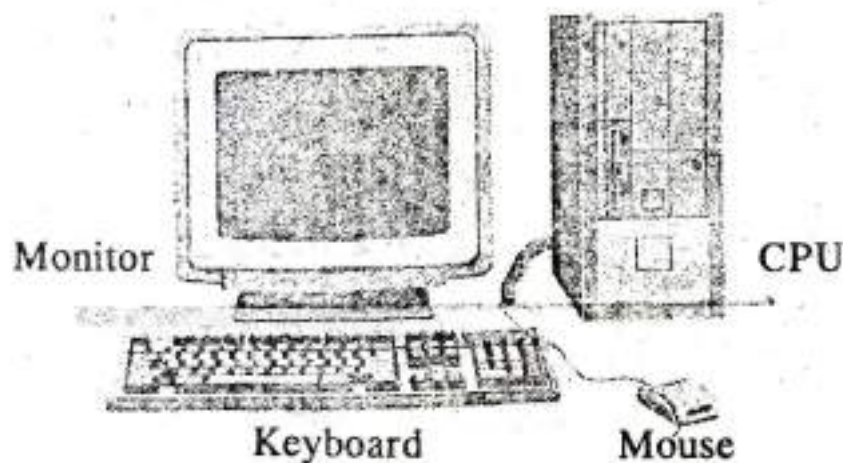
1. In this, the image is projected over the shoulder of the teacher, so he can face the class at all times. It helps the teacher to keep watch on the students as he writes points on transparency.
2. **Large Image:** It projects a large image on the screen from a minimum of projection distance.
3. **Uses of Pointer:** The teacher can use a pointer or pencil to point out important details of a slide. He does not have to run about the machine to the wall to explain concepts to the students.
4. **Light Weight:** It is easily portable due to its lightweight.
5. **Bright Image:** The lens and mirror arrangement in OHP makes it possible to have a bright image.
6. **No need of dark room:** An OHP does not require a dark room. Unless other projected media (slides or film projection), it can be used in normal classroom light.
7. **Used in large class:** It can be used for a large group. As it projects a transparency at a time.
8. **Easy to handle:** There is no complicated mechanism for its operation. By just turning its knob or switch one can switch it on and increase the intensity of light. Even the students can use it easily.

## COMPUTER

Computer is an aid to provide learning material is the modern arrival in the field of education. It is one of the most powerful and exciting invention that man has made.

In the words of A. S. Hornby, "A computer is an electronic device which stores information on discs, analyses it and produces information as required from the data on the tape etc."

A computer is essentially a device for storing large amounts of information and handling this information in specified ways in extremely short period of time. The computer presents information (both verbal and visual - and also supported by sound in case of multimedia) to the learner. The learner interacts with this information, for which adequate instructions are provided on the screen. The capabilities of computer to simulate (to create and provide almost real experiences), to animate, to replicate, to generate new examples etc. are used for preparing computer assisted instruction programmes.



**Fig. 11.14 Keyboard and Mouse**

### Uses

1. Students can get every type of guidance and answers of their questions without feeling any hesitation and fear. Their curiosity can be easily satisfied.
2. Teacher can make the students more productive and creative in terms of their outcomes.
3. A lesson if not understood once can be repeated number of times and thoroughly understood by even an average student. Computer can work according to the tune of the student.
4. It helps the teacher in providing current information regarding the social, geographical, economical, and political situation of different states as well as of different countries of the world.

## Chapter-3

### CURRICULUM OF SOCIAL SCIENCE

*(Meaning, Need, Objectives and Scope)*

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

#### **Meaning of Curriculum**

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

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

The new concept of curriculum is very broad based. It consists of the totality of experiences that a pupil receives through the manifold activities that go in the school, in the classroom, library, laboratory, workshop and play-ground and

in the numerous contacts between the teachers and the pupils. It is neither dogmatic nor rigid in its form and structure. It is neither uniform nor standardised to conform to a prescribed pattern. It is characterised by variety and flexibility and is tailored to the needs of the students at different age levels. It gives the students an increasing awareness of the environment around them so that they may fit in more efficiently in the milieu of community life. It thus secures more integrated group relations. *Munroe* says that "curriculum embodies all the experiences which are utilised by the school to attain the aims of education." The curriculum from this point view may include the syllabus which is the detailed statement of subject material, the programme which determines the way in which material taught is to be inter-related and ordered and to some extent the methodology which determines the way in which material is accurately presented in the classroom. The Secondary Education Commission has also pointed out clearly the nature and conception of the desired curriculum: "It must be clearly understood that, according to the best educational thought, curriculum does not mean only the academic subjects traditionally taught in the school but it includes the totality of experiences that a child receives at school. In this sense, the whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the evolution of a balanced personality."

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

### Definitions of Curriculum

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

### **According to B. Rudyand and H. Henry**

*"Curriculum, in its broadest sense, includes the complete school environment, involving all the courses, activities, reading, and associations furnished to the pupils in the school."*

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

### **Cunninghom has defined the curriculum operationally**

*"It (curriculum) is a tool in the hands of the artist (teacher) to mould his material (pupil) according to his ideal (objective) in his studio (school)."*

### **According to Froebel**

*"Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race."*

### **According to Munroe**

*"Curriculum includes all those activities which are utilised by the school to attain the aims of education."*

### **Horne has defined the Curriculum as follows**

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

### **According to Caswell**

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

### **The Secondary Education Commission (1952-53) States,**

*"Curriculum does not mean the academic subject taught in the school but it includes total experience that a child receives at a school."*

### **John F. Kerr has defined curriculum**

*"All the learning which is planned or guided by the school, whether it is carried on in groups or individually, inside or outside the school, is known as curriculum."*

### ***Taylor has defined Curriculum***

*"The curriculum consists of content, teaching methods and purpose may be in its rough and ready may be sufficient definition with which to start. These three dimensions interacting are operational curriculum."*

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

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

*"A programme of activities designed so that pupils will attain, as far as possible, certain education ends or objectives is known as the curriculum."*

### **Characteristics of Curriculum**

The above definitions indicate the following characteristics of concept of curriculum :

1. Curriculum is tool in the hands of the teacher, which is used to realize the objectives.
2. It is pivot around it whole human knowledge concentrates.
3. It includes those activities which are used by the school to attain the purpose of education.
4. It is more than teaching and learning and includes practice, activities, industry vocation and acquiring knowledge.
5. The curriculum is made up everything that surrounds the learner in all his working terms.
6. It has been described as the environment in motion (physical, social and psychological).
7. Curriculum includes total learning experiences that a child receives at a school.
8. All the learning inside or outside the school which is planned and guided by the curriculum.
9. It includes content method of teaching and purpose of education.

10. A programme of activities designed to realize the objectives is known as curriculum.

## Curriculum Development

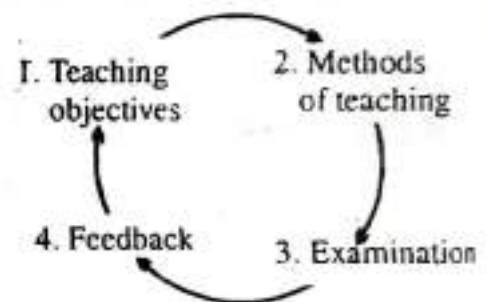
This concept is usually written and spoken as "*curriculum development*" the term curriculum is considered as incomplete. Curriculum development means a continuous process or never ending process. It is difficult to trace out its origin. The outcome of teaching is known through students achievement its learning. The assessment of objectives are done on the basis of change of behaviour of the learners.

The learning experiences are provided the desirable change of behaviours of the pupils which are evaluated with the help of examination. Therefore, the term is known as '*curriculum development*'.

The main focus of the curriculum is to develop the students. The curriculum is designed to realize the objectives in terms of change of behaviours. Therefore it is cyclic process 1. Teaching objectives, 2.

Method of teaching, 3. Examination or testing and 4. Feedback. These elements have described in brief.

### Curriculum Development



**1. Teaching Objectives :** Three type of teaching objectives cognitive, affective and psychomotor are identified in view of subject content to be taught. These objectives are written in behavioural terms. All learning experiences are organized to achieve these objectives.

**2. Methods of Teaching :** The most important aspect for providing learning experiences is the teaching strategies. The objectives are realized in terms of behavioural changes of the learners. The content is the means to select the method of teaching and level of the pupils.

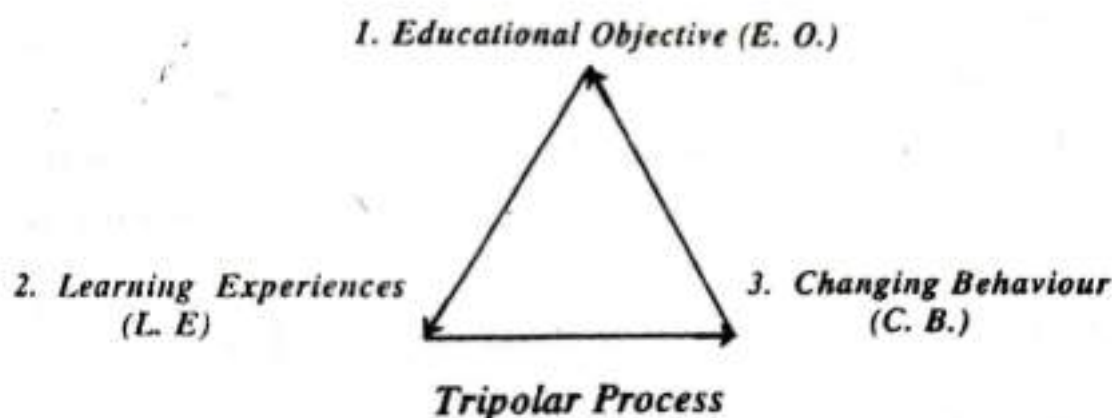
**3. Process of Evaluation :** The evaluation of change of behaviour is done to ascertain about the realization of the teaching learning objectives. The level of pupils performance indicates the effectiveness of method of teaching and learning experiences.

**4. Feedback :** The interpretation of performance provides the teacher to improve and modify, the form of the curriculum. The curriculum is developed and teaching objectives are also revised. The methodology of teaching is changed in view of the curriculum and objectives are to be achieved.

### Objectives of Curriculum Development

There are three components of educational process teacher, students and curriculum. It has three type of objectives, cognitive, affective and psychomotor. Educational process involves three major activities teaching, training and instruction. According to **B.S. Bloom** it is considered as tripolar process— (1) Educational process, (2) Learning experiences and (3) Change of behaviour. It is also a cyclic process, shown with the help of the following diagram.

*Social Science*



The teaching process is done through interaction between teacher and students in view of the curriculum or course of content. Thus, the curriculum is basis for the interaction between teacher and taught.

