MANGALORE UNIVERSITY

CENTRE FOR DISTANCE EDUCATION
MANGALAGANGOTHRI - 574 199
DAKSHINA KANNADA DISTRICT, KARNATAKA STATE

COURSE 8
Pedagogy of School Subject – II (a)

SOCIAL SCIENCE
(Curriculum and Pedagogic Studies)
BLOCKS 3 & 4
(PART - 2)

B.Ed. DEGREE PROGRAMME
(OPEN AND DISTANCE LEARNING)

SECOND YEAR B.Ed.

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Overview of the Course

Dear Students,

You have already studied the nature of social science under course 5 during the first year. Now it is important to understand the epistemological and pedagogical bases of this subject. It is not just disciplinary or subject knowledge that a teacher needs to understand. Pedagogy is to be understood as the integration of knowledge about the learner, the subject, and the social context. This needs a deliberate attempt to integrate the critical pedagogy, which means an approach to draw upon social realities to address issues of justice and equity.

This course deals especially with the nature of social science, the aims of teaching social sciences, and the resources for social sciences. This course also deals with the curriculum, pedagogical approaches, and the required assessment procedures to help students to learn better.

The first block deals with the nature of social sciences, its relevance in the school curriculum, and the different sources to understand the content of social science.

The second block deals with the objectives of teaching social science. The objectives of different branches of social science have been discussed here. The objectives of teaching History, Geography, Economics, and Political Science have been clarified. The resources and instructional material for teaching social science also have been discussed in this block.

The third block deals with the curriculum and the pedagogical approaches of social sciences. The process of curriculum development, the syllabus of social sciences have been discussed. The pedagogical approaches of teaching History, Geography, Economics, and Political Science also have been debated in this block.

The fourth block deals with the characteristics of the textbook and the major assessment procedures of learning. The procedure of reviewing a textbook in social science has been dealt with the necessary details. The tools for assessment in social sciences, the procedure of preparing a balanced question paper also have been discussed. The nature of continuous and comprehensive evaluation procedure in social science, which is the present trend and one of the important aspects of assessment has been detailed in this block.

It is important to understand the pedagogical procedures presented in this course as general procedures. You as teachers need to understand the learners in your classroom, their nature, family background, capabilities, social context, and adapt the procedures. Your situation may require you to modify or restructure some of the procedures explained here. In total it is important to achieve the objectives specified for this subject.

Block 3 : Curriculum and Teaching of Social Sciences

Unit 1 : Curriculum Development Process: Principles and Approaches

Unit Structure

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3.1.1. Learning Objectives

After completing this Unit, the student-teachers will be able to -

- Explain the concept of the curriculum;
- Describe the principles of curriculum construction;
- Discuss the different approaches in the development of the curriculum;
- Differentiate between the different approaches to curriculum development and
- Appreciate the merits and demerits of these approaches.

3.1.2. Introduction

In the previous Units, you have already learnt that any education system is multi-faceted. Curriculum forms one of the main facets. This calls for a proper understanding of the concept of curriculum and the different approaches for its construction. The principle of developing a suitable curriculum is a challenging task for all those involved in it. Recall the study of these aspects of the curriculum in the unit on Curriculum Development (at School Level), Implementation under the course "Knowledge and Curriculum". While the Unit we have already studied focuses on some of the general aspects of the curriculum, this unit focuses primarily on the curriculum related to Social Sciences. This Unit gains added importance as we are looking at it from the pedagogical angle. This helps to understand both the learners and the subject matter. Approaches of developing and organising curriculum will guide the teachers to plan their teaching appropriately.

3.1.3. Learning Points and Learning Activities

The study of this Unit involves three main aspects of curriculum namely the concept of curriculum, principles of curriculum, and approaches to curriculum construction regarding curriculum.

3.1.3.1. Concept of Curriculum

The term 'Curriculum' is derived from the Latin word 'currere' which means 'to run'. Accordingly, the curriculum denotes a course to be run for reaching a certain 'goal' or 'destination'. Let us look at some of the important definitions of curriculum.

Good, (1959): ‘Curriculum is the general plan of the content or specific materials of instructions that the school offers the students by way of qualifying them for graduation or certification or entrance into a professional or vocational field’.

Foshay, (1959): ‘Curriculum’ is all the experiences a learner has under the guidance of the school’

Payne: ‘Curriculum consists of all the situations that the school may select and consciously organise to develop the personality of its pupils and for making behavioural changes in them’.

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

Braslavsky states that Curriculum is an agreement among communities, educational professionals, and the State on what learners should take on during specific periods of their school lives.

Based on the analysis of the above definitions, we can say that curriculum includes and helps in the following

- It includes the content of courses (the syllabus), the methods employed (strategies)
- Furthermore, the curriculum defines "why, what, when, where, how, and with whom to learn." For example, it tells us why should we study geography; which world war we need to know about; in which class/standard should we learn about it; what materials should we use to learn the skill of map drawing and reading, reading of maps, chronological tables, gazetteers, etc.
- It outlines the skills, performances, attitudes, and values pupils are expected to learn from schooling. For example, it tells us to know about equality, social justice, democracy, etc. which form important life values
- It includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to help pupils to attain the outcomes. For example, it tells about what we should describe appreciate, understand, apply under what circumstances.
- It is the total learning experience provided by a school.
- It is the aggregate of courses of study given in a learning environment.

