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**B.Ed.**  
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SEMESTER- 3

**Pedagogy of  
SOCIAL STUDIES**



Course - X  
SECOND YEAR

Semester-III

**PEDAGOGY OF  
SOCIAL STUDIES**

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## UNIT - 1

### TEACHING AND LEARNING OF GEOGRAPHY AND ECONOMICS

#### 1. Explain the fundamental concepts of Geomorphology ?

**Ans : Latitudes :** These are the Imaginary Lines that are drawn from west to east. The longest of these lines is called the equator. It divides the globe into two equal halves called hemispheres.

**Longitudes :** These imaginary lines run from one pole to the other. There are two main longitudes the Greenwich line, which is also called the '0' degree longitude, and the international date line, which is also called 180<sup>0</sup> east/west longitude.

The latitudes and longitudes create a net that covers the map and helps us to locate places.

**Earth movements :** As a planet of the sun, the earth revolves around the sun. Besides this, It also rotates on its own axis. Thus the earth has two motions the rotation and the revolution.

**Rotation :** The Earth rotates on its axis from west to east. The axis is an imaginary line passing through the northern and the southern poles. Earth's rotation is completed in about 24 hours this is called the daily motion of the earth. This motion is responsible for the occurrence of day and night.

**Revolution :** The movement of the earth around the sun in its orbit is called revolution. This movement of the earth is also from west to east. The period of revolution is one year (365 ¼ days)

**Climatology :** Climatology or climate science is the study of climate, scientifically defined as weather conditions averaged over a period of time. This modern field of study is regarded as a branch of the atmospheric sciences and a subfield of physical geography. Which is one of the Earth science climatology includes aspects of oceanography and biogeochemistry.

**Temperature :** A temperature is an objective comparative measure of hot or cold. It is measured by a thermometer, which may work through the bulk behaviour of a thermometric material, detection of thermal radiation, or particle kinetic energy.

**Pressure :** Pressure is the weight of air pressing down on the earth's surface. Pressure varies from place to place and the results in pressure systems. At times of low pressure the air is usually rising. As the air rises, It cools, condenses and forms clouds.

**Wind :** Wind is the flow of gases on a large scale on the surface of the earth, wind consists of the bulk movement of air. In outer space, solar wind is the movement of gases or charged particles from the sun through space, while planetary wind is the out gassing of light chemical elements from a planets atmosphere into space.

**Humidity :** Humidity is the amount of water vapor in the air. Humidity indicates the likelihood of precipitation dew or fog. There are three main measurements of humidity. Absolute, relative and specific. Absolute humidity is the water content of air at a given temperature expressed in gramper cubicmetre. Relative humidity expressed as a percent measures the current absolute humidity relative to the maximum for that temperature specific humidity is a ratio of the water vapor content of the mixture to the total air content on a mass basis.

**Hydrology :** Hydrology is the scientific study of the movement, distribution and quality of water on earth and other planets. Including the hydrologic cycle, water resources and environmental watershed sustain ability. Hydrology subdivides into surface water hydrology, ground water hydrology and marine hydrology.

**Oceanography :** Oceanography also known as oceanology is the branch of earth sciences that studies the ocean. It covers a wide range of topics including ecosystem dynamics, ocean currents, waves and geophysical fluid dynamics, plate tectonics and the geology o the seafloor, and fluxes of various chemical substances and physical properties with in the ocean and across its boundaries.

**Hydrological cycle :** The hydrologic cycle is a conceptual model that storage and movement of water between the biosphere, atmosphere, lithosphere and the hydrosphere. Water on this planet can be stored in any one of the following reservoirs : atmosphere, oceans, lakes, rivers, soils, glaciers, snow fields and ground water.

**Oceans :** The oceans are all interconnected around the continents. The pacific ocean is the largest of all while the Arctic Ocean is the smallest. Oceans and seas have been used by man for fishing suncevery long. The average depth of the ocean is about 3,500 metres but the depth differs at different places.

**Ocean deposits :** Most important types of ocean deposits are 1) Terrigenous deposits 2) Pelagic deposits

The terrigenous deposits are those which are found on the continental shelves and slopes and mainly consist of the rock material derived because of wear and tear. The pelagic deposits are those which are found over deep sea plains and the deeps.

## 2. Write about Indian Geography.

### a) Political divisions b) Rivers c) Landforms

**Political divisions :** Political division is a geographic region accepted to be in the jurisdiction of a particular governmental entity.

India has 28 states and 7 Union territories. The division of these states and union territories is based mainly on the respective languages spoken in these area.

States are further divided into districts. Each state and union territory has a separate government to take care of its administrative needs.

**Rivers :** The rivers in India are classified on three different basis.

1. On basis of discharge of water. 2. Based on size of water shed 3. Based on mode of origin. Nature and characteristics.

**1. Ganga River :** It originates Gangotri glacier near Gaumukh in Uttarakashi in Uttara Khand. There it is called Bhagirathi

**2. Brahmaputra River :** It originates at chemayungdung

glacier in Kailash range near man sarovar lake. It initially flows east wards longitudinally as Tsangpo.

**3. Narmada River :** It originates in western flank of Amarkantak and flows in riftvalley between satpura in south and vindhya an ranges in North.

**4. Kirshna :** It is the second largest east flowing peninsular river. Krishna originates from Mahabaleshwar in Sahayadri.

**5. Land forms :** The landforms on the surface of the earth can be classified into three major divisions they are 1) mountains 2) plateaus 3) Plains

**1. Mountains :** A land mass standing high over the surrounding area with rugged surface can be called a mountain. The mountains are classified into 4 types according to their mode of formation they are a) Fold mountains 2) Block mountains 3) Residual mountains 4) Volcanic mountains

**2. Plateaus :** A plateaus is a high land mass that stands very high from the sea-level with almost flat surfaces. Plateaus are of 3 types. They are a) Intermontane plateaus b) Piedmont plateaus 3. Lava plateaus

**3. Plains :** Generally plains are with almost Flat surface, less height and gentle slope based on the mode of formation, plains can be classified into 3 types they are

1) coastal plains 2) Erosional plains and 3) Depositional plains

## 3. Write about Economics.

**Ans :Meaning of Economics :** The philosopher Adam smith defines the Economics as an inquiry into the nature and causes of the wealth of nations. William Stanley Jevons defines economics high lighting the hedonic and quantitative aspects of the science Robbins defines economics as a science which deals with human behaviour as a relationship between wants and scorce means and alternative uses.

### Nature of Economics :

✱ Economics tells us the financial activities of the human beings in the society. ✱ It also reveals how to utilize the money with us so that we can get maximum benefit. ✱ If also makes us know the rates of the commodities in the market. ✱ We can know

the fluctuations of the rates in the market. \* It discusses the way of to remove poverty and unemployment.

**Scope of Economics :** Scope of economics is very wide. It includes the subject matters of economics. Whether economics is a science or an art and whether it is a positive or a normative science. A study of definitions of economics throws light on the nature of economics which we discuss.

**Key concepts in Economics :**

**1. Commodities :** The things that can satisfy your needs are called commodities.

**2. Free commodities :** The things which we get from nature with free of cost are called free commodities.

**3. Income :** Income is important for every family. It transmits from families to business. Institutions and from them to families.

**4. Cost :** The things we get by selling a commodity is called cost of the commodity.

**5. Price :** The cost of a thing in terms of money is called price.

**4. Explain the classification of Economic systems.**

**Ans : Classification of Economic systems mainly divided into three types.**

**1. Capitalist Economic System:** Private Business institutions will produce the things mainly. The private industries will try to get maximum projects from their products.

**2. Democratic Economic System :** In this system the production and distribution will be under the control of the Government. It controls the production and distribution.

**3. Mixed Economic System :** In this system production and distribution of different commodities will be under the control of Government and private sectors.

**5. Describe the teaching strategies of geography and economics.**

To teach Geography and economics the methods like lecture method, lecture cum demonstration method, source method etc.

Will be used.

**Teaching strategies of Geography:**

**1) Lecture Method:**

The most commonly used method of teaching is Lecturer method. The word Lecture has been derived from a Latin word Lecture which means loud reading. There is another Latin word Lego which means "to read". In lecturer method the teacher explains the lesson. In his own way and the students will only be the passive listeners.

**Steps in the Lecture Method:**

1. Aims of the topic. 2. Introduction. 3. Content Organisation 4. Presentation 5. Conclusion

**Precautions to be taken during the Lecture Method:**

1. Teacher should not talk personal things during the lecture.  
2. Black board should be used to write down the important points.  
3. Teacher should use dramatisation for effective teaching  
4. Students must be made active participants in the teaching learning process.

**Advantages:**

- \* Listening to the lectures gives training to the students in listening and picking up the important points.
- \* A well prepared lecture saves the time of the pupils.