### Objectives of Curriculum

The following are the major objectives of curriculum development :

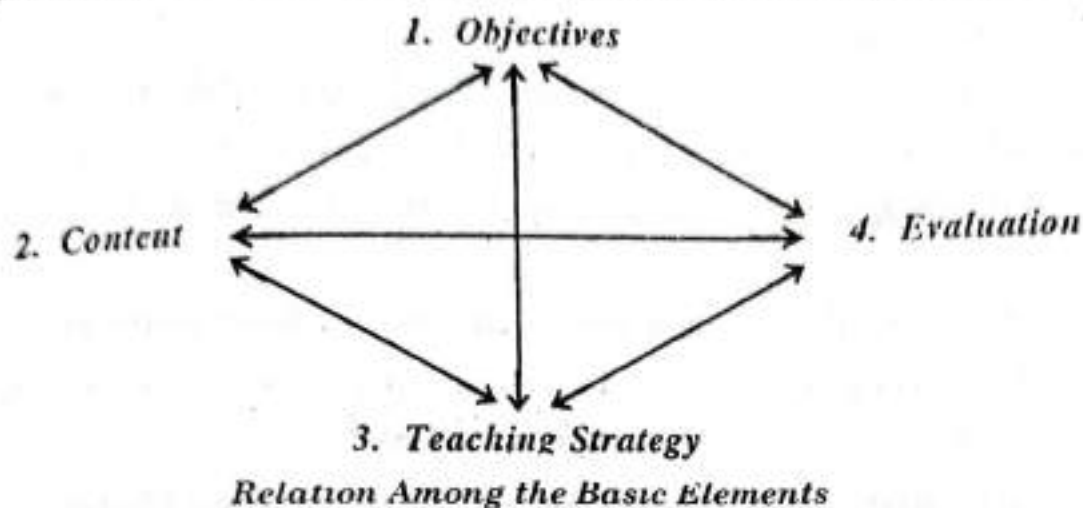
1. Curriculum provides the means for the around development of a child. Teaching is organized with the help of curriculum.
2. Curriculum involves the human experiences, culture and civilization which is to be transferred to new generation.

3. Curriculum is the means to develop the moral character, discipline, honesty, cooperation, friendship, tolerance and sympathy with others.
4. It helps in developing the ability of thinking, wisdom, reasoning, judgement and other mental abilities.
5. It considers the stage of growth and development of child for development attitude, interest, values and creative ability.
6. It provides the awareness and understanding of physical and social environment and its components.
7. Curriculum develops the right type of feelings and beliefs towards religions, new values and traditions.
8. It helps to develop democratic feeling and democratic way of life among students.
9. It integrates the knowledge of various teaching subjects in view of their future life.
10. It determine the mode of interaction between teacher and students in school. The mode of teaching is also decided by the nature of curriculum.

### **Basic Elements of Curriculum Development**

The educational process is done with help of teaching, training and instructional activities. A teaching activities are performed by a teacher. The teaching activities are planned or designed by the teacher in view of four components— (1) teaching-learning objectives, (2) teaching content or subject matter, (3) teaching method and (4) evaluation of learning outcomes. It is the curriculum development level of students, need of the society and nation, nature of content and means of providing learning experiences are considered the important factors. These factors are essential in identifying the objectives of teaching-learning. Several type of teaching objectives are attained by the same content. Thus, a content has its own structure. Teaching is organized from memory to effective level on the same content of subject matter. The specific objectives of behavioural objectives are realized by organizing specific teaching tasks and activities. Thus the curriculum development

involves four basic elements—(1) Objectives, (2) Content, (3) Method of teaching or strategies of teaching and (4) Evaluation. These elements are interdependent as shown in the figure.



**1. Objectives :** The subjects content structure, level of students, and type of examination components are considered in the identification of objectives of teaching and learning. These objectives are specific and are written in behavioural terms so as to develop learning structures and conditions.

**2. Content or Subject Matter :** The content of any subject is usually is broad. It is analysed into sub-content and faster into its elements. These elements are arranged in a logical sequence. The behavioural objectives are written with the help of these elements of the content. It is also known as logic of teaching.

**3. Strategy of Teaching :** The specific objectives of teaching are attained with the help of appropriate teaching strategy. The behavioural objectives provides the awareness and insight about the specific learning conditions. The strategy is employed for providing learning experiences and bringing desirable behavioural change.

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

## Relationship of Curriculum of Education Elements

Curriculum is closely related to other educational elements, though the curriculum is an important element of educational process.

*Philip L. Hosford* dimensioned four major areas of education in his book entitled '*An Instructional Theory*' :

(a) Teaching, (b) Learning, (c) Curriculum and (d) Educational programme.

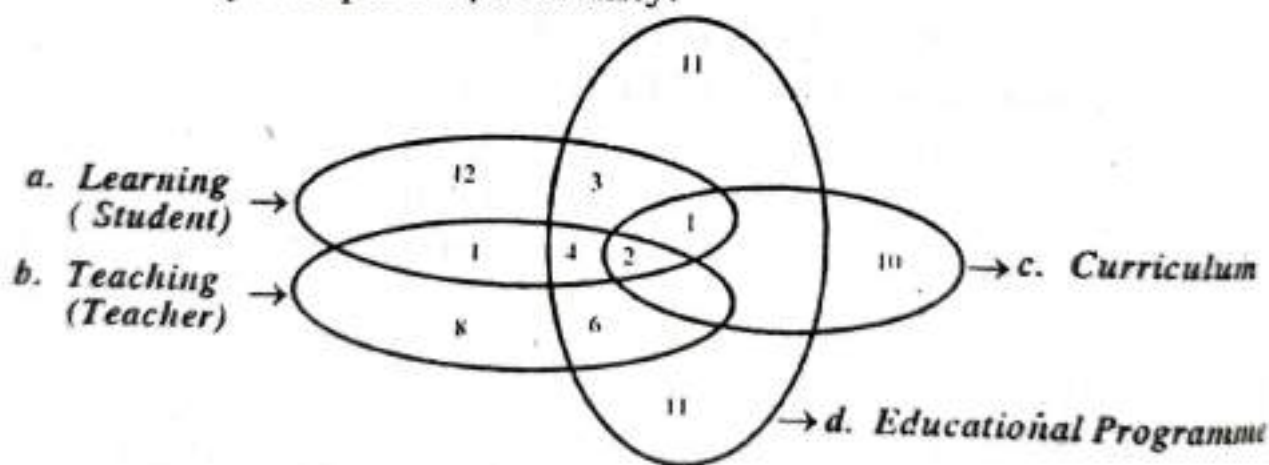
He has defined these terms in the following manner :

**Teaching** is an assistance of any type that facilitates learning.

**Learning** is a process that results in changed behaviour.

**Curriculum** includes all available school planned experiences within and outside classroom.

**Educational Programme** is the sum total of planned educational experiences within and outside school, for which a community accepts responsibility.



*Interaction Areas of Education*

*Hosford* has defined education as the sum total of learning with both individual and social learning.

There is an interaction among the four areas of education which have been illustrated diagrammatically.

The interaction areas of education as shown in the above diagram may be interpreted in the following manner :

1. That part of curriculum in the educational programme which impinges on the learner without teacher involvement, the student uses materials.

2. Teacher, student, curriculum interaction.
3. Student interacting with educational programme without teacher or curriculum involvement.
4. Spontaneous teacher-pupil interaction within the frame work of the educational programme without the curriculum.
5. Teacher curriculum interaction is the planning phase of teaching.
6. Teacher and educational programme interaction.
7. Teacher-behaviour influencing the learner outside the educational programme.
8. All other teacher-behaviour without curriculum and educational programme.
9. Curriculum in the educational programme but teaching of learner.
10. Curriculum is not in the educational programme. It may be due to lack of school funds.
11. All other aspects of educational programme which have not been enforced in the school.
12. All learning of pupils is not attributable to the educational programme. The learner's change of behaviour which is other than curriculum, educational programme and teacher influence.

It is evident from the above interpretation of interaction areas of education that teaching and learning are related to the curriculum, educational programme and teacher-behaviour.

### **Importance of Curriculum in Education**

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

1. The human can acquire knowledge while other species can not acquire knowledge. It is an important aspect of human beings.

2. The mental aspects are trained and developed, thus mental facilities are trained by teaching various school subjects.
3. The vocational and technical education prepare the students for different jobs. During British period, clerks were prepared through educational curriculum.
4. The interests and attitudes are developed according to the students potentialities. Curriculum is designed as child-centred.
5. The good citizens are prepared by developing democratic way of life. It also develops the ability and capacity of teachership.
6. The ability of self-realization is also developed by education and to make good man.
7. It also develops the feeling of appreciation and sound judgement.
8. The education is given always for future life so that he can earn his living.
9. It also prepares for scientific inventions and technical development.
10. It brings perfection in child. It helps in all-round development.

It is a powerful instrument for social change as well as social control.

### **Factors Influencing Curriculum Development**

The curriculum is the educational and social concept, but it is based on the social-philosophy of life. Therefore, the social and educational factors influence the curriculum development. Some of the important factors are given in the following parts

1. Management of education, 2. Examination system, 3. Forms of government, 4. Board of studies, 5. National commission and committees and 6. Social change. A brief description of the factors is as follows :

**1. Management of Education :** The curriculum and management are closely related to each other. These have been

influencing to each other since very beginning. Now education is the state subject. Thus every state of our country has own curriculum and education system. At primary stage education is child centred and secondary stage is subject centred. Now there is main emphasis on vocational courses and technical education. The major approach of education is objective-centred, so the curriculum is also objective-centred.

**2. Examination System :** The nature and structure of curriculum is based on the examination system. There are two type of examination systems. *Essay* type and *objective type*. The essay type questions are based on the broad aspect of the content while objective type questions are based on specific elements of the contents. The higher objectives are assessed with the help of essay type examination and lower objectives are measured by using objective type examination. Thus the curriculum and methods of teaching are influenced by the examination system.

**3. Form of Government :** The needs of nation and society are fulfilled by education and its curriculum. The form of government has direct influence on education process. An autocratic form of government employs teacher-centred instruction (TCI) in school, where as in democratised form of government considers as interactive-process or learner-centred instructions (LCI). In our country we do not have national system of education. Every state has its own system of education and form of curriculum.