From the above definitions, we can conclude that,

Curriculum=Content/Subject matter + Experiences through School related Activities + Experiences resulting from interpersonal contacts in school

Check Your Progress - 1
Answer the following questions

1. How does Payne define curriculum?
2. List out the major contents of the curriculum
3. What are the benefits of having a curriculum?

3.1.2. Principles of Curriculum Development

The curriculum of Social Science stands to serve the purpose of the realisation of the set aims and objectives of Social Science teaching. For playing its role in the desired way, it

is essential to pay proper consideration to the construction and development of the curriculum. The following principles will help in this direction.

a) The Principle of Child Centeredness

The curriculum should be child-centred. The subject matter, activities, and experiences provided should be suitable to the age and mental level of pupils, activity-oriented, related to varied interest patterns, taste, and inclination of pupils. It should be kept in mind that the curriculum is meant for the development and welfare of the children. This means that planning often begins with the student in mind as opposed to a school policy or curriculum artifact. It encourages child-centred teaching. It focuses on teaching that is 'aware' of students and their needs above and beyond anything else. It places students at the center of the learning process.

To be in line with the modern education system that is child-centered, the curriculum should also be child-centered. It should be based on the child's needs, interests, abilities, aptitude, age level, and circumstances. The curriculum is meant to bring about the development of the child in the desired direction so that he can adjust well in life.

This includes ideas like

a) Being clear about how you will promote, measure, and celebrate understanding.
b) Modelling'how to think' for students.
c) Helping students understand what's worth understanding.
d) Diversifying what you accept as evidence of understanding.
e) Creating curriculum and instruction around a need to know.
f) Collaborating with students to create the rubric or scoring guide.
g) Letting students choose the project's purpose.
h) Choosing 'power standards' from your curriculum after meeting with both students, parents, and community members who voice their unique societal and cultural needs.

b) Principle of Activity Centeredness

The curriculum should centre around the multifarious activities of pupils. It should provide well-selected activities according to the general interests and developmental stages of children. It should provide constructive, creative, and project activities. For small children, play activities should also be provided. The purposeful activities both in the classroom and outside the classroom should be provided. It is through a network of activities that the desired experiences can be provided and consequently desirable behavioural changes can be brought about in children.

c) Principle of Conservation

One of the main functions of education is to preserve and transmit our cultural heritage. This is essential for human progress. Culture consists of traditions, customs, attitudes, skills, conduct, values, and knowledge. The curriculum framers must make a suitable selection of the elements of culture, keeping in view their educational value and the developmental stage of pupils. The selection of subjects, activities, and experiences should be guided by considerations of preserving and transmitting social and cultural heritage. This principle takes into account inputs like the commitment to values, social justice, national identity, etc.

d) Principle of Creativity

The conservation of culture helps to sustain society. The culture should not be simply transmitted but also enriched. There should be a provision in the curriculum to develop the creative powers of the child so that he becomes a contributory member of society. Raymont says, "In a curriculum that is suited to the needs of today and of the future, there must be creative subjects."Curriculum construction should take care of the development of the creative abilities of pupils. The experience provided should enable pupils to be constructive and creative. Content activities should be directed to identify, guide, foster the creative abilities of pupils.

e) Principle of Wide and Comprehensiveness

The curriculum should be so comprehensive to enable the pupils to comprehend the world of human thought and activity. It should start from the local proceed through regional, national, and international matters.

f) Principles of Flexibility

In our age, rapid developments are taking place in various fields. Consequently, the needs of society are changing. The content of the curriculum cannot be the same for all times to come. It should not be static. It must be dynamic and change with the changing times. It should reflect the latest trends in the field of education and psychology. Variety and elasticity should be built into the curriculum to account for individual differences and to meet local needs. The curriculum should be flexible and broad-based to include its new subjects and activities in keeping with the demands of the changing times and needs of the students.

g) Principle of Nature and Objectives of the Course

The curriculum should be developed keeping in mind the duration, nature, and objectives of the course or stage of education.

h) Principle of Integration and Correlation

The pupils are to be provided with selected experiences through various subjects and activities but these must be well integrated. Various subjects and activities have to serve the same ultimate purpose, the achievement of the aims of education. The activities and subjects should not be put in water-tight compartments but these should be inter-related and well-integrated to develop the whole child. The curriculum should not be split up into several isolated subjects. Subjects included should be interrelated. Content and activities can be correlated with life.

i) Principle of Community Centredness

It is a known fact that the community contributes a lot in building the future of the younger generation. Education aims to prepare an individual to become useful and successful in the community. It should be related to community needs, requirements, aspirations, interests, and values.

j) Principle of Variety

The curriculum should be broad-based to accommodate the needs of varied categories of pupils so that they can take up subjects and participate in activities according to their capacities and interests. The needs of pupils also change from place to place. For example, pupils in rural areas, urban areas, and hilly areas will have different needs. The needs of boys and girls are also different. So these considerations should be reflected in the curriculum.

k) Principle of Forward-Looking

Education is to enable the child to lead a successful social life. So the curriculum should not just cater to the present needs of the child alone. The needs of his future life should also be considered. The curriculum should also include knowledge, skills, experiences, influences, etc. which will develop the child's abilities and power to make effective adjustments in later life.

l) Principle of Balance

The curriculum must maintain a balance between subjects and activities, between direct and indirect experiences, between academic and vocational education, between compulsory and optional subjects, between formal and informal education, between individual and social aims of education.

f) Principle of Utility

The curriculum should be useful rather than ornamental. It should not only include subjects which owe their place in it to tradition. The curriculum must have practical utility for students. So there should be some provision for technical and vocational education in the curriculum.