**Disadvantages:**

- \* There is no scope for remedial teaching
- \* Subject matter will be taught speedily

**2. Lecture cum Demonstration Method:**

In this method the teacher lectures and demonstrates also. The important principle on which this method works is "Truth is that works"

**Steps:**

**1. Planning and Preparation:**

Teacher should keep the following points in mind while preparing his lesson.

a) Subject Matter b) Questions to be asked c) Apparatus required for the experiment

**2. Introduction of the Lesson:**

The teacher can motivate the students by telling them some new and interesting things by which they develop interest towards the lesson.

**3. Presentation:**

The teacher prepares the lesson with all the aids and examples.

**4. Demonstration:**

Through the demonstration all the doubts of the students must be cleared.

**5. Black Board Work:**

A summary of important results and principles by should be written in the black board.

**6. Supervision:**

The teacher should see that all the students take part in the activity.

**Advantages:**

\* It is less expensive. \* It can be successfully used for all types of students. \* It saves the time.

**Limitations:**

\* The method is not scientific \* It is not child oriented.  
\* It fails to develop laboratory skills in the students.

**3. Source Method:**

Source method is a device which helps us to study social studies real and vivid. The knowledge of the sources is highly valuable in the study of history.

**Classification of Sources:**

The sources are put into two categories.

**1. Traditions:**

- a) **Oral Traditions:** Elders passing on the traditions orally to the younger generations.
- b) **Written and Printed Traditions:** deaths, house warning etc.
- c) **Pictorial Traditions:** Passing on the traditions through pictures and sculpture.

**2. Remains:**

- a) **Primary Sources:** These are original sources Ex: Coins, tools
- b) **Secondary Sources:** They are called derived sources. Ex: Books, biographies etc.

**Advantages:**

It develops observation among the people.  
It satisfies the curiosity of the students.

**Teaching strategies of Economics****1. Project Method:**

Project method is a direct outcome of Dewey's philosophy. Its main principle is 'learning by doing'.

**Definitions of project:**

- \* "A project is a bit of real life that has been imparted into the school" - Ballard
- \* "It is a problematic act carried to completion in its natural setting" - Stevenson

**Steps of the Project Method:****1. Providing a situation:**

The teacher provides as situation, which the students feel like working on certain projects.

**2. Choosing and Purposing:**

The pupils are guided to choose a project linked with their need. The proposed project should be according to the real need of the pupils.

**3. Planning the project:**

Planning of project is very important for the success of the project pupil planning under the guidance of the teacher is one of the indispensable principles of the project method.

**4. Execution of the project:**

The teacher has to see that everybody in the group contributes his/her share of work this is the most important step in the project.

**5. Evaluating:**

Evaluation of the work done is very important pupils should find out their short comings and good points.

**6. Recording of the project:**

Students should maintain a complete record of the project work.

**Role of the Teacher:**

1. The teacher should be a friend, guide and a partner.
2. Provide democratic atmosphere in the class room.
3. Give chance to shy pupils to express their opinions and participate actively in the project.

**Merits:**

- \* It develops cooperative zeal in pupils.
- \* It teaches the pupils the dignity of labour.
- \* This method teaches learning through practical problems.

**Limitations:**

- \* All these pupils may not work.
- \* It is very expensive.

**2. Problem Solving Method:**

It is a general educational method rather than a specific pedagogical technique.

Problem solving method prepare the individuals best for this purpose.

"The problem fixes the end of thought and the end controls the process of thinking" - Dewey

**Steps in problem solving method:**

1. Selection of problem
2. The problem must be stated definitely.
3. The collection of relevant data and material
4. Organization of data
5. Drawing Conclusions

**Principles of Problem Solving:**

1. The problem must be started definitely.
2. The problem must be challenging to the minds of the pupils
3. Solution must be definite and clear

**Limitations:**

- \* Students may not get individual attention to the teachers.
- \* Difficult to prepare time tables.

**3. Field Trips:**

Field trips are considered as the best ways for securing information and awakening interest among students. Students are able to enjoy new experiences. Field trips may be of many trips. Some are complex which needs elaborate transportation

and additional adults help. Field trips integrates the bookish knowledge with practical experience.

**Advantages:**

1. Field trips provides first hand information to students.
2. Field trips provides training to the students in the art of living with others.
3. Through field trips students are able to feel, see and know their community.

**4. Social Science Clubs:** Social science clubs develop proper attitudes, interests and skills among the students. Social science clubs help a lot in giving information about the subject matter.

**Aims:**

1. To give current information to the students.
2. To develop interest towards the subject social studies
3. To develop self confidence

**Advantages:**

- \* It makes the students active learners.
- \* Correct way of acquiring knowledge

**Limitations:**

- \* Time consuming
- \* No practical activity involved.

**Brain Storming:**

**Ans :** This method was introduced by Ales Asborne. Brain Storming is a democratic method. This method is based on the principle that the pupils can be provided with more and more knowledge through interaction.

It is evident that brain storming is a problem centered method. A teacher assigns some problems to all the pupils while using it. All the pupils think over the problem independently. In the problem solving areas, it is a more successful than any other one.

**(Also refer Unit 2 Question No.13)**

## UNIT - 2

### TEACHING LEARNING OF HISTORY AND POLITICAL SCIENCE

#### 1. Write about world history in ancient, Medieval, Modern Societys.

**World History - Ancient Society :** The span of recorded history is roughly 5,000 years beginning with summerian cuneiform script, the oldest discovered form of coherent writing from the proto literate period around the 30th century BC.

**World History- Medieval Society :** The period between ancient and modern ages is generally named as medieval period. The period from the decline of roman Empire in the 5th century A.D. to the beginning of renaissance in the 15th century A.D. is named as medieval period.

**World History - Modern Society :** The Advent of Modern age began in the last phase of medieval age (1300 A.D. to 1500 A.D.) Historians called this period with different names "Beginning of Newera", "The age of transformation", renaissance. IN the countries of east the influence of modern age began between 500-1800 A.D.

#### 2. Write about Indian History in Ancient, Medieval, Modern societys.

**Ans :** Indian History has been divided into three periods. These are 1) Ancient period 2) Medieval period and 3. Modern period. The History of our country, subsequent to 1947 when we attained our independence is also included in the modern period.

**Indian History - Ancient society :** The Indus valley civilization belonged to the period B.C. 2300 - 1750. That is, it existed and flourished about 400 years ago. With the discovery of this civilization. India name to be recognized as a country with one of the most ancient cilvizations of the world.

**Indian History - Medieval society :** The period between 800 A.D. and 1800 A.D. in the History of India can be termed as the medieval period. In north India number of Rajput kingdoms

were established during this period. The Arabs were the early muslims who conquered sind in 712 A.D. They defeated the ruler of sind and occupied his kingdom.

**Indian History - Modern society :** Modern period in Indian History begins with 18th century because many characteristics of modern period had begun in this century.

#### 3. Write about capitalism.

**Ans :** Capitalism is an economic system based on private ownership of the means of production and their operation for profit. Capitalism has existed under many forms of government in many different times, places and cultures.

**Characteristics :** \* In capitalism there will be two sections. One is capitals and other is labour. \* The main moto of the capitalist is to get more project. \* They give much importance to the commodities that gives much profit. Rather than their use to the public. \* In capitalism there is no scope for labour in selling and purchase of goods. \* The labour should relay on their work. to earn money.

#### 4. What is Democracy ? Write about it.

**Ans : Meaning of Democracy :** The word democracy is derived from the greek word demos (people) and Kratia (rule). This literally it means rule by the people. The famous definition of democracy by Abraham Lincoln as "the government of the people, by the people and for the people" reveals its popular nature in modern times.

In general sense we can say there is democracy where members of any group or association can freely participate with equal rights in collective decision - making.

#### Nature of Democracy :

**1) Limited Government :** The government in a democracy is always a limited one.

**2) Rule of law :** In democracy all citizens are equal.

**3) Importance of Dissent :** Democracy is a government by discussion. Right to feely participate in a discussion is essential for any democratic form of Government.

**4) Role of public opinion :** Public opinion has an important place in democracy.

**5) Nature of leadership :** Democracy needs a tolerant, wise and responsible leadership.

**Types of Democracy :** Democracy can be said to be of two different types.

**1. Direct democracy :** Democracy in which all citizens take part directly is called direct democracy.

**2. Indirect Democracy :** People take part in Government Indirectly by electing their representatives. This is called indirect democracy or representative democracy.

**5. What is citizenship and how many kinds are there in it ?**

**Ans :** Citizenship is the status of a person recognized under the custom or law as being a member of a country. A person may have multiple citizenships and a person who does not have citizenship of any state is said to be stateless. Nationality is often used as a synonym for citizenship.

**Types of citizenship :**

**1. Single Citizenship :** If the people that are living in a country have same citizenship then it is called single citizenship.

**2. Dual citizenship :** People belonging to India that stay in other countries will have the citizenship to remove the problems pertaining to visa is called dual citizenship.