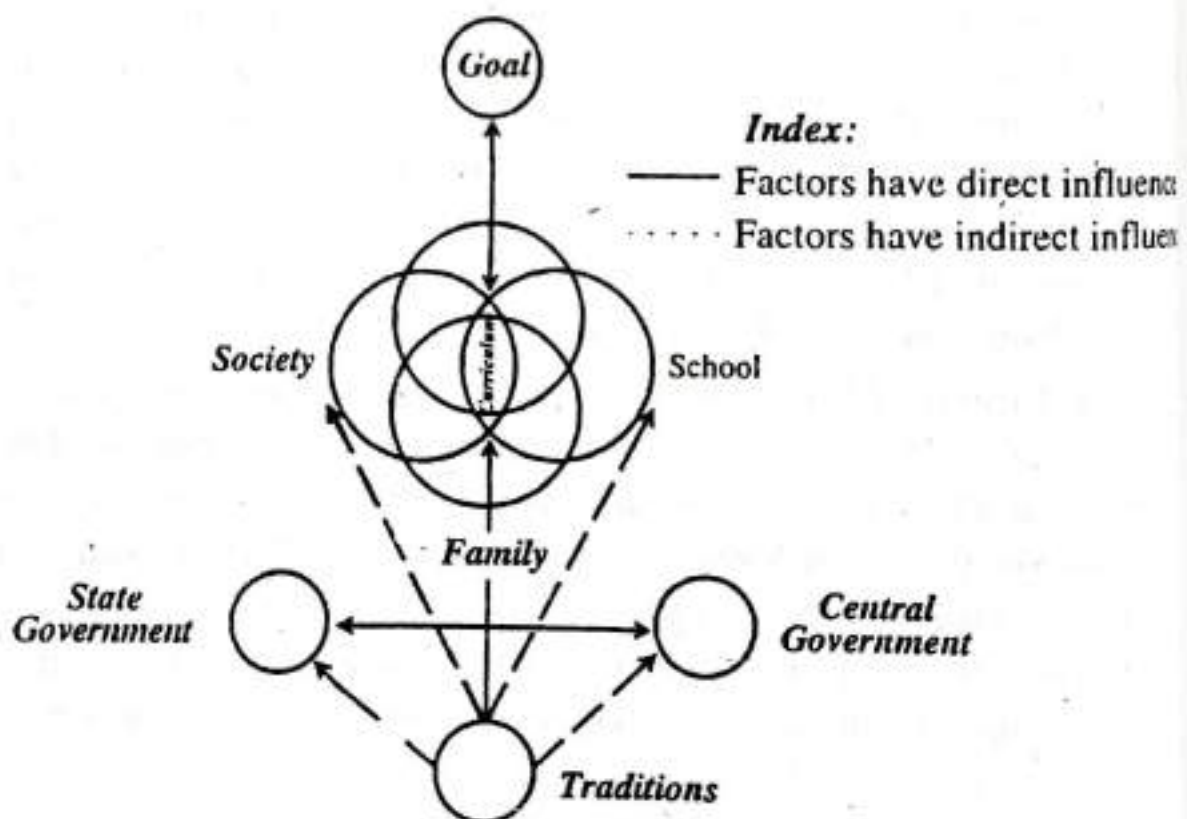
**4. Board of Studies :** The form of curriculum developed by board of studies. There are different board studies for the different stages of education. Every university has various board studies of different subjects. The member of board of studies employ their experiences, interests, attitude and mental abilities. Usually the convener of board of study designs the outline of the course which is approved by the members of the committee.

**5. National Commission and Committees :** After independence several commission and committee have been established at national level for the improvement and modification of education at various levels of education primary,

secondary and college and university education. The commission and committee have designed and suggested course of studies. National policy of education has emphasized on the vocational and technical education after +2 level. The curriculum have been designed in view of these recommendations.

**6. Social Change :** The social change is very slow and economic change is very rapid. The economic change influence the courses of studies. Today there is wide scope of computer-education. An outline of computer-education have been designed for various level of education. There is great scope of distance-education and use of multimedia approach in our education system. A part from these factors, there are several others factors which have great influence on curriculum development.

(1) Social tradition, (2) State government, (3) Central government, (4) Society, (6) School. These factors are related to each other as shown in the figure.



*Factors Affecting Curriculum Development*

## **Types of Curriculum**

There are different views regarding the curriculum management. There has been changing emphasis on the components of education which has influenced the types of curriculum. Some of the important types of curriculum are enumerated as follows :

- (1) Subject-centred curriculum or Teacher-centred curriculum,
- (2) Child-centred curriculum or Learner-centred,
- (3) Task-centred or Activity-centred curriculum,
- (4) Objective-centred curriculum,
- (5) Experience-centred curriculum,
- (6) Correlated-curriculum,
- (7) Core-curriculum and
- (8) Integrated curriculum.

### **1. Subject-centred or Teacher-centred Curriculum :**

The curriculum is greatly influenced by social philosophy. Idealism metaphysics is that idea is real. Therefore ideas or subject content should be given emphasis in developing curriculum. Herbertian approach gives emphasis on presentation of content in classroom teaching. It is also known as content-centred curriculum or teacher centred-curriculum. This type of curriculum is unpsychological as it does not consider the students needs interest and abilities. It is not helpful in developing democratic out look of the students. This type of curriculum is easy to design and easy to understand by the teacher. It can be easily revised and modified. It depends on the social and educational thinking. It helps to test the students performance easily. This type is preferred by teacher, students and parents.

### **2. Child-centred or Learner-centred Curriculum :**

This type of curriculum is more psychological and given by the naturalism. The curriculum is designed, based on the nature of child. It considers the need, interests and abilities of the learners. It considers the stages of growth and development of children. This type of curriculum is used in Montessori and Kindergarten education.

**3. Task-centred or Activity-centred Curriculum :** John Dewey has suggested this type of curriculum. Kilpatrick has given project-method teaching for this curriculum. Mahatma Gandhi emphasized on basic education i.e. 3H education—hand, head and heart, which is also activity-centred. The child takes interest in social useful more.

**4. Objective-centred Curriculum :** *B. S. Bloom* has suggested evaluation approach to education. It is tripolar process—Educational objectives, Learning experiences and Change of behaviour. The curriculum is the major component of learning experiences, which should be objective-central. In the formation of objectives-national, social and students needs are considered. The evaluation of students is also made objective-centred. The curriculum is designed in view of the objectives of education. This type of curriculum is used in the present system of education.

**5. Experience-centred Curriculum :** In this type of curriculum main stress is given on the learner experiences. This type of curriculum is given by pragmatism. It is same as activity centred. The learning by doing device is used for this curriculum.

The experience-centred curriculum establishes the relationship between school and society. It helps in developing creative aspect of the students and develops the leadership qualities.

**6. Correlated Curriculum :** In this type of curriculum different subjects of school are taught by correlating each other. All the school subjects have same purpose. It assumes that knowledge is an unit. All the subject should be taught with the help of correlated curriculum. It is difficult to design this type curriculum. The content of different subject should have same level of students comprehension.

**7. Core Curriculum :** This type of curriculum includes compulsory and optional course of study. The compulsory courses have to be study by every student. Hence it is also termed as core-curriculum. The core-curriculum is related student and social needs. It helps in preparing good citizen. The

optimal courses are offered by student according to his need and interest. Thus it, is also learner centred curriculum.

**8. Integrated Curriculum :** There has been a great controversy about the integration of the curriculum. Some people advocate that curriculum should achieve integration among different subject areas to give the contents, unity of knowledge. There are others who plead that the curriculum should steadily integrate the goals which a particular society sets before itself. There is a third group of those, who convincingly assert that the source of essential integration should be the expanding experiences and environment of the child. According to them, a model curriculum will be integrated into two dimensions. Needs and experiences of the child should lead to horizontal integration, the common purposes of education should integrate it vertically throughout the meet the needs of different children and their diverse environment. It is for this reason that a different curriculum is postulated for boys and girls for rural and urban areas and for the exceptionally bright and mentally retarded children.

## **PRINCIPLES OF CURRICULUM DEVELOPMENT**

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

(1) It should be clearly understood that according to the best educational thought "the curriculum does not include only the academic subjects traditionally taught in the school but it includes the totality of experiences that a pupil receives through the manifold activities that go in the school, in the classroom, library, laboratory, workshop playground, and in numerous informal contract between teachers and pupils." It should be objective-centred.

(2) There should be enough variety and flexibility in the curriculum to allow for individual differences and adaptation to individual needs an interests. Any attempt to impose on the student, subject for which they have neither any liking nor interest, will be unproductive and ungainful. There are, of

course, certain broad areas of knowledge skill, and appreciations with which all children must come into contact, and these must find a place in the curriculum.

(3) The curriculum must be vitally and organically related to community life, interpreting for the child is salient significant activities. In order to be effective and socially useful, it must be dynamic in nature and be suited to the needs and exigencies of new circumstances. Now, when the country is free and independent, it must reflect our new democratic ideology, of a secular welfare state, which has opened equal opportunities for all its citizens. Our curriculum in secondary schools must prepare the youths of tomorrow with a sense of robust citizenship so that they make the best of their educational opportunities. The curriculum framed must be capable of adaptation to local needs and life-situations of students. Today, when the whole world is also closely knit together, it must foster in them intercalation understanding.

(4) The curriculum should not be narrow but broad-based in its scope. It should be designed to train the students not only for work but also for leisure—social and aesthetic. Sportive activities should be introduced to realise this objective. It should also provides them with cultural pursuits and afford them better and more wholesome opportunities for the creative utilisation of their leisure.

(5) Our curriculum must present knowledge in an integrated way unified and correlated with the other branches of knowledge. It numbers are isolated and unco-ordinated watertight subject. Different subjects should be interrelated and within each subject, the content should be envisaged and far as possible as, "bread-fields." Units of teaching should be correlated better and functionally with the life and environment of pupils rather than with narrow bits of information.

(6) At the high school stage, there is still another criterion which will have to be observed. At the end of this stage, many students leave schools to enter life. So our curriculum must make provision for vocational and technical courses of study. Courses of technical, industrial and agricultural bias should be introduced. Along with this, a reasonable amount of general

education should be given to make the students more informed and cultured. The opening of the multi-purpose schools now envisages to overcome this limitation of the curriculum. It will provide for certain core subject as well as certain optional subjects catering to the aptitudes and capacities of children.

(7) For the successful functioning of democracy, it is essential that people acquire social efficiency and they learn to live co-operatively, contributing their mite to the welfare and betterment of the society of which they are integral parts. Curriculum, through its varied educational programmes, must afford our children concrete opportunities to live their lives democratically so that they learn to subordinate their personal interests to the over all good of the community.

**Co-curriculum**—Today, extra-curricular activities are not thought as a mere 'side-show' or 'extra' but they constitute and integral and inescapable part of the curriculum. The aim of education is not only to impart a series of facts pertaining to different subjects, but is to ensure the fullest and manifold development of the individuality of children, along with enabling them to acquire social efficiency so that they can live in group life, co-operatively and jointly. Co-curriculum activities are acquiring increasing significance in modern practices.

### Teacher's Role in Curriculum

With the planning and formulating of the curriculum, the teacher, teaching the subjects, should be closely associated.

Even an ideal curriculum will fail in the hands of an unimaginative and lethargic teacher. A resourceful teacher will not treat the curriculum as an end in itself but will make in the basis of all sound education.