Though it is true that the different principles of curriculum construction should be kept in mind, selection of suitable principles as applied to the context of specific curriculum construction also holds good. Various regional and national conditions should also be considered. All considerations which will help in achieving the aims of education should be given due consideration.

Check Your Progress - 2

Answer the following questions.

1. What are the advantages of considering the principle of conservation in the design of the social science curriculum?
2. Why should we consider the community in the design of the social science curriculum?
3. What do you mean by the principle of balance?

3.1.3.3. Approaches to Curriculum Development

a) Chronological Approach or Periodic Approach:

The chronological approach implies the arrangement of the entire course into certain well-marked stages, called periods. The periods are taught in chronological order. Indian history for instance is divided into Ancient, Medieval, the Mughal, the British, and the Post-Independence periods. The history of England is normally divided into the Anglo Saxon, the Norman, the Norman, the Tudor, and the Modern period.

In the words of C.P. Hill, the ‘Chronological method avoids confusion for it takes full advantage of the only continuous element of the order in the story of the past, the sequence of events. It accustoms children to chronological outlook, an attitude of mind based upon constant habit.’

Some of the merits of the Chronological Approach are as follows-

- The Chronological approach enables the students to comprehend the natural development of the history of a country.
- Students find it easier to get a clear idea of the time factor in history as they are led from century to century and year to year.
- The chronological treatment provides an intensive study of the topic which lends itself to the learning of interesting details.
- The chronological arrangement provides for the presentation of the new subject-matter in each class and students are not required to repeat the details.

b) Unit Approach:

The Unit Approach is based on the growing acceptance of the Gestalt-Organisimic Field Theories of learning which emphasise the 'holistic' nature of learning.

According to Bossing, "A Unit consists of comprehensive services of related and meaningful activities so developed as to achieve pupil purposes, provide significant educational experiences, and result in appropriate behavioural changes".

The Dictionary of Education defines a Unit as "an organisation of varied activities, experiences, and types of learning around a central problem or purpose, developed cooperatively by a group of pupils under teacher leadership, involves planning, execution of plans and evaluation of results."

According to Quillen and Hanna " A Unit refers to material organized around a common principle, process, culture or an area of living and directed toward the achievement of significant outcomes thus giving unity to learning experiences."

We can also adopt the unit approach for the proper organization of the social science curriculum. In doing so one has to first divide the selected contents and learning experiences meant for the study of social science at a particular stage (elementary or secondary) into some appropriate and meaningful units and then putting them into the curriculum of any of the grades or classes according to their suitability to the age and mental levels of the students.

In this way, the selected subject material and learning experiences meant for the teaching of social science at a particular stage of school education are divided into a series of units, and each unit developed around a major theme related to the students' social environment, their experiences social problems social relationships and individual and social needs.

These units are then allotted to various grades or classes belonging to the stage according to the needs, interests, mental stage, and educational level of the students.
Eg: Transportation, means of communication, our solar system, life on earth, pollution and our health, the food we eat, the air we breathe, national unity, our judiciary system, our community, the climate we have our forest wealth, our national heritage, our democratic governing system, our earth national security, we and our neighbouring countries, the world and globalization.

The unit study model is a brain-compatible, multidisciplinary, interest-directed approach to education. As a teaching tool, the thematic unit encourages the in-depth study of a topic over several days, weeks, or months. In the traditional model of education, academic

subjects are studied separately. A unit study blends several academic subjects with a common thematic thread.

An in-depth unit study is likely to include many types of learning activities and utilize a wide variety of resources. It allows a diverse group of students to learn together while addressing individual needs. Each student's age, abilities, learning style, and developmental level can be accommodated with challenging, individualized assignments.

The merits of the Unit Approach include the following

- It facilitates the child to understand the significant relationship between the concepts and the learning processes.
- The unit activities and their interrelatedness make the school work more meaningful.
- The unit study approach is believed to provide a more natural structure onto which knowledge and understanding can be built.
- Children are assisted in viewing a topic globally rather than presented with unrelated facts.
- Curiosity, independent thinking, and a life-long love for learning are fostered.
- The topic is revisited and reinforced over the entire period of the unit study.
- This approach is believed to provide more effective learning, improved comprehension, and better retention.

c) Concentric Approach:

This is based on the psychological principle that children come to know things in the first instance as ‘wholes’ and gradually learn to analyse them. The subject matter in Social Sciences at each succeeding stage gradually increases in difficulty but developing and growing child seems to be ready for comprehending each new subject. In the first year the review of the entire subject matter is very sketchy, every subsequent year there will be the provision of greater detail. The learning sequence progresses from the simple to the more detailed sequence.

It implies the widening of knowledge just as concentric circles go on extending and widening. It is a system of arrangement of the subject matter. In this method, the study of the topic is spread over several years. It is based on the principle that the subject cannot be given an exhaustive treatment at the first stage. To begin with, a simple presentation of the subject is given and further knowledge is imparted in the following years. Thus beginning from a nucleus the circles of knowledge go on widening year after year and hence the name concentric method.

In this approach, a topic is divided into several portions which are then allotted to different classes. The criterion for allotment of a particular portion of the course to a particular class is the difficulty of portion and power of comprehension of students in the age group. Thus it is mainly concerned with year-to-year teaching but its influence can also be exercised in day-to-day teaching. Knowledge being given today should follow from the knowledge given yesterday and should lead to teaching on the following day.

The merits of the Concentric Approach include the following.