**6. Write about American Revolution.**

**Ans :** American revolution is a great revolution in the history of world. It had happened for liberty and equality. 4th July 1776 is the day of the revolution and America declared the same day as their independence day.

**Causes for American Revolution**

**1. 1773 Boston Tea Party :** The British Government wanted to sell their tea powder to Americans and wanted to attain much income. But the Americans secretly brought tea from Holland they made the British Tea sink into the sea. This

5)

happened at Boston port and it became famous as Boston Tea party.

**2. The Battles of Lexington and Concord.**

**3. The Intolerable acts :** One of the more Major causes of the American Revolution, the intolerable acts were....

- The quartering act, ordering the colonies to provide lodging for British soldiers.

**Results of American War of Independence :**

- The famous slogan "No taxation without representation" laid the foundation for representative governments in the world.

- It also inspired the colonists in central and South America who rose in revolt and got emancipated from colonial rule.

- Individual's Liberty, the rule of law, the systems of checks and balances as enshrined in American constitution, were adopted by several world democracies

**7. Describe French Revolution.**

**Ans : French Revolution :** The French Revolution is an important political revolution In the world. It has laid down foundations for democracy and human rights for 300 years before French Revolution France was ruled by kings with autocratic powers. After 1614, the French parliament was not summoned. They did not respect the rights and liberties of the people. The middle classes influenced by Renaissance started this revolution in 1789. There were many causes for French revolution. They were Social, Political, Economic and Scientific causes.

**Causes of French Revolution :** The immediate cause for French revolution was its economic condition. The bad state of the exchequer was considered to be one of the primary causes for the outbreak of French revolution. The Paris mobs and crowds also played their part in the Revolution.

**Role of French Philosophers :** The two important political principles of Renaissance were the intellectual causes of French revolution. Rousseau's theory of people's sovereignty, equality and supremacy of majority inspired the second stage of French revolution.

### Impact of French Revolution :

\* The privileges of special classes and concessions enjoyed by them were abolished.

\* France came to be recognised as a Nation, Instead of geographical region. It became a native centre of French people.

\* Capitalism was introduced in place of old economic system. It helped the growth of the power of traders and owners of industries.

\* Feudalism in France was abolished. All feudal laws were scrapped. The large estates of the landlords were occupied by the Government for distribution to farmers.

### 8. What is the nature and scope of political Science?

#### What are the key concepts and current trends.

**Ans: Political science is a social science discipline that deals with systems of government, and the analysis of political activity and political behaviour. "the study of governments and how they work". Political science as the study of the state.**

- "Aristotle".

**Nature of Political Science :** \* By understanding the characteristics of political science we know the nature of the subject. \* Political science reveals the relationship between the individual and state. \* It describes why the individual should be obedient to the state. \* It emphasises the relationship between the individuals independence and the power of state. \* It also makes us know the polices of the Government and its function.

**Scope of political science :** \* Political science describes the theories of different political philosophers. \* It describes the comparative studies. \* It also narrates the understandings and relationships between the countries in the world. \* It describes the skill of individual administration and responsibility in administration.

#### Key concepts in political science :

**1) Society:** The group of Individuals living together is called society.

**2) State :** It includes certain area of land, people,

Government and republic. It also feels the responsibility of law and order, Justice and welfare of the state.

**3) Government :** Government is nothing but a political organization that works for the welfare of the people.

**4) Legislation :** It emphasizes the code and conduct of human life.

**5) Democracy :** The people combining together elect a Government to look after their welfare.

### 9. What are the fundamental rights and duties in Indian constitution ?

**Ans : Fundamental rights :** We have six fundamental rights. They are 1) The right to equality. 2) The right to freedom 3) The right against exploitation. 4) The right to freedom of religion. 5) The right to education and culture and 6) The right to constitutional remedies.

The last right in the above list provides opportunity to enjoy all other rights. It is, therefore viewed as an important right. Earlier right to property was included in the list of fundamental rights. But it was deleted from the list of fundamental rights and recognised as a legal right through 44th constitutional amendment.

**Fundamental duties :** The fundamental duties to be discharged by the citizens were not there in our constitution earlier. They were included through 42nd amendment. They are

- 1) Respecting the constitution. National Flag and National anthem.
2. Cherishing the noble ideals of the freedom struggle.
3. Defending the country and rendering national service when called for.
4. Upholding and protecting the sovereignty, unity and integrity of India.
5. Promoting harmony and the spirit of common brotherhood amongst all the people of India and renouncing any practice derogatory to the dignity of women.
6. Preserving the rich heritage of the Nations composite culture.
7. Protecting and improving the natural environment. Including forests, lakes, rivers and wild life and having compassion for living creatures.
8. Developing scientific temper, humanism and spirit of inquiry or reform.
- 9.

Safeguarding public property and abjuring violence. 10. Striving for the excellence in all individual and collective activities.

### 10. Write in detail about Legislature.

**Ans : Legislature :** A legislature is a deliberative assembly with the authority to make laws for a political entity such as a country or state. The members of a Legislature are called legislators.

#### Functions of Legislature :

- \* Legislature will make laws. \* It has power to impose taxes or remove them. \* It has the power to discuss the budget and expect it. \* It has the power to make constitutional amendments.

**Types of Legislature :** There are two types of legislature.

1) Vidhan Sabha 2) Vidhan Parishat.

### 11. List out the functions of the executive.

**Ans :** The executive will play an important role in implementing the policies of state.

#### Functions of executive :

- \* The executive will make laws and get them approved in Legislatures. \* It takes necessary steps to assemble the legislature. \* It has power to arrange a special sitting of the Legislature. It has got power to prepare ordinances and execute them.

**The executive council in Union Government :** In this council there are 1) The President of India 2) Vice President and 3) Union Council of Ministers.

**The Executive Council in State Government :** In this council there are 1) State Governor 2) The State Council of Ministers 3) The State Chief Minister.

### 12. Write about Judiciary.

**Ans :** In democracy the judiciary will find fault with the Legislature activities and also see that justice will be done for the people in the state.

**Functions of Judiciary :** \* It interprets the legislature laws. \* It settles the conflicts between the central and state governments. \* It objects the legislature laws that are prepared against to the constitution.

**Appointment of Judges :** The Governor appoints the district judges after consulting the Chief Justice of the High court. Similarly he appoints the judge of subordinate courts after consulting the state public service commission. The district judges may be appointed on promotion from lower courts.

### 13. Describe the teaching strategies of History.

**Ans :** To teach history the methods like Brain storming, dramatization, Role play will be used.

**Dramatization method :** Dramatization has been described as 'a synthetic art', involving the purposive coordination 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.

Dramatic art affords innumerable opportunities for the correlation of a large number of subjects. In the preparation of their roles, the students indirectly and unconsciously improve their speech habits and language. A systematic study of historical events has to be made when pageants of the life of great persons are prepared i.e. pageant on the life of Buddha, Chandragupta, Vikramaditya, Gandhiji, etc. Children prepare costumes suiting different ages and thus come to know about the dresses of the people during different periods of history. Dramatics also add to the geographical knowledge of the students. Carpentry and other mechanical arts facilitate the work of construction of the stage. Dance and music add to the beauty of a drama.

Drama has its great social value. It is a cooperative enterprise and develops qualities of cooperation and social understanding. It helps in fostering esprit de corps among the students. In various school functions dramas form the chief items of the programme. For the honour of the school, every student works to the best of his capacity.

Dramatics afford the students many opportunities for training in team work. They are very helpful in providing the students with opportunities for the release of the inhibitions to which they are subjected by the conventions of society.

There are many activities in a drama and as such students of diverse aptitudes get chances to choose items for which they are best suited and satisfy their urges. E.g., self-expression through the various activities of a drama.

**Conditions for success :** A number of rehearsals bring grace and success to the play when it is staged. Pupils should prepare as much stage material as they can.

Children should be encouraged to write their own plays. The usual participants in this activity should be given opportunities to play different roles. The same pupils as far as possible should, however, not be allowed to play the role of a villain.

#### **Selection of Play :**

1. Plays chosen should depict the evils of the social customs.
2. A play should have a literary value also.
3. The students should be able to understand and appreciate the play.
4. It should also have entertainment value.
5. It should be free from objectional subject matter.
6. There should be no vulgarity in the play.

#### **ROLE PLAY**

Students love playing roles. They enjoy taking on the identity of others. Role-Playing is teaching technique or an activity in which students assume the role of another person and act it out. In a role play, students are usually given an open-ended situation in which they must make a decision, resolve a conflict, or act out the conclusion to an unfinished story. Role playing is designed to promote student empathy and understanding of others. By acting out the role of another individual it is easier to see other's points of view including how other people think and feel. Role-playing can give students the opportunity to learn behaviour appropriate for various situations. Role- playing is also useful for developing critical thinking, decision making and assertiveness skills.