- (1) To carry out the objectives and spirit underlying the curriculum. It is the main role of a teacher.
- (2) To give equitable treatment of different subjects areas and to finish them within the allotted time.
- (3) To provide proper learning situations to children.

- (4) To develop the curriculum from known to unknown and from concrete to abstract, and further to relate it to the physical and social environment of children.
- (5) To secure interaction between the personalities of children and his own personality.
- (6) To direct proper educative experiences among them—activities chosen should be well-selected and suitable for children.
- (7) To seek the co-operation of the parents.
- (8) To encourage active learning among them and to make children actual participants in the learning process.
- (9) To ensure confidence in the pupils by affording them educative freedom and to make them function democratically.

### **Defects of Present Curriculum**

The present curriculum has the following weakness or defects :

- (1) It is not useful to attain the goals of education.
- (2) It has neither served the interests of the students nor it is geared to the needs of the community.
- (3) It is narrowly conceived.
- (4) It is bookish and theoretical.
- (5) It is unwieldy, bulky and overcrowded.
- (6) It makes inadequate provision for practical activities.
- (7) It does not cater to the needs and capacities of pupils.
- (8) It is examination-dominated.
- (9) It makes no provision for vocational and technical training.
- (10) It does not prepare students for life.
- (11) It merely prepares students for university education. It does not give them knowledge of fundamental concepts nor does it build proper and healthy attitudes in them.
- (12) It has neither social relevance nor it has a graduated content within the class, or with the classes following or preceding it.

- (13) It does not secure the allround development of their personalities. The entire range of pupil's experiences and capacities intellectual, physical, emotional, aesthetic and social-is not covered.
- (14) Its basis is neither active nor productive.
- (15) It is far removed from the real course of life. It is unable to adapt itself fruitfully to the exigencies of new circumstances.
- (16) Its load is very heavy. Subjects to be studies are too many and their study is compartmentalised. In its organisation, there is no integrated approach.
- (17) It does not make provision for meeting differences in abilities and aptitude of different pupils. There is no diversification of courses to channelise and capitalise different interests.
- (18) It does not afford any interaction between the personality of the teacher and his pupils.
- (19) The curriculum, consequently, does not train pupils for life and for their prospective responsibilities.
- (20) It does not consider the local need and requirement of local community.

### **Curriculum in Democracy**

Our attention is now drawn towards curriculum planning and evolving methods of instruction for the realisation of the democratic ideal of education. It may be stated that for the attendant of democratic objectives, we shall have to revise our conceptions of curriculum and also evolve dynamic methods of teaching rather than to stick to rigid, stereotyped and inflexible instructional procedures. Education in a democracy is for life adjustment and the traditional methods of organising the curriculum will not serve the needs of the individual and the society. In a broad sense today, "Curriculum does not mean only the academic subjects traditionally taught in the schools, but it includes the totality of experiences that a pupil receives through the manifold activities that go on the school, in the

**Pre-Instructional Skills** — This category includes the tasks performed by the teacher before he starts teaching. The teacher has to plan teaching activities and prepare and motivate the students to learn. The skills for deciding appropriate content and its organisation, pacing of delivery, grouping the students, identifying appropriate activities etc. belong to this category.

**Instructional Skills** — This category includes the tasks performed by the teacher during teaching in the classroom. The tasks related to setting the climate of classroom can be as presenting content, organising discussion, explanation, maintaining the motivation of the students, using audio-visual material, using blackboard, managing the classroom etc.

**Post-instructional Skills** — These skills are used only after the delivery of the content *i.e.* actual teaching is over. The tasks involved in summarizing what is taught, giving assignments, providing feedback, testing and grading etc.

Some of the teaching skills, which can be used by the teacher while teaching Social Studies as :



Fig. 9.1 Teaching Skills

It should always be kept in mind that skills are means to end. While the development of skills is a vital part of the Social Studies programme in terms of objectives, skills themselves do not constitute any part of the substance of Social Studies content. The substances of the content are cognitive in nature. Skills are partly ways of dealing with this content and partly a way of life within the framework of the classroom and school. Now we will discuss these skills in detail.

### 9.1.1. SKILL OF INTRODUCTION

Skill of introduction is also known as set-induction skill. This skill is concerned with the lesson's initiation. The success of every lesson depends on its introduction. If the starting (Introduction) of the lesson

is good, it means the whole lesson will go on properly and the teacher will be known as effective and successful teacher. The skill of introducing the lesson may be defined as proficiency in the use of verbal and non-verbal behaviour, teaching aids and appropriate devices for making the pupil realize the need of studying the lesson. In introducing the lesson the creativity and imagination of the teacher plays an important role. The following components should be kept in mind while preparing the micro-lesson related to the skill of introducing the lesson.

### COMPONENTS OF INTRODUCING SKILL

1. **Previous Knowledge** — The effective teaching should be based on principles and maxims of teaching. According to 'known to Unknown' maxim of teaching, pupil's new knowledge should be based on previous knowledge. If the new knowledge is presented before the students at once, it becomes very difficult to acquire it. If it is linked with the pupil's previous knowledge than the student will take interest in that new knowledge. With the help of testing the previous knowledge, teacher will be able to know about the student's level of knowledge. He/She can estimate that whether the level of knowledge is very high or very low or mediocre. On the basis of this level, he can bring changes in the lesson-plan.

2. **Relationship Between Subject-matter, Objectives and Statements** — While introducing the lesson, the statements used should be related with the subject matter to be taught and that subject matter should be in relation to pre-determined objectives. If the teacher is not able to establish this relationship, his introduction of the lesson will not be effective. In this duration if the teacher becomes able to attract the students towards the concepts, ideas and objectives related to the subject matter, it means the effectiveness of teaching starts from it.

3. **Proper Sequence** — There should be coordination between the ideas, statements and questions used during introduction. This is possible only if there is a proper sequence. The use of uncoordinated statements will result in the disturbance in the process of understanding of the students.

4. **Objectives and Aids** — Appropriate aids are selected keeping in mind the objectives of the lesson. Use of one kind of aid brings monotony. It will not help in creating the interest of the students in the lesson. The various devices used for introducing the lesson are questioning, narration, examples, story-telling, drama, experiment and demonstration, and audio-visual aids etc. But one thing should be keep

in mind that the selection of all the devices and audio-visual aids should be according to the mental level of the students.

**5. Duration of Introduction** — While introducing the lesson, it should also be kept in mind that it should be neither too lengthy nor too short. It should be confined to creation of interest and motivating the pupils.

**6. Capability of Creating Interest and Motivation** — The teacher should have the capability of creating interest and motivation in the pupils because if it is not so he can't be able to become an effective teacher and his teaching will become boring. The students will not take interest in learning the new lesson.

Thus the teaching starts from introducing the lesson. If it is not proper and effective, the students will not take interest in the new knowledge due to lack of motivation.

### 9.1.2. SKILL OF REINFORCEMENT

Reinforcement is psychological in nature. It is condition or situation which increases the probability of desirable responses and also decreases the probability of undesirable responses. It helps in influencing the responses or behaviour of the learner. It is not only used to promote learning but also to secure attention and provide greater motivation to the students. For this the academic activities should be meaningful and worth-while so that the students can get the intended benefits from them. For example, if the teacher approved the behaviour of the student in the class, it reveals that he feels initiative in instructional activities.

There are two types of reinforcement.

1. Positive Reinforcement and
2. Negative Reinforcement

In this way, the reinforcement, in the teaching process, means use of such stimulus or their presentation or their removal so that the possibility of recurrence of some responses may increase

#### Components of the Skill

There are four broad components of the skill of reinforcement. These are :

(i) **Positive Verbal Reinforcement** — It involves the use of verbal or linguistic expressions which reinforce learning just saying 'Good', 'Yes', 'Fine', 'Right', 'Excellent', 'Well done' after the student has answered can reinforce him. Teacher's utterances like 'aha', 'humm'

**6. Encouraging Appreciations and Attitudes** — If the teacher wishes to help students think more rationally about race relations, one of the more frequently used device for accomplishing this is a thought questions as. "If you were a member of a racial minority in a small city, how would you approach your fellow citizens with respect to schooling, housing and social relations?"

**7. Directing Thinking** — Sometimes the teacher want to redirect the thinking of the students. The way is to pose a question that will turn their thinking in the direction in which he wishes them to go.

**8. To Provide Individualized Instructions** — There are different types of students in every class and it is according to their mental abilities and the best way is to pose different types of questions for different students.

**9. Encouraging Self Evaluation** — Students tend to be receptive to criticisms that come from within. If the teacher had experience and possesses tact, he can pose questions that encourage self-examinations.

**10. Keeping the Students Alert and Attentive** — When the students know that the teacher can ask questions in between the teaching then they will remain alert and attentive to respond the questions.

**11. To Revise the Lesson** — When the teacher completes the topic then to revise the lesson, he can pose some questions regarding the subject matter of the lesson.

**12. Relating Cause to Effect** — The why question is typically used to relate cause and effect. Its prime concern is to avoid the meaningless repetition of facts without a real understanding of their relationships.

**13. To Develop Expressions** — According to pragmatistic philosophy, a teacher should opt such devices, which will enable the student to express their views in an effective manner. When the teacher will ask the question from the students, he is to answer it in his own words and according to his own understanding.

**14. Promoting Application** — Questions that call for the application of known ideas are used to good advantage in different subjects, "What specific steps must a foreigner follow in obtaining citizenship?", With the necessity for recombining facts in a practical way.

**15. Connecting Different Units of Learning** — When the teacher wants to correlate the next unit with previous one, he can do it with the help of asking questions from the previous unit and the last question from the next unit.

4. Don't allow the questioning procedure to lead you and your students away from the topic.
5. Don't attempt to bluff if you are not sure of the answer to a student's question.
6. Don't ask questions that call for two different and confusing reactions to the same question.
7. Don't ask questions that contain words not understood by students.
8. As a general rule, don't repeat questions.
9. Insist that students listen to what you say.

Thus, we can conclude that this is the most important technique to make learning process effective specially for the field of Social Studies.

#### 9.1.4 SKILL OF EXPLAINING

Explaining is an activity, which shows the relationship among various concept, ideas, events or phenomenon. It is an intellectual activity. It is used by the teacher to explain the subject matter with the help of easy statements, audio visual aids, and illustrations so that it may be understandable by the students. In the words of Panton, "Explaining forms a kind of bridge between telling and revealing knowledge to the learners and it involves a number of other techniques as narration and description."