- It proceeds from ‘simple to complex’ and ‘whole to parts’.
- It arouses interest and revision becomes easy.
- It follows a simpler path.
- It covers the entire subject matter.

- It takes into consideration the mental growth of the child.
- This method of organisation of subject matter is decidedly superior to that in which one topic is taken up in a particular class and an effort is made to deal with all aspects of the topic in that particular class.
- It provides a framework from the course which is of real value to students.
- The system is most successful when the teaching is in the hand of one teacher because then he can preserve continuity in the teaching and keeps his expanding circle concentric.
- It provides an opportunity for revision of work already covered in a previous class and carrying out new work.
- It enables the teacher to cover a portion according to the receptivity of the learner.
- Since the same topic is learnt over many years so its impressions are more lasting.
- It does not allow teaching to become dull because every year a new interest can be given to the topic. Every year there are new problems to solve and new difficulties to overcome.

The approach has certain demerits. They include

- The presentation may lack newness. A sense of boredom and dullness may develop as the children go through the whole course more than once.
- For the success of this approach, we require a really capable teacher. If a teacher becomes over-ambitious and exhausts all the possible interesting illustrations in their introductory year then the subject loses its power of freshness and appeal and nothing is left to create interest in the topic in subsequent years.
- In case the topic is too short or too long then also the method is not found to be useful. A too-long portion makes the topic dull and a too short portion fails to leave any permanent and lasting impression on the mind of the pupil.

Check Your Progress - 3
Answer the following questions

1. Mention any two merits of the Chronological Approach to curriculum development in social science.
2. What is the basis of the Unit Approach?
3. List any two demerits of the Concentric Approach.

3.1.4. Let us Summarise

Let us consolidate what we have learnt so far.

- The curriculum is derived from the Latin word ‘currere’.
- The curriculum includes total experiences provided by the school.
- While developing a curriculum we should keep in mind certain principles.
- The curriculum should be organised taking account of certain approaches that are rational and scientific.
- In the Chronological Approach, subjects are arranged in chronological order.
- In the Unit Approach, the subject materials are organised into meaningful units.
- In the Concentric Approach, the subject matters are constantly increased in each stage.

3.1.5. Answers to ‘Check your Progress - 1, 2 and 3’

Check Your Progress - 1
For Answers refer to Section 3.1.3.1 of this Unit of Self Learning Material.

Check Your Progress - 2
For Answers refer to Section 3.1.3.2 of this Unit of Self Learning Material.

Check Your Progress - 3
For Answers refer to Section 3.1.3.3 of this Unit of Self Learning Material.

3.1.6. Unit end Exercises

1. Explain the Concept of Curriculum.
2. Explain the Principles of Curriculum Development.
3. Which are the different Approaches in Curriculum Development?

3.1.7. References

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Block 3 : Curriculum and Teaching of Social Sciences

Unit 2 : Studying the Social sciences Syllabus - Aims and Objectives, Content Organisation and Presentation of State Board and CBSE Social Science Curriculum for Secondary Stage Education

Unit Structure

3.2.1 Learning Objectives
3.2.2 Introduction
3.2.3 Learning Points and Learning Activities
3.2.3.1. Karnataka Board of Social Science Syllabus for Secondary Stage
Check Your Progress - 1
3.2.3.2. CBSC Syllabus Social Science Syllabus for Secondary Stage
Check Your Progress - 2
3.2.3.3. Organisation and Presentation of Social Science Syllabus of Karnataka State Board and CBSC Social Science Syllabus for Secondary Stage
Check Your Progress - 3
3.2.4. Let us Summarise
3.2.5. Answers to 'Check Your Progress - 1, 2 and 3'
3.2.6. Unit end Exercises
3.2.7. References

3.2.1. Learning Objectives

After completing this Unit, the student-teachers will be able to -

- Explain the aims and objectives of studying Social Science Syllabus;
- Explain the aims and objectives of the Karnataka State board Curriculum;
- Analyse the structure of Karnataka State Board Social Science Curriculum;
- Explain the aims and objectives of C.B.S.E curriculum of Social Science; and
- Explain the structure of the C.B.S.E Social Science Curriculum.

3.2.2. Introduction

You have already studied the meaning and characteristics of the curriculum. One of the important components or attributes of a curriculum is the syllabus. Sometimes people understand these two terms as synonymous. But it is not so. The syllabus is only a part of the whole curriculum. The syllabus is derived based on the objectives set under the curriculum. This is true in terms of any academic subject. In the present Unit, let us understand the Syllabus prescribed for Social Sciences under Karnataka State Board Syllabus and CBSC syllabus and their objectives, and also try to understand how they are organized in the whole system.

3.2.3. Learning Points and Learning Activities

A syllabus is a document that contains all the portions or content to be covered under a subject in a course. The curriculum is the totality of learning experiences provided to achieve a set of goals. The syllabus is a Greek term and the Curriculum is a Latin term. The syllabus is set for a specific subject and the curriculum is generally framed for a course. The syllabus is descriptive and Curriculum is prescriptive. The syllabus is narrow and the curriculum is broad. The syllabus is set by a Board consisting of expert members, the curriculum is framed by administrators along with experts. The syllabus is set for a year or two, but the curriculum is framed for a longer time.

The syllabus is defined as a document consisting of topics or units to be covered in a particular subject to reach the subject related goals. It is a guide for teachers and students. It helps teachers and students to know the scope of the subject. It contains the objectives, general instructions, assignments, projects, and assessment details.

