MA (Education) 2nd Semester **Course Code: EDUGE301**
Course Type – Generic Elective

PEDAGOGY OF SOCIAL SCIENCES

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CONTENTS

Course Type / Nature: Generic Elective
Course Code: EDUGE301
Course Title: PEDAGOGY OF SOCIAL SCIENCES
Credits = 4 {Marks = 100 (70 + 30)}
Course Objectives
To enable the learners to:

- understand the nature and characteristics of social science.
- understand the relationship of social science with other subjects of school curriculum.
- understand aims and objectives of teaching social science at school stage.
- state objectives in behavioural terms with reference to concepts and generalizations.
- apply various methods of teaching of social science.
- understand the importance of curriculum and different principles of curriculum construction
- explain the importance and uses of learning resources in social science.
- appreciate the importance of social science laboratory in learning social science.
- understand the role of text book, exhibitions and fairs in social science.
- differentiate between methods and techniques of teaching social science.
- prepare unit and lesson plans for teaching of social science.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit 1 Foundations of Social Sciences Education **1** Credit

- Social Sciences: Meaning, Nature and Importance of Social Sciences in Life.
- Place of Social Sciences in School Curriculum and Relationship of Social Sciences with other School Subjects.
- Aims and Objectives of Teaching Social Sciences
- Formulation and Classification of Objectives in Behavioural terms with reference to Cognitive, Psychomotor and Affective Domains.

Unit 2 Curriculum and Learning Resources in Social sciences **1** Credit

- Curriculum: Concept, Principles of Curriculum Construction in Social Sciences, Selection and Organization of Content, Factors affecting Change in Social Sciences Curriculum.
- Social Sciences Learning Resources: Need and Importance of Social Sciences Laboratory, Importance of OrganizingField Visits, Visits to Monuments, National Geographical Parks, Excavation Sites etc.
- Importance of various Teaching Aids in Social sciences and Use of Smart Classroom in Teaching of Social Sciences.

- Qualities of a good text book in Social Sciences.

Unit 3 Teaching Methods / Approaches and Techniques **1** Credit

- Methods / Approaches and Techniques of Teaching Social Sciences: Meaning, Types of Methods / Approaches: Lecture method, Text Book Method, Discussion, Project Work andProblem Solving Method.
- Techniques and Strategies of Teaching Social Sciences: Self-Study, Role Play, Brain Storming, Dramatization and Socialized Recitation.

Unit 4 Planning for Teaching and Evaluation in Social Sciences **1** Credit

- Unit and Lesson Planning in Social Sciences: Meaning, Importance &Principles.
- Steps in Unit and Lesson Planning in Social Sciences.
- Evaluation in Social Sciences: Meaning and Types; Formative, Summative and Diagnostic Evaluation; Methods of remedial Instruction in Social Sciences.
- Continuous and Comprehensive Evaluation: Concept and Techniques with reference to Social Sciences.

Sessional Work / Activities

Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Prepare no-cost and low cost teaching-learning materials on any two topics for teaching of social science at senior secondary stage.
2. Power point presentation on any one topic of social science of standard VI to X
3. Organizing a Field trip to a place of Historical/political interest.
4. Any other activity/activities that the concerned course teacher may think appropriate, can be allotted during PCP to the Candidates.

Suggested Readings:

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

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

Digumarti BhaskaraRao and RangaRao (2007) Techniques of Teaching Economics, Sonali Publications, New Delhi

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

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

Mehlinger, Howard D. (Ed) (1981), UNESCO Handbook for the Teaching of Social Studies, UNESCO NCERT (2006), National Focus Group Position Paper on Teaching Social Sciences, New Delhi.

UNIT – I: MEANING, NATURE AND IMPORTANCE OF SOCIAL SCIENCE

Lesson Structure

1.1 Introduction

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

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

1.2 Learning Objectives

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

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

1.3 MEANING OF SOCIAL SCIENCE

Social studies is a study of person in relation to the social environment, through the social environment and for the social environment. It is study of the social institutions, social skill, social standards, social problems, social changes, social customs, social heritage etc. through observation, social experience, exploration and scientific study of social phenomena and events for the purpose of preservation of what is good in our socio-economic culture and for bringing about improvement in it. Thus

social studies deals with man and his interaction with other people, with the earth and with goods and services. It deals with man's relationship with his social and physical environment. Some of the definitions of social studies are given below:

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

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

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

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

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

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

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

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

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

understanding of human relationships, knowledge of the environment, dedication to the basic principles, and values of the society in which it is taught, and a commitment to participate in the processes through which that society is maintained and improved. These are the most important characteristics of the social studies point of view."

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

A. Analysis of Definitions (Conclusion):

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

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

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

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

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

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

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

1.4 NATURE OF SOCIAL STUDIES

The following points highlight the nature of social studies:

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

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

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

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

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

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

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

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

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

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

Check Your Progress

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

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

1. Which of the following statements are true

a) Social Science is a separate subject
b) It is a harmonious blend of various subjects
c) It deals with only History of mankind
d) It is not necessary to include in school curriculum

A. NEED AND SCOPE OF SOCIAL SCIENCES

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

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

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

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

I. NEED FOR AIMS:

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

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

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

the teachers quite attentive to the job.

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

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

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

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

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

Thus determination of aims and Learning Objectives is necessary.

1.5 IMPORTANCE OF SOCIAL SCIENCES

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

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

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

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 schools are the organs of its life whose special function to consolidate its spiritual strength to maintain its historic continuity to secure its past achievements, to guarantee”.

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

A. Functions of Social Studies

The functions of social studies are as follows:

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

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

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

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

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

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

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

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

1.6 Relationship of Social Sciences with other subjects of school curriculum

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

a. Social Science and History: History has a close relation ship with social science

is often taught as part of social science at school. History plays an important role in the understanding of man in society and thus in the structuring of social science course . History is concerned primarily either with period s of time in the past or with themes running through centuries.

Much of the material s children study in social science involves the concept of the significance of time, which can be used to bring an awareness of the need to see phenomena in terms of their place a chronological scale. History provides a basis and perspective to the important topics in social science such as education, population, war, trade union movements, towns and cities, customs and social moves etc. History as a study of the origins of the present must be an essential feature of any sound scheme of social science. History and social science are interdependent.

b. Social Science and Geography: Geography and social science are inseparably connected. Social science includes the study of the living conditions of the people of various countries, their mode of living, their occupations, their standard of living etc.

All these are very much influenced by the geographical conditions of those countries. England built a powerful navy and created a great empire mostly because of its geographical location and conditions of country have a tremendous effect of the social life of its people. Thus Geography and social science are intimately connected.

c. Social Science and Economics : Social science is incomplete without Economic. Social science seeks to develop a competent individual into good, independent and patriotic citizen. This is not possible without some knowledge of economics, which constitutes an integrated part of social science.

Social science providing practical and functional knowledge is meant for the school students up to the higher secondary classes. Social science draws from Economics some of the knowledge of the basic need of the human being such as food, shelter and clothing. Therefore social science and economics are intimately connected.

d. Social Science and Languages : Language is the medium of literature and literature reflect the cultural heritage of a nation in particular and humanity in general, in various literary forms such as poems , dramas, novels, stories, essays, travelogues, biography context is made explicit.

Conversely topics in social sciences can be meaningfully presented and comprehended only with the help of appropriate language skills and by adopting literary forms of expression. Ancient literary works all over the world are pregnant with history - the story of man' s glorious past. Tagore explains it aptly when he says "Literature paints what history depicts. In short languages and social sciences are supplementary and complements to each other.

e. Social Science and General Sciences: All branches of sciences-physics chemistry, biology, etc are making rapid strides both in theory and practice. Their application in the day to day life of human society needs no explanation. The study of the facts, principles and process involved in these sciences can be appreciated and the related attitudinal and value - oriented changes can be brought about in the learners only if these are linked with the history of human life and civilization.

In short the study of general science will have to be planned in relation to societal issues. At the same time the historical, cultural, economic and sociological aspects of human life have to be related to the developments in the various sciences that have revolutionised all aspects of human life.

f. Social Science and Mathematics: There is no aspect of life which does not reqmre mathematics. Mathematics has to be taught by correlating it with different aspects and activities of human life to enable children to become useful members of the society.

Mathematics is useful in various socially relevant programmes like banking, accounting, budgeting, trade etc.

g. Biological and Social Sciences: Biological principles are of great use to the social scientists. Social science uses biological principles to present an integrated picture of population dynamics.

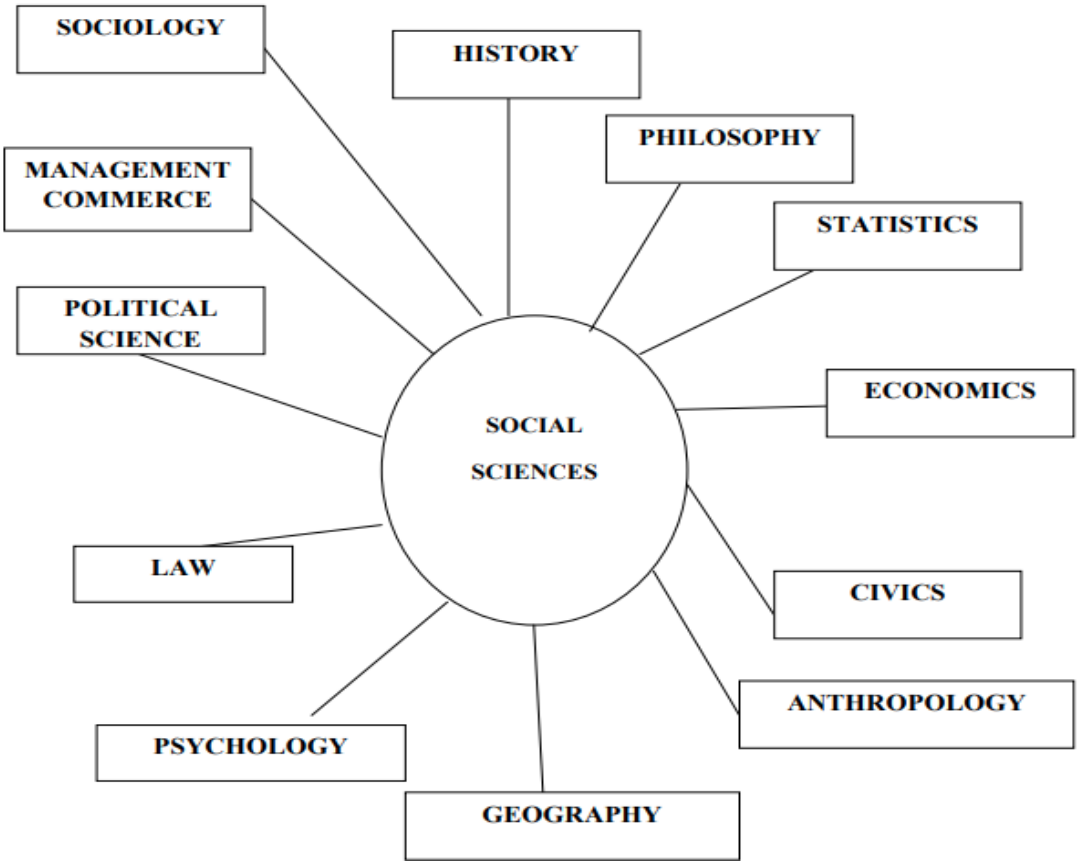
Biological concepts woven into social science are of great help to the understanding of the overpopulation problem. The growth of population is controlled by limiting factors of the environment.

h. Physical Science and social Science: Physical science and social science are closely related as dealing with food, clothing shelter, weather, transport and communication are used in science as well as in social science. Advances in science and technology have revolutionized social life all over the world.

Fast means of transport and communication have brought man and man and nation and nation closer to each other. Space and time have been conquered. Countries of the world have been closely knit together due to effect of scientific inventions and discoveries about human life.

i. Social Science and Fine Arts: Fine arts sublimate innate desires and tendencies of children and channelize these towards socially useful activities thereby making them good citizens.

The study of social sciences also aims at the same goals. Study of social science and that of fine arts could be made meaningful and goal oriented only if the relation between the two subjects is made evident by adopting appropriate instructional strategies.



1.7 SOCIAL SCIENCES IN SCHOOL CURRICULUM

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

i. It should encourage students to explore, and observe systematically their social and cultural environment.

ii. It should help school children to understand the evolution of the community around them. This may be done by tracing mainly the different forces and influences that were, and are still, at work.

iii. It should invite pupils to find out and collect for themselves more and more relevant facts about the different problems that confront them. This should serve and a basis on which they could form, as they grow, an objective judgment on various issues which are in their daily lives.

iv. It should provide the young with numerous opportunities for group work as a part of their process. This may include activities such as discussing and solving their problems collectively.

v. It should kindle among the growing citizen s of tomorrow a passion to truth, and social justice. The social justice should , however, also cover respect for every individual – his views, worth and contribution.

vi. It should make children conscious of their rights and duties in a democratic society, and encourage them to undertake responsibilities. Its purpose is to enable them to contribute their best to the well-being of the society as a whole.

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

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

1.8 Self-Check Exercise

Fill in the Blanks:

1. Social Sciences are disciplines that study human behavior, society, and its various ___.
2. The nature of Social Sciences involves the study of human behavior, culture, society, and their complex _____.
3. History is crucial in Social Sciences as it helps us understand the _____, its impact on the present, and the lessons we can learn from historical events.
4. Social Sciences provide students with a comprehensive understanding of society, culture, and _____.
5. The study of Social Sciences promotes global awareness, encourages students to appreciate cultural differences, and fosters _____.

Multiple-Choice Questions (MCQs):

1. Which of the following is NOT a Social Science discipline?
   a) Psychology
   b) Physics
   c) Economics
   d) Sociology
2. Why are Social Sciences considered interdisciplinary?
   a) They only focus on one aspect of society.
   b) They draw from multiple fields to provide a holistic view.
   c) They are not related to any other subject.
   d) They are entirely theoretical in nature.
3. What is the primary goal of including Social Sciences in the school curriculum?
   a) To make students experts in a single discipline.
   b) To develop critical thinking and informed citizens.
   c) To exclude the study of history and culture.
   d) To focus only on natural sciences.
4. The study of Social Sciences can help address contemporary societal challenges by _____.
   a) Promoting ignorance
   b) Developing informed decision-making skills
   c) Avoiding the issues
   d) Isolating individuals from society

True/False Questions:

1. Social Sciences focus on the study of human behavior and society.
2. History does not provide any context for social and political developments.
3. The study of Social Sciences can promote cultural sensitivity.
4. Social Sciences are entirely separate from other school subjects like science and mathematics.
5. Social Sciences play no role in addressing contemporary societal challenges.

Questions:

- Discuss the meaning and nature of social sciences?
- Explain the role of social science in school curriculum?
- Why are Social Sciences important in our lives? Provide three examples.
- Discuss the place of Social Sciences in the school curriculum. Why is it essential to include them?
- Explain the relationship between Social Sciences and other school subjects like science and mathematics.
- How can the study of Social Sciences help in addressing contemporary societal challenges, such as climate change or inequality?

1.9 Summary

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

1.10 Glossary

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

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

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

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

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

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

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

into the broader curriculum.

