Department of Distance Education

Punjabi University, Patiala

Class : B.Ed.-I   **Semester : 2**

Paper : XI & XII (Teaching of Social Studies

Medium : English   **Unit: 1**

Lesson No.

1.1.   Methods of Teaching social studies

1.2.   Instructional Planning: Concept, need and importance,
           Unit plan and lesson plan: need importance and procedure.

1.3.   Evaluation of learning in social studies

Department website : www.pbidde.org

LESSON NO. 1.1   **AUTHOR : DR. MANJEET KAUR**

STRUCTURE

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1.1.1 Aims

     After a careful reading of the chapter, the reader will be able to :

     i)   describe source method

     ii)   understand the advantages of lecture method

     iii)   explain discussion method

     iv)   define project method

1.1.2 Introduction

     There are no two opinions that there is no substitute for a method of teaching and right kind of teachers. It was why that Secondary Education Commission has

laid down. Even the best curriculum and the most perfect syllabus remains dead unless questioned into life by the right method of teaching and the right kind of teachers. Further the commission adds sometimes even an unsatisfactory and unimaginative syllabus can be made interesting and significant by the information to be imparted but on his students, their interests and aptitudes, their reactions and responses. He judges the success of his lesson not by the amount of matter covered but by the understanding, the appreciation and efficiency achieved by the students.

The role of a method by the same commission had been described in the following words. "Any method good or bad links up the teacher and his pupils into an organic relationship with constant mutual interaction; it reacts not only in mind of the students but on their entire personality; their stands of work and judgment, their intellectual and emotional equipment, their attitudes and values. Good methods which psychologically and socially sound may raise whole quality of their life. So in the choice and assessment of methods, teachers must always take into consideration their end products, name by the attitudes and values inculcated in them consciously or unconsciously.

A good method of teaching always result from the observations of certain principles of teaching and laws of learning. It must also consider the learner at the central point of the teaching process.

Herbert Wards and Frank Roscoe have beautifully defined a method in the following words.

"While it is true that a good method is not merely a collection of articles or mechanical devices and that a teacher must devise his own method, it is important that a good method results from constant observation of certain broad principles. These include, orderly procedure in teaching, an arrangement of the subject which will avoid wastage of time and energy and distribution of emphasis, which will secure the greatest cooperation from the pupils and maintain their active interest."

For teaching a subject like social studies, it is essential that different methods of teaching should be used so as to teach different types, levels and quantities of curriculum to students in accordance with their age, level and needs. It is still of greater importance because for all the topics of the curriculum and level of the students, there is no royal road for successful teaching. The teacher must be in a position to use any permutation and combination of methods, devices and techniques to make the subject interesting, vital and living, so that there is maximum learning at the part of the students. The use of different methods for teaching different subject or to use combination of different methods in the teaching of one topic is also essential for avoiding monotony amongst the students, class and the teacher. Before we discuss different methods of teaching social studies to the students, we must remember that students are not the empty pots in which any liquid can be poured. They are living

human beings who may or may not be ready to accept the knowledge one may want to teach. It is essential that the methods should be such that students feel interested in the topics which are to be taught. We will discuss some methods as follows :

1. Lecture Method
2. Discussion Method
3. Project Method
4. Source Method
5. Socialized recitation Method

1.1.3 Lecture Method

Lecture method is the oldest teaching method given by philosophy of idealism. This method refers to the teaching procedure involved in the clarification or explanation to the student of some major idea. Lecture method lays emphasis on the presentation of the content. Teacher is more active and the students are passive, but he uses question-answer as device to keep them active.

The method is more useful for senior classes i.e. secondary and above. It is useful to impart authentic, systematic and effective information about some events and trends. The teacher can effectively use it firstly, to clarify the difficult problems by placing more emphasis upon the problematic concepts, by reviewing, by providing new synthesis and also by giving more examples to clarify the concepts of the students. This method is also useful to motivate the students by arousing their curiosity of the students still further. The method is of greater use for reviewing the main points of the topic and referring to important events. This method is of immense use for providing rich and relevant information to students. In a class there are different types and levels of students. The teacher is also supposed to teach those students who have specific interests in the subject by providing them with enriched information as such students aspire for additional information, more knowledge and to go in for additional readings. While teaching with the lecture method, the teacher can reveal his own experience, impart information which enables a teacher also to grow in the profession as he can teach only when he has upto date information with him. The method is useful for teaching many topics such as UNO, international understanding, national integration, new economic order, Sikhism, way of independence, lives of national and religious leaders and their movements. The method though advantageous to teach many of the topics in an effective way especially to senior students, has its own advantages and limitations.

1.1.3.1 Advantages

1. Creation of Interest : If a lesson is well prepared and well delivered then it makes the classroom teaching very interesting by the teacher by way of using tones, gestures, facial expressions, movement of hands, head etc. He can furthermore change his position, dramatise certain situations, change his voice and place, emphasise where and when it is needed. He can be in position to deliver his message, express

his feelings, convey his emotions, show his interest and attitude and thus make the delivery part of the knowledge more interesting.

2.   `Face to Face Contact` : The teacher continues to watch if the students are active or passive. When the class is passive, he can narrate different interesting gestures and make the class interested in the subject. In short, he can be in a position to carry the students along with him. A simple view of the class will be sufficient to give him the knowledge of the attentiveness of the class.