#### **Types of role playing:**

1. Spontaneous Historical Role Playing (teachers and students)

2. Dramatic Plays Mock Trails & Mock presidential elections
3. Classroom problem resolution & Classroom constitutional convention
4. Social Skills practice.

#### **Preparation for Role-play :**

- Identify an appropriate issue or controversy, past or present that requires resolution.
- Select an issue that involves a number of parties, each of which brings its own perspectives to the debate or discussion.
- Students should have a good general knowledge of the issue before roles are selected.
- Clearly identify the parties and individuals involved and select roles accordingly.
- All students should have a specific role. In addition to participants in the actual debate, there might be members of a commission, court personnel, civil leaders, media etc.
- Students conduct research to collect information about the specific views of the party or individual they represent in the role-play.
- Students use information they have collected to clarify their view points and to develop their arguments and strategies for maximum effect in the role-play activity.
- Students also seek to understand other viewpoints and to develop counter-arguments.
- The nature of the role-play activity (council meeting, public hearing, court case, etc.) is determined and reviewed before proceeding.

#### **Requirement for the Role -Play :**

- Ensure that the physical setting (room, furniture placement necessary equipment ) is appropriate for the nature of the role-play.
- Props and costumes may be included to provide a more authentic experience.
- The issue and its real life setting are reviewed before proceeding.

- Unless playing a specific character, the teacher's role should be limited to occasional procedural advice as appropriate. At no time should the teacher attempt to influence or favour a particular viewpoint.
- The role-play activity should have an appropriate real-life conclusion, such a statement or decision announcement by the head of a commission, judge or mayor.
- In the case of a hearing or court case, the role-play should include an opportunity for the commissioners or jury to meet, discuss evidence provided, and reach a decision.

#### **Procedure in role playing :**

**1. Selection of the Role Play Situation :** There are a number of situations which lend themselves to the use of role play. These situations include individual dilemmas (ex- dealing with a pushy salesperson, observing a crime, or testifying in court) and conflict resolution situations (eg: a tenant negotiating with a landlord over the terms of a lease or a police officer confronting a suspected shop lifter) Role - playing can be used to deal with a specific issue or problem : for example, role-playing could be used to discuss whether or not adopted persons should be given access to records that reveal the name and whereabouts of their natural parents. Finally role plays are useful for developing student skills as an interviewer, negotiator, assertive consumer, investigator or decision maker.

**2. Preparation and Warm-Up :** Students should be told the situation or problem and instructed as to the various roles. If role playing is new to the class, "warm-up" or introductory activities may be helpful. For example, students might be asked to role play greeting a long lost friend, or to role-play the way someone who had just won a large sum of money would act.

**3. Select participants :** Students can either be assigned roles or the teacher can ask for volunteers. Role plays may be conducted in front of the entire class or a number of simultaneous role plays could be conducted by dividing the class into small groups. Students who do not participate in the role play should act as observers.

**4. Conduct the role play :** Direct students to act out the role the way they think someone faced with the same situation would act in real life. The teacher should not interrupt the role play; however, if the students need some help in getting started the teacher should assist the students. After conducting the role-play it is sometimes useful to have students reverse roles or to conduct the same role play using different participants. For example, two students might role play a confrontation between a youth and a police officer. After conducting the role play once, the student who acted as the youth could assume the role of the police officer and vice versa.

**5. Debrief :** The role-play activity should be debriefed and evaluated. This is an opportunity for both the participants and the observers to analyze the role play and to discuss what happened and why. Typical debriefing questions include the following.

- How did you feel about the role play and each of the various roles ?
- Was the role play realistic ? How was it similar to or different from real life ? Was the problem solved ? If so, how ? If not, why not ?
- What, if anything, could have been done differently ? What other outcomes were possible ?
- This debriefing session would help students to synthesize what they have observed into some defensible conclusions.

#### **Brain Storming**

Brain storming is a form of discussion which enables collective creative thinking. It is our intense experience strongly focused on a single topic or an open - ended problem for a limited period of time. It is designed activity to promote creativity. In this technique the pupil's elicit many ideas and effective learning takes place. It was first tried out to overcome problems and was found very successfully. In the problem solving areas, it is a more successful technique than any other one.

Brain storming is a democratic method. This method is based on the principle that the pupils can be provided with more

and more knowledge through interaction. Hence, while using this strategy, such means are used which create movement in the minds of the pupils of the lass for mutual consultation, logic or reasoning and discussion in order to solve some problems. It is evident that brainstorming is a problem centered method. A teacher assigns some problems to all the pupils while using it. All the pupils think over the problem independently. They arrange debates and express their respective views frankly. It makes no difference whether these views are meaningful or not. The teacher writes pupils views on blackboard. At last the movement comes when the problems get solved. In this way, when the brainstorming method increase the knowledge of pupils, it also encourages them to think collectively sitting in a group.

It is the view of the experts that the pupils group can present more valuable ideas than a teacher. Hence the teacher must use brainstorming method time-to-time, so that the attributes like self-confident, originality far sightedness and creativity etc. may develop in the pupil's and they can lead a successful life in a democratic age with this method, cognitive aspect of the pupils can be developed very easily. Also their objective domain can be made stronger.

**14. Describe the teaching strategies of political science.**

**Ans : To teach Political science the methods like lecturer method, lecture-cum-demonstration method, Brain storming method, source method, dramatization will be used.**

**Lecture method :** Refer unit 1 question No 5.

**Lectur-cum-demonstration method :** Refer Unit 1 question

No 5.

**Brainstorming Method :** Refer Unit 2 question No. 13

**Dramatization Method :** Refer Unit 2 Question No.13

## UNIT - 3

### SOCIAL SCIENCES CURRICULUM

**1. Define the meaning, Nature and scope of curriculum.**

**Ans : Concept of Curriculum**

In education 'Curriculum' is generally identified with the course of studies or lists of subjects prescribed for a course.

**Definitions of curriculum**

**Etymological :**

Curriculum is derived from a Latin word 'Currere' which means 'to run'.

**General :**

1. "Curriculum is that set of broad decisions about what is taught and how it is taught, that determines the general framework within which lessons are planned and learning takes place".

2. In its broadest sence, it includes the complete environment of the institution incorporating all the courses, activities, readings and associations furnished to the students in the institution".

3. "Curriculum is defined as a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single unit or institution".

**Good :** Curriculum is a general over - all plan of content or specific materials of instruction that the school should offer the students by way of qualifying him for graduation or ratification or for entrance into a professional or vocational field".

**Johnson :** Curriculum is concerned not with what students will do in the learning situation, but what they will learn as a consequence of what they do".

**Taba :** "Curriculum is a plan for learning"

**Nature of curriculum :**

\* It should be suitable to the age and mental capacity of the children. \* It should make students to think scientifically. \* The

topics should be from easy to complicated. \* The curriculum should be in according with the aims and values of social studies.

**Scope of curriculum :** Secondary Education Commission (1952) curriculum does not mean only the academic subjects traditionally taught in the school, but includes totality of experiences that a child receives at school.

Education Commission (1964) defines school curriculum as the totality of learning experiences that the school provides for the pupil through all the manifold activities in the school or outside, that are carried on under its supervision.

Scope of curriculum can be divided into three types

1) Subject curriculum 2) Core Curriculum 3) Activity based Curriculum

## 2. What are the principles of social sciences curriculum construction.

**Ans : Principles of Curriculum Construction**

**1. The curriculum should be arranged in accordance with the aims of teaching social studies :** All the topics in the curriculum should have educational function. If the aim of teaching social studies is to prepare the democratic citizens, then many opportunities should be created to learn and practice democratic way of life, in the school.

2. The curriculum should be suitable to the age and ability of the children. We should take into consideration, what can be learnt and what should be learnt by the children. Learnability refers to what can be learnt and utility refers to what should be learnt by the child.

**3. Curriculum must be sensitive to the changing needs and values :** The world is always changing and specially in this scientific age, change has become inevitable and fast. What we have seen yesterday is proved useless today. Current developments should always find a place in the curriculum. The subject matter of the curriculum should develop reasoning, creativity and scientific outlook among the students. The revision of the syllabus should always take place to keep the curriculum upto date.

4. The curriculum should not be narrow. It should develop widened out look starting from home, neighbourhood, school, community, nation and the world at large. For this the curriculum must be wide and comprehensive.

**5. The curriculum should be revised periodically and reasonably :** In the light of new research and the changing emphasis of the times, the curriculum should be revised. The curriculum should be a continuous process, but should not be static. All the new changes should be reflected in the curriculum.

**6. The curriculum should be related to the community living :** The curriculum should keep in mind the immediate needs of the community. The customs, modes and values of the community should condition the curriculum. The problems of every day existence should be taken into account, then only it will meet the needs of the children.

7. The curriculum should be organised in such a way that the first year portion should lead to the second year and each year's course should be built on what has been done in the previous year. In the second place, the entire curriculum for each class should be correlated, so that the knowledge in one subject will help the children to understand the other subjects.