A teacher is said to be explaining when he is describing 'how', 'why' and sometimes 'what' of a concept, principle, action or conduction. Teacher tries to establish the relationship between cause and effect with the help of explanation. In explaining the teacher must keep in close touch with the minds of his pupils by suggesting lines of thought, questioning them, assuming their questions, setting them on practical work, examining the results obtained, discussing significant problems etc. While explaining the teacher should use the words, statements and examples according to the mental level of the students. It may be full or partial of the important concepts or of minor point as needed. In the higher class, detailed explanation is not necessary because much should be left to students to discover themselves. The teacher of Social Studies needs this skill very much because he has to increase the learner's insight and understanding about the facts. It is essentially a verbal skill and has main two aspects:

1. Selection of appropriate statements according to the level of the students *i.e.* age, maturity, previous knowledge and content

of the concepts, facts and phenomenon.

2. Interrelated and selected the statements for the proper understanding of the concepts, facts and phenomenon.

Generally there are three types of statements:

- (1) Descriptive (2) Interpretative and (3) Reason giving.

As already stated, explaining will generally be around an action, result, condition or event. While explaining, the teacher is to give causes that account for the event. Various steps are involved in arriving at particular solution. All such causes, events, steps are called antecedents. Such antecedents result in phenomenon, condition, result or action; each one of them is known as consequent.

#### **Antecedent—explanation—consequent**

(Causes, reasons,  
steps, events)

(Phenomenon, action, result,  
event, condition)

A good explanation is one which is understood by the pupils. It has some component and can be divided in to desirable and undesirable categories. If the teacher wants to make the explanation more effective, he has to increase the occurrence of desirable behaviours and avoid the use of undesirable behaviours.

#### ***Component Behaviour of Explanation***

<b>Desirable behaviour</b>	<b>Undesirable behaviour</b>
• Use of explaining links	• Irrelevant statement
• Introductory statements	• Lack of continuity
• Use of visual techniques	• Lack of fluency
• Concluding statement	• Vague words and phrases
• Defining technical words	• Unappropriate vocabulary
• Covering essential points	
• Testing Students' understanding	

#### **DESIRABLE BEHAVIOURS**

The teacher should practise the desirable teaching behaviours in order to master the skill of explaining. These are :

1. **Use of Explaining Links** — There are certain link words and phrases which increase the effectiveness of explanation. Such links make explanation clear by bringing continuity in statements. These links are generally conjunctions or prepositions which clearly indicate the

causes, consequences and reasons behind statements. These conjunctions could relate to space, time, cause-effect relationship, condition or even a procedure or sequence. The teacher should use appropriate explaining links to make his explanation effective. A few explanation links generally used are :

### Some Explaining Links

- |                  |                     |                   |
|------------------|---------------------|-------------------|
| • As a result of | • If/then           | • Therefore       |
| • As a result    | • In order to       | • The cause of    |
| • After/Before   | • In spite of       | • The function of |
| • Because        | • On the other hand | • The purpose of  |
| • Because of     | • Since             | • Though          |
| • But            | • Such              | • Through         |
| • Due to         | • That is why/how   | • What if         |
| • Here after     | • But               | • Why             |
| • Hence          | • Thereafter        | • While           |

### Example:

There is a lot of humidity in the air during the raining season i.e. why the clothes do not dry quickly.

**2. Use of Introductory Statements** — The introductory statements are used by teachers to draw and maintain students' attention. They create mental alertness and readiness in the class to listen to what is going to be explained. They give them clue for explanation.

Example — Today we shall study how natural ventilation can be arranged in the classroom. The air always blows. Fresh air contains oxygen which, being heavier than other gases, flows at a lower level. Because of its being heavier, oxygen enters the room from the windows.

**3. Use of Visual Techniques** — To make explanation more clear, the teacher can use blackboards, charts, models, pictures and flannel boards. The students can better understand the concepts with the help of these visual techniques because it has been experimented that 40% of our knowledge is from our eyes. For example when the water cycle is explained with the help of model, you will experience that the students will learn it easily and enthusiastically.

**4. Use of Concluding Statements** — Some statements are made by the teacher toward the end of the lesson to summarise or conclude the explanation. They give a consolidated picture of what has been

explained to the students. It can also be used to draw the logical inference through reasoning.

**5. Interesting to Students** — If the explanation is interesting then the students will be able to learn it effectively. The teacher can make it interesting by providing examples from daily experiences of the pupils. He can use simple sentences as well as different media of communication to provide variety in explanation.

**6. Defining Technical Words** — If the teacher uses technical terms and they are not properly explained, then the students will not be able to understand the subject matter. Therefore new terms and technical expressions should be defined and explained properly.

**7. Covering Essential Points** — The explanation given for a particular concept, idea, principle should be as complete as possible for the proper understanding of the pupils. The completeness of explanation is determined by the scope of the concept as specified in instructional objectives.

**8. Testing Students' Understanding** — The questions asked at the concluding stage will help the teacher to get feedback from the students, whether he has been able to explain the concept correctly and whether the students have understood it. Only a few questions should be asked for testing.

### **Undesirable Behaviours**

There are some behaviours that the teacher should avoid while explaining any concept as:

**1. Use of Irrelevant Statements** — Those statements which are not related to the concept being explained and which do not help in understanding the concept by the students are known as irrelevant statements. Such statements create confusion and distract the attention of the students. The teacher should not make use of such statements.

**2. Lack of Continuity** — Lack of continuity in explanation make it difficult for the pupils to understand the concept. It is usually broken in following situations—

- When the statement is not logically related to the previous statement.
- When a new idea or information is introduced without relating it to the previous knowledge of the students.
- When there is no sequence of place or space.
- When there is no sequence of time.
- When the statements are irrelevant.

**3. Lack of Fluency** — It relates to the flow of interrupted statements for explaining a concept. If the teacher speaks half of sentence and reformulate in the midst of the sentence, it disturbs fluency of the explanation. When a teacher uses fumbling ideas or inappropriate words or statements, it distracts students' attention from the subject they are learning.

**4. Use of Vague Words and Phrases** — Some words do not give explicit hinders the students understanding. Some vague words and phrases are given below:

almost	many	probably	somewhat
a little	may	perhaps	type of
actually	might	some	the rest
etc.	most	something	things
few	no where	seems	
in fact	correct	you see	
you know	okay	I mean	

**5. Use of Appropriate Vocabulary** — Though it is difficult to decide the appropriateness of the vocabulary to be used, teacher's experience of teaching can help him judging the difficulty level of language used. The difficulty level of words used should suit the age, the mental level and grades of the students.

Thus these are the different categories of behaviour which the teacher should take care of while using any methodology of teaching.

### **Suggestions for Making Explanation Effective**

The teacher should follow these suggestions as:

1. Before explaining, the teacher should make clear the aim of the lesson.
2. The speed of explanation should confirm to the linguistic abilities of the pupils.
3. Explanation should be in logical sequence.
4. Simple and comprehensive language should be used.
5. The teacher should use chalk-board side by side to write down the main points.
6. The teacher should make free use of illustrations as examples, comparisons etc.
7. The teacher should ask the questions in between the explanation.

8. A summary should be given at the last.
9. It should be according to the age, experience and mental level of students.
10. Use of irrelevant things should be avoided.

With the use of these suggestions and following the different components of the behaviour, the teacher can be perfect in skill of explanation with practice.

### 9.1.5 SKILL OF ILLUSTRATION WITH EXAMPLE

Some concepts are so abstract that explanation does not help the students to understand the concepts. In such a situation, the skillful teacher uses examples to illustrate the idea, concept and principle. To illustrate the thing means to throw light upon it; and in teaching the term 'illustration' means the employment of those aids which will make ideas clear to the children and help them to acquire correct knowledge. The value of illustrations depends upon the skill with which easy and familiar things can be used to explain new and difficult ideas in the subject. Their value is great at infant and kindergarten stage when few lessons can rightly be taught without resort to things which can be seen or handled. They should however be used at all stages.

#### Importance

1. It overcomes and clears up difficulties of apprehension.
2. It helps in simplifying and to give vividness to explanation.
3. It makes the instructions complete and enable the children to understand abstract notion with the aid of concrete material.
4. It stimulates interest and excites curiosity in things which would be otherwise dull and dry.
5. It secures better attention and possessing a 'fixing power'.
6. It cultivates the power of observation and judgement and trains the senses to greater acuteness of perception.
7. It illuminates what is presented and taught to the child.
8. It reduces intellectual tension, lightens the knowledge load and effects economy by proper associations.
9. It develops the retention power of the students.
10. It develops the imaginative power of the students.

#### Types of Illustrations

Broadly, there are two types of illustrations. Firstly, there are illustrations which act directly through the senses. They may be called

as *non-verbal, natural, concrete, material or objective illustrations*. Secondly, there are illustrations which influence the mind through the medium of related ideas expressed in words. They are called as verbal-illustrations. Their chief function is to make clear the meaning of a general statement or an abstract idea by the aid of verbal examples, analogies, comparison, similes etc. Concrete or objective illustrations are more profitable and pleasure giving in the education of children who delight in things which they can see and handle. They appeal to the senses; hence they cause better perception, keener enjoyment and deeper impression of ideas. It involves two processes :—

1. Clarifying the idea or principle to the pupils.
2. Verify whether pupils have really followed the idea or not.

### Components of the Skill

**1. Formulating Relevant Examples** — An example is relevant, if it is related to the rule, principle or concept being explains and helps effectively in its proper understanding.

**2. Formulating Simple Examples** — Simple examples are those examples which are based on pupils' previous knowledge or experiences. The previous knowledge refers to the knowledge already possessed by the pupils. It will help in maximum participation of the students in teaching and provide clear understanding about the concept.

**3. Formulating Interesting Examples** — An example is interesting if it attracts the attention and arouse curiosity and interest in the students for proper understanding of an idea, concept or principle. It should be according to the age, maturity level and experience of the students.

**4. Using Appropriate Media for Examples** — Examples are given by using two types of media :— (a) Verbal (b) Non-verbal

**(a) Verbal Media of Presentation of Examples** — In this the teacher tries to clarify and illustrate complexities of different topics of Social Studies. The teacher himself gives examples in different forms as: (i) Telling stories and anecdotes (ii) analogies and comparisons (iii) similes and word pictures. While using verbal media the teacher should see that he selects simple illustrations which are concerned with everyday life.