1.11 Answer To Self-Check Exercise

Fill in the Blanks:

1. Aspects
2. Interrelationships
3. Past
4. History
5. Empathy

Multiple-Choice Questions (MCQs):

1. Physics
2. They draw from multiple fields to provide a holistic view.
3. To develop critical thinking and informed citizens.
4. Developing informed decision-making skills

True/False Questions:

1. True
2. False
3. True
4. False
5. False

1.12 References/Suggested Readings

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

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1.13 Terminal Questions

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

UNIT – II: AIMS AND LEARNING OBJECTIVES OF SOCIAL SCIENCES

Lesson Structure

2.1 Introduction

Knowledge in the discipline of geography will strengthen the understanding of the existence of human and environmental interactions and understanding how we need to maintain and preserve the well-being and maintain their sustainability for future generations.

Patriotism and love of country must be cultivated and nurtured in the soul of every citizen. Knowledge of the history of statehood will be able to build and develop a strong identity. It is appropriate for students exposed to the basic theory of political science to see the connection with the current political system.

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

2.2 Learning Objectives

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

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

2.3 Aims And Learning Objectives of Social Science

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

1) Physical development: For achieving this aim, movements of different parts of the body of the child are to be systematized and coordinated.

2) Social development: Social development of the child is an important objective at a pre-primary stage.

3) Self-expression: The child is to be taught to express his opinion

systematically and to share with others.

4) Dependability: The child is to be taught to share his toys, games ideas and learning material with other students and to learn that he is dependent upon others.

5) Independence: The child is to be encouraged to play individual games, to express his opinion, to satisfy his emotional needs and also to do as he likes, without disturbing others.

6) Satisfaction of needs: The child is to be taught to make his adjustment with the natural and social environment, to keep his clothiers and parts of the body neat and clean, to keep his things in order and to take his meals in time.

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

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

1) **Knowledge of physical and social environment:** The child must explore, know and understand his immediate physical and social environment.
2) **Sense of belongingness:** The child must develop a sense of belongingness to the society. He must understand that he has to live in a social environment which goes on widening from home to school, street, village, town, city, district, state, country and the world.
3) **Acquaintance with world of work:** The child is to be acquainted with the world of work. Respect for human labour is to be developed in him.
4) **Knowledge of physical resources:** The child should know natural physical resources physical resources (like water, land, social, forests, reveres, mountains, crops, minerals etc.) on which human life depends.
5) **Developing respect for all religions:** Respect for all religions and their places and ways of worship is to be developed among children.
6) **Appreciate attitude towards work:** Progress and development is possible only through work and labour. Hence appreciative attitude towards work is to be developed among children.
7) **Knowledge of social equality:** We are living in a democratic country. Hence children should be encouraged to relies that they are all equal irrespective of caste, creed, colour, sex, religion and language. There are no superior or inferior people and we are to cooperate and organize ourselves to solve our problems.
8) **Development of patriotism:** The foundations of feeling of patriotism among children should be laid at eh primary stage. Children should be made conscious of the rich and composite cultural heritage. They should be made to appreciate unite in diversity and be proud of it. They should be made to understand that India is active in promoting peace, and in understanding and cooperation among the nations of the world.
9) **Development of international understanding:** Children should be made to understand that all countries have contributed something to the welfare of humanity. The scholars, philosophers, poets, artists and scientists, from different countries have contributed to human culture. All countries want peace and prosperity.

I. To achieve the above mentioned aims at the primary stage, the children should be made aware about the following :

i. Physical features, natural resources, minerals and means of communication.
ii. Globe and map of the world.
iii. National symbols.
iv. Rights and duties
v. Administration of local, district, state and nation levels.
vi. Fairs and festivals of India.
vii. India's music, dance, religious and cultural activities and monuments etc.
viii. Contribution of great men like Guru Nank, Lord Krishna, Jesus Christ, Prophet Mohammad, Ashoka, Buddha, Newton and Gandhi etc.
ix. Lives of people living in different parts of India.
x. Lives and culture of people living in other countries.

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

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

1) **Knowledge of unity of human society:** Problems before mankind are similar. Hence there is basic unity in human society.
2) **Knowledge of interdependence of geographical regions:** People living in different regions of the world are interdependent upon each other for meeting

their basic needs which binds the world together. Awareness of this fact will develop a humanistic bent of mind among students.

3) **Knowledge of geographical concepts:** At the secondary stage, students are to be taught that the lives of people living in different regions of the world are influenced by their geographical conditions.
4) **Development of democratic values:** Students should be helped in developing democratic values like equality, freedom of expression, belief, faith and worship, tolerance, cooperation, socialism and secularism etc.
5) **Appreciative attitude towards human cultures:** Students should be helped to develop an appreciative attitude towards different human cultures.
6) **Awakening about organizations:** Students should be made aware about the functioning of different administrative and political organizations, about the functioning of the legislatures, executive and judiciary. It will help in developing a sense of emotional integration.
7) **Development of sense of responsibility towards internationalism:** Sense of responsibility towards internationalism is to be developed. Every country has to depend upon other countries o meet its needs. No country can remain isolated. Interdependence of countries has now become a necessity.

The above mentioned aims of social studies at pre-primary, primary, middle and secondary stage are not final because social studies is a growing, developing and dynamic subject. Changes in society and international relations bring about changes in the aims of social studies. The ultimate aim is to acquaint the students

with ancient and modern conditions (economic, geographical, historical, political, and cultural condition) of India, to enable them to understand human relationships and values, to prepare them for enlightened democratic citizenship, to develop nationalism and internationalism, and to develop their all-round personality.

2.4 Writing Instructional Learning Objectives in Behavioral term

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

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

17) Measuring rods for evaluation: Behavioural Learning Objectives are the measuring rods to evaluate courses of study, instructional techniques or methods of teaching. They provide a guideline for providing criterion for evaluating the efficiency and quality of instruction.

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

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

I. Cognitive Domain (Knowledge):

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

A. Remembering (Knowledge)
Objective: The learner will be able to recall the names of the U.S. presidents in chronological order.
Example: List the first five U.S. presidents in order.

B. Understanding (Comprehension)
Objective: The learner will be able to explain the concept of supply and demand in economics.
Example: Describe the relationship between supply and demand in the context of pricing.

C. Applying (Application)
Objective: The learner will be able to apply mathematical principles to solve real-world problems.
Example: Calculate the area of a rectangular garden with given dimensions.

D. Analyzing (Analysis)
Objective: The learner will be able to identify and categorize different literary devices in a poem.
Example: Analyze the poem to identify similes, metaphors, and symbolism.

E. Evaluating (Evaluation)
Objective: The learner will be able to assess the validity of arguments presented in a persuasive essay.
Example: Evaluate the strengths and weaknesses of the arguments in the essay.

F. Creating (Synthesis)
Objective: The learner will be able to develop a business plan for a startup.
Example: Create a comprehensive business plan including marketing, financial, and operational strategies.

II. Psychomotor Domain (Skills):

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

A. Perception

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

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

B. Set (Readiness)

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

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

C. Guided Response

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

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

D. Mechanism

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

Example: Operate and diagnose issues in a CNC machine.

E. Complex Overt Response

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

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

F. Adaptation

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

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

G. Origination

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

Example: Develop a unique recipe for a gourmet sandwich.

III. Affective Domain (Attitudes and Values):

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

A. Receiving (Awareness)

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

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

B. Responding (Willingness)

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

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

C. **Valuing (Internalization)**
Objective: The learner will develop an appreciation for cultural diversity.
Example: Express respect for and an understanding of different cultures and traditions.

D. **Organization (Organization)**
Objective: The learner will organize and prioritize time for studying and extracurricular activities.
Example: Develop a weekly schedule that balances study time, sports practice, and social activities.

E. **Characterization (Characterization)**
Objective: The learner will consistently demonstrate honesty and integrity in academic and personal life.
Example: Consistently exhibit ethical behavior by being truthful and maintaining integrity in all situations.

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

2.5 Self-Check Exercise

Long Questions:

1. Discuss the aims and Learning Objectives of social science?
2. Discuss the instructional Learning Objectives in behavioral term of social science?
3. What is the psychomotor domain, and how are instructional Learning Objectives formulated in this domain?
4. Discuss the importance of having clear instructional Learning Objectives in education and their role in achieving educational aims.
5. Explain the classification of Learning Objectives in behavioral terms with reference to the cognitive, psychomotor, and affective domains. Provide examples for each domain.
6. Describe the process of developing instructional Learning Objectives for a Social Science lesson, including the identification of domain and behavioral verbs.

Multiple-Choice Questions (MCQs):

1. What is the primary purpose of instructional Learning Objectives in education?
    a) To outline the syllabus
    b) To assess students' prior knowledge
    c) To guide teaching and learning
    d) To conduct teacher evaluations

2. Which of the following is an example of an affective domain instructional objective?
    a) Solve mathematical equations
    b) Write a research paper
    c) Demonstrate empathy towards peers
    d) Recite a historical event timeline
3. The formulation of instructional Learning Objectives primarily falls into which of the following domains?
    a) Cognitive
    b) Behavioral
    c) Emotional
    d) Physical

Fill in the Blanks:

1. The _____ of Social Science education guide the curriculum and teaching strategies.
2. In the cognitive domain, instructional Learning Objectives often involve the use of _____ verbs.
3. An example of an affective domain instructional objective is to "_____ appreciation for cultural diversity."

True/False Questions:

1. Aims are broad, long-term goals, while Learning Objectives are specific, measurable, and achievable steps to reach those aims.
2. The cognitive domain focuses on intellectual skills, such as problem-solving and critical thinking.
3. Writing clear instructional Learning Objectives is essential for effective lesson planning and assessment.
4. The affective domain deals with emotional and attitudinal aspects of learning and is often related to values and ethics.

2.6 Summary

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

2.7 Answer To Self-Check Exercise

Multiple-Choice Questions (MCQs):

1. To guide teaching and learning
2. Demonstrate empathy towards peers
3. Cognitive

Fill in the Blanks:

1. aims
2. thinking
3. develop

True/False Questions:

1. True
2. True
3. True
4. True

2.8 Glossary

Learning Objectives: Clear and specific statements that describe what students should be able to do or achieve after completing a lesson or educational activity.
Physical Development: The growth and improvement of a child's physical abilities, such as motor skills and coordination.
Social Development: The process through which a child learns to interact and engage with others in a social context.
Self-Expression: The ability of a child to convey their thoughts and feelings effectively.
Dependability: Teaching children to be reliable and cooperative with their peers.
Independence: Encouraging children to act autonomously while respecting others.
Satisfaction of Needs: Helping children learn to meet their basic needs and maintain personal hygiene.

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2.10 Terminal Questions

1. What are the aims of Social Science education?
2. Define instructional objectives in behavioral terms.
3. Differentiate between aims and objectives in education.
4. Give an example of a cognitive domain instructional objective.
5. What is the psychomotor domain, and how are instructional objectives formulated in this domain?

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

3.1 Introduction

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

.

3.2 Learning Objectives

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

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

3.3 Meaning and Definition of Curriculum

An old concept of curriculum was to consider it a merely syllabus or an

outline of courses of study.

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

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

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

A. Definitions of Curriculum

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

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

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

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

According to Froebel,“Curriculum should be conceived as an epitome of the

rounded whole of the knowledge and experience of the human race."

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

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

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

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

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

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

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

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

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

3.4 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 cannot acquire knowledge. It is an important aspect of human beings.
2) The mental aspects are trained and developed, thus mental faculties 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 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 teacher ship.
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 judgment.
8) The education is given always for future life so that he can earn his leaving.
9) It also prepares for scientific inventions and technical development.

10) It brings perfection in child. It helps in alround development.

3.5 Principles of Curriculum

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 and interests. Any attempt to impose on the student, subjects for which they have neither any liking nor interest, will be unproductive and ungainful. There are, of course, certain broad areas of knowledge skill, and appreciations with which all children must come into contact, and these must find a place in the curriculum.
3) The curriculum must be vitally and organically related to activities. In order to be effective and socially useful, t 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 it scope. It should be designed to train the students not only for work but also for leisure-social and aesthetic. Sportive activities should be introduced to realize this objective. It should also provides them with opportunities for the creative utilization 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 uncoordinated watertight subject. Different subjects should be interrelated and within each subject, the content should be envisaged and far as possible as "bread-fields" Units of teaching should be correlated better and functionally with the life and environment of pupils rather than with narrow bits of information.
6) At the high school stage, there is still another criterion which will have to be observed. At the end of this stage, may students leave schools to enter life. So our curriculum must make provision for vocational and technical courses of study. Courses of technical, industrial, and agricultural bias should be introduced. Along with this, a reasonable amount of general education should be given to make the students more informed and cultured. The opening of the multipurpose schools now envisages overcoming this limitation of the curriculum. It will provide for

certain core subject as well as certain optional subjects catering to the aptitudes and capacities of children.

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

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

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

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

3.6 Selection and Organization of Content in School Curriculum:

1. Selection of Content:

- In school education, selecting the content for the curriculum is a critical process that involves choosing what students will learn. This selection is influenced by various factors, including educational goals, national and state standards, and the needs of the students.
- The content selected should be aligned with educational objectives and should be relevant and age-appropriate for the students.

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

2. Organization of Content:

- Once content is selected, it needs to be organized in a logical and coherent manner. The organization should ensure that students build their knowledge progressively and understand the connections between different topics.
- Content can be organized thematically, chronologically, or based on complexity, depending on the subject and educational objectives.

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

understand the evolution of human societies.

3. Integration of Cross-Curricular Content:

- In many curricula, there is an emphasis on integrating content from different subjects. This approach can help students see the interconnectedness of knowledge and its real-world applications.
- For instance, a science curriculum might integrate math concepts when teaching physics to demonstrate how mathematics is used in scientific research.

A. Factors Affecting Change in Social Sciences Curriculum:

1. Educational Research and Best Practices:

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

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

2. Evolving Societal Issues:

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

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

3. Government Policies and Standards:

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

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

4. Feedback from Educators and Stakeholders:

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

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

5. Globalization and Cultural Awareness:

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

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

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

3.7 Self-Check Exercise

Long Questions:

- Discuss the relationship of social science with different subjects?
- Explain the principles of construction curriculum.
- Discuss the importance of curriculum construction in Social Sciences education. How does a well-structured curriculum benefit both students and teachers?
- Explain the principles of curriculum construction in Social Sciences and provide examples to illustrate each principle.
- Describe the process of content selection and organization in the Social Sciences curriculum. How does it ensure a comprehensive and effective educational experience?
- Explore the factors that can affect changes in the Social Sciences curriculum. How can these factors be managed to improve curriculum development?
- How can the principles of curriculum construction be adapted to cater to the diverse learning needs and preferences of students in the field of Social Sciences?

Multiple-Choice Questions (MCQs):

1. **What is the primary purpose of curriculum construction in Social Sciences education?**
   a) To create a rigid and unchanging educational plan
   b) To facilitate the learning process and provide a structured framework
   c) To eliminate the need for teachers in the classroom
   d) To focus solely on theoretical knowledge
2. **Which principle of curriculum construction emphasizes the relevance of content to the real world and students' lives?**
   a) Pragmatism
   b) Progressivism
   c)Perennialism
   d) Idealism
3. **Factors affecting changes in the Social Sciences curriculum can include:**
   a) Student preferences
   b) Teacher's mood
   c) Government policies
   d) Historical events

Fill in the Blanks:

1. Curriculum in Social Sciences refers to the _____ plan for teaching and learning in this field.
2. One of the principles of curriculum construction is to ensure that the curriculum aligns with the _____ of the learners.
3. _____and _____ are important factors affecting changes in the Social Sciences curriculum.