3.   `Training in co-ordination of Ear and Eye` : The students can become more interested in the class work as and when they coordinate their ear and eyes, ear and hand and also eye and hand and do observing and listening, seeing and taking notes etc. If more than one sense of an individual is in action, he is in a better position to grasp.

4.   `Economy of Time` : For delivering lecture the teacher is to prepare it, take notes, consult more books and use more resources, which places responsibility upon him. All this surely effect upon the learning process of the students.

5.   `Beneficial to Bright Students` : While lecturing the teacher is to take the whole class with him. He can recommend more reading to bright students so that they are in a position to do extra reading. Important questions can raise the curiosity of the bright students.

6.   It develops good audience habits and acquiring personal values.

7.   It provides opportunities of current events and latest information.

`1.1.3.2      Limitations`

1.   `More Dependency` : The students become more dependent upon teachers and do not take interest in studies as ready made material is available to them.

2.   `Learning by Doing Not Encouraged` : Lecture method does not encourage it.

3.   `Monotonous` : Lecture method is a difficult method as lecturing is the most important method which needs to be dealt with by a perfect personality other wise it becomes monotonous.

4.   There is a very little scope for pupil activity.

5.   This method does not take into consideration individual differences.

6.   It spoon-feeds the students without developing their power of reasoning.

`1.1.3.3      Suggestions`

1.   It should be used with caution. The teacher should change the method as and when there is a need to do so. However, by talking about topics, situations and giving references the curiosity of the students can be aroused.

2.   `Notes` : As and when some difficult topic is to be taught, it is better that the students should be provided with cyclostyled notes so that they can consult them at times of need.

3.   `Talking rather than Lecturing` : In order to make the lecture interesting, it is better that the lecture should be so planned that it becomes an interesting tale

between the teacher and the students, rather than one way process only.

4.   `Humour` : By adding "humour to the situation and in the teaching process, the lecture can be made more interesting.

5.   `Evaluation` : In order to evaluate if the teaching through the lecture method is a success, the teacher should evaluate the students after some lectures and change the method if the process is not a success.

6.   `Complicated` : Lecture method is so complicated that it becomes difficult for every teacher to have a mastery upon it. The teacher is to continue to read the pulse of the class and provide such material that the interest of the class is maintained.

7.   `Teaching Aids` : Black-board, chairs, maps, pictures and projects should be used to make a lecture method interesting.

8.   `Examples` : Verbal illustrations such as example, comparison etc.

9.   `References` : Books, Newspapers, Magazines etc.

        After considering various merits and demerits it may be concluded this method may be suitable for teaching in higher classes. In higher classes this method can be used successfully, for imparting factual knowledge introducing some new and difficult topics, make generalisation from the facts already known to the students, revision of lessons already learnt etc. This method of teaching can be made more beneficial of the teacher encourages his students to the notes during the lesson. After the lesson teacher can give some time to his students for asking questions and answer their question while delivering his lesson the teacher may see that the lesson is delivered in good tone loudly and clearly. He should use only simple and understandable words for delivering his lesson. If teacher can introduce some humour in his lesson it would keep students invested in his lesson.

`1.1.4 Discussion Method :`

        This method is very important method of teaching social studies. Discussion has been defined as a thoughtful consideration of the relationships involves in a topic under study. This is concerned with the analysis comparison, evaluation and conclusions of these relationships. Discussion method encourages the pupils to direct their thinking process towards the solution of a problem. Different techniques of discussion method :

    1. Class-room discussion.
    2. Debate
    3. Symposium
    4. A Panel discussion
    5. Seminar

    Essential parts of discussion :
    1. The leader
    2. The group
    3. The problem

4. The body of knowledge
5. Evaluation
Procedure of Discussion Method :
1. Preparation
2. Conduct of discussion
3. Evaluation

1.1.4.1   Merits of discussion method :
1. This method is according to aims of teaching social studies.
2. It is democratic method.
3. It develops reasoning power of students and group spirit.
4. It enhances the communication power of students and develops qualities of leadership.
5. Students learn ethics of parliamentary procedure.
6. It inculcates toleration power.

1.1.4.2   Limitations of discussion method :
1. This method is not suitable to all topics.
2. It is time consuming method.
3. This method is not suitable to all teachers.
4. It provides opportunities to a few students to dominate.
5. It becomes monotonous.

1.1.5 Meaning of Project Method :
1. According to Ballard : "A project is bit of real life that has been imported into school."
2. According to Kilpatric : "A project is a purposeful activity provided most earnestly in a social environment."
3. According to J.A. Stevenson, "A project is a problematic act carried to completion in its natural setting."

This is an activity method which is profitably used to teach social studies. However, it is difficult for all the teachers to use this method. It involves activity which should be purposeful giving experience, closer to reality, providing freedom to the students and utilization.

In order to teach through this method different steps have to be planned to execute the project. Such a situation is to be created in which useful activity can be organised. The project is to be selected and planned in accordance with the interests and attitudes of the students. The project is to be planned in such a way that all the students take part in it. The project is to be such that it can be executed by the students without the help of the teacher who is no doubt present to supervise and provide help as and when it is needed and asked for. It has to be executed in a perfect manner. It has to be evaluated towards the end so that as and when some other students undertake such a project they get reasonable help to do so. The

project, at the end if reported by recording which is again done by the students.