Let us understand the Syllabus of Social Science of two agencies, i.e., the Karnataka State Board and Central Board of Secondary Education.

3.2.3.1. Karnataka Board of Social Science Syllabus for Secondary Stage

The National Council of Educational Research and Training (NCERT) has outlined the need for the inclusion of Social Sciences – 'the study of Social Sciences as a component of general education is of critical importance in facilitating the learner's growth into a well informed and responsible citizens. It should aim at developing in him/her an understanding of his/her physical and social environments, both immediate and remote, in terms of time and space and an appreciation of the cultural heritage of India and various cultures of the world'.

The Social Science Curriculum of the preparatory course aims to provide an understanding of the development of community life in the context of the time, space, the economic, and political will to establish social harmony, progress, and have a rational thought in decision-making. This is done through a balanced interaction with the community and the environment to the well-being, national, and world.

Social Science should aim at achieving the following general aims and objectives-

1. It should aim at encouraging the students to explore and observe their social and cultural environment systematically.
2. It should help the students to understand the evolution of the community around them.
3. It should involve students to find out and collect more relevant facts about different problems of their surroundings where they live in. The syllabus should serve as a base for the objective judgment of various issues that arise in their daily lives.
4. The syllabus should aim at providing the young with numerous opportunities for group work as a part of their learning process. This may include activities such as discussing and solving their problems collectively, executing different projects, and so on. All this should result in giving them practice in cooperation, discipline, and self-government.
5. It should aim at developing a passion for truth and social justice. They should develop respect for every individual – his views, worth, and contribution.
6. The syllabus should aim at making children conscious of their rights and duties in a democratic society and encourage them to take up responsibilities.
7. The syllabus should aim at developing the spirit of intergroup and inter-communal understanding and harmony. This should include the appreciation of the unity of our culture.
8. It should aim at fostering a sense of true patriotism in every child.
9. It should lead the students to appreciate the contribution of different cultures, groups that have helped the advancement of present-day civilization.

To create well-being as a society, we need to integrate the disciplines of Sociology, History, Economics, Geography, and Political Science to make this study comprehensive and closely linked to the life of mankind. Let us look into the Business Study of the three agencies of education mentioned above.

Class 8th

History

1. Sources
2. Geographical Features and Pre-Historic India
3. Ancient Civilizations of India
4. Ancient Civilizations of World
5. Greek, Roman, and American Civilizations
6. The Birth of New Religions
7. Mauryas and Kushans
8. The Guptas and Vardanas
9. South India – Shatavahanas, Kadambas, and Gangas
10. The Chalukyas of Badami and The Pallavas Of Kanchi
11. The Rastrakutas of Manyakheta and The Chalukyas Of Kalyana
12. The Cholas of Tanjore and The Hoysalas of Dorasamudra

Political Science

1. Meaning and Importance of Political Science
2. Citizen and Citizenship
3. Democracy
4. Local Self Government

Sociology

1. Man and Society 2. Man and Culture
2. Sociology in Daily Life 4. Kinds of Societies

Geography

1. The Earth-Our Living Planet 2. Lithosphere
2. Atmosphere 4. Hydrosphere
3. Biosphere

Economics

1. Meaning and Importance of Economics 2. Natural Resources
2. Human Resources 4. Poverty and Hunger

Business Study

1. Evolution and Growth of Commerce 2. Business- Meaning and Importance
2. The emergence of Different Forms of Business Organisation 4. Large Scale Business Organisation

Class 9th

1. Christianity and Islam
2. Europe in the Middle Ages
3. India from 9th to 14th Century A.D
4. Religious Reformers of India
5. Vijayanagara and Bahamani Kingdoms
6. The Moghuls and The Marathas
7. Bhakti Panth
8. Modern Europe
9. Revolution and Rise of Nation States

Political Science

1. Our Constitution
2. The Union Government

State Government 4.Defence of the Nation

1. National Integration

Sociology

1. Family 2. Socialisation and Family Relationship 3.Cities and Other Communities

Geography

1. Our State – Karnataka
2. Physiographic Divisions
3. Climate, Soil, Natural Vegetation and Animals of Karnataka
4. Water Resources of Karnataka
5. Land Resources of Karnataka
6. Mineral Resources of Karnataka

Economics

1. Transport
2. Industries of Karnataka
3. Major Tourist Centers of Karnataka
4. Population of Karnataka
5. Economic Structure
6. Sectors of Indian Economy

Business Studies

1. Management of Business
2. Financial Management
3. Marketing Management
4. Accounting in Business

Class 10th

History

1. The Advent of Europeans to India
2. Kannada Speaking Regions during Colonial Rule
3. Folk History
4. The Foundation of British Administration and Its Effects
5. Social and Religious Reforms
6. The First War of Indian Independence (1857 A.D.)
7. Effects of British Rule in India
8. The Freedom Struggle
9. India after Independence
10. The Political Dimension of 20th Century

Political Science

1. Problems of India and Remedies 2. India's Foreign Policy
3. India's Relationship with Other Countries 4. World Problems and India's Role
5. World organizations

Sociology

1. Social Stratification 2. Work and Economic Life
3. Collective Behaviour and Protests 4. Social Problems

Geography

1. India-Our Mother Land 2. Physical Features of India
2. Indian Monsoon Seasons and Their Features 4. Soils of India
3. Forests of India 6. Water Resources
4. Land Use and Agriculture 8. Mineral and Power Resources
5. Transport System of India 10. Major Industries of India
6. Communication 12. Natural Disasters
7. Population of India

Economics

1. Economic Development 2. Economy and Government
3. Rural Development 4. Public Finance and Budget

Business Studies

1. Bank Transactions 2. Insurance
3. Entrepreneurship 4. Globalization of Business

More topics

Culture and Society Democracy Union Government

Check Your Progress - 1

1. Differentiate between Syllabus and Curriculum
2. Summarise the content of the 8^{th}, 9^{th}, and 10^{th} standard Social Science Syllabus of Karnataka State.