True/False Questions:

1. Curriculum construction in Social Sciences aims to provide a flexible framework that can adapt to changing educational needs.
2. The principle of relevance in curriculum construction means that the curriculum should be detached from real-life situations.

3. Government policies and societal trends have no impact on changes in the Social Sciences curriculum.
4. The principles of curriculum construction are universal and do not need to be adapted to the specific context of Social Sciences education.

3.8 Summary

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

3.9 Glossary

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

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

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

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

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

3.10 Answer to Self-Check Exercise

Multiple-Choice Questions (MCQs):

1. To facilitate the learning process and provide a structured framework
2. Pragmatism
3. Government policies

Fill in the Blanks:

1. structured
2. needs
3. Government policies, societal trends

True/False Questions:

1. True
2. False
3. False
4. False

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3.12 Terminal Questions

1. What is the meaning of curriculum in the context of Social Sciences education?
2. Why is curriculum construction important in Social Sciences education?
3. Name two principles of curriculum construction that are relevant to Social Sciences.
4. How is content selected and organized in the Social Sciences curriculum?
5. Give an example of a factor that can lead to changes in the Social Sciences curriculum.

UNIT – IV: SOCIAL SCIENCE LEARNING RESOURCES

Lesson structure

4.1 Introduction

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

4.2 Learning Objectives

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

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

4.3 Social Science Laboratory

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

effective, lively and interesting.

A. Importance of laboratory:

1. skills - manipulative, inquiry, investigative, organizational, communicative
2. concepts - for example, hypothesis, theoretical model, taxonomic category
3. cognitive abilities - critical thinking, problem solving, application, analysis, synthesis
4. understanding the nature of science - scientific enterprise, scientists and how they work, existence of a multiplicity of scientific methods, interrelationships between science and technology and among the various disciplines of science
5. attitudes - for example, curiosity, interest, risk taking, objectivity, precision, confidence, perseverance, satisfaction, responsibility, consensus, collaboration, and liking science (1973, p.1119).

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

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

4.4 Field Visit

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

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

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

views can help the instructor to better communicate the concepts of the course.

A. Importance of Field Trips

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

Explanations:

1. **Hands-On Learning:**
   Field trips offer hands-on learning experiences that allow students to engage with subjects in a tangible and interactive way. Whether visiting a historical site, a science museum, or a natural habitat, students can directly explore and apply what they have learned in class.
2. **Real-World Application:**
   Field trips help bridge the gap between theoretical knowledge and practical application. Students can see how the concepts they've learned in class are relevant to the real world, making learning more meaningful.
3. **Experiential Learning:**
   Experiential learning is a powerful method for retention and comprehension. Field trips engage multiple senses and encourage active participation, which can lead to deeper understanding and better memory retention of the subject matter.
4. **Enhanced Cultural and Historical Understanding:**
   Field trips to museums, historical landmarks, and cultural institutions expose students to different cultures, histories, and perspectives. This exposure can foster cultural awareness, tolerance, and a broader worldview.
5. **Interdisciplinary Learning:**
   Field trips often incorporate multiple subjects. For instance, a visit to an art museum can involve elements of history, art, and even science (e.g., pigments and conservation). This interdisciplinary approach demonstrates the interconnectedness of knowledge.
6. **Motivation and Engagement:**
   Field trips are inherently motivating for students. The anticipation of going on a field trip can boost enthusiasm for learning. Students are often more engaged and eager to participate in discussions and activities related to the trip.
7. **Social Interaction:**
   Field trips provide opportunities for students to interact with their peers, teachers, and guides in different social settings. This can improve social skills, teamwork, and communication.
8. **Critical Thinking and Problem Solving:**
   Encountering new environments and situations during field trips can stimulate critical thinking and problem-solving skills. Students may need to adapt, make decisions, and analyze information in real-time.
9. **Inspiration:**
   Field trips can inspire students to pursue further studies or careers related to the topics they've explored. They may discover new interests and passions that can shape their academic and professional futures.

10. **Reinforcement of Classroom Learning:**
    Field trips can reinforce classroom learning by offering practical examples and reinforcing key concepts. This reinforcement can lead to better comprehension and retention of subject matter.
11. **Cultural Appreciation:**
    Visiting cultural sites, such as historical landmarks, art galleries, or cultural festivals, can promote an appreciation for the arts and heritage. It allows students to connect with the cultural and artistic aspects of society.
12. **Exploration of Nature and the Environment:**

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

4.5 Monuments

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

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

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

A. Importance of Field Monuments

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

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

2 **Cultural Identity:**

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

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

3 **Educational Resources:**

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

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

4 **Architectural and Artistic Significance:**

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

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

5 **Tourism and Economic Impact:**

Monuments often attract tourists, contributing to the local economy. They create jobs, support businesses, and encourage cultural exchange.

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

6 **Memorials and Reflection:**

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

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

7 **Promotion of Civic Pride and Unity:**

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

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

8 **Conservation of Heritage:**

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

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

9 **Inspiration and Contemplation:**

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

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

10 Symbolic Representation:

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

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

4.6 National Geographical Parks

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

While this type of national park had been proposed previously, the United States established the first "public park or pleasuring-ground for the benefit and enjoyment of the people", Yellowstone National Park, in 1872. Although Yellowstone was not officially termed a "national park" in its establishing law, it was always termed such in practice[3] and is widely held to be the first and oldest national park in the world. However, established by the Mongolian government in 1778, the area surrounding Bogd Khan Uul Mountain located south of the country's capital, Ulaanbaatar, is probably the oldest national park, predating Yellowstone by nearly a century. The first area to use "national park" in its creation legislation was the US's Mackinac Island, in 1875. Australia's Royal National Park, established in 1879, was the world's third official national park. In 1895 ownership of Mackinac Island was transferred to the State of Michigan as a state park and national park status was consequently lost. As a result, Australia's Royal National Park is by some considerations the second oldest national park now in existence.

A. Importance of National Geographical Parks

1 Environmental Education and Awareness:

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

2 Preservation of Biodiversity:

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

3 Outdoor Recreation and Physical Activity:

Explanations: National parks provide opportunities for outdoor activities such as

hiking, camping, birdwatching, and wildlife observation. These activities promote physical fitness and well-being, offering an alternative to sedentary lifestyles. Students can explore these recreational opportunities, which contribute to their physical health.

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

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

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

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

8 **Tourism and Economic Impact:**
Explanations: National parks contribute to the economy by attracting tourists and generating revenue for local communities. These funds can support education and infrastructure development. Students can gain insights into the economic aspects of park management and the importance of balancing conservation and tourism.

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

4.7 Excavation Sites

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

Numerous specialized techniques each with its particular features are used.

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

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

A. Importance of Excavation Sites

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

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

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

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

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

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

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

8 Inspiration for Future Research:
Excavation sites often lead to new research questions and hypotheses. The discoveries made at these sites can inspire further scientific inquiry and

investigations into related fields.

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

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

4.7 Self-Check Exercise

Long Questions

1. Discuss the role of different types of learning resources in social science?
2. Visit any historical place with your group and prepare a report in detail of learning benefits?
3. Explain the role of a social sciences laboratory in enhancing students' understanding of social sciences.
4. Discuss the benefits of hands-on learning in a social sciences laboratory setting.
5. Discuss the educational benefits of organizing field visits for students and provide examples.
6. Explain how visits to monuments and historical sites contribute to a deeper understanding of history and culture.
7. How do national geographical parks support environmental education and biodiversity awareness?

MCQ (Multiple Choice Questions):

1. **What is the primary purpose of a social sciences laboratory?**
   a) To conduct chemical experiments
   b) To study social interactions and behaviors
   c) To perform geological research
   d) To cultivate plants
2. **Which subject can benefit the most from a social sciences laboratory?**
   a) Physics
   b) History
   c) Mathematics
   d) Geography
3. **In a social sciences laboratory, students can:**
   a) Conduct chemistry experiments
   b) Study human behavior and society
   c) Explore biological specimens
   d) Analyze rock formations
4. **Why are field visits important for students?**
   a) They provide a break from regular classes
   b) They offer opportunities for real-world learning and exploration
   c) They involve indoor activities only
   d) They focus on theoretical knowledge

5. **Visits to monuments and historical sites can:**
   a) Foster cultural awareness and understanding
   b) Teach advanced mathematics
   c) Enhance computer programming skills
   d) Improve physical fitness
6. **National geographical parks play a vital role in:**
   a) Promoting technology and robotics
   b) Encouraging artistic creativity
   c) Environmental education and biodiversity awareness
   d) Political science research

Fill in the Blanks:

1. A social sciences laboratory provides students with the opportunity to engage in _____ experiments and research.
2. In a social sciences laboratory, students can explore topics related to psychology, sociology, anthropology, and _____.
3. Hands-on learning in a social sciences laboratory enhances students' understanding of complex social _____.
4. Field visits allow students to connect classroom knowledge with _____ experiences.
5. Visits to monuments and historical sites enhance students' _____ and appreciation of different cultures.
6. National geographical parks serve as natural classrooms for _____ and wildlife observation.

True and False:

1. A social sciences laboratory is primarily used for conducting physical experiments.
2. Social sciences laboratories are beneficial for hands-on learning and research in psychology and sociology.
3. The primary purpose of a social sciences laboratory is to study plant and animal life.
4. Field visits provide students with real-world learning experiences.
5. Visits to monuments can only teach historical facts.
6. National geographical parks are not related to environmental education.

4.8 Summary

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

4.9 Glossary

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

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

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

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

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

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

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

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

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

4.10 Answers to Self-Check Exercise

MCQ (Multiple Choice Questions):

1. To study social interactions and behaviors
2. History
3. Study human behavior and society
4. They offer opportunities for real-world learning and exploration
5. Foster cultural awareness and understanding
6. Environmental education and biodiversity

Fill in the Blanks:

1. Empirical
2. Society
3. Phenomena
4. Real-world
5. Understanding
6. Environmental Education

True and False:

1. True
2. True
3. False
4. True
5. True
6. False

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4.12 Terminal Questions

1. What is the purpose of a social sciences laboratory?
2. Name one key benefit of having a social sciences laboratory.
3. What types of experiments can be conducted in a social sciences lab?
4. What is the significance of organizing field visits for students?
5. How can visits to monuments promote cultural awareness?
6. Why are national geographical parks important for environmental education?

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

Lesson Structure

5.1 Introduction

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

5.2 Learning Objectives

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

enhance student engagement and understanding.

5.3 Methods: Meaning and Types

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

These methods can be classified in the following way:

A) Teacher centered instruction and learner centered instruction;

B) Individualized instruction and group based instruction.

Teacher centered instructions

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

A. Teacher Centered Methods of Teaching Social Science

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

1. Lecture Method:

In the lecture method, the teacher delivers information, explanations, and insights to

students through spoken words, often supported by visual aids like slides or blackboards.
In a history class, the teacher may give a detailed lecture about the causes and consequences of a historical event, such as the American Civil War. The students listen and take notes to grasp the context and key facts.

2. Expository Method:

This method involves explaining and elaborating on specific concepts, theories, or principles. The teacher presents the subject matter in a clear and organized manner.
Example:In a political science class, the teacher might use the expository method to explain the principles of democracy, outlining its key elements like free and fair elections, separation of powers, and individual rights.

3. Demonstration Method:

Teachers use the demonstration method to illustrate processes, experiments, or practical applications. It is particularly useful in subjects like geography, science, and economics.
Example:In a geography class, the teacher may demonstrate how to use topographic maps, showing students how to read contour lines and interpret elevation changes.

4. Question-and-Answer Method:

In this method, the teacher asks questions and students provide answers. It can be used to test knowledge, stimulate critical thinking, and engage students in discussions.
Example:In an economics class, the teacher might ask questions like, "What factors influence supply and demand in the market?" Students respond with explanations based on their understanding of economic principles.

5. Textbook Method:

The textbook method involves following a prescribed textbook and structuring lessons around it. The teacher guides students through the book's content.
Example:In a sociology class, the teacher may use a designated textbook to cover topics such as social institutions or cultural anthropology. Lessons are structured according to the chapters and content in the book.

6. Drill and Practice Method:

This method involves repetitive exercises and practice to reinforce learning and skills, such as grammar, vocabulary, or mathematical operations.
Example:In a geography class, students may engage in drill and practice exercises to memorize country capitals, map locations, or geographical features.

7. Chalk and Talk Method:

In this method, the teacher uses a chalkboard or whiteboard to write and explain concepts or solve problems.
Example:In a psychology class, the teacher might use the chalk and talk method to draw diagrams explaining various psychological theories or models.

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

B. Learner Centered Instruction

- Starting in the 19th century, new perspectives on learning emerged, driven by influential thinkers such as John Dewey, Maria Montessori, Piaget, Carl Rogers, David Kolb, Vygotsky, and Bruner.
- These thinkers challenged traditional views of learning, emphasizing the learner's active role in constructing knowledge.
- An epistemological shift occurred, moving away from viewing knowledge as a static product for transmission and memorization towards understanding it as a dynamic entity rooted in experience and processes.
- This shift gave rise to demands for learner-centered methods that make learning meaningful to students by encouraging them to construct knowledge actively.
- Meaningful learning is characterized by attributes such as being active, constructive, reflective, intentional, complex, contextual, collaborative, and conversational.
- For example, in Situation 'A,' a teacher imparts information about plant growth, and students memorize it, which results in passive learning.
- In contrast, in Situation 'B,' groups of students engage in hands-on activities like planting and nurturing plants, researching, and presenting their findings, with the teacher facilitating the process.
- Situation 'B' aligns with the principles of meaningful and contextualized learning, as emphasized by the National Curriculum Framework (NCF, 2005).
- Learner-centered instruction fosters active knowledge construction based on prior knowledge and is rooted in the principles of constructivism.
- Social constructivism extends this idea, considering learning not just as knowledge construction but also as a social activity that occurs through collaboration and negotiation.

I. Learner Centered Methods of Teaching Social Science

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

1. Inquiry-Based Learning:

- Meaning: Inquiry-based learning encourages students to ask questions, investigate topics, and develop their own understanding through research and exploration.

Example:In a history class, students could choose a historical event or figure they find intriguing and research it independently. They might present their findings to the class, fostering critical thinking and research skills.

2. Problem-Based Learning:

- Meaning: Problem-based learning presents students with real-world problems or scenarios related to social science topics. They work collaboratively to solve these problems, applying their knowledge to practical situations.

Example:In a geography class, students might be given a scenario involving the management of water resources in a region facing drought. They work in groups to propose solutions, considering environmental, economic, and social factors.

3. Case-Based Learning:

- Meaning: Case-based learning involves the analysis of real or hypothetical cases to understand complex social issues, historical events, or ethical dilemmas.

Example:In an ethics class, students might examine a case study involving a moral dilemma faced by a business. They would discuss and debate the ethical considerations and consequences of different courses of action.

4. Cooperative Learning:

- Meaning: Cooperative learning promotes collaborative work among students in small groups. They work together to solve problems, complete projects, and share their knowledge.

Example:In a sociology class, students could be divided into small groups to study and report on different aspects of a social issue, such as poverty. They share their findings with the class, gaining multiple perspectives on the issue.