1.1.5.1   Basic Principles of Project Method :

This based on the following principles :

1. Principle of Purpose.
2. Principle of Activity.
3. Principle of Experience
4. Principle of Freedom
5. Principle of Reality
6. Principle of Utility

1.1.5.2   Merits

1. It is in accordance with the psychological needs of the students.
2. It provides freedom to the students.
3. It is in accordance to age and mental level of the students.
4. It helps in the socialization process and helps in social development.
5. It encourages democratization and provides proper form to understand it.
6. Learn through practical problems of life.
7. In the process both the students and teacher grow.
8. Students learn to evaluate their work.
9. It satisfies students.

1.1.5.3   Limitations

Difficult to execute for the teachers as well as students, it needs specially trained teachers to put it into practice. Mostly the schools do not have proper facilities and atmosphere to teach through this method.

The Project method is not totally new, Project equivalents are advocated for the adolescent period by Rousseau in 'Emile'. A project plan is modified form of an old method call "concentration of studies". So project method is important method in teaching social studies.

1.1.6 Meaning of Source Method

Source method implies the use of original material and original sources in the teaching of social studies. A source method provides first hand experiences and leads to better understanding of the subject.

This is an activity method like project method. The students are provided with documents, historical accounts, biographies and in scriptures, coins, travel accounts, religious literature and are guided to build up a historical/political/social/ economic account out of it. It gives them a deep insight and method is a success with only grown up students. Only limited material is expected from the students, it develops critical thinking amongst them. It enables them to form their own independent judgment about certain problems, gives them training in the collection

of data, organising, analysis and interpretation of data. It gives them the training to stimulate imagination, enable them to reconstruct the past events. It develops more interest in the students in the subject of social studies.

The methods may be used at any stage but will be more useful at high school level. The students can be encouraged to collect data, to put it into a systematic way, to tabulate it in such a way that it can be according to the difficulty level of the students and interesting also.

This method can be used at difficult levels of teaching. For example, it can be used to motivate the students in a lesson. Students can be encouraged to collect information about Guru Gobind Singh before teaching the Organisation of Panth Khalsa. It can also be used as a mid-lesson method to substitute the information to be collected by them from other sources. It can be used as a past lesson method to encourage the students to explore the area of knowledge further. The method, has its own advantages and limitations.

1.1.6.1   Advantages

1.   Close to reality : When the students explore these areas they come closer to the reality.

2.   Curious : It helps in making the students more curious to know about the facts of the topic.

3.   Right Type of Environment : The use of social method creates a right type of environment to study the subject of the social studies.

4.   Mental Exercise : It accelerates the thinking process, sharpens intellect, teachers effectively and makes the learning process more effective.

5.   Supplementary   : At time for all the students and so often for some of the students, the process is managed that it provides supplementary information, which is not available with the teacher.

6.   Foundation of Research : Those who cultivate the habit of using source method in fact get initial training in research.

7.   Functional Knowledge : It provides functional knowledge. Even the slow and backward learner feel interesting when they see original sources. So their learning becomes functional because it is gained in real context.

1.1.6.2   Limitations

The sources and resources for the teacher are limited and it is difficult to provide facilities for it. All teachers cannot see this method more effectively because they are not trained in this technique. As the method is complex and technical so it does not suit the younger students. It is difficult to be used as the old literature is in different languages and all teachers are not conversant with them. Not to talk of the students, it becomes difficult even for the teachers to organise the matter after

collecting from the different source.

The students should be encouraged to study the resource books in the library. Educational tours to places of importance may be arranged. The student may be asked to write their own impressions and inferences about the places they visit, copies of important extracts from the relevant records may be pasted on the blackboard for the use of students. Dr. Keatings thinks that original sources can be used for creating suitable environment in the lower form well planned purposive and well-directed efforts have to be made in the teacher in the use of this method.

1.1.7 Socialized Recitation Method

According to Binning and Binning: The proceducres is one in which the teachers turns the periods over to the class or to a committee by the pupils over the class or to a committee by the pupils and then withdraws entirely from any participation int he activities of the class

Examples: the teachers divided the entire class into 3 groups according to the student's mental level, interest and attitude.

Day to day, popularity of socialised process is growing. In it, teacher learns how to divide the whole calss into such groups having common interest, attitude and aptitude etc. and how to maintain discipline into the classroom effectively. The whole class is divided into groups and in teach group there will be a chairman who helps the teacher in maintaining the discipline and in supervising. Arrangement will be in the circle form and teacher may also sit in the centre of circle. Each grups of the classroom though discussion and Question-Answer provides the colleected information of his group to another group. The role of teacher is very limited, he guide each group after its turn.

Definition of Socialized Recitation Method

According to Wesley and Wronski, " The socialized procedures can make use of all the divices, problems and activities that are available under other methods."

According the M.P. Moffall said, " Socialized recitation provides a greater apportunity for pupil participation than the lecture method. It is a sort of general discussion method with all pupils participating in a cooperating manner by making contributions, asking question to the attempting to solve problems. It may be a method applicable to the introduction of a topic, talking over a significant event in the prepation for studying a problem."