**8. Curriculum should be experience based :** Social studies subject is a practical subject. It should contain a number of activities and skills. It is not imparting of knowledge, learning and memorising, but it should be functional.

**9. Curriculum should provide for continuity of learning :** Every year, the syllabus should be enriched and the continuity of topics should be maintained with added and more information.

**10. The curriculum should prepare the children for democratic living :** The democratic value and principles should be taught and provision should be made to put them into practice. The democratic type of living should start from home, school community and then extend to the environment.

**11. The curriculum should lay emphasis on national and world unity :** Children must be made to

understand the need of peace not only in their own country, but all over the world. Due to the development of science and technology, the entire world has become interlinked and hence, disturbance in one corner of the world will disturb the entire world. So if all nations are after maintaining peace in their respective countries, then the world will take care of itself.

**3. Define the following approaches of organizing social studies curriculum a) Concentric b) Spiral c) Chronological d) topical and Correlation**

**Correlation approach :** It is interrelation of various subjects. A scholarly teacher finds some sort of relationship between different subjects. Each subject should contribute to the other subjects. The students realise that, what all subjects they study in each class are not different from each other, but all subjects have some common subject matter.

For eg : The subject matter of Geography, Economics, History, Civics, Sociology and Psychology are related to each other.

**Advantages of correlation approach :**

1. It makes the subject interesting.
2. It helps to understand the subject matter better and develops creative and scientific out look.
3. It develops unity among the students.

**Concentric Approach :** According to this approach, children in the primary grades develop simple generalisations and gradually they develop the work with more and more difficult arrangements. By the time, they complete the secondary stage, children refine themselves througouhly They start adding the information to the knowledge they have already gained.

For example, children know that good health is a very important need of an individual. This problem will be studied by the child at different grades adding some amount of information. In the first three grades, the children study the problems of health at home, school and neighborhoods. As they go to the higher classes, they discover that in their state and country there are different agencies organised for the protection of health of citizens.

Later they study about such organisations all over the world. At the higher level, they study about the International organisations. At each level, they collect different kind of information. So in the initial stages, thinking will be on simpler leavel and as the child advances in age and understanding, he can think in abstract terms. Learning is continuous from the elementary to the secondary stage and the learning sequence develops from the lowest unit Home and goes upto the level of world at large.

Thus the concentric approach is nothing but a continuous and unbroken learning of the subject of social studies through the elementary and secondary stages.

**Spiral approach :** Basing on the age and ability of the children, the subject matter of social studies should be graded, so that it can suit the children belonging to different age groups.

For example, young children study the problems of health in home, school and neighborhood.

In the next stage, they study the health problem at state and National health Agencies. At a later stage, they study health protecting measures in different parts of the world.

In the last stage, they study the International health organisations.

**Advantages of spiral approach :**

1. The topics will be selected according to the mental ability of the children.
2. It starts from the general stage and goes to the difficult stage.
3. It creates interest among the pupils and checking will be easier.
4. It helps to understand the social problems easily.

**Limitations of the method :**

1. Students feel monotonous as they study the same topic at all levels of the school.
2. The students do not find much newness in the topics.
3. It requires very efficient teachers.

**Chronological approach :** This approach is mostly used for the teaching of History. The entire subject matter of History is divided into certain well-marked stages, which are to be taught in chronological order. Therefore it can also be called as periodic approach.

While teaching, the social studies teacher brings the subject matter from the earliest times to the present time. The teacher can take a particular period and deals with it in detail. For example, the Indian History can be divided into ancient, medieval and modern periods.

#### **Advantages of this method :**

1. Because of the revision, new subject matter will be added, and the students will not get bored and more over they develop interest in the subject matter.
2. Because the subject matter is divided into periodical divisions, the students will have a clear understanding of the subject matter.
3. They study in detail about every period.

#### **Limitations :**

1. The students may lose interest because they should always study only in the form of periods.
2. They may forget the subject matter of one period, when they start studying about other periods.
3. In this approach, equal justice may not be done to the study of ancient periods.

**Topical approach :** In this approach, the content of topic selected will be explained in detail in the same class. Once completed the topic. It will not be studied at any other class. This method is suitable for higher classes. The disadvantage is that his approach may lead to a top - sided syllabus with bias heavily for or against some subject and may not lead to wards or sequential and coherent presentation of content.

#### **4. What are the qualities and characteristics of good social science text book**

Qualities of a good social science text book.

**(1) It should be Interesting :** The subjected matter should be written in such a way that the children should find it very interesting.

**2) It should be child - centred :** The text book should keep in mind the age, ability and interests, of the children and should centre round the needs and necessities of the children.

**3) The text book should be written in detail :** It is

different from non detailed books and should not limit themselves by giving the summaries alone. The subject matter should answer all the questions like what, where, how and why.

**4) It should be well illustrated :** The illustrations should be attractive, colorful and inspiring. They should be connected to the main them and should be relevant to the main theme and should be relevant to the subject matter.

**5) It should be free from indoctrination :** Text book should not be influenced by any particular political party, religion organisation. Certain statements cause destruction to the mind and are misleading for Example: "the Chinese are cruel," "the French are immoral lovers" and " Germans are materialistic." Too much of nationalism also is very dangerous. The text book should always speak truth.

**6) It should lay emphasis on the application step :** Social studies is a practical subject. Real situations are to be created to make the subject matter elastic. So it should admit projects, activities and problems for practical experiences.

#### **Characteristics :**

##### **a. Author : Qualifications and experience.**

A person with the required qualifications and experience should author a book.

##### **b. Mechanical features of the text book :**

###### **Style, paper, printing etc.**

1. The over all appearance of the book should be appealing and attractive to the reader.
2. The printing of the book should be clear and beautiful
3. Printing Mistakes should be kept to minimum to possible.

##### **c. Subject Matter - Nature and organization :**

1. The book should be organized keeping in mind logical and physical styles of arrangement.
2. The content should confirm to the goals, aims and objectives it is intended for.

##### **5. Analyze the social science text books of State Board and CBSE**

**Ans : Critical analysis of state Board social studies text book - class 10th**

1. **Authors** : The text Book is written by experienced authors who have higher qualifications.
2. **Appearance** : The book is attractive in appearance. The illustrations are excellent but the paper is not of good quality. The print is easy to read.
3. **Organization of the content** : All the topics are corrected and the content is organised into units.
4. **Content** : The content is linked to the life experiences of the students

#### **Part 1: Resources Development and Equity:**

1. India Relief Features
2. Ideas of Development
3. Production and Employment
4. Climate of India
5. Indian Rivers and water resources
6. The people
7. People and Settlement
8. People and Migration
9. Rampur : A village Economy
10. Globalisation
11. Food security
12. Sustainable Development with equity

#### **Part 2: Contemporary world and India.**

13. The World Between wars 1900-1950 : part 1
14. The world between wars 1900-1950 : part 2
15. National liberation Movements in the colonies
16. National Movement in India - partition & Independence
17. The Making of Independent India's constitution
18. Independent India
19. Emerging political trends.
20. Post - war world and India.
21. Social Movements in our times.
22. Citizens and the Governments
5. **Presentation of the Material** : The Material was presented well by Inductive approach concepts were explained by given interesting Examples.
6. **Accuracy of the Material** : All Items on the pages are

in the Index. The content is appropriate to the age of the students

7. **Readability** : The Language used is simple and the students can understand it easily.
8. **Teaching aids** : The teaching aids relevant to the topics are Mentioned, wherever necessary
9. **Illustrations** : The graphic representations are clear and large. The diagrams are appropriate

#### **Critical Review of Social Studies Text book Prescribed for Class X of the CBSE**

The X class social studies subject is taught as per the CBSE (Central Board of School Education) Syllabus as independent disciplines such as History, Geography, Economics etc. There are total Five textbooks such as

1. India and the contemporary world II i.e. textbook in history for class X.
2. Contemporary India,
3. Understanding Economic Development.
4. Democratic Politics-II Text book in political science for class X and together towards safer India part III, A stride ahead - A Textbook on Disaster Management for class X.

The sense of belonging to a nation developed only over a period of time. The first three chapters (in section-I) of this book trace the history. The idea of nationalism emerged in Europe, how territories were unified, and national governments formed are dealt with. It was process that took many decades, involved many wars and revolutions many ideological battles and political conflicts. Chapters II and III help the students to understand how nationalism in colonial countries can develop in a variety of ways, glorify contrasting ideals, and be linked to different modes of struggle. The story of nationalism in these chapters moved at several levels, In this book we read about great leaders like Giuseppe Mazzinni, Ho Chi Minh and Mahatma Gandhi. To understand how nationalism spreads, we need to know not only what the leaders said, but also how their words were understood and interpreted by the people and also

how nationalist's sensibilities are nurtured by artists and writers, through art and literature, songs and tales.