5. Project-Based Learning:

- Meaning: Project-based learning engages students in hands-on projects where they research, design, and present their findings or solutions related to social science topics.

Example:In an economics class, students may undertake a project to analyze the economic impact of a proposed government policy. They collect data, create models, and present their findings, providing a practical application of economic principles.

6. Student-Centered Discussions:

- Meaning: Student-centered discussions give students the opportunity to lead discussions on social science topics. They formulate questions, facilitate discussions, and explore different viewpoints.

Example:In a political science class, students can take turns choosing and leading discussions on contemporary political issues. They research the topic, prepare discussion questions, and moderate the class discussion.

7. Self-Directed Learning:

- Meaning: Self-directed learning empowers students to take control of their own learning by setting goals, managing their time, and pursuing their interests within the social science curriculum.

Example:In a cultural anthropology class, students may choose a specific culture to study in-depth, conduct independent research, and present their findings to the class.

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

A. Why shift to learner centered education?

- Learner-centered education redefines the learning process with strong theoretical foundations.
- Behaviorists like Skinner viewed learning as an external behavior change caused by external forces.
- Cognitivists like Piaget emphasized cognition and information processing, shifting the focus to higher-order cognitive skills.

- This perspective stressed the importance of making meaning in the learning process.
- Educators like Bruner and Montessori proposed that knowledge is constructed by learners through insights gained from activities.
- Learning by doing became a key concept, involving both mental and physical activities.
- Social constructivists, such as Vygotsky and Bandura, highlighted the social nature of learning and the importance of shared meaning.
- Seymour Papert introduced constructionism, advocating that learners should create instructional materials and artifacts, not just interpret information.
- Lave argued that learning is deeply connected to activity, context, and culture, emphasizing the idea of situated learning.
- This contrasts with traditional classroom lectures that often lack real-world context, such as learning agricultural practices in the field or studying water pollution by visiting a polluted river.

5.4 Lecture Method

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

A. Merits of The Method:

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

B. Demerits of the Method:

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

I. Source Method:

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

There are three types of sources in this method.

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

II. Steps Followed To Use Source Method:

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

C. Advantages of Sources Method:

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

5.5 Text Book Method

The term "textbook method" in social science generally refers to the approach of teaching and learning that involves the use of textbooks as a primary resource. This method is common in educational settings, particularly at the secondary and higher education levels. Here are some key aspects of the textbook method in social science:

1. Structured Content: Textbooks are designed to provide a structured and organized presentation of information. In social science, textbooks often cover a range of topics such as history, sociology, psychology, economics, and political science. The content is usually organized in chapters or units, making it easy for both teachers and students to follow a systematic learning path.

2. Authority and Credibility: Textbooks are typically authored by experts in the field, adding a level of authority and credibility to the information presented. This helps ensure that students receive accurate and reliable information, making textbooks a foundational resource in social science education.

3. Comprehensive Coverage: Textbooks aim to cover a broad spectrum of topics within a specific subject area. This comprehensive coverage allows students to gain a well-rounded understanding of the subject matter. It is particularly useful in introductory courses where students may not have a deep background in the field.

4. Supplementary Materials: Many textbooks come with supplementary materials such as study guides, practice questions, and additional online resources. These materials can aid both teachers and students in reinforcing and assessing their understanding of the content.

5. Consistency Across Classrooms: The use of textbooks can contribute to consistency in education across different classrooms and institutions. Teachers often follow a similar curriculum when using the same textbook, promoting a standardized approach to learning.

6. Reference and Review: Textbooks serve as valuable reference materials for students to review key concepts, theories, and facts. They can be especially useful for exam preparation and assignments.

7. Limitations: While textbooks offer many advantages, they also have limitations. They may become outdated as new research emerges, and their content may not always reflect diverse perspectives. Teachers often need to supplement textbook materials with additional resources to provide a more comprehensive and up-to-date understanding of the subject.

It's worth noting that educational methods evolve, and many educators today use a combination of traditional textbook methods and more interactive, experiential, or technology-enhanced approaches to engage students and enhance learning in social science and other disciplines.

5.6 Discussion

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

Forms of Discussion:

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

1. Formal Presentation:

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

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

2. Debate:

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

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

3. Classroom Discussion:

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

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

4. Informal Group Discussion:

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

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

5. Panel Discussion:

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

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

6. Symposium:

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

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

A. The Process Of Discussion:

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

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

I. Steps of Discussion

A. Preparation:

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

B. Conducting Discussion:

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

II. Merits Of Discussion Method:

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

III. Demerits Of Discussion Method

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

5.7 Project Work

Project method is a direct outcome of pragmatism, especially of John Dewey's educational philosophy. Pragmatism believes in reality. It is scientific and empirical. It is based on the principle of learning by doing. Being influenced by John Dewey,

Kilpatrick tried to give project method in 1918. This method is democratic in nature and it emphasizes social skills and team work.

A. What Is A Project Method?

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

B. Advantages of Project Method:

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

C. Disadvantages of Project Method:

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

5.8 Problem Solving

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

Problem-solving is a process—an ongoing activity in which we take what we know to discover what we don't know. It involves overcoming obstacles by generating hypotheses, testing those predictions, and arriving at satisfactory solutions.

A. Problem-Solving Involves Three Basic Functions:

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

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

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

- Describe related known problems.

I. What is problem-solving?

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

Five basic steps of the scientific method

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

B. Advantages

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

5.9 Self-Check Exercise

Questions:

1. Compare and contrast the Lecture method and the Discussion approach in the context of teaching social sciences.
2. Discuss the advantages and disadvantages of using Text Book Method as a teaching approach in social sciences.
3. Explain the steps involved in conducting Project Work as a teaching technique in social science education.
4. How does the Problem Solving Method foster critical thinking skills in students in the context of social sciences? Provide examples.
5. Describe a lesson plan that incorporates multiple methods/approaches (e.g., Lecture, Discussion, Project Work) for teaching a specific social science topic.

Multiple-Choice Questions (MCQs):

1. Which teaching method primarily involves one-way communication from the teacher to the students?
    - **a)** Lecture method
    - **b)** Discussion approach
    - **c)** Text Book Method
    - **d)** Project Work
2. The _____ approach encourages active student participation, debates, and sharing of ideas.
    - **a)** Lecture
    - **b)** Problem Solving
    - **c)** Text Book
    - **d)** Discussion
3. Project Work in social science education typically involves:
    - **a)** Teacher-centered activities
    - **b)** Passive learning
    - **c)** Group or individual research and presentation
    - **d)** Memorization of facts
4. What is the primary focus of the Problem Solving Method in teaching social sciences?
    - **a)** Rote memorization
    - **b)** Encouraging creativity and critical thinking
    - **c)** Lecture-based instruction
    - **d)** Following a rigid curriculum
5. The Text Book Method relies heavily on:
    - **a)** Active student engagement
    - **b)** Independent research
    - **c)** Pre-designed textbooks as the primary resource
    - **d)** Experiential learning

Fill in the Blanks:

1. The _____ method involves a teacher delivering information through spoken words.
2. Discussion is an approach that encourages students to engage in _____ and share their perspectives.
3. Project Work often requires students to conduct _____ research and present their findings.
4. The Problem Solving Method focuses on promoting _____ and analytical skills in students.
5. In the Text Book Method, the textbook is the _____ resource for teaching and learning.

True/False Questions:

1. The Lecture method is highly interactive and encourages students to actively participate in the learning process.

2. Project Work is a teaching approach that fosters independent research and presentation skills.
3. The Text Book Method exclusively relies on textbooks for teaching social sciences.
4. The Problem Solving Method emphasizes rote memorization of facts and figures.
5. Discussion as a teaching approach promotes critical thinking and communication skills among students.

5.10 Summary

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

5.11 Glossary

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

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

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

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

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

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

5.12 Answers Self-Check Exercise

Multiple-Choice Questions (MCQs):

1. a) Lecture method
2. d) Discussion
3. c) Group or individual research and presentation
4. b) Encouraging creativity and critical thinking

5. c) Pre-designed textbooks as the primary resource

Fill in the Blanks:

1. Lecture
2. Discussions
3. Research
4. critical thinking
5. primary resource

True/False Questions:

1. False
2. True
3. False
4. False
5. True

5.13 References/Suggested Readings

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5.14 Terminal Questions

1. What is the Lecture method in teaching social sciences?
2. How does the Text Book Method contribute to teaching social sciences?
3. Explain the significance of the Discussion approach in social science education.
4. What are the key characteristics of Project Work in teaching social sciences?
5. How can the Problem Solving Method be applied effectively in social scienc

UNIT – VI: STRATEGIES AND TECHNIQUES OF TEACHING SOCIAL SCIENCES

Lesson Structure

6.1 Introduction

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

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

6.2 Learning Objectives

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

6.3 Need For Teaching – Learning Strategies

There is a need for using a variety of methods and techniques in social sciences. Based on research evidence Woolever and Scott (1988) say that social studies teachers, left to themselves, use only a limited number of teaching strategies which students find "boring". The boredom could be relieved if teachers use a variety of teaching techniques not just large group lectures and discussions.

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

i. Characteristics of a good teaching method

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

ii. Factors which determine the selection of a teaching method

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

6.4 Methods and Techniques of Teaching Social Sciences

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

A. Lecture

The lecture is one of the most common teacher-centred teaching methods used by teachers of social sciences at the secondary level. It is an example of "expository" teaching, in which the input is directly provided by the teacher who communicates the

new information or process. Apart from its major function of giving information, it plays certain unique functions which cannot be performed by other inanimate sources. Firstly, the teacher may use it to motivate the students. It is through listening to lectures that students are attracted to different areas of studies in social sciences. Secondly, the teacher may use it to integrate various sources of information. The lecture follows some specific steps through which it is carried out. These are planning and delivery. The delivery of a lecture is again divided into three phases: introduction, development /presentation and consolidation.

I. Planning of a Lecture

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

II. Delivery of a Lecture

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

i) Introduction of a lecture: Sometimes, the introductory phase is also called the warm-up phase. The main task of the teacher here is to establish rapport with the students, create interest and motivation among them and gradually lead the learners to the next phase. At this stage the teacher relates the new topic to the one already taught and to the previous experience. The main function here is to arouse interest and motivate the students. The teacher also uses the blackboard or any other visual medium to highlight the theme.

ii) Development/Presentation phase: This is the most important phase of a lecture. The transaction of ideas and information between the teacher and the learner takes place at this phase. This is also called the presentation phase. The teacher explains the concepts and principles, provides facts, furnishes data, quotes figures, etc., to the learners. In order to explain the content matter, the teacher cites examples, uses communication aids, gives analogies and illustrations, etc. Where required, the teacher also adopts different non-verbal communication techniques such as gestures, postures, etc., to facilitate teaching.

iii) Consolidation phase: This is the concluding phase of a lecture. Here the teacher recapitulates whatever he/she has explained; then summarizes the main teaching points of the lecture either verbally or by writing them on the blackboard or by using Power Points slides. The teacher also asks a few questions on the content matter covered in order to evaluate students' understanding of the lecture. Thus, the teacher gets to know the learning difficulties of students and accordingly modifies his/her teaching. The teacher also gives some assignments to the students which they are expected to complete and bring back for the teacher remarks. The teacher also informs the students what the next lecture would deal with.

III. Advantages of Lecture Method

- The lecture method has certain merits for which it can be used in teaching social sciences. Some of these are mentioned below:
- Lecturing can be used to impart knowledge pertaining to all branches of social sciences.
- Lecturing is a method that can easily adapt itself to suit a wide range of personality characteristics.
- This method is adaptable to a variable teacher-student ratio.
- The lecture method is a very economical and can be made very effective with proper planning and execution.

6.5 Brainstorming

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

A. Explanation:

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

B. Role in Social Sciences:

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

I. Organization:

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

II. Instructional potential:

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

III. Advantages:

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

IV. Disadvantages:

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

6.6 Dramatization

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

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

I. Selection of play

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

II. Explanation:

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

III. Role in Social Sciences:

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

IV. Advantages

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

V. Disadvantages

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

6.7 Role Play

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

A. Role in Social Sciences:

- Role play helps students gain a deeper understanding of social interactions, historical events, and complex issues by putting themselves in the shoes of those involved. For example, students might reenact a historical debate or simulate a United Nations assembly to understand international diplomacy.
- Role playing can be defined as an attempt to make a situation clear or to solve a problem by uncharged dramatization
- Role playing is the dramatization of an event or a situation or a process
- Role playing is dealing with problem through actions
- A role is a patterned sequence of feeling words and actions

B. Purpose of role playing

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

C. Conducting role playing

I. Preparing

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

II. Playing of the roles

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

III. Following up the enactment

- Discussion
- Re-enactment

D. Advantages

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

E. Disadvantages

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

6.8 Self-Study

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

A. Role in Social Sciences:

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

B. Advantages:

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

C. Disadvantages:

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

6.9 Socialized Recitation

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

A. Role in Social Sciences:

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

understanding of complex social phenomena and theories.

B. Advantages:

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

C. Disadvantages:

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

6.10 Self-Check Exercise

Questions:

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

Multiple-Choice Questions (MCQs):

1 Which teaching technique promotes independent learning and research skills?
   a. Role-play
   b. Brainstorming
   c. Self-study
   d. Dramatization

2 Brainstorming is primarily used for:
   a. Individual reflection
   b. Group idea generation
   c. Role-playing
   d. Self-assessment

3 What is the key benefit of using dramatization in social sciences teaching?
   a. Encourages memorization
   b. Enhances critical thinking
   c. Reduces student participation
   d. Minimizes creativity

4 Socialized recitation involves:
   a. Passive listening to the teacher
   b. Collaborative discussion among students

c. Individual reading assignments
d. Silent self-reflection

5 Which teaching strategy is most effective for promoting empathy and understanding in social sciences education?
a. Role-play
b. Self-study
c. Brainstorming
d. Dramatization

Fill in the Blanks:

1. In self-study, students are encouraged to _____ and explore topics on their own.
2. Role-play allows students to _____ various historical or social roles.
3. Brainstorming is a creative technique that encourages students to generate _____ ideas.
4. Dramatization involves students acting out scenarios to gain a deeper understanding of _____ concepts.
5. Socialized recitation promotes peer interaction and _____ in the classroom.

True/False Questions:

1. Self-study is a teacher-centered approach in social sciences education.
2. Role-play can be used to make historical events come to life for students.
3. Brainstorming is a structured and formal technique for idea generation.
4. Dramatization is only effective for teaching literature, not social sciences.
5. Socialized recitation encourages students to learn from each other through discussion and interaction.

6.10 Summary

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

6.11 Glossary

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

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

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

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

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

6.12 Answers Self-Check Exercise

Multiple-Choice Questions (MCQs):

1. c) Self-study
2. b) Group idea generation
3. b) Enhances critical thinking
4. b) Collaborative discussion among students
5. a) Role-play

Fill in the Blanks:

1. research
2. assume
3. generate
4. social science
5. discussion

True/False Questions:

1. False
2. True
3. False
4. False
5. True

6.13 References/Suggested Readings

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

6.14 Terminal Questions

1. What is the main objective of using self-study as a teaching technique in social sciences?
2. How can role-play be incorporated into the teaching of social sciences, and what are its benefits?
3. Define brainstorming in the context of teaching social sciences and provide an example of its application.
4. How does dramatization enhance the understanding of social science concepts among students?
5. Explain the concept of socialized recitation and its significance in the social sciences classroom.