**(b) Non-verbal Media of Presentation of Example** — These types of examples catch the eyes of the students and help to develop interest in the topics. They can be categorized as :—

- (i) **Concrete Materials Such as Actual Object, Specimen etc.** — A visit to a mill or a factory, a trip to the river side, specimen of grains, rocks, and minerals would form concrete illustrations in a geography lesson. They play an important part in teaching which provide first hand knowledge to the students.
- (ii) **Models** — Very often it is also impossible to bring an actual object in the class and still more difficult to take the children out to see the actual place or thing referred to. It would be difficult to give children a clear idea of Panama Canal or Bhakra dam and its working but a correctly made miniature model of the same has proved helpful in geography teaching. Battle plans may also be presented in models to make teaching real and interesting in History. Models should not only be made by the teacher but by the students also under the guidance of the teacher.
- (iii) **Pictures** — Models may be intricate and difficult to make, in such cases the teacher can take help of the pictures. They have advantage of colour which is attractive and instructive. It is not difficult to obtain very good and effective pictures. The pictures of desert scene, strange animals and birds, famous buildings can be shown to the children in geography teaching. The children can be taken to a local museum to see historical pictures. While selecting the pictures for teaching, the teacher is to see that they should be large, clear and bold in outline and that they portray essential features only. Pictures, postcards can also be used.
- (iv) **Diagrams and Chalk-board Sketches** — The teacher should be able to make his own devices. While planning a difficult term in Geography, he can easily illustrate it by drawing a diagram on the chalk-board. One of the essential qualities of a successful Social Studies teacher is the ability and readiness to draw diagrams easily, quickly and neatly on the chalk-board. They are often more useful than pictures. Every teacher can draw them with little effort and practice.

- (v) **Graphs, Maps and Charts** — While illustrating the population explosion, production of agriculture in different decades, the teacher can use the graph. Different states of the nation can be shown with the help of map. Teacher can use the charts to show different events, rocks, time-lines etc.

### 5. Using Examples of Inductive-deductive Approach

- (a) **Inductive Approach** — In the approach the function of the teacher starts with the relevant examples and draw conclusions on the basis of these examples. While using this approach the teacher should use easy, relevant and interesting examples.
- (b) **Deductive Approach** — In this approach, the teacher states the concept, idea, or principle and then gives examples to support and illustrate it.

The teacher should use the combination of both approaches because the task of illustrating with examples requires the use of both approaches.

### Suggestions to Use Illustration—

1. The illustration should be easy and understandable.
2. They should be exact and accurate.
3. Lengthy illustrations should be avoided.
4. Too many illustrations should not be used.
5. They should be properly handled and exhibited.
6. They should be given sufficient time, so that the students could pay full attention to understand them.
7. They must be interesting. The use of technical language should be avoided.
8. Students should be motivated to observe illustrations well.
9. They should be prepared in advance.
10. Illustrative aids should be attractive, if possible colourful, so that they may appeal more to the students.

Thus illustrations should be wisely selected, effectively prepared, timely presented and intelligently used.

### 9.1.6 SKILL OF STIMULUS VARIATION

Student learning largely depend upon 'attending' to the relevancy of source of information. Psychologists have proved that for any learning to take place, the learner should be attentive to the information. As a teacher, it is his responsibility to think that what, when and how much

change in behaviour is required for sustaining and securing attention of the students and it is known as stimulus variation.

The skill of stimulus variation is based on the principle that changes in the stimulus in one's perception capture his attention. It generates interest among students in their learning and helps in their academic achievement. It has been observed that it is difficult for one to attend the same stimulus for more than a few minutes and in some cases a few seconds and even less.

The teacher should develop the skill in himself to attract and hold the attention of the students, throughout his teaching. He should deliberately change his attention drawing behaviour in class. There are number of factors which influence what the students are likely to attend it. By providing changing level of sensory inputs attention can be maintained. The teacher can draw attention of the students through various activities and behaviours. Some of them are as follows:

**1. Intensity** — The teacher with a loud voice can attract the attention of the students. However, continuity of loudness tends to have a decreasing effect in attracting attention.

**2. Contrast** — Contrasting stimulus catches our attention soon. For example, a bright light in darkness. Anything which is bigger than other thing in the surrounding environment attracts attention.

**3. Movement** — A moving thing attracts our attention more in comparison to a fixed thing, i.e. why it has been suggested that while teaching, the teacher should not stand at one place. He should move and act according to the situation.

**4. Self Activity** — Attention is sustained if the students are asked or motivated to engage themselves in instructional activities. Students should be asked to write something in their note-book side by side while explaining the subject matter by the teacher.

**5. Change** — Change is the necessity of life. It is the law of nature. Change in voice, method and gesture attracts attention of the students.

**6. Teacher's Personal Behaviour** — If the teacher is enthusiastic, stimulating, energetic and expressive, he gets more attention than the other who is dull and monotonous.

**7. Novelty** — Human nature is greedy of novelty. New coins, new stamps, new activities and new programmes attract our attention. Teacher with new ideas can attract the attention of the students.

**8. Audio-visual Aids** — Audio-visual aids have great potential to

help students in their learning. The teacher should use a variety of these to make his teaching more effective and meaningful.

### Components of the Skill

The teacher uses various stimuli in the classroom so that they may produce maximum responses. The skill of stimulus variation involves changing behaviours by the teacher in order to attract pupil's attention in the class. The behaviours associated with this skill are:

**1. Teacher movement** — It has been observed that the teacher's movement in the classroom draws attention of the students. The behaviour of the teacher makes the student feel that his participation in instructional activities is being supervised by the teacher. But one thing should be kept in mind that the movements in the classroom should be meaningful and relating to the teaching. The teacher should avoid aimless and habitual wandering in the classroom.

**2. Teacher Gestures** — Gestures are the movements of the parts of the body. The teacher can make various gestures with the help of movement of hand, head, eye, facial expression etc.

The body movements perform the following functions:

- (a) Expressing emotions.
- (b) Emphasizing importance.
- (c) Direction attention.
- (d) Indicating shape, size and movements etc.
- (e) Combining verbal exposition with gestures.

While teachings the shape of earth, the teacher can use hand gesture to indicate its spherical shape.

**3. Change in Speech Pattern** — The teacher can make sudden changes in tone, volume or the speed of verbal expression to put emphasis on particular point. The changes in speech pattern make the pupils attentive and the lesson become more interesting to them. But this change should be according to the situation and need of the students.

**4. Focusing** — When the teacher wants to direct students attention to a particular point, idea or rule he can use focusing. It can be obtained through verbal communication or gestures or both;

- (a) **Verbal Focussing** — When the teacher wants to emphasize some particular point during teaching, he should use statements like- 'listen carefully', 'look at the chart', 'now, here is something really important' etc. These statements will help the teacher to draw attention of the students.

- (b) **Gestural Focussing** — The teacher can attract attention of the students to a particular point with the use of gestures like head, hand and body movements. For example, pointing with fingers or stick towards the different states in map of India.
- (c) **Verbal and Gestural Focussing** — When both verbal and focusing devices are used to attract the attention of the students to a particular point, it has more impact on them. For example, while showing diagram of sedimentary rock on O.H.P. sheet and pointing towards it on the screen at the same time will be able to help the students properly understanding of the concept.

5. **Change in Interaction Style** — Interaction takes place when two individuals communicate with each other in order to share an idea. In the classroom interaction can take place in three styles :

- (a) **Teacher-pupils or teacher-group Interaction** — The teacher conveys and gets response from the class or group of students as a whole.
- (b) **Teacher-pupil Interaction** — The teacher communicates with an individual student.
- (c) **Pupil-pupil Interaction** — The students interact among themselves. It takes place during discussion.

The role of the teacher is like a guide, observer, manager and facilitator in this interaction.

*For bringing effectiveness the teacher should learn the art of bringing variations in interaction style.*

6. **Pausing** — Pausing means introducing silence during talk. When the teacher will go on talking and putting questions continuously without giving time to think and respond to the students, they become inattentive. Hence in order to sustain their attention, the teacher should introduce certain pauses during teaching. The purposes of pauses are:

- To secure the attention of the pupils.
- To give time for structuring an answer to the question asked by the teacher
- To give time for simulation of ideas and concepts.

If the teacher keeps in mind the following suggestions the pausing will be more effective.

- The pause should be introduced at appropriate time and point.
- The aim should be to attract the attention of non-attending pupils.

**7. Change in Sensory Focus** — When a teacher changes the sensory focus for imparting information to the pupils from listening to looking, from speaking to doing, from writing to demonstrating etc. it helps in maintaining the level of attention and motivation of the students. Such changes can be brought about through judicious combination of various means of communication as:

- (a) **Oral to Visual** — If the teacher uses only one stimuli then his teaching will become dull i.e. why to make teaching effective and interesting he can change the focus of attention from oral to visual stimulus.
- (b) **Oral to Oral-visual** — It is shift from oral to oral-visual stimulus and vice versa. For example if the teacher while explaining shows a model/chart and then explains with the help of it, he is using oral to oral-visual switching.
- (c) **Visual to oral-visual** — It involves the shifting from visual to oral-visual stimulus and vice-versa. For example if the teacher demonstrates 'water cycle' with the help of experiment and then he explains with the help of diagram, this is the change from visual to oral-visual.

**8. Student Involvement** — Sometimes the teacher can attract the attention of the students by involving them physically in doing something. He can involve them in experiments, handling equipment and other times in dramatization, demonstration etc. In this way, he can sustain interest of the students in teaching learning process.

Thus with the help of these components practised in the behaviour, the teacher can get efficiency in this skill.

## 9.2 PRACTISING INTEGRATION OF TEACHING SKILLS

For effective teaching, a teacher uses two types of skills. In brief, teaching is a process in which content is being processed by a teacher with the help of integration of different teaching skills. The adequate processing of any content or the subject-matter depends upon an efficient use of teaching skills. The effective use of the integrated skills reflects the competency of a teacher.

## Chapter-18

# MEASUREMENT AND EVALUATION IN TEACHING

(*Criterion, Summative and Formative Tests*)

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The controlling teaching is the last step of managing teaching-learning approach of education. The teacher is considered as a manager. He has to organize and also to control the teaching process. He has to evaluate the success of planning, organizing and leading activities. The effectiveness of these step is examined in terms of learning objectives, how far can these activities could achieve the objectives. *Glaser's* Basic Model of teaching refers to this step is a feedback function. This step provides an empirical basis to modify any improve the teaching learning situations. There are three main functions this step :

1. Evaluation of the learning system,
2. Measuring learning outcomes, and
3. Formative and Summative Test.

A teacher can know about his unsuccessful teaching into successful with the knowledge and application of these functions. The detailed description of these functions has been presented here.

### (1) EVALUATION OF THE LEARNING SYSTEM

After identifying and learning objectives in behavioural terms, the teacher has to develop a criterion test. The criterion test is usually objective-centred rather than content-centred. According to *Robert Mager*, the criterion test evaluates the effectiveness of planning; strategies, tactics and aids of teaching. The feedback to students and the teacher and empirical basis for improving the instructional procedures is provided.

## Meaning of Evaluation

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

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

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

*Writingstone* states in the *Encyclopaedia of Educational Research* that "Evaluation is a relatively new technical term introduce to designate a more comprehensive concept of measurement that is implied in conventional test and examination."

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

## The Functions of Evaluation

The following are the main functions of evaluation process :

1. It ascertains that how far could learning objectives be achieved.
2. It diagnosis the weakness of instructional procedures and provides the basis for remediation.
3. It provides the empirical evidences about the effectiveness of teaching strategies, tactics and aids and suggests some modification improvement.