3.2.3.2 CBSE Social Science Syllabus for Secondary Stage

Social Science is a compulsory subject up to the secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable, and humane outlook. This is of crucial importance because it helps them to grow into well-informed and responsible citizens with the necessary attributes and skills for being able to participate and contribute effectively to the process of development and nation-building.

Objectives

The main objectives of this Syllabus are:

- to develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.
- to make learners realise that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- to develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and the process of change with appropriate connections to world development.

- to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country.
- to help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- to deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and effects on the future quality of people's lives.
- to facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- to develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- to promote an understanding of the issues and challenges of contemporary India-Political environmental, economic, and social, as part of the development process.
- to help pupils acquire knowledge, skills, and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- to develop scientific temper by promoting the spirit of inquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations.
- to develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms- cooperating with others, taking initiatives, and providing leadership in solving others', problems.
- to develop qualities clustered around the personal, social, moral, national, and spiritual values that make a person humane and socially effective.

CLASS IX
Social Science Syllabus/ Course Structure
Theory Paper

CLASS IX (2020-21)
I India and the Contemporary World
II Contemporary India
III Democratic Politics
IV Economics

COURSE CONTENT

Themes	Learning Objectives
Unit 1: India and the Contemporary World – I	
Section 1: Events and Processes: (All the three themes are compulsory)	In each of the themes in this unit students would get familiarized with distinct ideologies, extracts of speeches, political declarations, as well as the politics of caricatures, posters and engravings. Students would learn how to interpret these kinds of historical evidences.
3 I. The French Revolution • French Society During the Late Eighteenth Century	Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces

• The Outbreak of the Revolution • France Abolishes Monarchy and Becomes a Republic • Did Women have a Revolution? • The Abolition of Slavery • The Revolution and Everyday Life	that shaped it. • Know the use of written, oral and visual material to recover the history of revolutions.
II. Socialism in Europe and the Russian Revolution • The Age of Social Change • The Russian Revolution • The February Revolution in Petrograd • What Changed after October? • The Global Influence of the Russian Revolution and the USSR	Explore the history of socialism through the study of Russian Revolution. • Familiarize with the different types of ideas that inspired the revolution.
III. Nazism and the Rise of Hitler • Birth of the Weimar Republic • Hitler's Rise to Power • The Nazi Worldview • Youth in Nazi Germany • Ordinary People and the Crimes Against Humanity	Discuss the critical significance of Nazism in shaping the politics of modern world. • Get familiarized with the speeches and writings of Nazi Leaders.
Section 2: Livelihoods, Economies and Societies any one theme of the following IV. Forest Society and Colonialism • Why Deforestation? • The Rise of Commercial Forestry • Rebellion in the Forest •Forest Transformations in Java	Discuss the social and cultural world of forest communities through the study of specific revolts. • Understand how oral traditions can be used to explore tribal revolts.
V. Pastoralists in the Modern World • Pastoral Nomads and their Movements • Colonial Rule and Pastoral Life • Pastoralism in Africa	• Highlight varying patterns of developments within pastoral societies in different places. • Analyse the impact of colonialism on forest societies, and the implication of scientific forestry. • Show the different processes through which agrarian transformation may occur in the modern world. • Analyse the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.

Unit 2: Contemporary India - I	
Themes	**Learning Objectives**
1. India • Size and Location • India and the World • India's Neighbours	Identify the location of India in the Indian subcontinent.
2. Physical Features of India • Major Physiographic Divisions	• Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.
3. Drainage • Major rivers and tributaries • Lakes • Role of rivers in the economy • Pollution of rivers	• Identify the river systems of the country and explain the role of rivers in the human society
4. Climate • Concept • Climatic Controls • Identify the location of India in the Indian subcontinent. •Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types. • Identify the river systems of the country and explain the role of rivers in the human society. • Identify various factors influencing the climate and explain the climatic variation of our country	Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of people. • Explain the importance and unifying role of monsoons.
5 • Factors influencing India's climate • The Indian Monsoon • Distribution of Rainfall • Monsoon as a unifying bond	Explain the nature of diverse flora and fauna as well as their distribution. • Develop concern about the need to protect the biodiversity of our country.
6. Natural Vegetation and Wild Life • Factors affecting Vegetation •Vegetation types • Wild Life • Conservation, Population • Size • Distribution • Population Growth and Process of Population Change	Analyse the uneven nature of population distribution and show concern about the large size of our population. • Identify the different occupations of people and explain various factors of population change. • Explain various dimensions of National Population Policy and understand the needs of adolescents as underserved group.