In chapter IV we see how the Global World has emerged out of a long and complicated history. From ancient times, pilgrims, traders, travelers have traveled distance places, carrying goods, information and skills, linking societies in ways that often had contradictory consequences. Chapter V looks at the many sides of the development of cities as they have come up in different parts of the world. Chapter VI tries to capture the many contrasting experiences of the city.

Contemporary India Book II. Consists of 7 (seven) chapters. Resources and development, forests and wild life resources, water resources, agriculture, minerals, Industries and also life lines of national economy. Study of these chapters would certainly make the students comprehend the availability of different resources and their use for economic development and welfare of the people.

The book III introduces us to a simplified view of the process of development in the Indian economy. In this book the first beginnings of development are seen in terms of the emergence of agriculture, manufacturing and services as three distinct sectors of the economy. In the second chapter sectors of the Indian economy, in chapter III money and credit and in chapter IV Globalization and the Indian Economy in Chapter V Consumer Rights of Citizens as Consumers, and also different expensive consumer protection mechanisms evolved over the years were dealt with.

The fourth book in Political Science for class X in Democratic Politics. The first six chapters explore various forms of sharing and shaping of power in a democracy. The seventh and eight chapters what democracies have achieved and what is yet to be achieved was discussed in the seventh chapter on outcomes.

And the 5th book consists of 7 chapters. On disaster management which aims at having a practical understanding of managing disasters. This book help all the students who are the future citizens, volunteers and also disaster managers to be able to cope up with disasters and be better disaster managers and save many precious lives.

## UNIT - 4

### TEACHING LEARNING MATERIAL IN SOCIAL SCIENCES

#### 1. Explain Need and significance of Teaching Learning Material in Teaching Social Sciences.

**Ans : Teaching aids :** Teaching aids are devices which present units of knowledge through auditory or visual stimuli or both with a view to help learning "Burton" has defined teaching aids as those sensory objects or images which initiate or stimulate and reinforce learning.

**Need of Teaching aids in the teaching of social studies :** Social Studies is an area of school curriculum that deals with time both past and present, places not only of immediate vicinity but of different parts of the world. To make all these realistic and vivid before the students mere chalking and talking will not help a rich galaxy of audio-visual aids, will have to be utilized to make the teaching of social studies lively and Interesting. These aids can reinforce the teaching of social studies in ways more than one.

**Importance of Teaching aids :** According to Good's Dictionary of Education" A teaching aid is anything by means of which the learning process may be encourage or carried out on through the sense of hearing or sense of sight.

According to Psychologists, maximum utilization of sense organs could be possible senses are said to be gateway of knowledge colbun (1968) indicates that the students learn

83%	-	through sight
11.5%	-	through hearing
3.5%	-	through smell
1.5%	-	through touch
1.0	-	through taste

Teaching aids are sensory objects facilitate, initiate, stimulate

and reinforce learning. The learning structure can be affectively generated with the help of teaching aids and the teacher can achieve the instructional objectives very easily.

**2. What are different types of maps? Write their uses?**

**Ans :** Map is a visual aid. It is a representation of the earth on flat surface. Maps are merely diagrams that usually represent certain physical areas of the surface of the earth, they require interpretation and understanding.

**Types of Maps :**

1. Geographical maps are contour maps, weather maps, seismological maps, rainfall maps, geological maps etc.
2. Historical map shows the country at some earlier period.  
Example : Kingdom of Ashoka.
3. Political map shows, political boundaries of a place such as map of India map of A.P.
4. Physical map shows physical features of earth such as rivers, mountains etc.

**Uss of Maps :**

- \* To express economic relationship, pllitical relation.
- \* To show the shape, size and distance of an area.
- \* In teaching current events to illustrate the effects of events and locate the places.

**3. Explain about map language, map reading and map making ?**

**Ans: Map language :** Different features of earth surface are shown in maps by various symbols, colours and patterns. The commonly used symbols in the map are the points, solid lines, letters and colours, shading drawing and symbolic characters. Quantitative data is represented by dots, circles and squares. Usually lines are used to show roads rivers and coast lines. Colours are used to distinguish one are from the others. Products, animal life can be represented by drawings.

**Map reading :** Map reading requires understanding of directions, scale, symbols and concepts of the earth.

**Directions on a map :** Usually maps are prepared in

such a manner that north direction is at the top of the map and the south side is at the bottom. So, the East side is on the right and the west side is on the left.

**Distance on a map :** Scale is used for showing the actual distance on the ground in reduced manner on a map.

**Symbols :** Map makers prepare symbols appropriate to their needs. Common symbols are also used.

**Concept of the earth :** Globe is a replica of the earth.

**Map making :** To develop map making skills in students teacher may give following activities.

\* Filling up out line maps. \* Drawing sketch map. \* Tracing maps from text book students should keep in mind following aspects while drawing maps.

\* A scale \* show boundaries \* directions \* use proper symbols.

**4. What are different types of charts? Explain with examples?**

**Ans :** The terms chart is the most inclusive of all the terms which have been applied as designations for audio-visual materials. Chart is a visual symbol which is used to explain a subject matter or for summarizing or classifying etc.

**Types of Charts :** Charts are classified on the basis of their purpose of use.

**1. Chronological charts :** Chronological charts are used to show cultural, political, religious developments in a sequential order. In teaching history time lines are classified as

- \* Pictorial time line explains events through pictures.
- \* Progressive time line explains events from past to present.
- \* These charts are useful in developing time and place sense.

**Tabular charts :** Two or more sets of data are presented coloumn wise to explain the facts. Precisely and make comparison.

**Dia grammatic chart :** In this chart information is presented in the form of diagram Adigram is a simplified drawing designed to show interrelation ships.

**Pictorial Chart** : In this chart ideas of facts or events are presented through pictures. They are very attractive and create interest in learning.

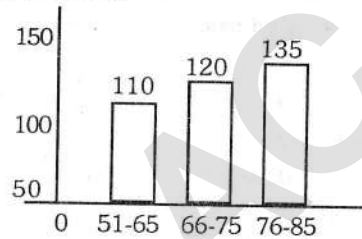
**5. What are different types of graphs ?**

**Ans** : Graph is a visual device which is used for presenting quantitative data by means of line or bars or circles or picture.

**Bar Graph** : Bar Graph consists of series of parallel rectangles for the purpose of showing comparative data. They can be arranged horizontally or vertically.

**Year Production of Food grains in India**

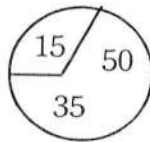
Period	Production (In million Tones)
1951-65	110
1966-1975	120
1976-1985	135



**Piegraph** : Piegraph illustrates the relative percentage of parts of any given whole. A circle divided into parts corresponding to the various percentages.

Employment indifferent sectors - 2014-15 (in%)

Agriculture	50%
Industry	35%
Services	15%



**Line graph** : A line graph consists of a line connecting a series of points. It is simple way to illustrate accurate data in different period of time.

**Pictorial Graph** : Pictorial graph can easily be made by securing or making pictures of the same size, assigning a unit value to them and mounting them.

In this type of graphs, with the help of some suitable pictures and symbols are taken for the visual representation and comparative study of the numerical data.

**6. What are models ? How do you use models in teaching social studies ?**

**Ans**: Model is a replica of an object or a person. They provide contrived learning experience.

**Types of Model :**

1. **Still model** is used to show the exterior form and shape of the original. Example : Models of costumes.
2. **Working model** : They have movable part which helps to show the process or working of phenomena. Example : Volcanoes.

Models provide reality to teaching social studies. Models should be accurate simple and solid.

**7. Explain the importance of objects and specimens in teaching social studies ?**

**Ans** : They are actual things which are collected from natural setting objects which can be used in teaching social studies are tools and artifacts, equipments, toys, utensils etc.

**Specimen** : Specimens are samples of real things. Example: samples of liquids.

Objects/Specimen help in developing observation, analyzing and interpretation skill.

Objects and specimen provide direct learning experience to the learners and make learning real.

**8. Write about social studies scrap book.**

**Ans**: It is an activity in social studies which is interesting for children. The children will collect different pictures and paste them in a book. They write few lines about the picture.

**History** : Scrap important moments in familys history, visit and famous historical events.

**Geography** : Scrap the weather where you live.

## UNIT - 5

### EVALUATION IN LEARNING

### SOCIAL SCIENCES

#### 1. Define the Meaning, Nature and characteristics, purposes of Evaluation

##### Meaning of Evaluation

Evaluation is a relative term. In education, it is always associated with objectives and implementation. By itself, it is a process that determines the course of action and recommends changes for the better of the individual, society, nation and mankind -N.C.F.2005.

According to Lester D. Crow and others "Evaluation is a broader term than measurement. Evaluation not only is concerned with the determination of learning results, but it also involves value judgement of the desirability of those results. It is a continuous process in which various techniques to testing or measurement can be utilized. Evaluation is a co-operative activity in which the principal, the teacher, the pupils and the parents participate."