Accroding to Binning and Binning, "Any class session, that exhibits group consciousness and feeling of individual responsibility towards one groups, is a socialized recitation.

The above difinitions show that on the one hand, the burden of teaching is shifted from teacher to entire class or group of student. Now, teacher is free from teaching burden, he guide only. But on the other hand, this method develops the

leadership qualities in the student and also develops reflective thinking, creative thinking, desirable social attitudes and cooperative thinking etc.

1.1.7.1   Forms of Socialized Recitation

1.   Committee Meeting: The form of socilize recitation may be like a commiittee meeting in which all the students and teacher express their own ideas freely, share their information willingly and then at end, come to the actual conclusion of the topic-problem.

2.   Discussion: The other of the socilized recitation may be like a descussion in the classroom where teacher is the discussion leader.

3.   Election of Chairman: Third form of the socialised recitation is that in which the whole class elects their chairman to guide and conduct the discussion effectively.

4.   Parliamentary groups Formation: The fourth forms of socialized recitations is, in which the entire class is organized in a parlimentary groups havinga present, a vice-president, a secetary and other special office bearer. Students will pay the roles of above mentioned persons carefully. Binning and binning methods four types of plan in this method:

i.   Formal group plan
ii   Informal groups plan
iii   Self-directing group plan
iv   Seminar group plan

1.1.7.2   Merits of Socialized Recitation Method

1.   Development of a habit of planning: It is develops the habit of framing the plan in the students.
2.   Inspirational : It stimulates the inspiration power in the students
3.   Decision Making Power: Self-Decision making habit in the student can easily be developed because the students have to take part in discussion.
4.   Self-Confidence: It can develop-confidence in the student though assigning the task of chariman in the discussion.
5.   Assessment of strenghts and weakness of student: Merits and shortcoming in the student can easily be traced out by the teacher.
6.   Cooperative Thinking: It develops the cooperative thinking and social attitude in the students.
7.   Respect for Teamwork: Student learn how to respect others and also learnt how to particular in the teamwork.
8.   Self-Expression: Said "One of the gretest value in the method lies in the opportunity that it gives the pupils to express his thoughts.

1.1.7.3   Demerts of the Socialized Recitations Method

1.   Time- Consuming: It is time consuming process and requires a lot of time to finish a small topic.

2.   Habit of Self Praising: It can develop the bad habit of self-praising and self-demonstrating in the student.

1.1.8 Summary

There is no doubt that there is no substitute for a method of teaching and right kind of teachers. Even the best curriculum is failed without the right choice of suitable method. There are so many methods for teaching social studies like lecture method and discussion method , source method, Project method etc.

For different class, different topic and different method is used for teaching social studies. Lecture method is a teacher dominated method but it is a base of other methods of teaching social studies. Source method implies the use of original material and original sources in the teaching social studies.

1.1.9 Self-evaluation

i)   Source method is an activity based method   Yes/ No
ii)   Lecture method is a new method.   Yes/No
iii)   Discussion method is not suitable to all topics.   Yes/No
iv)   Project method discourage democratization   Yes/No

i) No   ii) No   iii) Yes   iv) No

1.1.10 Suggested questions

1.   What do you mean by source method. Discuss its merits and demerits.

2.   What do you mean by lecture method? Give some suggestions to make this method interesting.

3.   What are merits and demerits of lecture method? How to use it.

4.   What do you mean by project method? Discuss its merits and demerits.

1.1.11 Suggested readings

1.   Kohli, A.S.   :   Teaching of Social Studies
2.   Aggarwal, J.C.   :   Teaching of Social Studies
3.   Sodhi, T.S.   :   Teaching of Social Studies
4.   Manjeet Kaur   :   Teaching of Social Studies (English)
      Gurmeet Singh (2004)

Lesson No.- 1.2   **Writer: Dr. Loveleen Chauhan**

Instructional Planning: Concept, need and importance,
Unit plan and lesson plan: need importance and Procedure

Structure:
1.2.1 Objectives
1.2.2 Introduction
1.2.3 Instructional Planning
    1.2.3.1Concept
    1.2.3.2 Need and Importance
1.2.4 Unit Plan and Lesson planning
    1.2.4.1 Need and Importance of unit plan
    1.2.4.2 Need and Importance of lesson planning
    1.2.4.3 Procedure of Unit and Lesson Planning
1.2.5 Let us sum up
1.2.6 Glossary
1.2.7 Suggested Reading and Web Source
1.2.8 Suggested Questions

1.2.1 OBJECTIVES
After going through the lesson, the students will be able to:
1. Understand the meaning, concept and importance of instructional planning
2. Know the need for lesson plan
3. Know the importance of unit plan
4. Follow the procedure of unit and lesson planning

1.2.2 INTRODUCTION

Effective planning of every lesson in advance and preparing the whole teaching process in the classroom is very important. A good teacher should always plan carefully all classroom activities in order to reach their educational goals efficiently. They should always explore a variety of materials to find suitable aids for instruction well in advance. Careful planning of lessons is essential for effective teaching.