UNIT – VII: UNIT AND LESSON PLANNING IN SOCIAL SCIENCE

Lesson Structure

7.1 Introduction

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

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

7.2 Learning Objectives

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

1. Explain the meaning and importance of lesson planning
2. Explain the main elements of lesson planning
3. Discuss the main approaches of lesson planning

7.3 Meaning And Importance of Unit Planning

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

(ii) **View of Bossing:** “A lesson plan is an organized statement of general and specific goals together with the specific means by which these goals are to be

attained by learner under the guidance of the teacher on a given day."

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

(iv) **View of Carter V. Good:** A lesson plan is " a teaching outline of the important points of lesson arranged in order in which they are to be presented. It may include objectives, points to be made, questions to be asked, references to materials, assignments etc."

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

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

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

A. Importance of Lesson Planning

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

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

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

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

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

7.4 Basic Elements and Its Preparation

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

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

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

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

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

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

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

7.5 Different Approaches of Lesson Planning

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

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

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

I. Key principles and concepts of the Herbartian Approach include:

1. Apperception: Herbart believed that learning should be based on the student's existing knowledge and experiences. He introduced the concept of "apperception," which refers to the process of integrating new information into one's existing mental structures or knowledge.

2. The Five Steps of Instruction:

Herbart's approach outlined a five-step process for teaching and learning:

a. **Preparation:** The teacher prepares the student for the new lesson by connecting it to the student's prior knowledge and experiences.
b. **Presentation:** The teacher introduces the new material, typically through clear and organized presentations.
c. **Association:** This step involves making connections between the new information and what the student already knows, facilitating a deeper understanding.
d. **Generalization:** The student generalizes the information by forming broader concepts or principles.
e. **Application:** Students apply the newly acquired knowledge in practical

situations to reinforce learning.

3. **Interest and Moral Education:** Herbart believed that the teacher should cultivate students' interests and moral development, fostering their emotional and ethical growth alongside intellectual development.
4. **Instructional Methods:** The Herbartian Approach emphasized the importance of well-organized and systematic instruction. Teachers were encouraged to plan lessons carefully and follow a structured sequence of steps. This method aimed to create a more logical and systematic approach to teaching.
5. **Individualization:** Herbart recognized the need to adapt instruction to the individual needs and abilities of each student. He emphasized the importance of understanding each student's background and tailoring instruction accordingly.

The Herbartian Approach to education, like any educational philosophy and methodology, has its advantages and disadvantages. These can vary depending on the context and the specific goals of education. Here are some of the key advantages and disadvantages of the Herbartian Approach:

II. Advantages:

1. Systematic and Structured Learning: The Herbartian Approach emphasizes a well-structured and systematic method of teaching, which can help ensure that students receive a comprehensive and organized education.

2. Emphasis on Prior Knowledge: By focusing on apperception and connecting new information to students' existing knowledge, this approach takes into account the importance of building on what students already know. This can lead to more effective learning and retention.

3. Moral and Character Education: The Herbartian Approach recognizes the importance of moral and character education, which is seen as an essential part of a well-rounded education. It aims to develop students not only intellectually but also ethically.

4. Individualization: Herbartian pedagogy acknowledges the need to tailor instruction to individual students, recognizing that each student has unique needs and abilities. This can help address differences in learning styles and abilities.

5. Clear Lesson Planning: Teachers are encouraged to plan their lessons carefully, which can result in more effective and efficient teaching, as well as better student engagement.

III. Disadvantages:

1. Rigidity: The Herbartian Approach's structured nature can be seen as rigid and inflexible, which may not be suitable for all students and subjects. Some argue that it may stifle creativity and critical thinking.

2. Lack of Contemporary Relevance: Some critics argue that the Herbartian Approach is less relevant in today's fast-paced, technology-driven world, where students need to develop skills that go beyond rote learning and recall.

3. Overemphasis on Moral Education: While moral education is essential, an overemphasis on this aspect can lead to a one-size-fits-all approach to character development, which may not align with diverse cultural and ethical perspectives.

4. Limited Use of Technology: The Herbartian Approach was developed in a time

when technology was not as integral to education as it is today. It may not adequately address the need for technology-based learning and digital literacy.

5. Teacher-Centered: The approach places a significant burden on the teacher to organize and structure the learning process. This can limit student autonomy and self-directed learning.

6. Lack of Emphasis on Social and Emotional Learning: While the Herbartian Approach recognizes moral education, it may not place enough emphasis on social and emotional learning, which is considered important in modern education to address students' well-being and emotional intelligence.

B. Morrison Approach

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

I. Key elements and principles of the Morrison Approach include:

1. **Analysis:** The first step in the Morrison Approach is to conduct a thorough needs analysis. This involves identifying the learning objectives, the characteristics and needs of the learners, and any contextual factors that might impact the instruction. This phase is crucial for understanding what needs to be taught and to whom.
2. **Design:** In this phase, instructional designers create a detailed plan for the instruction. This includes specifying learning objectives, content, instructional strategies, and assessment methods. The design phase is where the structure and organization of the instruction are determined.
3. **Development:** During the development phase, the actual instructional materials and resources are created. This can involve creating lesson plans, curriculum materials, multimedia content, and any other necessary resources. The goal is to produce instructional materials that align with the design phase.
4. **Implementation:** In this phase, the instruction is delivered to the learners. Teachers or facilitators follow the instructional plan created during the design phase, and students actively engage with the materials and activities.
5. **Evaluation:** Continuous evaluation is a fundamental component of the Morrison Approach. This involves assessing the effectiveness of the instruction and making any necessary adjustments. Evaluation can occur at multiple stages, including formative evaluation (during development and implementation) and summative evaluation (at the end of the instruction).
6. **Assessment:** The Morrison Approach emphasizes the importance of assessment in measuring learner progress and achievement. Assessments are aligned with the learning objectives and can take various forms, including quizzes, tests, projects, and performance assessments.

7. **Reflection and Revision:** Instructional designers and educators are encouraged to reflect on their teaching and continually revise and improve instruction based on feedback and evaluation data.

The Morrison Approach is rooted in the principles of instructional design and is commonly used in various educational settings, from K-12 schools to higher education, corporate training, and e-learning. It provides a systematic and structured framework to create effective instruction that is learner-centered and based on sound pedagogical principles.

II. Advantages:

1. **Systematic and Structured Design:** The Morrison Approach provides a well-structured and systematic framework for designing instruction, ensuring that all essential components of the learning experience are considered.
2. **Learner-Centered:** The approach emphasizes the importance of analyzing the needs and characteristics of the learners, which results in instruction that is more tailored to the target audience.
3. **Effective Learning Outcomes:** By specifying clear learning objectives and aligning assessments with those objectives, the Morrison Approach can lead to more effective and measurable learning outcomes.
4. **Continuous Improvement:** The ongoing evaluation and reflection phases allow for continuous improvement of instruction, making it adaptable to changing needs and circumstances.
5. **Applicable to Various Settings:** This approach is applicable in a wide range of educational and training settings, from traditional classrooms to online and corporate training environments.

III. Disadvantages:

1. **Time-Consuming:** The Morrison Approach can be time-consuming, particularly in the design and development phases, which may not be practical in situations with tight deadlines or limited resources.
2. **Resource-Intensive:** Developing high-quality instructional materials, especially multimedia resources, can be resource-intensive in terms of both time and budget.
3. **Complexity:** The detailed planning and analysis required can be complex, which may make it challenging for educators and instructional designers to implement, especially if they lack experience in the approach.
4. **Potential for Rigidity:** The systematic nature of the approach may lead to rigid instructional design, which can limit flexibility and adaptability in response to learners' changing needs.
5. **Focus on Assessment:** While assessment is critical, an overemphasis on assessment may lead to "teaching to the test" and neglect the broader educational experience.

C. Blooms Taxonomy

The Taxonomy of Educational Objectives, known as Bloom's Taxonomy (Bloom, Engelhart, Furst, & Krathwohl, 1956) is one of the most recognized learning theories in

the field of education. Educators often use Bloom's Taxonomy to create learning outcomes that target not only subject matter but also the depth of learning they want students to achieve, and to then create assessments that accurately report on students' progress towards these outcomes (Anderson & Krathwohl, 2001).

I. An introduction to Bloom's Taxonomy

Bloom's Taxonomy comprises three learning domains: the cognitive, affective, and psychomotor, and assigns to each of these domains a hierarchy that corresponds to different levels of learning.

It's important to note that the different levels of thinking defined within each domain of the Taxonomy are hierarchical. In other words, each level subsumes the levels that come before it. So, if we look at the cognitive domain for example (which is represented in Figure 1), we can infer that before a student can conduct an analysis, they first might need to know the methods of analysis, understand the different elements to review, and consider which method to apply. It is only then that they will be ready to conduct the analysis itself.

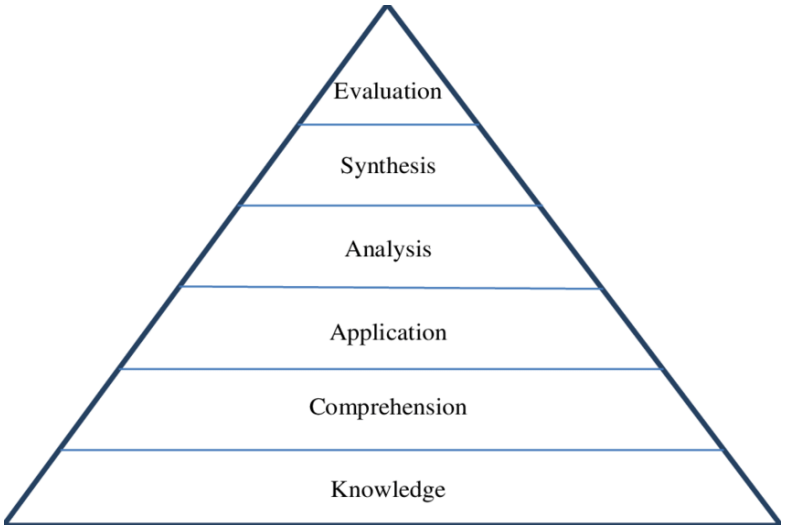

Figure 1: The hierarchy of the cognitive domain of Bloom's Taxonomy (1956).

II. Bloom's Taxonomy revised

In 2001, David Krathwohl (one of Bloom's original collaborators) and co-editor Lorin Anderson published a revision to the 1956 hierarchy with contributions from cognitive psychologists, curriculum theorists, instructional researchers, and testing and assessment specialists. This new revised version introduced a key change to the cognitive domain of Bloom's Taxonomy: it shifted the language used from nouns to verbs (see Figure 2) and thereby focused the attention away from acquisition and toward active performance of the types of learning involved in each stage of the hierarchy. "Synthesis" was also dropped and "create" was moved to the highest level of the domain. remember, understand, apply, analyze, evaluate, create

Figure 2. Anderson and Krathwol's (2001) revision to Bloom's cognitive hierarchy.

III. Bloom's Taxonomy in Practice

To provide a deeper look at how Bloom's Taxonomy works in practice, we break down each domain — the cognitive, affective, and pyschomotor — in the following sections of this Teaching Tip. Here, we present examples of learning outcomes and assessments mapped to each level of the domain hierarchies.

Cognitive Domain:

The cognitive domain is focused on intellectual skills such as critical thinking, problem solving, and creating a knowledge base. It was the first domain created by the original group of Bloom's researchers. The cognitive hierarchy extends from simple memorization designed to build the knowledge of learners, to creating something new based on previously-learned information. In this domain, learners are expected to progress in a linear manner, beginning at "remember" and ending at "create."

When writing your own learning outcomes, we encourage you to choose verbs that best describe what is expected (e.g., for remember, you might consider define, identify, list, recall, recognize, match, etc.). To this end, you might consult a list of Bloom's verbs.

(A) Cognitive Hierarchy

1. **Remember**
    a. Sample learning outcome: Remember the names and relationships of a cast of characters in a play.
    b. Sample assessment/activity: A multiple-choice test designed to test the memory of learners.
    c. Rationale: A multiple-choice test will allow educators to see whether students have effectively memorized the given material.
2. **Understand**
    a. Sample learning outcome: Understand and explain the main ideas of a play or piece of literature.
    b. Sample assessment/activity: Write a short (1 page) paper summarizing the plot and most important events in the play.
    c. Rationale: Writing a summary encourages learners to think about what the most important parts of a piece of literature are, and to decide which aspects of the plot to disregard in favor of a concise summary. It allows

educators to evaluate whether or not they have understood the main idea of the play.

3. **Apply**
    a. Sample learning outcome: Apply the main ideas/themes in the play to another context.
    b. Sample assessment/activity: Write an advice column responding to one of the characters.
    c. Rationale: In doing this assignment, learners will consider the implications of a character's actions outside of the consequences shown in the play.
4. **Analyze**
    a. Sample learning outcome: Be able to analyze the relative roles of each character in the play and their relationships to each other.
    b. Sample assessment/activity: Write an analytical paper comparing the antagonists and protagonists of the play.
    c. Rationale: Through this assignment, as learners consider what makes each character an antagonist or a protagonist, they need to use both their knowledge of the play and critical thinking skills.
5. **Evaluate**
    a. Sample learning outcome: Evaluate the decisions of characters in the play, and support your evaluation with textual evidence.
    b. Sample assessment/activity: Write a response to one of the events in the play, either supporting or rejecting their actions on the basis of evidence from the play as well as personal opinion and projected/actual consequences of action.
    c. Rationale: Through this assignment, learners will consider the rationale and consequences for actions in the play, leading them to understand and make judgements about the validity of a character's decision making.
6. **Create**
    a. Sample learning outcome: Create a new and unique piece of writing using similar plot devices.
    b. Sample assessment/activity: Create a short story using similar plot devices in a new time or setting.
    c. Rationale: Through this activity, learners must integrate the plot devices and writing techniques into a new setting, allowing them to practice their creative writing skills and showing their full understanding of the writer's techniques.

(B) Affective domain

The affective domain focuses on the attitudes, values, interests, and appreciation of learners. The hierarchy associated with it begins with receiving and listening to information, and extends to characterization or internalizing values and acting upon them. It focuses on helping learners understand what their own values are and how they have developed.

Affective hierarchy

1. **Receiving**
    a. Sample learning outcome: Listen to other students with respect.
    b. Sample assessment/activity: Be an audience member to another student's presentation, and then write a summary.
    c. Rationale: Through this assignment, learners will learn how to listen effectively to others as well as remember key details about their presentation (used in writing the summary).
2. **Responding**
    a. Sample learning outcome: Speak effectively in front of an audience and actively respond to others.
    b. Sample assessment/activity: Present on a subject in front of the class, and answer questions from peers about their presentation.
    c. Rationale: Through this, learners will become more comfortable with public speaking as well as more comfortable with contributing to a discussion in the form of answering questions.
3. **Valuing**
    a. Sample learning outcome: Demonstrate and explain own values regarding various topics.
    b. Sample assessment/activity: Write an opinion piece on any issue, explaining one's own stance and reasons supporting that stance.
    c. Rationale: Through this, learners will explore not only their own values but why they support their values, giving them a chance to understand more fully their own value system.
4. **Organization**
    a. Sample learning outcome: Compare value systems and understand evidence behind values.
    b. Sample assessment/activity: Organize and compare different cultural value systems, evaluating the differences between them and why these differences may have arisen.
    c. Rationale: In doing this activity, learners will consider how value systems are put into place and organized, as well as the evidence that supports different value systems across the world.
5. **Characterization**
    a. Sample learning outcome: Work well in a team of peers.
    b. Sample assessment/activity: A group project, including group work on any assignment.
    c. Rationale: By working in a group, learners must balance their own values with the values of the team, as well as prioritize tasks and practice teamwork.