Unit 3: Democratic Politics - I	
Themes	**Learning Objectives**
1. What is Democracy? Why Democracy? • What is Democracy? • Features of Democracy • Why Democracy? • Broader Meaning of Democracy	Develop conceptual skills of defining democracy. • Understand how different historical processes and forces have promoted democracy. • Develop a sophisticated defense of democracy against common prejudices. • Develop a historical sense of the choice and nature of democracy in India.
2. Constitutional Design • Democratic Constitution in South Africa • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution	Understand the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values. • Recognize Constitution as a dynamic and living document.
3. Electoral Politics • Why Elections? • What is our System of Elections? • What makes elections in India democratic?	Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the Election Commission.
4. Working of Institutions • How is the major policy decision taken? • Parliament • Political Executive • Judiciary	Get an overview of central governmental structures. • Identify the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
5. Democratic Rights • Life without rights •Rights in a Democracy • Rights in the Indian Constitution • Expanding the scope of rights	• Recognize the need for rights in one's life. • Understand the availability /access of rights in a democratic system/government. • Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens. • Create awareness regarding the process of safeguarding rights

Unit 4: Economics	
Themes	**Objectives**
1. The Story of Village Palampur • Overview • Organization of production • Farming in Palampur • Non-farm activities of Palampur	• Familiarize with basic economic concepts through an imaginary story of a village.
2. People as Resource • Overview •Economic activities by men and women • Quality of Population • Unemployment	• Understand the demographic concepts. • Understand how population can be an asset or a liability for a nation.
3. Poverty as a Challenge • Two typical cases of poverty •Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • The Challenges Ahead	Understand poverty as a challenge. • Identify vulnerable group and interstate disparities • Appreciate the initiatives of the government to alleviate poverty.
4. Food Security in India • Overview • What is Food Security? • Why Food Security? •Which foods are insecure?	• Understand the concept of food security

CLASS X

I India and the Contemporary World
II Contemporary India
III Democratic Politics
IV Understanding Economic Development

Unit 1: India and the Contemporary World – II	
Themes	**Learning Objectives**
Section 1: Events and Processes 1. The Rise of Nationalism in Europe • The French Revolution and the Idea of the Nation • The Making of Nationalism in Europe • The Age of Revolutions: 1830-1848 • The Making of Germany and Italy • Visualizing the Nation • Nationalism and Imperialism	Enable the learners to identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. • Establish the relationship and bring out the difference between European nationalism and anticolonial nationalisms. • Understand the way the idea of nationalism emerged and led to the formation of nation states in Europe and elsewhere.

2. Nationalism in India • The First World War, Khilafat and Non - Cooperation • Differing Strands within the Movement • Towards Civil Disobedience • The Sense of Collective Belonging	Recognize the characteristics of Indian nationalism through a case study of Non-Cooperation and Civil Disobedience Movement. •Analyze the nature of the diverse social movements of the time. • Familiarize with the writings and ideals of different political groups and individuals. Appreciate the ideas promoting Pan Indian belongingness.
Section 2: Livelihoods, Economies and Societies: Any one theme of the following: 3. The Making of a Global World • The Pre-modern world • The Nineteenth Century (1815-1914) • The Inter war Economy • Rebuilding a World Economy: The Post-War Era	Show that globalization has a long history and point to the shifts within the process. •Analyze the implication of globalization for local economies. • Discuss how globalization is experienced differently by different social groups.
4. The Age of Industrialization • Before the Industrial Revolution • Hand Labour and Steam Power • Industrialization in the colonies • Factories Come Up • The Peculiarities of Industrial Growth • Market for Goods	Familiarize with the Pro- to Industrial phase and Early – factory system. • Familiarize with the process of industrialization and its impact on labour class. • Enable them to understand industrialization in the colonies with reference to Textile industries.
Section 3: Everyday Life, Culture and Politics 5. Print Culture and the Modern World • The First Printed Books • Print Comes to Europe • The Print Revolution and its Impact • The Reading Mania • The Nineteenth Century • India and the World of Print • Religious Reform and Public Debates • New Forms of Publication • Print and Censorship	Identify the link between print culture and the circulation of ideas. • Familiarize with pictures, cartoons, extracts from propaganda literature and newspaper debates on important events and issues in the past. • Understand that forms of writing have a specific history, and that they reflect historical changes within society and shape the forces of change.
Unit 2: Contemporary India – II	
Themes	**Learning Objectives**
1. Resources and Development • Types of Resources • Development of Resources • Resource Planning in India • Land Resources • Land Utilization • Land Use Pattern in India • Land Degradation and Conservation	Understand the value of resources and the need for their judicious utilization and conservation.

Measures • Soil as a Resource • Classification of Soils • Soil Erosion and Soil Conservation	
2. Forest and Wildlife • Biodiversity or Biological Diversity • Flora and Fauna in India • Vanishing Forests • Asiatic Cheetah: Where did they go? • The Himalayan Yew in trouble • Conservation of forest and wildlife in India • Project Tiger • Types and distribution of forests and wildlife resources • Community and Conservation	Understand the importance of biodiversity with regard to flora and fauna in India. • Analyse the importance of conservation of forests and wildlife.
3. Water Resources • Water Scarcity and The Need for Water Conservation and Management • Multi-Purpose River Projects and Integrated Water Resources Management • Rainwater Harvesting	Comprehend the importance of water as a resource as well as develop awareness towards its judicious use and conservation.
4. Agriculture • Types of farming • Cropping Pattern • Major Crops • Technological and Institutional Reforms • Impact of Globalization on Agriculture	Explain the importance of agriculture in national economy. • Identify various types of farming and discuss the various farming methods; describe the spatial distribution of major crops as well as understand the relationship between rainfall regimes and cropping pattern. Explain various government policies for institutional as well as technological reforms since independence
5. Minerals and Energy Resources • What is a mineral? • Mode of occurrence of Minerals •Ferron and Non-Ferron Minerals • Non-Metallic Minerals • Rock Minerals • Conservation of Minerals • Energy Resources o Conventional and Non-Conventional o Conservation of Energy Resources	Identify different types of minerals and energy resources and places of their availability Feel the need for their judicious utilization
6. Manufacturing Industries • Importance of manufacturing • Contribution of Industry to National Economy • Industrial Location	Bring out the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some areas. Discuss the need for a