1.2.3 INSTRUCTIONAL PLANNING

1.2.3.1 Concept and meaning

Planning according to Bossing is, "An organized statement of general and specific goals together with the specific means by which these goals are to be attained by the learner under the guidance of the teacher. Thus planning results in:

(a) Efficient organization of the subject matter
(b) Realization of goals and objectives
(c) Developing interest in pupils
(d) Co-ordination in teaching-learning
(e) Progress in the teaching learning process
(f) Confidence and competence in the teachers

- **Levels of planning**

Course planning		General
Unit planning		
Weekly planning		
Daily lesson planning		Specific
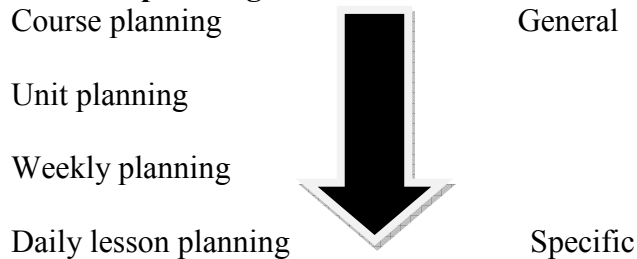
Principles of planning:

1. It should be flexible
2. Knowledge of the subject matter
3. Teacher should be trained in methodology and techniques of teaching of social studies
4. It should encourage student participation
5. It should be done in advance
6. The teacher should provide the opportunity to the students for practical use of their knowledge
7. It should be able to use the various teaching aids for teaching the topic

1.2.3.2 Need and importance

A solid planning process is integral to a teacher's efforts in identifying appropriate curriculum, instructional strategies, and resources to address the needs of all students. Furthermore, teachers' planning influences the content of instruction, the sequence and cognitive demands of subject topics, learning activities and students' opportunities to learn, and the pacing and allocation of instructional time.

Before the actual instruction starts, teachers need to decide upon valid and reliable assessment techniques that are available to solicit student learning data and judge the success of the instructional plan. Additionally, teachers should communicate to their students about what they are expected to achieve and inform them about how they will be assessed after participating in the learning activities.

Performance indicators for the instructional planning of teachers
1. Uses student learning data to guide planning.
2. Plans time realistically for pacing, content mastery, and transitions.
3. Plans for differentiated instruction.
4. Aligns lesson objectives to the school's curriculum and student learning needs.
5. Develops appropriate long- and short-range plans, and adapts plans when needed.

1.2.4 Unit plan and Lesson planning
* **Unit plan**

The collection of text material in the form of data, learning experiences and different skills and aptitudes of students is called a unit. Unit provides a structure or framework for the design of a course.

According to Michaels, "A unit in social studies may be carefully developed child like experiences related to a particular topic and designed to contribute to the achievement of purpose of social studies".

According to Hanna, Hageman and Potter, "A unit can be defined as a purposeful learning experience focused upon the behavior of the learner and enables him to adjust to a life situation more carefully".

* **Lesson planning**

Lesson planning is teacher's mental and emotional visualization of the classroom experience as she plans it to occur.

According to Lester B. Stands, "Lesson plan is actually plan of action. It 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 matter taught and her ability to utilize effective methods".

* **Difference between unit plan and lesson plan**

S.no.	Unit plan	Lesson plan
1.	Unit plan is comprehensive and broad	Lesson plan is narrow
2.	The whole content is considered to be a unit	It is part of the unit plan
3.	It is based on the nature of the content and teaching objectives	It is based on the content of a specific topic and its objectives
4.	It is constructed keeping in view the whole unit	It is constructed keeping in view a topic
5.	Proper organization of content is given importance in its construction	Presentation of content is given importance

6.	A unit plan provides a basis for evaluation	On the basis of lesson planning learning outcomes are measured

1.2.4.1 Need and Importance of unit plan

Unit plan links the goals, objectives, content, activities and evaluation a teacher has in mind.
1. The unit is organized around the purpose of the learner.
2. The unit provides a place of beginning and ending: It will suggest to the learner and to alert the teacher where he should begin and clearly indicate the point where he should conclude his topic.
3. The learning activities of the unit are educationally significant.
4. The teacher can evaluate the activities involved in the development of the unit with respect to their own worth and the extent to which activities are significantly related

* **Importance:**
1. The unit is comprehensive: It focuses on the large unified learning situation tend to insure unity in the total learning experience.
2. The unit provides variety of activities
3. It requires and involves pupil teacher cooperation
4. It stimulates further action
5. It provides the basis for its evaluation

1.2.4.2 Need and Importance of lesson planning

Effective lesson planning is the foundation of all good teaching. It is needed in advance because
* It keeps both the teacher and taught on right path
* It makes teaching activities meaningful and stimulating
* It tells the success or failure of teaching
* It reduces the wastage of time by making the lesson plan systematic and organized   well in advance
* It makes the teacher more confident by helping the teacher to use teaching aids effectively
* Continuity of the lesson of a unit is maintained by avoiding unnecessary repetition of the subject matter

* **Importance:**
- It provides a framework to help the work, directing along the lines of the syllabus at a suitable rate.
- It determines the activities of the student and teacher in advance
- The teacher can determines what methods, techniques, strategies and aids he will use to elaborate his topic

- Lesson plan act as important component to develop teaching skills in pupil teacher
- Lesson plan assists in giving practical form to theoretical knowledge
- Advance lesson plan helps to maintain discipline in the class
- The teacher makes a lesson plan keeping in mind the interest, aptitudes, capabilities and need of the learner

1.2.4.3 Procedure of Unit and Lesson Planning

According to Davies, "Nothing is fatal for a teacher as unpreparedness". A pupil teacher who makes his lesson plan but is not able to learn it well; he can neither present the content before students in a sequence nor correlate different steps and units of the same topic fails in using prescribed method, technique and teaching aids.