(D) Psychomotor domain

The psychomotor domain encompasses the ability of learners to physically accomplish tasks and perform movement and skills. There are several different versions including different hierarchies – the examples here fall into Harrow's (1972) theory of the psychomotor domain. This hierarchy ranges from reflexes and basic movement to non-

discursive communication and meaningfully expressive activity.

Psychomotor Hierarchy

1. **Reflex**
    a. Sample learning outcome: Instinctively respond to a physical stimulus.
    b. Sample assessment/activity: A game of dodgeball.
    c. Rationale: Learners must react (dodge) the balls that are being thrown at them, allowing them to develop their reflexive skills.
2. **Basic fundamental movements**
    a. Sample learning outcome: Perform a simple action (including running and throwing).
    b. Sample assessment/activity: A game of dodgeball.
    c. Rationale: Learners must run and throw to actively engage the opposing team, allowing them to develop these skills.
3. **Perceptual abilities**
    a. Sample learning outcome: Use more than one ability to integrate different sensory perceptions.
    b. Sample assessment/activity: A game of catch or soccer (or other game involving movement and passing).
    c. Rationale: Learners must integrate running, visual information about the position of the ball, and predictive information about the future position of the ball.
4. **Physical abilities**
    a. Sample learning outcome: Sustain an activity for a set period of time.
    b. Sample assessment/activity: Run for 25 minutes steadily.
    c. Rationale: This activity is a measure of the learner's stamina and physical fitness.
5. **Skilled movements**
    a. Sample learning outcome: Adapt one's behaviour and movement to better achieve goals.
    b. Sample assessment/activity: A soccer or other strategic game (football, hockey).
    c. Rationale: This activity allows teams to change their strategy and individuals to change their physical behaviour depending on the response of the other team.
6. **Non-discursive communication**
    a. Sample learning outcome: Express oneself through purposeful movement and activity.
    b. Sample assessment/activity: A soccer or other strategic game (football, hockey)
    c. Rationale: These games all involve teamwork, strategy, and integrative and purposeful movement. Successful teams must integrate all of their senses, communicate through movement, and use a variety of adaptive strategies.

D. RCEM Approach

The approach has been developed at Regional College of Education, Mysore

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

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

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

I. These mental abilities are: -

Knowledge

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

Application

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

Creativity

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

7.6 **Evaluation**

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

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

According to Hanna "Evaluation is the process of gathering and interpreting

evidence on change in the behavior of all students as they progress through school."

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

A. Need of evaluation in Social Science

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

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

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

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

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

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

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

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

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

7.7 Types And Procedure of Evaluation

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

A. Quantitative Techniques

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

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

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

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

7.8 Evaluation Devices: - Written, Oral, Assignment, Project Work, Open Ended Question

The most common forms of written assessment are essays and essay-based exams. Other forms of written assessment include lab reports, dissertation, reflective diaries, portfolios, and case studies.
Written assessments can cause difficulties for many different students including:

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

A. Assignments

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

B. Strengths

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

C. Limitations

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

I. Project Work

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

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

The following are the learning outcomes for project work:

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

II. Open ended questions

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

Unstructured question in which (unlike in a multiple-choice question) possible

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

7.9 Self-Check Exercise

Questions:

- What is the significance of unit and lesson planning in social sciences education, and how does it contribute to effective teaching and learning?
- Can you elaborate on the key principles that educators should consider when developing unit and lesson plans for social sciences, and how these principles enhance the overall learning experience?
- In the context of social sciences, explain the meaning of unit planning and its role in fostering a comprehensive understanding of diverse topics among students.
- How do cultural sensitivity and inclusivity play a crucial role in the unit and lesson planning process within the realm of social sciences education?
- Discuss the various assessment strategies that can be integrated into unit and lesson plans in social sciences to measure students' understanding and engagement.
- What are the sequential steps involved in developing a comprehensive unit plan for social sciences, and how do these steps contribute to achieving educational objectives?
- How can educators tailor lesson plans within a unit to address different learning needs and styles in the context of social sciences education?
- Discuss the importance of incorporating real-world examples and applications in the steps of unit and lesson planning for social sciences to make the content more relatable and applicable.
- In what ways do the steps in unit and lesson planning for social sciences align with the principles of backward design and student-centered learning?
- Can you elucidate on the role of formative assessment in each step of unit and lesson planning for social sciences, and how it aids in instructional refinement?
-

Multiple-Choice Questions (MCQs):

1. What is the primary purpose of unit planning in social sciences education?
    a. To assess students' knowledge
    b. To create a schedule for the school year
    c. To provide a comprehensive understanding of diverse topics
    d. To enforce disciplinary actions
2. Which of the following is a key principle in social sciences unit planning?
    a. Exclusion of diverse perspectives
    b. Inflexibility in lesson design
    c. Cultural sensitivity and inclusivity
    d. Repetition of content

3. Why is technology integration important in unit planning for social sciences?
    a. It is a trend in education
    b. To replace traditional teaching methods
    c. Enhances engagement and learning experiences
    d. Increases administrative workload
4. In social sciences, what does backward design in unit planning emphasize?
    a. Beginning with assessment and then designing instruction
    b. Starting with clear learning objectives and outcomes
    c. Focusing on traditional teaching methods
    d. Ignoring the importance of student engagement
5. Which assessment strategy is suitable for measuring ongoing student progress during a social sciences unit?
    a. Final exams
    b. Formative assessment
    c. Project-based assessment
    d. Standardized testing
6. What is the initial step in developing a unit plan for social sciences?
    a. Creating detailed lesson plans
    b. Assessing student knowledge
    c. Identifying learning objectives
    d. Reflecting on previous units
7. How does differentiation contribute to effective lesson planning in social sciences?
    a. By ignoring diverse learning needs
    b. By standardizing instructional approaches
    c. By addressing different learning styles and preferences
    d. By eliminating the need for assessment
8. Which step involves the assessment of students' understanding of the content within a social sciences unit?
    a. Identifying learning objectives
    b. Reflecting on the lesson
    c. Developing instructional activities
    d. Implementing formative assessments
9. Which term describes the process of refining and improving future unit and lesson plans based on reflective practice?
    a. Revision
    b. Iteration
    c. Standardization
    d. Inflexibility

Fill in the Blanks:

1. The _____ of unit planning in social sciences is to provide a comprehensive understanding of diverse topics.
2. Cultural sensitivity and inclusivity are key _____ in the unit planning process.
3. Technology integration in unit planning enhances engagement and improves

_____ experiences for students.

4. Backward design in social sciences unit planning emphasizes starting with clear learning objectives and then determining _____.
5. Differentiation in lesson planning addresses diverse learning _____ and preferences.

True/False Questions:

1. Formative assessment is only suitable for measuring students' understanding at the end of a social sciences unit.
2. The primary purpose of unit planning is to create a rigid schedule for the school year.
3. In lesson planning, cultural sensitivity is not important as it may lead to unnecessary complexity.
4. Reflection plays no role in refining and improving future unit and lesson plans in social sciences education.
5. Differentiation in lesson planning involves standardizing instructional approaches for all students.

7.10 Summary

Unit and Lesson Planning in Social Sciences involves the systematic development of educational plans to enhance teaching and learning in this field. This process includes creating unit plans to cover comprehensive topics and developing individual lesson plans to address specific learning objectives. The key principles include cultural sensitivity, inclusivity, and the integration of technology. Backward design, starting with clear learning objectives, is emphasized, and ongoing assessment through formative assessments is crucial. Differentiation in lesson planning addresses diverse learning styles, and reflective practices play a role in refining future plans

7.11 Glossary

Unit Planning: The process of organizing and structuring comprehensive educational plans for social sciences, covering a range of diverse topics.

Lesson Planning: The detailed planning of individual lessons within a unit, focusing on specific learning objectives and activities.

Cultural Sensitivity: A key principle in planning that involves being aware and respectful of diverse cultural backgrounds to create an inclusive learning environment.

Inclusivity: A guiding principle that promotes the integration of all students, including those with diverse learning needs and preferences.

Formative Assessment: Ongoing assessments conducted during the learning process to measure understanding and inform instructional adjustments.

7.12 Answers Self-Check Exercise

Multiple-Choice Questions (MCQs):

1. c. To provide a comprehensive understanding of diverse topics
2. c. Cultural sensitivity and inclusivity

3. c. Enhances engagement and learning experiences
4. b. Starting with clear learning objectives and outcomes
5. b. Formative assessment
6. c. Identifying learning objectives
7. c. By addressing different learning styles and preferences
8. d. Implementing formative assessments
9. b. Iteration

Fill in the Blanks:

1. purpose
2. principles
3. learning
4. instructional activities
5. needs

True/False Questions:

1. False
2. False
3. False
4. False
5. False

7.13 References/Suggested Readings

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7.14 Terminal Questions

1. Why is it essential for social sciences educators to engage in unit and lesson planning?
2. What are the primary principles that guide effective unit and lesson planning in the field of social sciences?

3. How does unit planning contribute to the coherence and continuity of social sciences curriculum?
4. Can you highlight the role of technology in enhancing unit and lesson planning in social sciences education?
5. Why should social sciences educators consider the diverse learning styles and preferences of their students during the planning process?
6. What are the initial steps in crafting a unit plan for social sciences?
7. How can differentiation be incorporated into the individual lesson planning process within a unit in social sciences education?
8. Why is it crucial to establish clear learning objectives when planning a social sciences unit?
9. How can educators integrate technology effectively in the execution of lesson plans in social sciences?
10. What role does reflection play in refining and improving future unit and lesson plans in social sciences education?

UNIT – VIII: EVALUATION IN SOCIAL SCIENCES AND CCE (CONTINUOUS AND COMPREHENSIVE EVALUATION)

Lesson Structure

8.1 Introduction

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

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

8.2 Learning Objectives

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

- explain the purpose of assessment and evaluation in Social Sciences;
- distinguish among placement, formative, diagnostic, and summative evaluation;
- discuss the concept of assessing scholastic and co-scholastic abilities of the learners in Social Sciences;
- critically analyse the process and use of various methods of assessment and evaluation in Social Sciences;
- discuss the process of analyzing the contents of Social Science text books;

- prepare achievement test for assessing performance of the learners in Social Sciences

8.3 Assessment and Evaluation in Social Sciences: Purpose

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

i) Assessment for Instructional Purposes

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

ii) Assessment and Evaluation for Certification

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

8.4 Forms of Assessment and Evaluation

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

learning process.

A. Placement, Formative, Diagnostic and Summative

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

1. Placement Assessment
2. Formative Assessment
3. Diagnostic Assessment
4. Summative Assessment

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

Table 1: Types of Assessment and their Functions

Areas of Function	Types of Assessment and their functions
After Instructional Process	Summative Evaluation (to certify the learner)
During Instructional Process	Diagnostic Evaluation (to solve learning difficulties)
	Formative Evaluation (to know mastery in content)
Before Instructional Process	Placement Evaluation (to know entry behaviour)

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

1. **Placement Evaluation:**
   Placement evaluation is conducted before the organisation of teaching-learning activities to measure the entry behaviour or previous knowledge of the learners.

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

2. **Formative Evaluation:**

For the first time in the year 1967, Michel Scriven used the concept of formative evaluation in the field of curriculum evaluation. Scriven (1991) defined i t as, “Formative evaluation is typically conducted during the development or improvement of a programme or product (or person, and so on) and it is conducted, often more than once, for in house staff of the programme with the extent to improve”. If we analyse the definition, it is clear that the ‘purpose of conducting formative evaluation is to monitor the learning
progress of the learner; it is also conducted to know whether the learning objectives have been achieved or not. The key word in formative evaluation is mastery of learning or learning progress.

3. **Diagnostic Evaluation:**

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

4. **Summative Evaluation:**

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

A. Assessment of Scholastic and Co-Scholastic Abilities

Assessment can also be classified into scholastic and co-scholastic based on the abilities of learners being assessed. As you know, the main goal of education is to bring all-round or holistic development of learners. Holistic development of learners refers to balanced development taking place in all aspects of learners-physical, mental, psychological, emotional, social and moral development. Right from the beginning,

assessment of cognitive abilities of learners was given more emphasis. However, there is the need to assess learners' performance in co-scholastic areas. Let us understand the meaning of the two forms of assessment.

I. Scholastic Assessment

Scholastic assessment refers to assessment of cognitive abilities of learners in various academic activities which are associated with various subjects. Therefore, all those abilities in cognitive areas namely knowledge,

understanding, application, analysis, synthesis, evaluation and creativity are the scholastic abilities. According to CBSE Manual (2010), on Continuous and Comprehensive Evaluation, the objectives of the Scholastic areas are:

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

ii) To improve the teaching-learning process.

iii) To conduct both formative and summative assessment.

Scholastic assessment of student performance in various subject areas is done through formative assessment and summative assessment. According

a) Assessment of Co-Scholastic Abilities

As has been already mentioned, holistic development of learners cannot take place only with assessment of scholastic abilities. Assessment of co-scholastic abilities constitutes an integral part of a comprehensive evaluation system. Co-scholastic assessment aims at assessing desirable behaviour related to learner's life skills, attitudes, interests, values, co-curricular activities and physical health. Major co-scholastic areas identified by CBSE are life skills, work education, visual and performing arts, attitudes and values and cocurricular activities. Life skills include self-awareness, problem solving, decision making, critical thinking, creative thinking, interpersonal relationships, effective communication, empathy, managing emotions, dealing with stress. Attitudes of learners include attitude towards teachers, school mates and peers, school programmes and environment, and value system.

Co-curricular activities cover literary and creative skills, scientific skills, Information and Communication Technology (ICT), organizational and leadership skills (clubs), community participation, field visit, study tours, visit to zoo, museum as well as health and physical education related activities like sports/indigenous sports, NCC/NSS, scouting and guiding, swimming, gymnastics, yoga, first aid, gardening/shramdaan, etc

8.5 Assessment Strategies in Social Sciences

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

A. Continuous and Comprehensive Evaluation

The term Continuous and Comprehensive Evaluation (CCE) is used for school based

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

I. Continuous Evaluation:

1. **Ongoing Assessment:** CCE promotes the idea of assessing students continuously throughout the academic year rather than relying solely on periodic examinations.
2. **Regular Feedback:** It involves providing timely and constructive feedback to students, helping them understand their strengths and weaknesses.
3. **Comprehensive Evaluation:**
4. **Holistic Assessment:** CCE considers all aspects of a student's development, including academic performance, life skills, co-curricular activities, and values.
5. **Beyond Exams:** It goes beyond just examining cognitive abilities and takes into account the emotional, social, and physical aspects of a student's growth.

B. Advantages of CCE

Continuous and Comprehensive Evaluation (CCE) in education has both advantages and disadvantages. Here's an overview of the pros and cons:

1. Holistic Development:

CCE focuses on assessing various aspects of a student's personality, including academic, co-curricular, and extracurricular activities, promoting holistic development.