**The following are the important aspects of evaluation according to the forgoing definitions:**

1. Evaluation is a continuous process which is associated with objectives and implementations.
2. It is a comprehensive process. It is not only concerned with the determination of learning results and course of action, but also recommends for the improvement of the child, society, nation and mankind.
3. A comprehensive program of evaluation involves the use of many procedures, tests and techniques.
4. Evaluation is a co-operative activity involving principal, teachers, students and parents.
5. It is both quantitative and qualitative.

**Nature of Evaluation :** In Evaluation we can understand the state of the children in the learning process. It gives a

comprehensive opinion about the behavioural changes in the child through evaluation we can understand to what extent the objectives have been realised. The teacher should mould his teaching techniques to make his teaching process an effective one. Evaluation gives an idea how the children are responding to the teaching process.

##### Characteristics :

- 1) There are three items in the Evaluation (a) Educational measurement (b) giving ranks (c) remedial teaching.
- 2) The weak students can be identified through Evaluation and necessary steps may be taken up for their upliftment.

**Purposes of Evaluation :** The following are the purposes of evaluation

- 1) To motivate pupils towards better attainment and growth.
- 2) Evaluation leads to improvement of instruction.
- 3) It helps to clarify objectives.
- 4) It provides the basis for guidance.
- 5) It promotes better learning.

#### 2. What are the forms of Evaluation.

**Ans : 1) Diagnostic Evaluation :** It determines the causes of learning problems and formulates a plan for remedial action.

**2) Formative Evaluation :** Formative evaluation is the assessment made by the teacher during teaching learning process in order to know about learners' progress in learning and make essential changes to improve teaching learning process. Formative evaluation is a continuous process that simultaneously happens with teaching. Asking questions during classroom teaching, classroom assignments, home assignments informal interviews with students etc are examples of formative evaluation.

##### Need and Importance

- \* Formative evaluation is must to provide immediate feedback to teacher so that he/she can modify and improve instruction.
- \* It is also necessary to provide feedback to students enable

them to identify their learning errors and rectify them immediately.

- Since it is child centered, it gives more importance to students' achievement or their learning.
- It is a flexible way of evaluation.
- It helps in designing remedial teaching by providing data of student's performance regularly.

**3. Summative Evaluation :** Summative evaluation is the assessment made at the end of the term, semester, course or instructional program to assign a grade for learners. The term summative means the summing up of all the available information regarding a program at its terminal point. Unit test, quarterly examination, half yearly examination, semester examination and annual examination are examples of summative evaluation. Summative test is given to a learner after he/she has passed all the formative tests.

#### Need and Importance

- The summative evaluation is conducted to give overall picture of student's performance.

### 3. Explain the quantitative and qualitative tools of Evaluation in social sciences.

**Ans :** There are two type of techniques, they are quantitative and qualitative. The results of the quantitative tests are visible and can be seen in figures.

Ex : All the written tests, intelligence tests and achievement tests. The qualitative tests show the quality of the persons. Eg : Aptitude tests and attitude tests.

The tests can be classified as oral and written tests.

**Oral tests :** Orally the questions will be asked and the answers will be given on the spot. Necessary corrections and suggestions will be given then and there itself.

Eg : Interview and viva tests.

The oral tests have certain limitations. It is time - consuming and can become very subjective. At the same time, judging on the spot may not be correct at times.

#### Written Tests :

**Essay type tests :** Students write essays on the concerned topics, expressing the over all meaning.

#### Advantages :

- 1) It tests the ability of a person in expression, reasoning and logical arrangement.
- 2) One can express their ideas clearly in writing.

#### Short comings :

- 1) The examiners will be carried away by certain unimportant things like spelling mistakes, handwriting etc.
- 2) Essays are vague and difficult to score. Each examiner consciously or unconsciously makes his own analysis.
- 3) The element of subjectivity plays a vital role in corrections.
- 4) The student cannot be tested in the entire subject matter, except in the questions asked.

#### Objective type tests :

The main purpose of the objective type testing is to make the child study the entire subject matter and also thoroughly.

The paper setter of essay type tests sets a small number of large questions and the objective test examiner sets a large number of small questions.

#### Advantages of objective tests :

**1. Extensive sampling :** The examiner gets a large number of questions to set, since the entire subject matter is to be covered.

**2. Objectivity of scoring :** The questions contain only one correct answer, so that subjectivity of scoring will find any place. Who ever is the examiner the same type of correction will be done.

**3. Economy of time :** Since the answers are very short and one word, the examinees can answer a lot of questions within the short time.

**4. Minimise cramming :** There is no chance of cramming, because every bit of information they should study thoroughly.

**5. Administration of tests easy :** It is easy to administer these tests, because the instructions will be given very clearly and they are easy for the students to follow. Hence there will not be any scope for the pupils to commit any mistakes.

Of all the tests, objective tests are the efficient means of testing because of their objectivity and ease.

**Limitations :** There are very few limitations like, they cannot judge the reasoning capacity of the student. They cannot test the interests and aptitudes of the students.

**Types of objective tests :**

**1. Completion or fill in the blanks type.** This type of tests are recall tests. The pupils recall the names, dates or events and just fill them in the blanks.

Examples :

- The first Prime Minister of India was .....
- The chief food of Bengal is .....
- The first war of Independence was fought in the year .....

**2. True - False or Yes or No :** Here some statements will be given and the students should write T or F and Y or N.

- Cherapunji receives the highest rainfall in India.
- Princes will be decided by the demand.

**3. Multiple choice type :** Here the importance is given to the recognition of knowledge rather than recall. Many statements will be given and the students are asked to choose the correct one.

- The coldest regions are called
  - deserts
  - tundras
  - plateaus
  - plains
- Heuen Tsang was
  - a Hindu who wrote on Kalidas
  - a Rajput who wrote Holy Quaron
  - a Chinese who wrote on Harsha
- The main problem of India is a
  - poverty
  - population
  - illiteracy
  - unemployment

**4. Matching type :** In this two lists are given without any order or arrangement. The pupils have to match items from one list with appropriate items of the other list - Below is the list of discoverers and discoveries.

- |              |               |
|--------------|---------------|
| Columbus     | - Australia   |
| Vascodegama  | - America     |
| Magellan     | - South pole  |
| Captain cook | - The Pacific |
| Amundsen     | - India       |

**5. Distinction type :** Here the students should differentiate between two things.

**Example :**

- Distinguish between direct and indirect taxes.
- Distinguish between solar eclipse and liner eclipse.
- Distinguish between cold deserts and hot deserts.

**Some more techniques of Evaluation :**

**1) Observations :** Observation is a technique to study a person from different angles and in different situations. The child behaves differentially when he is at home, at school, at play ground and amidst the peer group. The teacher observes the behaviour of the child at all the above situations and then evaluate the personality.

**2) Group discussions :** When all the students are participating in the discussion, the teacher can observe each student as to how he is behaving. Whether he is participating boldly, giving any creative ideas, respecting other's opinions, ready to change his ideas if necessary all these points, the teacher can note down to valuate the personality.

**3) Anecdotal Records :** Anecdotal records are those maintained by the teacher to note down the behaviour of a child at an unknown or unexpected event in his life. The routine behaviour is entirely different from the behaviour at an unknown incident. Basing on this, the teacher tries to study the personality of the child.

**4) The daily Diary :** The student writes all events of the day and also how he feels at all these times. It also tells how he spends his leisure time and also how he feels at all these times. It also tells how he spends his leisure time and which subject he likes more and why. But knowing that the diary will be observed by the teacher, they may not reveal real things. But if it is properly maintained, it gives good results.

**5) Socio-metric devices :** These devices can prove useful for evaluating growth in social relations and observing changes in the social structure of a group.

#### **4. Write about Continuous Comprehensive Evaluation (C.C.E.)**

##### **Continuous Comprehensive Evaluation (C.C.E.)**

**Continuous Evaluation** means evaluating student's progress throughout a course of study.

**Comprehensive Evaluation** means evaluation student's progress in all abilities, i.e., cognitive, affective and psychomotor.

Evaluation need to be integrated with the process of teaching and learning so as to provide feedback on continuous basis to teachers regarding the instructional objectives and evaluation techniques.

**Continuous and comprehensive evaluation (CCE)** integrates teaching and learning in a systematic process of collecting, analyzing and interpreting evidences of student's progress born in (or related to) scholastic and co-scholastic areas of learning.

Continuous and comprehensive evaluation involves both formative and summative testing in three ways : Firstly, by assessing the students progress with reference to their own selves (self-referenced evaluation); Secondly, with reference to the standard set by their teacher (criterion referenced evaluation); and Thirdly, with reference to the progress made by their peer groups in the class (norm referenced evaluation).