Different types of lesson: Three types of lesson plans are there:
1. Knowledge lessons
2. Appreciation lessons
3. Skill lessons

* **Procedure of unit planning:**

Prof. H.C. Morrison is the exponent of this approach. Unit approach follows five steps approach like Herbartian five steps. These are:
1. Exploration
2. Presentation
3. Assimilation
4. Explanation
5. Recitation

The following are the features of teaching unit:
1. Division of content: In this the whole content to be taught is divided into small units making the students understand them attentively.
2. Giving practical shape to the teaching process: A teaching unit is further arranged into three sequential steps:
   (a) Introductory phase
   (b) Presentation phase
   (c) Evaluation phase

(a) Introductory phase: In this phase students are explained about teaching objectives and makes students acquire new knowledge.
(b) Presentation phase: Here the contents are presented to the students and help them to gain learning experiences.
(c) Evaluation phase: In this phase students analyze and revise the learning experiences and are evaluated on the basis of that.

* **Unit planning has the following Components:**
1. Topic derived from Course Outline, textbook/curriculum guide.

2. **Objectives-**Listed Learning Intentions/Goals.
3. **Content Outline** --Outline of material to be covered.
4. **Learning activities-**Teacher and student activities arranged in a series of daily lessons leading to learning outcomes.
5. **Resource and materials --**Materials to be used for the unit.
6. **Evaluation**—the Procedure to assess and evaluate learning.

∗ **Procedure for lesson planning**

The social studies teacher plans, prepares and put down his plans in the form of lesson notes. The teacher should follow the broad principles of planning:

1. Subject matter should be selected properly.
2. Selected material should be presented in an organized, orderly and effective manner.
3. Pupil participation should be kept in mind while preparing lesson plan.
4. Objectives should be achieved by analyzing learning outcomes.

The lesson plan indicates the steps to be followed gradually. It also depicts the class for which the lesson is meant, previous knowledge of the students, the content and length of the lesson, the teaching aids to be used.

Teaching procedure: Conduct of lessons

J.F. Herbert (1776-1841) followed herbertian steps for preparing lesson plan. These are:

i) Preparation
ii) Presentation
iii) Association of comparison
iv) Generalization
v) Application
vi) Recapitulation

i) Preparation: According to Herbert, the mind off the child must be prepared to receive the new knowledge. It involves

* Testing previous knowledge of students

Preparation will be sort of testing and rearranging the contents of the previous lessons or co-relating the lesson with the daily routine life. The social studies teacher makes the pupil mentally active and prepares him for receiving new knowledge.

* Announcement of the aim of the lesson

The announcement of the aim of the lesson to the students should be clear, concise and free from unknown words. So, the social studies teacher should know his aim and implicit in his teaching.

ii) Presentation: After the first step, the social studies teacher presents the new matter to the students. It involves good deal of mental activity on the part of the students. While presenting the matter, the social studies teacher should keep following principles in mind:

1. Principle of selection and division
2. Principle of successive clearness

3. Principle of integration

iii) Association of comparison: The knowledge to be learnt is compared, contrasted and associated with old experience with new one. It is very important in dealing with inductive lesson. This step is sometimes not considered as separate step but is emerged in second step i.e. presentation.

iv) Generalization: When the mind comprehends new knowledge, it compares and contrasts with what is already present. It then arrives at general ideas for formulation. This step enables the social studies teacher as well as the taught to systematize the knowledge learnt.

v) Application: After generalization, the knowledge should be applied for verification to real life situation. The purpose of this step is to enable the students to apply new knowledge.

vi) Recapitulation: This step involves revision of the knowledge learnt in the lesson. Recapitulation can be done either in between the lesson if it the lesson is lengthy which is known as sectional and final recapitulation. But if the lesson is short then one should do recapitulation at the end of the topic.

1.2.5 Let us sum up

While preparing the lesson plan for any class, the social studies teacher should first do instructional planning and follow its various steps. After that, unit planning needs to be done and lastly, planning for the particular topic of social studies is required. So, if planning is done in an organized manner then social studies teacher will feel more confident and energetic before entering the class.