2. Reduced Exam Stress:

Continuous assessment reduces the pressure associated with a single final exam. Students are evaluated regularly, reducing anxiety and promoting a more positive learning environment.

3. Feedback for Improvement:

CCE provides continuous feedback to students, enabling them to understand their strengths and weaknesses and make improvements throughout the learning process.

4. Real-life Application:

The emphasis on project-based assessments and practical activities helps students apply theoretical knowledge to real-life situations, enhancing their practical understanding.

5. Identification of Special Talents:

CCE allows for the identification and nurturing of specific talents and skills in students beyond academic achievements, recognizing the diversity of talents among students.

6. Promotion of Life Skills:

Assessment methods in CCE often include evaluating life skills such as communication, teamwork, critical thinking, and problem-solving, preparing students for real-world challenges.

7. Individualized Learning:

CCE facilitates a more personalized approach to learning, as teachers can tailor their instruction based on the individual needs and learning styles of students.

C. Disadvantages of CCE:

1. Subjectivity in Evaluation:

Continuous evaluation can sometimes be subjective, depending on the teacher's judgment, which may lead to inconsistencies and potential bias.

2. Increased Workload for Teachers:

Implementing continuous assessment methods may increase the workload for teachers, as they need to consistently assess and provide feedback for each student.

3. Lack of Standardization:

Critics argue that CCE can lead to a lack of standardization in assessment, making it challenging to compare students' performance across different schools or regions.

4. Emphasis on Quantity over Quality:

In an attempt to maintain continuous assessment, there might be a focus on completing tasks and assessments, potentially compromising the depth and quality of learning.

5. Time-Consuming:

Continuous assessments, if not well-planned, can be time-consuming, leaving less time for regular classroom teaching.

6. Pressure on Students:

Some students may feel constant pressure due to ongoing assessments, as the stakes may seem high for every assignment or project.

7. Challenges in Implementation:

Implementing CCE effectively requires training for teachers, adequate resources, and a shift in the mindset of educators, which can be challenging to achieve uniformly.

While CCE has its advantages in promoting a more comprehensive and student-centric approach to evaluation, addressing the potential disadvantages requires careful planning, training, and continuous monitoring of the assessment process.

D. Techniques of Continuous and Comprehensive Evaluation in Social Sciences:

1. **Formative Assessment:**
   Description: Regular assessments conducted during the teaching-learning process.
   Techniques in Social Sciences: Classroom discussions, projects, quizzes, group activities, and presentations on social issues.
2. **Summative Assessment:**
   Description: Evaluations conducted at the end of an instructional period to summarize learning outcomes.
   Techniques in Social Sciences: End-of-term exams, research papers, and comprehensive projects covering various social science topics.
3. **Portfolio Assessment:**
   Description: Compilation of a student's work over time to showcase their progress and achievements.
   Techniques in Social Sciences: Creating a portfolio that includes essays, research projects, and reflections on social science concepts.
4. **Observation and Participation:**
   Description: Assessing students' behavior, participation, and engagement in social

science-related activities.
Techniques in Social Sciences: Observing classroom discussions, group work, and participation in social science events or field trips.

5. **Peer Assessment:**
   Description: Involving students in evaluating the work of their peers.
   Techniques in Social Sciences: Peer reviews of social science projects, group activities, or presentations.
6. **Project-Based Learning:**
   Description: Assigning projects that require students to apply social science concepts to real-life situations.
   Techniques in Social Sciences: Research projects on historical events, case studies on societal issues, or creating models representing social structures.
7. **Skill-Based Assessment:**
   Description: Assessing not only knowledge but also the application of skills relevant to social sciences.
   Techniques in Social Sciences: Evaluating critical thinking, research, and analytical skills through problem-solving tasks, debates, or case analyses.

II. Term End Examination

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

A. Advantages of Term End Examination:

1. Comprehensive Evaluation:
TEEs provide a comprehensive evaluation of a student's understanding of the entire course content over the term.

2. Standardized Assessment:
TEEs offer a standardized way to assess students, ensuring consistency across different sections or classes.

3. Objective Evaluation:
Objective question formats, such as multiple-choice or true/false, allow for efficient and impartial grading.

4. Preparation for Future Challenges:
TEEs simulate high-stakes situations, preparing students for similar assessment formats they might encounter in higher education or professional settings.
5. Time Management Skills:
TEEs require students to manage their time effectively, promoting time management skills crucial for future academic and professional success.
6. Efficient Evaluation Process:
Grading TEEs can be done relatively quickly, making it feasible to assess a large number of students within a short timeframe.

B. Disadvantages of Term End Examination:
1. Stress and Anxiety:
TEEs can create stress and anxiety among students due to the high stakes associated with a single examination.
2. Limited Assessment Scope:
TEEs may not capture the full range of a student's abilities or provide insights into their progress throughout the term.
3. Cramming Culture:
TEEs may encourage a "cramming" culture where students focus on memorization rather than a deep understanding of the subject.
4. Inability to Reflect Growth:
Since TEEs occur at the end of the term, they may not reflect a student's growth or improvement over time.
5. Not Suitable for All Subjects:
Some subjects, especially those that require continuous practice and application, may not be effectively assessed through a single TEE.
6. Cheating Concerns:
TEEs may pose challenges in terms of monitoring and preventing cheating, especially in large exam halls.
7. Pressure on Teachers:
Grading a large number of TEE papers within a limited time can be stressful for teachers, potentially affecting the quality of feedback.
8. Limited Feedback:
TEEs often provide limited feedback to students, making it challenging for them to understand their mistakes and areas for improvement.
The effectiveness of TEEs depends on various factors, and many educational institutions use a combination of assessment methods to provide a more comprehensive evaluation of student learning. It's essential to balance the advantages and disadvantages while considering the goals and context of the educational program.

III. Self Assessment

Assessing the self is an effective technique of assessment for helping the learners to enhance their learning. Self-assessment technique supports the concept of ‘assessment for learning’. It helps learners to get an idea about their strong and weak points and the areas where there is the need for improvement. Self-assessment is one of the important techniques of assessment for understanding one’s own achievement in

Social Sciences.
This self-understanding is more effective than enforcement by the teachers to achieve the required instructional objectives. Self-assessment can be done by encouraging learners to assess their performance by comparing them with others or verifying with the contents presented in the text. Sometimes, suggested answers can also be given along with the questions so that learners compare their answers with the given suggested answers. This technique is based on the principles of constructivism as learners understand their academic achievement by themselves and progress accordingly.

a) Advantages of Self-Assessment:

1. Promotes Ownership of Learning:
Self-assessment encourages students to take responsibility for their learning by actively participating in the evaluation process. It fosters a sense of ownership and autonomy.

2. Enhances Reflection and Metacognition:
Students engage in reflective thinking about their strengths and weaknesses, promoting metacognition. This process helps them understand their learning processes and strategies.

3. Encourages Goal Setting:
Through self-assessment, students can set and monitor their learning goals. This practice helps in creating a sense of direction and purpose in their educational journey.

4. Develops Critical Thinking Skills:
Self-assessment requires students to critically evaluate their own work. This process helps in developing analytical and critical thinking skills.

5. Facilitates Continuous Improvement:
Regular self-assessment enables students to identify areas for improvement and take proactive steps to enhance their understanding and performance.

6. Prepares for Lifelong Learning:
By engaging in self-assessment, students develop skills that are valuable for lifelong learning. They become adept at evaluating their progress and adapting to new challenges.

7. Tailored Learning Experience:
Self-assessment allows students to focus on their individual learning needs. They can customize their learning experience based on personal strengths and weaknesses.

b) Disadvantages of Self-Assessment:

1. Lack of Objectivity:
Self-assessment may lack objectivity as students may have biases or a limited perspective on their own performance. This can lead to inaccurate evaluations.

2. Overestimation or Underestimation:
Students might overestimate or underestimate their abilities and achievements, leading to a skewed self-perception of their academic performance.

3. Need for Guidance:
Some students may struggle with self-assessment if they lack clear guidelines or criteria. They may benefit from teacher guidance in understanding the evaluation process.

4. Potential for Academic Dishonesty:
There is a risk of students providing inaccurate self-assessments, especially if they feel pressured to present themselves in a more favorable light.
5. Skill Development:
Some students may not possess the necessary skills to critically assess their own work effectively. This could result in superficial or less insightful evaluations.
6. Time-Consuming:
Engaging in thorough self-assessment can be time-consuming, and some students may find it challenging to allocate sufficient time for this process.
7. Unequal Engagement:
Not all students may actively engage in self-assessment. Some may view it as a routine task without investing the necessary effort for meaningful reflection.
Despite the potential drawbacks, when implemented effectively and in conjunction with other assessment methods, self-assessment can be a valuable tool for promoting student engagement, reflective learning, and personal growth.

IV. Peer Assessment

Like self-assessment, peer assessment is also another technique used in assessment of learner performance in Social Sciences. Learners like to live and interact with the peers. Peer assessment is based on the strength of peer interaction and dealings. In peer assessment, usually the answers to assignment question given by teacher are shared among the peers themselves. The peers read the answers of one another and provide observations or comments for further improvement. By doing so, learners get feedback to improve their performance. Peer assessment also provides scope for working with the peers and developing cooperation and understanding among themselves. In constructivist approach to teaching, peer assessment technique is highly used. It helps the learners enhance their learning.
Peer assessment involves students evaluating the work of their peers. This method has both advantages and disadvantages. Here's an overview:

a) Advantages of Peer Assessment:

1. Diverse Perspectives:
Peer assessment brings diverse perspectives into the evaluation process, allowing students to view the work of their peers from different angles.
2. Promotion of Critical Thinking:
Students engaging in peer assessment develop critical thinking skills as they analyze and evaluate the work of others, fostering a deeper understanding of the subject matter.
3. Skill Development:
The process of providing constructive feedback and assessing peers' work helps students develop communication and interpersonal skills.
4. Reduced Teacher Workload:
Peer assessment can lighten the teacher's workload, distributing the evaluation process among students and allowing teachers to focus on other aspects of instruction.
5. Increased Engagement:
Students are often more engaged in the learning process when they know their work will be assessed by peers. This can lead to increased effort and participation.

6. Self-Reflection:
Both the assessor and the assessed can benefit from self-reflection. Assessors reflect on the criteria for evaluation, while those being assessed gain insights into their strengths and areas for improvement.
7. Preparation for Real-world Feedback:
In professional settings, individuals often receive feedback from colleagues or superiors. Peer assessment prepares students for this aspect of real-world scenarios.

b) Disadvantages of Peer Assessment:
1. Subjectivity:
Peer assessment can be subjective, as it relies on the judgment and perspectives of peers. Differing opinions among assessors may lead to inconsistent evaluations.
2. Lack of Expertise:
Peers may not have the same level of expertise as teachers, potentially resulting in assessments that lack the depth and accuracy of professional evaluation.
3. Potential for Bias:
Bias or favoritism among peers may impact the fairness of assessments. Social dynamics and personal relationships can influence evaluations.
4. Reluctance to Give Honest Feedback:
Students might be hesitant to provide honest and constructive feedback, fearing potential repercussions or wanting to avoid conflict with their peers.
5. Inconsistency:
Assessments may vary in quality and depth, leading to inconsistencies in the feedback provided by different peers.
6. Misunderstanding of Criteria:
Students might misinterpret the assessment criteria, leading to evaluations that don't align with the intended learning objectives.
7. Challenges in Group Work:
In group projects, there may be challenges in assessing individual contributions, potentially causing tension or disagreements among group members.
When implementing peer assessment, it's essential to address these potential challenges through clear guidelines, training, and ongoing monitoring. Providing students with explicit criteria for assessment and fostering a culture of constructive feedback can enhance the effectiveness of peer assessment.

V. Group Assessment

Group assessment is another popular technique of assessment used in Social Sciences.As you know, teaching Social Sciences requires many group centred activities like field visit, project and inquiry based learning, community surveys, etc. In these activities, learners go together in a group to conduct the activities. They work collectively to achieve the instructional objectives set for the learning task. In classroom situation also, many learning experiences are transacted through instructional techniques like debate, discussions, seminar presentations, theme based group reflections, critical analysis on contemporary issues, etc. These group activities in teaching learning process form the basis for group assessment. Assessment decisions can be taken in group activities by the members of the group themselves. Group

assessment can be done on the basis of involvement of the group members during the planning and implementation of the activities, their contribution to the group activities, and comparison of group performance with that of other groups during the presentations. Group assessment technique is also based on the principles of constructivist learning and helps learners enhance their learning.
Group assessments, where students work together to complete an assignment or project, have both advantages and disadvantages. Here's an overview:

a) Advantages of Group Assessment:

1. Promotes Collaboration:
Group assessments encourage teamwork and collaboration, helping students develop interpersonal skills and learn to work effectively with others.

2. Diverse Perspectives:
Group assessments bring together students with different backgrounds, skills, and perspectives, contributing to a richer and more varied approach to problem-solving and creativity.

3. Skill Development:
Students can develop a range of skills, including communication, leadership, conflict resolution, and time management, through their participation in group assessments.

4. Shared Workload:
Tasks can be divided among group members, allowing for a more efficient distribution of the workload. This can help alleviate individual stress and pressure.

5. Learning from Peers:
Group assessments provide opportunities for students to learn from their peers, expanding their knowledge and understanding of the subject matter.

6. Preparation for Real-world Collaboration:
Many professional settings require collaboration and teamwork. Group assessments prepare students for real-world scenarios where working with others is essential.

7. Increased Motivation:
Working in a group can increase motivation, as students often feel a sense of accountability to their peers. The social aspect of group work can make the learning process more enjoyable.

b) Disadvantages of Group Assessment:

1. Free-Riding or Social Loafing:
Some group members may contribute less or "free-ride" on the efforts of others, leading to an uneven distribution of workload and potentially unfair grading.

2. Conflict and Tension:
Group dynamics can lead to conflicts among members, which may negatively impact the quality of work and the overall learning experience.

3. Unequal Contribution:
Not all group members may contribute equally to the project, which can result in an inaccurate reflection of individual abilities and effort.

4. Logistical Challenges:
Scheduling group meetings and coordinating efforts can be challenging, especially if group members have conflicting schedules or face technical difficulties when working

remotely.

5. Assessment Difficulty:

Evaluating individual contributions can be challenging, and there may be instances where it's unclear how much each group member contributed to the final outcome.

6. Dependency on Stronger Members:

Weaker students might depend too heavily on stronger members, limiting their personal learning and understanding of the subject matter.

7. Time Management Issues:

Group assessments may take more time to complete than individual assignments, and poor time management within the group can result in delays.

Effective group assessment design, clear expectations, and monitoring of group dynamics can help mitigate some of these disadvantages. Encouraging open communication, setting individual and group goals, and providing opportunities for peer evaluation can contribute to a more positive group assessment experience.

VI. Portfolio Assessment

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

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

kept in the portfolio for evaluation.

Portfolio assessment is a method of evaluating a student's learning progress by systematically and purposefully collecting and analyzing a variety of artifacts, reflections, and evidence of their work over time. Here are the advantages and disadvantages of portfolio assessment:

a) Advantages of Portfolio Assessment:

1. Holistic Assessment:

Portfolio assessment allows for a holistic view of a student's capabilities, including academic achievements, skills, and personal development.