4. It gives reinforcement and feedback to teacher and students.

5. It helps in developing a comprehensive criterion test.

The criterion test plays a significant role in the process of evaluation.

All the above functions are accomplished on the basis of criterion test performance.

### **Techniques of Evaluation**

The evaluation process produces the data for cognitive, affective and psychomotor objectives. The traditional examinations confine to cognitive objectives only. In this way the evaluation is more broad process. The various types of techniques are used in it which are as follows :

- (a) The oral, written, essay type, objective type, practical examination and observation techniques are used for evaluation of the cognitive objectives.
- (b) The interest inventory, attitude scale, values test and observation techniques are employed for appraising the affective objectives.
- (c) The performance test, practical examination and observation techniques are employed for assessing the psychomotor objectives.

The criterion is used rather than achievement test, because criterion test with concerns objective of teaching and instruction whereas achievement test concerns with content coverage. There are three major characteristics of a criterion test or techniques of evaluation :

**(i) Appropriateness** : The criterion test must cover the terminal behaviours of teaching or instruction. Each item of the criterion should assess a specific objective. The criterion behaviours should represent the total terminal behaviour.

**(ii) Effectiveness** : The items of the criterion test must have difficult value and discriminative power. The test should be reliable and valid.

**(iii) Practicability** : The test can be administered easily and the scoring procedure should be simple. The obtained data

may be interpreted and may be made meaningful. It should be acceptable to teacher and students.

## Classification of Evaluation Techniques

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

### (a) Quantitative Techniques

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

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

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

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

### (b) Qualitative Techniques

The qualitative techniques are used in schools and colleges for internal assessment. These techniques are subjective and less reliable, but they are used for assessing the affective objectives. These techniques are classified into five categories :

- (i) Cumulative Records,
- (ii) Anecdotal Records,
- (iii) Observation Techniques,
- (iv) Check List, and
- (v) Rating Scale.

(i) **Cumulative Records** : Such records are prepared in the schools for each student. The cumulative record of students includes the educational progress, results of monthly, half yearly tests, attendance, participation in games, sports, co-curricular activities and physical health. The cumulative records of the students provide the awareness about their progress and weakness of the students to their parents, teachers and principal.

(ii) **Anecdotal Records** : This type of record maintains the description of significant event and work or performance of the students. A merit list is prepared in school. The correct information is obtained regarding incident and performance of students in anecdotal records. The interest and learning of the students can be assested with the help of such records. Such records can also be used to provide the guidance to the students.

(iii) **Observations Techniques** : This technique is indispensable in school evaluation. It is used at all the stages of education but most usefull for evaluating the small children at primary stage. It is used for evaluating cognitive, affective and psychomotor objectives. The students of higher class can make use of this tecchnique of self evaluation. The classroom interaction can be evaluated only by the observation technique.

(iv) **Check-List** : The technique is used for evaluation interest, attitudes and values of the students. It includes certain statements of *yes* and *no* type. The student has to check either of the two.

Each statement of the check list evaluates a specific objective of learning. Some examples have given below :

- (1) Are you interested in the steps of teaching ?  
Yes/No/Not known
- (2) Do you take interest in lesson planning ? Yes/No/Not known
- (3) Do you really enjoy in classroom presentation ?  
Yes/No/Not known
- (4) Are you interested in encouraging the student activities ? Yes/No/Not known

The above check list may be used for evaluating teaching interest of pupil-teachers.

(v) **Rating Scale** : The rating techniques is used for assessing the attitude of the students towards teaching and subjects. It consists of some statements which can be rated on three/five/seven/points scale. It is used for higher classes because it requires the power of judgement of the students. A teacher can make use of this technique for evaluating the effectiveness of this instructional procedure, teaching strategy, tactics and aids. The statements of scale are concerned with the specific objective of learning.

## (2) MEASURING LEARNING

Measurement process is also an important in the learning system. The measurement has more administrative utility in education than evaluation. An evaluation process is useful in modifying and improving learning system and instructional procedure. The measurement is precise and objective than evaluation. Hence, it is mostly used in measuring the learning outcome.

### Meaning of Measurement

Measurement is a process of quantification. It means precision and quantification of a phenomenon or variable, but not a person or object.

According to *Bradfield* "Measurement is a process of assigning symbols to the dimensions of phenomenon in order to characterise the status of the phenomenon as precisely as possible."

Measurement is always done of a quality, attribute or variable of a thing or a person. We never measure a thing or person. The psychologists and educationists are mainly concerned with the variables and attributes. The process of measurement converts the variable into variate which is used for drawing the inferences. For example, intelligence is quantified in terms of I.Q. and achievement variable is measured in terms of scores.

## The Essentials of Measurement

Measurement in any field always involves these essentials:

- (1) Identifying and defining the quality, attribute or variable that is to be measured.
- (2) Determining the set of operations by which the attribute of variable may be made manifest and perceivable, and
- (3) Establishing a set of procedure of definitions for translating observations into quantitative statement of degree, extent or amount.

## Functions of Measurement

*Cronbach* (1949) has classified all applications of mental measurement under the following three main functions:

1. Prognosis function,
2. Diagnosis function, and
3. Research function.

**1. Prognosis Function:** The first of these functions is that of prognosis function. Any test tells about some differences among people's performance at this movement. All decisions involve prediction when psychological test is mentioned, so called I.Q. test administered to students in school to predict their academic performance come to mind. The measurement provides the extent of a variable which has the specific purpose of predicting future behaviour.

The prognosis has the administrative function such as classification, selection, promotion and gradation of students. The college studies ask a counsellor to help them choosing the best curriculum or job. Thus, the guidance and counselling service are also based upon the prognosis function of measurements. The effectiveness of method instruction and treatment evaluated on the basis of students achievement.

**2. Diagnosis Function:** The second major function of measurement listed by *Lee J. Cronbach* is that of diagnosis. The prognosis function reveals the level of student with regard to certain characteristics, whereas diagnosis function identifies

the weakness of the student-learning. The remedial instruction can be prepared on the basis of diagnosis. It also implies the prediction but there is considerable justification in listing diagnosis of a separate function of measurement. The diagnosis function establishes the cause-effect relationship but prediction implies the simple relationship. The instructional procedure can be improved by this function of psychological measurement.

**3. Research Function :** The third major function of measurement listed by *Cronbach* is that of verification of scientific hypothesis of research. The use of measurement for research purpose, however is not as great as for prediction and diagnosis. There is a reason for this as measurement is usually considered as completely valid measure of ascertaining human characteristics. An investigator must use test scores in this experiment as accurate quantification of real and useful variable. Measurement provides a more objective and dependable basis for comparison that does rough impressions. Thus, the valid generalizations are made on the basis of accurate measurement.

In fact, the quantification is generally considered essential for the progress of education particularly at more advanced level. The scales of measurement have been also discussed below :

### **Scales of Measurement or Levels of Measurement**

There are four basic ways for quantifying a variable. They are also called levels of measurement and are commonly referred to as scales :

1. Nomial Scale,
2. Ordinal or Rank Scale,
3. Equal Interval Scale, and
4. Ratio Scale.

**1. Nomial Scale :** The nomial scale is the least precise or crude among the four basis scales of measurement. It simply implies the classification on an item into two or more categories without any extent or magnitude. There is no particular order

assigned to them. The frequency of numbers are used to give a name to something that may be used for determining per cent, mode. For example boys and girls; pass and fail; rural and urban etc.

The classroom observation, the measurement is done at nominal scale. The teaching and instruction are organized considering the mode of the students, because a teacher cannot pace with each and every student in his teaching and learning process.

**2. Ordinal Scale :** The ordinal scale is precise than the nominal scale. It allows the teacher to assign values by placing or arranging the observation in relative rank order. No value is assigned to the distance between positions of ranking. The scale assign observation to categories by number and arranges them in a logical order. It does not require the relationship of equivalence but also requires one observation to be greater than the other.

This scale is used frequently in the schools for prize distribution and to provide the motivation by the technique of competition. In asking the questions, teacher considers the place of student in the class.

**3. Equal-Interval Scale :** The equal-interval scale is more precise and refined scale than nominal and ordinal scale. This scale has all the characteristics and relationship of the ordinal scale, besides the distances between any two numbers on the scale are known. To zero point and the unit of measurement used on the scale are arbitrary or assumed. A linear relationship is established in the equal-interval scale.

The equal-interval scale has the greater use in teaching-learning situation, educational administration, educational guidance and counselling and educational research. The effectiveness to any instructional procedure can be evaluated precisely by collecting the data on this scale. The measurement in education is usually done on equal-interval scale. The dependable inferences are drawn in educational research by collecting evidences on equal-interval scale.

**4. Ratio Scale :** The ratio scale is most refined among the four basic scales. It has all the characteristics, of equal-interval

scale. In addition to that, it has an absolute zero point representing complete absence of the property being measured. It is used in physical sciences and less frequently in behavioural sciences. In school, it is used in maintaining the cumulative records of students. The cognitive and effective objectives can be assessed by using earlier scales of measurement. The ratio scale may be used for measuring the psychomotor objectives.

The measurement on various scales is done by using different types of measuring instruments. The questionnaire and observation yield ordinal data, educational and psychological tests provide scores or marks and physical measurement yields the data on ratio scale. The characteristics of a good measuring instrument have been described here.

### **Characteristics of a Good Measuring Instrument**

A good measuring instrument of test requires some technical knowledge. It includes the knowledge and understanding of various kinds of errors which influence the process of measurement. These are known as errors of measurement, and can be classified into four categories : (a) Personal errors, (b) Variable errors, (c) Constant errors, and (d) Interpretive errors.

**(a) Personal Errors :** In the field of measurement, the term objectivity is used to designate that the characteristic is related to personal error. The personal observation exactly the same responses are likely to assign different scores, because they can see the performance only from their own views or biases. The same person examining the same responses on two different occasions is likely to vary. This is known as personal error. It is termed as degree of objectivity of an instrument.

**(b) Variable Errors :** This kind of error may occur in psychological and educational measurement. The variable errors are those arising from accidents and inaccuracies due to many causes. A person making the observation which influences from time to time, test to test and individual to individual, is accountable to variable error. This is termed as degree of reliability of a test.

(c) **Constant Errors** : Most of the measurement of education and psychology are indirect. It is neither possible nor desirable to open a person's skill, to look inside. An instrument measures what is claim to measure which it related to the trait or characteristics of a person or an object.

Testing the problem of constant error is the problem of validity. It is necessary to know whether a test really measures what is claim to measure.

(a) **Interpretive Errors** : The test score of an individual has no meaning until it is interpreted in terms of the performance of the other individuals or the performance of the group. Interpretive errors are those which result from understanding as for one or two things :

- (1) With what of group of the individual is being compared.
- (2) The way in which the comparison between the individual and the group performance is expressed.