1.2.6 Glossary

1. Lesson plan   It presents an outline of the tasks to be done during teaching
2. Unit   The collection of text material in the form of data, learning experiences   and different skills and aptitudes of students is called a unit

1.2.7 Suggested Reading and Web Source

Methods of teaching of Social Studies-   B.N. Dash, Dr. I.V. Radhakrishna Murthy

Teaching of Social Science-   B.L. Sharma, B.K. Maheshwari

Teaching of Social Science-   Prof. S.R. Ruhela

The teaching of Social Studies-   S.K. Kochher

1.2.8 Suggested Questions

1. Define Planning and explain principles of planning.
2. Name various levels of planning.
3. What is the importance of instructional planning?
4. Give the meaning of unit plan and lesson planning.
5. Differentiate between unit and lesson planning.
6. Describe the steps followed in lesson planning

Lesson No.- 1.3   **Writer: Dr.Manjeet Kaur & Ms. Ruchi Dhyani**

Evaluation of learning in social studies

Structure of the lesson:
1.3.1   **Objectives**
1.3.2   **Meaning of Evaluation & Type of Evaluation**
1.3.3   **Purpose of Evaluation in social science**
1.3.4   **Technique of evaluating learner achievement in social science**
         a. **Written**
         b. **Oral test**
         c. **Observation tools**
         d. **Work samples**
         e. **Portfolio**
1.3.5   **Assessment: tools & techniques of continuous & comprehensive evaluation (CCE) for curricular & co- curricular subject**
1.3.6   **Summary**
1.3.7   **Suggested Questions**
1.3.8   **Suggested Books**

1.3.1   **<u>Objectives</u>**
        After going through this lesson students will be able :
    1) To explain meaning of evaluation & its types
    2) To explain the purpose of evaluation
    3) To explain the tools & techniques for evaluation

1.3.2   **<u>Meaning of Evaluation & Types of Evaluation</u>**
        Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative—depending on the purpose

        Pre-instructional evaluation: is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of where students are and is not a measure of what they are capable of doing. The purpose is to analyze the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation: is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of how things are going. It identifies a student's strengths or weaknesses with respect to specific curriculum outcomes so that necessary adaptations can be made.

Summative evaluation: occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used in order to report the degree to which curriculum outcomes have been achieved.

In nutshell Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation, judgments, and decisions to data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice or indicate the need to change it? Are students ready to move on to the next phase of the course or is there need for remediation?

1.3.3 Purpose of Evaluation in teaching learning process
1) Providing feedback to improve student learning
2) Determining if curriculum outcomes have been achieved
3) Certifying that students have achieved certain levels of performance
4) Setting goals for future student learning
5) Communicating with parents about their children's learning
6) Providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
7) Meeting goals of guidance and administrative personnel

1.3.4 Techniques of Evaluating Learner Achievement in Social Science
(a) Examination/ written test
An examination or written test is used to sample a domain of knowledge and skills. It is administered under controlled conditions and is therefore kept confidential beforehand. Depending on the level of the qualification, an examination will assess the range of candidates' ability to recall information, demonstrate understanding, interpret, apply their knowledge, solve problems, analyses and evaluate.

∗ **Use**
1) To assess whether the candidate can retain, integrate and consolidate the knowledge and skills gained in individual Units.
2) To grade attainment

∗ **Advantages**
1) Taken under strict conditions, which ensures the confidentiality of the material and minimises any chance of malpractice
2) Marking is subject to a series of rigorous checks so reliability should be high
Limitations
3) May lead to 'teaching to the test', to the detriment of learning

4) Not useful for assessing all cognitive skills, for example, creative writing Significant construction features
5) The language used in the question paper should not be a barrier
6) The weighting given to a particular part of the question paper reflects its relative importance
7) Sampling is systematic but unpredictable to avoid question 'spotting'
8) The level of difficulty of the individual questions is appropriate
9) The mark available for each question must match the demands of the task and the test specification
10) The level of difficulty of the overall paper must be appropriate to the level of the qualification
11) The marking instructions must allow for a range of valid answers for open-ended questions

(b)   <u>**Oral Test**</u>

Oralassessment'includesanyassessmentofstudentlearningthat isconducted,whollyorinpart,bywordofmouth. Seven reasons for using oral assessment
1.Thelearningoutcomesdemandit
2.Itallowsprobingofthestudents'knowledge
3.Itreflectstheworldofpractice
4.Itimproveslearning
5.Itsuitssomestudents
6.Themeaningofquestionscan beclarified
7.Ithelpstoensureacademicintegrity

   ∗   <u>**Type of oral test**</u>
1) Interview style–the examinee is quizzed on general topics
2) Clinical style: questions are specifically regarding diagnosis and treatment plans for a particular patient
3) Cognitive style: requires problem solving around problem solving around specific cases.
4) Role playing style—students assume various roles with the examinee.

   ∗   <u>**Advantage of oral test**</u>
1) Direct personal contact with candidates
2) Opportunity to take mitigating circumstances into account
3) Flexibility in moving from candidates strong points to weak areas
4) Requires the candidate to formulate his own replies without clues
5) Opportunity to question the candidate about how to arrive an answer
6) Ability to test depth and breadth of candidates thinking process and logic of arguments
7) Opportunity for simultaneous assessment by two examiners

∗ **Disadvantages**
1) Lack standardization
2) Lack objectivity and reproducibility of results (halo effect)
3) Permit favoritism and possible abuse of contact
4) Suffer from undue influence or irrelevant factors
5) Suffer from shortage of trained examiners to administer the exam
6) Excessively costly in terms of professional time in relation to the limited value of the information it yields

∗ **Observation tool**

Information can be best collected about children in 'natural' settings. Some information is based on teachers' observations about learners in the course of teaching. Other information is based on planned and purposeful observation of students on activities/tasks. There are different types of observational methods which are: (i) Controlled Observations (ii) Natural Observations (iii)Participant Observations