2. Authentic Assessment:

Portfolios often contain authentic examples of a student's work, providing a more

accurate representation of their abilities compared to standardized tests.

3. Individualized Learning:

Portfolios can be tailored to individual learning styles and preferences, allowing students to showcase their strengths in various ways.

4. Promotes Reflection:

Portfolio assessment encourages students to reflect on their own learning process, fostering metacognition and self-awareness.

5. Long-term Progress Tracking:

Portfolios allow for the tracking of a student's progress over an extended period, showing growth and development over time.

6. Encourages Creativity:

Students have the opportunity to express their understanding of concepts creatively, fostering innovation and critical thinking.

7. Diverse Assessment Methods:

Portfolios can include a variety of assessment methods, such as essays, projects, presentations, and multimedia, providing a more comprehensive picture of a student's abilities.

b) Disadvantages of Portfolio Assessment:

1. Subjectivity in Evaluation:

Portfolio assessment can be subjective, as it relies on the judgment of the evaluator, potentially leading to inconsistencies.

2. Time-Consuming:

Creating, maintaining, and assessing portfolios can be time-consuming for both students and teachers, especially in large classes.

3. Standardization Challenges:

Ensuring standardization across different portfolios can be challenging, making it difficult to compare students' performances uniformly.

4. Potential for Bias:

There is a risk of bias in evaluation, as personal preferences of the evaluator may influence the assessment process.

5. Emphasis on Presentation Skills:

Students who excel in presenting their work may receive higher evaluations, potentially overshadowing the content of their portfolio.

6. Lack of Objectivity:

Some argue that portfolio assessment lacks the objectivity found in more structured, standardized assessments.

7. Issues of Authenticity:

There may be challenges in verifying the authenticity of the work presented in a portfolio, raising concerns about the true authorship of the artifacts.

8. Scalability Issues:

Implementing portfolio assessment in larger educational settings can be challenging due to the logistics of managing and evaluating a large number of portfolios.

Despite these disadvantages, many educators find portfolio assessment valuable when implemented thoughtfully and in conjunction with other assessment methods. It is important to address issues such as standardization, subjectivity, and time constraints

to maximize the effectiveness of portfolio assessment.

VII. Open Book Examination

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

a) Advantages of Open Book Examination:

1. Promotes Critical Thinking:

Open book exams encourage students to think critically and apply their knowledge to solve complex problems, as they need to understand and analyze information rather than memorize it.

2. Real-world Application:

Mimics real-world scenarios where individuals often have access to reference materials, fostering a more practical and applicable approach to assessment.

3. Reduces Stress:

Open book exams may reduce stress for students since they have access to reference materials. This can create a more relaxed testing environment, promoting better performance.

4. Encourages Comprehensive Learning:

Students are motivated to understand and learn the material thoroughly, knowing they will need to apply their knowledge in a broader context during the exam.

5. Assesses Understanding and Application:

Focuses on assessing the student's understanding of concepts and their ability to apply knowledge rather than memorization skills.

6. Allows for Time Management:

Students can allocate their time more efficiently during the exam, as they don't need to spend time memorizing information but can instead focus on problem-solving and analysis.

7. Enhances Resource Utilization Skills:

Encourages students to develop skills in efficiently finding and using relevant information from various sources, promoting resourcefulness.

b) Disadvantages of Open Book Examination:

1. Risk of Dependence on Materials:

Students may become overly dependent on reference materials, potentially neglecting the need for a solid understanding of fundamental concepts.

2. May Lead to Superficial Learning:
Some students might only focus on surface-level understanding, assuming they can rely on reference materials during the exam, which may hinder deep learning.
3. Potential for Cheating:
There is a risk that students may misuse the open book format to engage in cheating, either by sharing information during the exam or by using unauthorized materials.
4. Difficulty in Designing Fair Assessments:
Designing fair and challenging open book exams can be challenging for educators. Striking a balance between questions that require critical thinking and those that can be answered with basic reference may be difficult.
5. Extended Exam Time:
Open book exams may require more time than traditional closed book exams, which could be a challenge in terms of scheduling and logistics.
6. Inequitable Access to Resources:
Not all students may have equal access to high-quality reference materials, potentially creating disparities in the resources available to them during the exam.
7. Potential for Ambiguity:
The open book format may lead to ambiguous questions, as students may interpret questions differently, making it challenging to ensure uniformity in grading.
When implementing open book examinations, it's crucial for educators to carefully design assessments that encourage deep learning and critical thinking while minimizing the potential pitfalls associated with the format.

8.6 Methods of Remedial Instruction in Social Sciences:

Remedial instruction in social sciences involves providing additional support and targeted interventions to students who may be struggling with specific concepts or skills. Here are several methods of remedial instruction in social sciences:
1. Individualized Instruction:
Tailoring instruction to the specific needs of each student. This may involve one-on-one sessions with the teacher or personalized learning plans.
2. Small Group Instruction:
Creating small groups based on similar learning needs. Grouping students with similar challenges allows for more targeted instruction and peer support.
3. Use of Technology:
Integrating educational technology tools to engage students and provide additional resources. Interactive simulations, educational apps, and online resources can reinforce social science concepts.
4. Multisensory Learning:
Incorporating various senses into learning experiences. Using hands-on activities, visual aids, and real-world examples can enhance understanding of social science topics.
5. Peer Tutoring:
Pairing students with different levels of proficiency. More advanced students can assist their peers in understanding social science concepts through peer tutoring sessions.
6. Flexible Grouping:
Adjusting group compositions based on changing learning needs. This allows students

to work with different peers depending on the topic or skill being addressed.

7. Continuous Assessment:

Regularly assessing and providing feedback to students. Ongoing assessments, such as quizzes, discussions, and reflections, help identify areas of improvement and guide remedial efforts.

8. Scaffolding:

Providing structured support to help students gradually master complex concepts. Scaffolding involves breaking down tasks into manageable steps and gradually removing support as students gain proficiency.

9. Graphic Organizers:

Using visual tools like concept maps, charts, and diagrams to help students organize information and better understand the relationships between different social science concepts.

10. Explicit Instruction:

Offering clear and direct instruction on specific social science skills or concepts. Breaking down complex ideas into manageable parts and providing step-by-step guidance can be effective.

11. Differentiated Instruction:

Adapting teaching methods and materials to accommodate diverse learning styles and abilities. This ensures that students with varying needs receive the support they require.

12. Remedial Reading Strategies:

Focusing on improving reading comprehension skills, especially for subjects that involve extensive reading. Providing strategies such as summarization, questioning, and predicting can enhance understanding.

13. Real-world Applications:

Connecting social science concepts to real-world examples and applications. This helps students see the relevance of what they are learning and promotes a deeper understanding of the subject matter.

Implementing a combination of these remedial instruction methods can address the diverse needs of students in the social sciences, promoting a supportive and inclusive learning environment. Additionally, regular communication with students, parents, and colleagues is essential to monitor progress and make necessary adjustments to the remedial strategies.

8.7 Self-Check Exercise

Questions:

- Define Evaluation in the context of Social Sciences. Discuss the various types of evaluation, highlighting the distinctions between Formative, Summative, and Diagnostic Evaluation. Provide examples to illustrate each type.
- Examine the significance of Formative Evaluation in Social Sciences education. How does it contribute to the ongoing learning process? Discuss the challenges and benefits associated with implementing formative assessment strategies in the social science classroom.
- Explore the role of Summative Evaluation in assessing overall student achievement in Social Sciences. Discuss the characteristics and limitations of summative assessment methods, and suggest ways to enhance the fairness

and reliability of summative evaluations in this field.

- Define Diagnostic Evaluation and its relevance in Social Sciences education. Discuss how diagnostic assessments can identify learning gaps and inform instructional strategies. Provide examples of diagnostic tools and techniques suitable for the social science classroom.
- Elaborate on the different methods of remedial instruction in Social Sciences. How can educators tailor remedial interventions to address specific challenges identified through evaluations? Discuss the importance of personalized remediation plans in enhancing students' understanding of social science concepts.
- Define Continuous and Comprehensive Evaluation (CCE) and its significance in the field of Social Sciences education. Discuss the key components and principles that form the foundation of CCE.
- Examine the role of CCE in fostering holistic development in students studying Social Sciences. How does continuous assessment contribute to a more nuanced understanding of students' strengths and weaknesses in this academic discipline?
- Explore the various techniques employed in Continuous and Comprehensive Evaluation, with a focus on their application in the context of Social Sciences. Discuss the advantages and challenges associated with implementing these techniques.

Multiple-Choice Questions (MCQs):

1. What is the primary purpose of formative evaluation in social sciences?
    a. Assigning final grades
    b. Assessing overall understanding
    c. Providing ongoing feedback
    d. Conducting standardized tests
2. Which type of evaluation is typically conducted at the end of an instructional period to measure overall student achievement?
    a. Formative evaluation
    b. Summative evaluation
    c. Diagnostic evaluation
    d. Continuous evaluation
3. Diagnostic evaluation in social sciences aims to:
    a. Identify students' strengths and weaknesses
    b. Summarize overall performance
    c. Provide feedback during instruction
    d. Grade students at the end of the term
4. What is a key characteristic of summative evaluation in social sciences?
    a. Continuous feedback
    b. Ongoing assessment
    c. Final judgment of student learning
    d. Remedial instruction

5. Which method is commonly used for remedial instruction in social sciences?
    a. Project-based learning
    b. Peer assessment
    c. Tutorial sessions
    d. Group discussions
6. What is the primary objective of continuous and comprehensive evaluation (CCE) in social sciences?
    a. Final grading
    b. Ongoing assessment
    c. Summarizing performance
    d. Remedial instruction
7. Which is a key feature of CCE in social sciences?
    a. One-time assessment
    b. Focus solely on exams
    c. Comprehensive and continuous assessment
    d. Ignoring formative evaluation
8. What role does CCE play in fostering a holistic understanding of a student's capabilities?
    a. Assessing only academic knowledge
    b. Evaluating only written exams
    c. Considering various aspects of a student's performance
    d. Ignoring extracurricular activities
9. Which technique is commonly used in CCE to assess non-academic aspects of a student's development in social sciences?
    a. Standardized tests
    b. Project work
    c. Final exams
    d. Summative assessments
10. Continuous and comprehensive evaluation aims to reduce the emphasis on _____ as the sole measure of a student's abilities.
    a. Examinations
    b. Attendance
    c. Class participation
    d. Homework completion

Fill in the Blanks:

1. Formative evaluation is focused on _____ understanding and provides feedback for improvement during the instructional process.
2. _____ evaluation is typically conducted at the end of an academic term or course to assess overall student performance.
3. Diagnostic evaluation helps to _____ students' strengths and weaknesses in a particular subject area.
4. Methods of _____ instruction in social sciences may include additional tutorials, targeted resources, or personalized learning plans.
5. Continuous and comprehensive evaluation involves the _____ assessment of a student's performance over an extended period.
6. Continuous and comprehensive evaluation involves the _____

assessment of a student's academic and non-academic abilities.

7. CCE is designed to reduce the _____ associated with traditional examination systems.
8. _____ is a technique used in CCE to evaluate a student's understanding through practical applications and projects.
9. CCE considers a student's growth in terms of _____ development, moving beyond academic achievements.

True/False Questions:

1. Formative evaluation occurs after the completion of an instructional unit to summarize student learning.
2. Summative evaluation is ongoing and provides feedback to students during the learning process.
3. Diagnostic evaluation is primarily concerned with assigning final grades to students.
4. Remedial instruction in social sciences aims to challenge high-achieving students with advanced content.
5. Continuous and comprehensive evaluation involves assessing various aspects of a student's performance throughout an academic year.
6. Continuous and comprehensive evaluation primarily focuses on final examinations as the main assessment tool.
7. CCE aims to provide a more holistic view of a student's overall development by considering various assessment techniques.
8. Project work is not considered a valid component of continuous and comprehensive evaluation in social sciences.
9. CCE eliminates the need for formative and diagnostic evaluations in the assessment process.
10. The goal of CCE is to emphasize academic achievements over other aspects of a student's development.

8.9 Summary

In the realm of social sciences education, evaluation plays a crucial role in assessing student learning and guiding instructional practices. Formative evaluation occurs during the learning process, providing ongoing feedback for improvement. Summative evaluation, conducted at the end of an instructional period, measures overall student achievement. Diagnostic evaluation identifies individual strengths and weaknesses to tailor instruction effectively.

Remedial instruction involves targeted strategies to address specific learning needs identified through various evaluation methods. Continuous and Comprehensive Evaluation (CCE) offers a holistic approach, assessing both academic and non-academic aspects over an extended period, aiming to reduce stress associated with traditional examinations.

8.10 Glossary

Formative Evaluation: A type of assessment conducted during the learning process to provide ongoing feedback, allowing for adjustments and improvements in instruction.

Summative Evaluation: An assessment conducted at the end of an instructional period to measure overall student achievement and assign grades.
Diagnostic Evaluation: Assessment aimed at identifying students' strengths and weaknesses in a particular subject area to inform instructional strategies.
Remedial Instruction: Methods and strategies implemented to address specific learning needs identified through formative, summative, or diagnostic evaluation.
Continuous and Comprehensive Evaluation (CCE): An assessment approach that involves regular and varied methods to assess a student's academic and non-academic abilities over an extended period.
Holistic Development: A comprehensive approach to education that considers various aspects of a student's growth, including academic, social, emotional, and physical development.

8.11 Answers Self-Check Exercise

Multiple-Choice Questions (MCQs):

1. c. Providing ongoing feedback
2. b. Summative evaluation
3. a. Identify students' strengths and weaknesses
4. c. Final judgment of student learning
5. c. Tutorial sessions
6. b. Ongoing assessment
7. c. Comprehensive and continuous assessment
8. c. Considering various aspects of a student's performance
9. b. Project work
10. a. Examinations

Fill in the Blanks:

1. assessing ongoing
2. Summative
3. Identify
4. Remedial
5. Systematic
6. Regular
7. Stress
8. Project work
9. holistic

True/False Questions:

1. False
2. False
3. False
4. False
5. True
6. False
7. True
8. False
9. False
10. False

8.12 References/Suggested Readings

- Pathak, R.P.2003.Teaching of Social Studies. New Delhi: Dorling Kindersley (India) Pvt. Ltd.,
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8.13 Terminal Questions

1. What is Continuous and Comprehensive Evaluation, and how does it differ from traditional assessment methods in the context of Social Sciences?
2. How does Continuous Evaluation contribute to a more holistic understanding of students' performance in Social Sciences education?
3. List three techniques used in Continuous and Comprehensive Evaluation, specifically in the evaluation of Social Sciences.
4. Explain the role of Comprehensive Evaluation in providing a well-rounded assessment of students' skills and knowledge in Social Sciences.
5. In what ways does Continuous and Comprehensive Evaluation impact the overall educational experience in Social Sciences?
6. What is the primary purpose of Formative Evaluation in Social Sciences, and how does it differ from Summative Evaluation?
7. Explain the concept of Diagnostic Evaluation in the context of Social Sciences. Provide an example of how it can be applied in the classroom.
8. How do educators utilize Formative Assessment to adapt teaching methods and enhance student learning in Social Sciences?
9. Discuss the importance of Summative Evaluation in providing a comprehensive overview of student achievement in Social Sciences.
10. List and briefly explain two methods of remedial instruction commonly used in Social Sciences education.