Interpretive errors may be stated that is the problem of translating the raw scores into the norms. This problem of interpretive errors is taken in care through a process which is called standardization. This type of error is measured through norms.

The earlier three type of errors are usually considered in constructing the criterion test but the last one is '*interpretive error*' which is not taken into consideration because the criterion test, evaluates the learning objectives in terms of group performance. This error involves when an individual's score is interpreted. Thus, the characteristics of a good measuring instrument may be summarized in the following forms :

1. It should be objective.
2. It should be reliable.
3. It should be valid.
4. It should be comprehensive and precise.
5. It should be usable and practicable.

The usability implies the following features :

- (a) Ease in administering the tool.
- (b) Ease in scoring the answer scripts.
- (c) Ease in interpreting scores.
- (d) It should be economical from time, energy and money point of view.

### Learning Out Comes

We learn many things and what we learn can be classified into five major categories. The learning outcomes may be the intellectual skills, cognitive strategy, verbal information, motor skills and attitudes. Intellectual skills include the learning of concepts, rules and problem solving. Cognitive strategies are the skills with which the learner regulate the internal process of learning. These strategies help students to learn. Students have to learn and use effective strategies in attending, encoding, retrieving learn and use effective strategies in attending, encoding, retrieving and in problem solving.

Verbal information refers to information that is verbalizable. It involves the ability to express a fact or idea in the form of a proposition. It includes learning names and labels, stating propositions or facts and organising them as connected discourse. Motor skills are the abilities to carry on manual work, to do things. Attitudes are the likes and the dislikes that students develop towards people, things or ideas.

The external conditions that would facilitate the learning of these five categories are indicated below. For learning to be effective, instruction has to provide these facilities.

<i>Learning Variety</i>	<i>Critical External Conditions</i>
<i>Intellectual Skills :</i>	
Concept	<ul style="list-style-type: none"> <li>(a) highlighting or emphasising</li> <li>(b) prompting to encode different entities as equivalent.</li> <li>(c) providing reminders as retrieval cues for other entities in the class.</li> <li>(d) presenting examples to promote transfer</li> <li>(e) providing opportunities to practise retrieval</li> <li>(f) providing informative feedback.</li> </ul>

Rules

- (a) encouraging the use of a mental procedure for unified encoding.
- (b) directing attention to examples of competent concepts.
- (c) providing reminders to retrieve previously learnt concepts.
- (d) providing prompts for correct sequence of concepts and for their unified coding.
- (e) encouraging transfer by providing variety of problems.
- (f) providing opportunities for practice.

Cognitive Strategies  
(Mental Procedures)

- (a) contrasting performance using procedure and without procedure.
- (b) demonstrating each step in the procedure.
- (c) prompting unified steps in the procedure.
- (d) providing opportunities to use the procedure on various tasks.
- (e) providing reminders of procedure when new assignments are given.
- (f) providing informative feedback

Verbal Information

- (a) teaching new mental procedures or activating previously learnt ones.
- (b) providing reminders to retrieve relevant concepts and presenting advance organiser.
- (c) prompting to encode new information in relation to prior concepts.
- (d) providing reminders that activate retrieved cues to enhance recovery.
- (e) providing feedback.

Attitudes

- (a) providing incentives to interact with the object of the attitude.
- (b) providing opportunities to engage in direct interaction.

Skill

- (a) providing models to emulate.
  - (b) providing for practice.
  - (c) providing opportunities for performance.
  - (d) providing feedback
-

## Tests for Measuring Learning Outcomes

According to *Glaser*, learning outcome can be measured with the help of criterion test. The teaching is organized to provide the learning experiences by generating the appropriate learning structures and situations so that desired objectives may be achieved. These tests are of two types :

- (1) Essay type tests or traditional examinations, and
- (2) Objective type tests or New type examinations.

**1. Learning and Essay Type Tests :** The essay type examinations are most commonly used in our schools, but they are less reliable and less valid and cannot be standardized. The essay type tests can be easily prepared. They can not be abolished from the field of examination though they have certain limitations and disadvantages.

The essay type tests can be used to evaluate lower and higher objectives of learning. The objective type tests can not be used for measuring the higher objectives of learning but essay type tests are effectively employed for higher objectives. Hence, both types of tests are supplementary to one another of measuring the learning objectives. The essay type tests are used for evaluating the objectives and effective higher learning objectives.

The oral questions are asked in classroom teaching for measuring the learning objectives. If teacher feels that he would not achieve the desired objectives then he revises and modifies his teaching strategies and tactics. The oral questions also serve the purpose of diagnosis so that teacher who can proceed remedial instruction to his students.

**(2) Learning and Objective Type Tests :** These are new type of examinations. They are reliable and valid and can be standardized. A large number of questions or items are included in a test. The construction of such tests is difficult and time consuming, but scoring is easy.

The objective type tests are used to measure lower and middle learning objectives, *i.e.*, knowledge, comprehension and application. These are used for both the purpose : prognosis as well as diagnosis.

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(3) **Managing by Learning Objective** : Peter Drockner (1954) has propagated the concept of management by objectives (MBO). Since then it has been used in planning, organizing, leading and controlling the teaching activities. The teaching and testing activities are organized to achieve learning objectives. The concept management by objectives (MBO) is also used in industry, trade and military. It is more useful in the field of education because its principles are applicable in teaching and training activities. The management by objectives is evaluated in terms of learning objectives. In the first step of management of learning objectives are written in behavioural terms and they are evaluated with the help of criterion behaviour included in the criterion test.

The criterion test is a significant aspect of management by learning objectives because its each item measures at least one learning objective. The criterion test may be objective type, essay type or both. In means that objective type and essay type tests are made objective-centred. The procedure of constructing objectives centred test has been discussed here.

### **Criterion-Referenced Tests**

In the 1960 a new term entered, in the vocabularies of measurement specialists, criterion-referenced test. It refers to a particular kind of test and unconventional approach to the measurement of educational achievement. Tests of this kind were also referred to objective-referenced or domain referenced and were contrasted with the more conventional standardized or teacher-made tests, which are referred to norm-referenced tests.

*Strong* advocates of the new type test, who were usually rather critical of conventional tests claimed that criterion-referenced tests constituted a significant and generally applicable improvement in the conception and methodology of achievement testing. They suggested that norm-referenced tests should be abandoned as quickly as possible in favour of the new type. An alternative view, which we support, is that neither type is superior than others for all measurement purposes. Each has special characteristics that make it uniquely well suited to particular situation and uses.

On way of becoming familiar with the characteristics of criterion-referenced tests is to consider some of the ways in which they differ from or are similar to, norm-referenced tests. Comparison of this kind is bound to involve some over simplification and in accuracies, since there are many different forms of each type of test. Nevertheless, the forms have enough feature in common to make the comparison useful, even if not always completely accurate.

### **Difference Between Criterion and Norms Referenced Tests**

One difference is as the kind of information they are intended to provide. Criterion-referenced tests are used to determine which of certain specified objectives of instruction a particular pupil has attained. Norm-referenced tests are used to determine how much overall knowledge of some subject a particular pupil has achieved. The basic report for a norm-referenced test is a count of the number of test questions that are answered correctly.

A second difference is as the basic interpreting the information provide. The criterion is in a criterion-referenced test for the attainment of all instructional objectives. The excellence or deficiency of a particular student's achievement in learning is judged by the propagation of the prescribed objectives, the student has attained. The 'norm' in a norm-referenced test is the achievement of some specific group of students on the test. An excellence or deficiency of a particular student's achievement in learning is judged by that student's standing among those in the specified group.

A third difference is as the distribution of items over the domain of achievement sampled by the test. The items in a criterion-referenced test cluster around a limited number of specific objectives. For example, a criterion referenced test might focus on 20 distinct objectives, using five items for each objective in order to determine whether or not the student had attained it. The result would be a 100 items criterion-referenced test. The items in a norm-referenced test would be diffused more widely across the domain of learning. Each of the 100 items would involve a separate aspect of achievement.

A fourth difference is as the use made of the test information. The purpose of a norm-referenced test score is simply to indicate a student's degree of success in learning of criterion-referenced test, on the other hand, is after used with instructional procedure intended to ensure that certain things will be learned.

Despite these major differences, there are substantial similarities between criterion-referenced and norm-referenced tests. Both have essentially the same job to do, that is to measure achievement in learning. Elements of quality are essentially the same for both. An individual test question used in the two are indistinguishable.

In general, criterion-referenced tests are best to assist in categorical pass-fail decision with respect to separate specific terms or competencies.

The norm referenced form is useful in measuring a person's general level of knowledge or understanding of a subject. While categorical decisions are sometimes made on the basis of scores on norm-referenced test, as in the case of certification examination.

Proponents of criterion-referenced test have performed a valuable service in emphasizing the importance of clearly defining a test.

Proponents of criterion-referenced test sometimes criticize standardized test (norm-referenced) for their level of specific relevance to what is being taught in a particular unit of study in a given local school system.

The norm-referenced is useful in measuring a person's general level of knowledge or understanding of a subject.

### **Preparation of Unit Test and Performance Test** **(Formative and Summation test)**

Evaluation approach of *B.S. Bloom* is used in teaching-learning situations. The details of evaluation approach have been provided in the chapter of '*Unit and Yearly Plans*' of this book. The main focus of evaluation approach of teaching is that the lasting should be based on teaching. Teaching and testing should go side by side and both should be objective-centred. In

the chapter of unit and yearly plans of social science teaching weightage has been given in tabular form. The weightage teaching is followed in testing. At the end of a teaching unit a test is prepared which is known as unit-test. After completion of whole content according to yearly plan a performance test is prepared in social science teaching. According to evaluation approach two types of tests are used in social science teaching:

- (1) Unit-tests and (2) Performance tests.

(1) Unit tests are also known as formative tests.

(2) Performance test is also called as summative test.

The details of unit test or formative and performance test or summative test have been discussed in the following paragraphs.

### (1) Summative Test

Summative test is given to the student after he has passed successfully all the formative tests given separately in the last of each unit of the content. From summative test, the general level of student is judged and on the basis of students performance, the effectiveness of teaching and instruction is evaluated. Thus it provides reinforcement to teacher and instruction and help in planning and organising of further teaching. On the basis of student's performance, it can be judged, to what extent objectives could be realized. These two tests, formative and summative are complimentary to each other in teaching-learning. In formative test, the difficulties of student's learning are important while in summative test the effectiveness of teaching is measured.

### (2) Formative Test

In teaching and instruction, the whole content is presented in small units. Therefore, in the end of each unit, students should be given test and weaknesses should be diagnosed. After diagnosis, remedial teaching should be done and then formative test is given. Formative tests are used to make teaching-learning more effective and to give opportunity to students to get mastery in the content. Here more emphasis is on the achievement of objectives.