∗ **Features of observation**
1) Eye Observation – In an accurate sense, observation involves the use of the eyes rather than the use of the ears and the voice.
2) Aim – Observations which act on scientific grounds are brought in use with some or the other aim to achieve something.
3) Planning – The value of an observation in an operation is only if it is done properly – in a planned manner as, if it is done in a careless sense then the chance of making such an observation again may come or not.
4) Recording –One very common method to keep a track of these activities is to write down the various impressions, but now a day a tape or in some cases a video camera is used for the recording purposes.In tape, actual words can be recorded which results in zero chance of committing an error.
5) Physical and mental activity – Sense organs have a very critical role to play in the observation process. An investigator has to use his sense organs for seeing and hearing things and then has to keep in mind the whole set of observations for an in depth analysis of the matter later on.
6) Exactness – Observation should be based on standardized tools of research which makes an observation exact in its nature of working.
7) Direct study – Observation is a very vital scientific method that helps a lot in the collection of the primary information that is reliable in nature in which direct study of the situation is involved.

∗ **Advantages of Observation Tool**
1) Various aspects of personality development can be assessed through observations.
2) Can be used to assess individuals as well as groups.
3) Assessments can be made during varying time periods.
4) Evidence of child's performance/knowledge is based on an 'on-the-spot record'.

5) Over time, detailed observations of behaviour as well as interests, challenges,-patterns/trends emerge which allow teachers to create a comprehensive picture/view of the child.

* **Disadvantages of Observation**
1) Problems of past cannot be studied by mean of observation.
2) Attitude cannot be studied with the help of observation.
3) Having no other option one has to depend on the document available.
4) Observation involves a lot of times as one has to wait for an event to happen to study that particular event.
5) Complete answer to any problem or any issue cannot be obtained by observation alone.

* **Work sample**

Work Sampling is a fact finding tool. In many cases, needed information about men or machines can be obtained in less time and at lower cost by this method than by other means.

* **Work Sampling has three main uses**

1) Activity and Delay Sampling: To measure the activities and delays of workers or machines (e.g. to measure the percentage of the day that a person is working or not working).
2) Performance Sampling: To measure working time and nonworking time of a person on a manual task, and to establish a performance index or performance level for the person during his or her working time.
3) Work Measurement: To establish a time standard for an operation.

Purpose of work sample
1) The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
2) The teacher sets significant, challenging, varied, and appropriate learning goals.
3) The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
4) The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
5) The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
6) The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
7) The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

1.3.5 Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development. It is a developmental process of assessment which emphasizes on two fold objectives. These

objectives are continuity in evaluation and assessment of broad based learning and behaviourial outcomes on the other. In this scheme the term `continuous' is meant to emphasise that evaluation of identified aspects of students `growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and creating feedback of evidence to teachers and students for their self-evaluation. The second term `comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like:

1) Knowledge
2) Understanding/Comprehension
3) Applying
4) Analyzing
5) Evaluating

∗ **Some important points to be considered for implementing continuous and comprehensive evaluation are:**

a. Careful examination of the course, and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance.

b. Knowledge and ability to construct assessment tools that are criterion based appropriate for assessing the competencies.

c. Careful planning of the competency based teaching procedures. There should be congruence between teaching and assessment without which assessment would become distorted.

d. Comprehensive evaluation of competencies as well as personality traits and attitudes.

e. The maintenance of records.

f. Requirement of knowledge and skills of evaluation, commitment, and assistance to provide remedial teaching on part of the teacher.

Tools and techniques of evaluation

Evaluation of Scholastic areas

Area	Technique	Tool	Periodicity	Reporting
All the school Subjects	Oral test Written test Project work Practical activities Maintenance of Portfolios	Oral questions Class work Question paper Unit test Assignments Diagnostic test	Every day after completing a competency or group of competencies Monthly class test Unit test Terminal test	Using direct or Indirectgrades

Evaluation of co-scholastic areas and Personal and social qualities

Area	Technique	Tool	Periodicity	Reporting
Health	Medical checkup for physical growth	Norms of fitness used by Doctor	Once in a year	Health status
Physical Education	Observation of activities	Rating scale	As per time table	Direct Grading
Work Experience & Art Education	Observation at work and activities Maintenance of Portfolios	Rating Scale	As per timetable	Direct Grading
Social and Personal qualities -Cleanliness -Obedience -Discipline -Co-operation -Regularity -Punctuality -Protecting environment -Truthfulness -Patriotism -Responsibility	Observation, Interview and Self reporting techniques (students' diary)	Rating scale, Checklist and Anecdotal Records	Day to day observations by the teachers by determining criteria for each trait	Direct Grading (once in every month)

1.3.6 Summary: Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. Well-designed evaluations also provide information that can help explain the findings that are observed. In these days of reform, educators are continually faced with the challenges of evaluating their innovations and determining whether progress is being made or stated goals have, in fact, been reached. There are many techniques and tools like written test, oral test, observation tool, work sample, portfolio.

1.3.7 Suggested Questions
Q1: what do you mean by evaluation?
Q2: What is the purpose of evaluation?
Q3: What kind of tools & techniques are used for evaluation in social science?

1.3.8 Suggested Books
Aggarwal, J.C: Teaching of Social Science
Koccher , S. K : Teaching of Social Science
Nasiah , K : Social Studies in Schools. Oxford