A good number of tests and examinations are used to evaluate the scholastic subjects. Observation, interview, oral test, sociometry, paper-pencil test are used in recording and reporting

the performance of students in co-scholastic areas comprehensively on a continuous basis.

The National Policy on Education (1986) has specifically recommended introduction of school - based evaluation scheme; which has its base in continuous and comprehensive evaluation. It envisages conducting internal evaluation of student's performance in terms of academic achievement of scholastic areas and also participation in co-scholastic activities leading to personality development and inculcation of values, interests, etc.

##### **Advantages of Continuous Comprehensive Evaluation**

1. The continuous assessment of student progress in any scholastic or co-scholastic are will serve as a diagnostic tool. It enables teachers to understand the area or topic in which students are having difficulty and thus concentrate their efforts in those areas or topics.
2. The CCE enables the teachers to modify their instructional strategies.
3. The fast learning students will be benefited as teacher can play and create enrichment activities.
4. The CCE encourages frequent interaction between students and teachers which helps teachers to know the strengths and weaknesses of the students.
5. The CCE helps in making learning and evaluation a joyful and enjoyable experience.
6. The CCE provides many opportunities to students to freely express themselves to their teachers.
7. The CCE helps in making evaluation less stressful and anxiety free
8. The CCE helps students appraise their own performance.
9. The CCE strengthens teachers to prepare their own TLM according to the needs of the students.
5. **Describe CCE Model of assessment in Social studies.**

**Ans :** The teacher should know to what extent the competencies have been realised after the teaching process the evaluation of this takes place through written examination. The

teacher can find out the achievement of children. In the subject through their responses in the examination.

### Summative Evaluation in Social Studies :

1. Only written examination should be conducted.
2. The summative evaluation for IX, X classes should be the same.
3. In social studies the summative Evaluation should be taken up through three tests.
4. Generally the DCCB will supply the question papers for IX, X question paper for summative evaluation.
5. SA -I, In the month of September / October SA-2 In the month of December / January SA-3 at the end of the year i.e. March/April should be conducted.
6. The summative evaluation X class should be in two papers.
7. Formative assessment Marks table

Social	Marks	Public Examination Marks	Four formative assessments average
Paper - I	50	40	
Paper -II	50	40	20
Total	100	80	20

### GRADING

Grade	Marks	Grade Points
A1	46-50	10
A2	41-45	9
B1	36-40	8
B2	31-35	7
C1	26-30	6
C2	21-25	5
D	18-10	4
E	0-17	3

### Weightage to Academic Standards

Academic Standards	Total Marks	Weightage
1. Understanding		
2. Read and Interpret Information Technic		
3. Collecting Information		
4. Contemporary and Ideas and response		
5. Reading Skills		
6. Appreciation - Clean Observation		
Total		100%

### Weightage to Types of questions

S.No.	Types of Questions	Number of questions	total marks allotted	Total marks	Weightage
1.	Essay Type of questions				
2.	Short answer questions				
3.	Very short answer questions				
4.	Objective questions				

### SUMMATIVE ASSESSMENT

#### Model Paper

#### Class - X Social Studies Paper - II

Time : 2 Hrs 45 min.

Max.Marks : 40

#### Instructions :

1. Part -A must be answered in a separate answer sheet.
2. Students can take Part-A (Question Paper) with them.

**SECTION - I****Instructions :**

1. Write answers to the FOUR questions in one or two sentences.
2. Each question carries ONE marks.  $4 \times 1 = 4$  marks
1. After first World War though league of Nations was established to avoid the future wars, Second World War became inevitable. Write any two special context which led to this situation.
2. Observe the following line graph. In which decade USSR/ Russia overcome United States for the first time in the manufacturing of nuclear stockpiles.
3. Draw the rough outline map of India and locate Bay of Bengal.
4. Though Hitler was the main responsible person for the Second World War, to which of his characteristics the Germans got attracted ?

**SECTION - II****Instructions :**

1. Write answer to the FIVE questions in one or two sentences.
2. Each question carries TWO mark.  $5 \times 2 = 10$ marks
5. In the 20th Century which was famous as 'The Age of Extremes' worldwide economic breakdown was happened due to 'the Great Depression'. Write the causes which led to this situation.
6. What are the means adopted by the Draft Constitution to keep India as a Federation and at the same time will have to maintain the unity of the country ?
7. Government has sanctioned funds to different works as a part of development of your village Panchayat. How do you get the information relating to these works ?
8. The main cause for the severe increase in the temperatures during the last summer - scientists discovered that the pollution causes the depletion of the protective ozone layer in the atmosphere which is important to absorb harmful

rays of sun. In this context, what do you suggest to protect the ozone layer ?

9. What is your opinion about the decisions made by Mount Botton in February 1947 before independence.

**SECTION - III****Instructions :**

1. Write FOUR questions given below.
2. You have internal choice for this section.
3. Each question carries FOUR marks.  $4 \times 1 = 4$  Marks
10. The Socialist Revolution in Russia had been generated from the severe dissatisfaction of the workers and farmers. What were the changes brought in the conditions of the workers and farmers after this revolution ? Explain the effort of Stalin in this direction.
11. Read the following paragraph and answer the question given below.

What were the two important political parties originated in China during 20th Century ? Explain the social and economic changes brought by these parties in China.

"the French colonizers like the British were convinced that the people of the colony were incivilised and the objective of their rule was to bring the benefits of modern civilization. Education was seen as one way to civilize the 'natives'".

Q: "The ruling European powers behaved in an uncivilized way with the people of colonies, cleaning that it is their responsibility to civilize them" - comment.

(OR)

"In 1992, the then Prime Minister P.V.Narasimha Rao introduced the 'Economic Liberalisation Policy'. The measures taken in this brought in foreign goods and forced Indian Business to compete with global manufacturers. It

also led to the setting up of industries and business by foreign companies in India".

Q : "Indian Economic Liberalisation Policy is a knife which has two sharpened edges". Comment.

12. Observe the following table and answer the questions given below.

**Coalition government and some political parties from 1980's**

**Governing Parties**

**National Front 1989-1990**

JD ; DMK; AGP; TDP; Jammu & Kashmir

National Conference (JKNC)

**Supporting Parties :** CPM; CPI, BMP

**Governing Parties**

**United Front 1996-1998**

JKNC; TDP; TMC; CPI; AGP;

DMK; MGP; Samajwadi Parti

**Supporting Parties :** CPM

**Governing Parties**

**National Democratic Alliance 1998-2004**

JDU; SAD; AIADMK, JKNC; Trinamool Congress;

Biju Janata Dal; Shiva Sena;

**Supporting Parties :** TDP

This is not complete list of political parties that either supported or were part of the government often we have listed only those parties that had more than 5 or MPs.

- When was the first coalition government formed in India ?
- Which party was a partner of Government in all the three Coalition Governments ?
- To which State Trinamool Congress belongs to ?
- What is the difference between, political parties becoming partners in the coalition Government and supporting the Governments.

(OR)

Observe the following Bar Graph and answer the questions given below.

- Prepare a table with the information given in the above Bar Graph. 2M
- Mention names of the six countries which increases 300% of investment on military from 1882-1914.
- What is the relationship between industrialisation and armaments race ?

**13. Read the following paragraph.**

After the republican revolution of Sun Yat-sen in China, the Vietnamese too were inspired to establish a republican and democratic rule in Vietnam. Many students now went to China, France and later to USSR to study and learn about new political ideas.

Locate the countries mentioned in the above paragraph on the given world map.

(OR)

Locate the following on the World Map given.

- The ocean in which Japan is existing.
  - The nearest group of islands to Taiwan
  - The country in which Bolshevik Revolt broke out.
  - The city in which UNO head quarters situated.
- 6. How do you analysis and Interpretation of test scores.**

**Ans : Analysis and Interpretation of Scores**

After the examination, depending upon the marks obtained by the students, a careful study should be made and proper suggestions should be given.

By analysing the marks of the students, we can know the standard of a particular class. Usually in every class, three types of students, that is average, below average and above average students will be there. After obtaining the results proper steps can be taken to deal with all three kinds of students.

By comparing the marks of the students in different subjects we can now the relationship between the different subjects. After

knowing this, we can try to develop one subject, by which we can develop another subject.

By calculating the range, we can know the lower and upper range of the students.

By quartile deviation. We can know, the deviation, of  $\frac{1}{4}$  th of the students in a class.

By the standard deviation. We can know the deviation of the students from one another with regard to the highest and lowest marks. If the deviation is in between 40 and 70 marks, then the class is a homogenous class, where almost all the students belong to more or less same level of intelligence. If the deviation is in between 10 and 80 marks, then the students are very much different from each other in their intellectual capacities.

With the help of skewness and Kurtosis also we can find the average mark of a class. Sometimes the average will be very high and some times very low. Basing on that, we can give suggestions to the students.

By conducting the achievement test, we can bring about the necessary changes in the examination system, teaching methods learning experiences the quality of the question papers and the use of the teaching aids.