• Classification of Industries • Spatial distribution • Industrial pollution and environmental degradation • Control of Environmental Degradation	planned industrial development and debate over the role of government towards sustainable development.
7. Life Lines of National Economy • Transport – Roadways, Railways, Pipelines, Waterways, Airways • Communication • International Trade • Tourism as a Trade	Explain the importance of transport and communication in the ever-shrinking world. Understand the role of trade and tourism in the economic development of a country.
Unit 3: Democratic Politics - II	
Themes	**Learning Objectives**
1. Power Sharing • Case Studies of Belgium and Sri Lanka • Why power sharing is desirable? • Forms of Power Sharing	Familiarize with the centrality of power sharing in a democracy. Understand the working of spatial and social power sharing mechanisms.
2. Federalism • What is Federalism? • What makes India a Federal Country? • How is Federalism practiced? • Decentralization in India	Analyse federal provisions and institutions. Explain decentralization in rural and urban areas.
3. Democracy and Diversity • Case Studies of Mexico • Differences, similarities and divisions • Politics of social divisions	Analyse the relationship between social cleavages and political competition with reference to Indian situation.
4. Gender, Religion and Caste • Gender and Politics • Religion, Communalism and Politics • Caste and Politics	Identify and analyse the challenges posed by communalism to Indian democracy. Recognise the enabling and disabling effects of caste and ethnicity in politics. Develop a gender perspective on politics.
5. Popular Struggles and Movements • Popular Struggles in Nepal and Bolivia • Mobilization and Organization • Pressure Groups and Movements	Understand the vital role of people's struggle in the expansion of democracy
6. Political Parties • Why do we need Political Parties? • How many Parties should we have? • National Political Parties • State Parties • Challenges to Political Parties • How can Parties be reformed?	Analyse party systems in democracies. Introduction to major political parties, challenges faced by them and reforms in the country.
7. Outcomes of Democracy • How do we assess democracy's outcomes? • Accountable, responsive and legitimate government • Economic growth and development	Evaluate the functioning of democracies in comparison to alternative forms of governments. Understand the causes for continuation of democracy in India. Distinguish between sources of strengths

• Reduction of inequality and poverty • Accommodation of social diversity • Dignity and freedom of the citizens	and weaknesses of Indian democracy
8. Challenges to Democracy • Thinking about challenges • Thinking about Political Reforms • Redefining democracy	Reflect on the different kinds of measures possible to deepen democracy. Promote an active and participatory citizenship.
Unit 4: Understanding Economic Development	
Themes	**Objectives**
1. Development • What Development Promises - Different people different goals • Income and other goals • National Development • How to compare different countries or states? • Income and other criteria • Public Facilities • Sustainability of development	Familiarize with concepts of macroeconomics. Understand the rationale for overall human development in our country, which includes the rise of income, improvements in health and education rather than income. • Understand the importance of quality of life and sustainable development.
2. Sectors of the Indian Economy • Sectors of Economic Activities • Comparing the three sectors • Primary, Secondary and Tertiary Sectors in India • Division of sectors as organized and unorganized •Sectors in terms of ownership: Public and Private Sectors	Identify major employment generating sectors. Reason out the government investment in different sectors of economy.
3. Money and Credit • Money as a medium of exchange • Modern forms of money • Loan activities of Banks • Two different credit situations • Terms of credit • Formal sector credit in India • Self Help Groups for the Poor	Understand money as an economic concept. Understand the role of financial institutions from the point of view of day-to- day life.
4. Globalization and the Indian Economy • Production across countries • Interlinking production across countries • Foreign Trade and integration of markets • What is globalization? • Factors that have enabled Globalisation • World Trade Organisation • Impact of Globalization on India • The Struggle for a fair Globalisation	Explain the working of the Global Economic phenomenon.
5. Consumer Rights	Gets familiarized with the rights and duties as a consumer; and legal measures available to protect from being exploited in markets.

Activity:
Download the CBSE syllabus of standard 8th from the internet and analyse the features

Check Your Progress - 2
Identify the differences between the Syllabus of Social Science of Karnataka Board and CBSC of class 9 and 10 and document your observations.

3.2.3.3. Organisation and Presentation of Social Science Syllabus of Karnataka State Board

Social Science is a compulsory subject up to the secondary stage of school education. It is an integral component of general education because it helps the learners to understand the environment in its totality developing a broader perspective and an empirical, reasonable, and humane outlook. Its study is crucial as it helps young learners to understand the society and the world in which they live, and view the socio-economic developments and changes in the context of time and space and also concerning each other. Social Sciences has been part of the school curriculum at the elementary stage (Classes I-VIII) comprising primary stage (Classes I-V) and upper primary stage (Classes VI-VIII). This is significant because it helps them grow into well-informed and responsible citizens with the necessary attributes and skills for being able to participate and contribute effectively to the process of development and nation-building.

The CBSC Social Science curriculum draws its content mainly from History, Geography, Political Science, and Economics. State Board syllabus has an additional component of business studies. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and about each other. Each subject's distinct methods of inquiry help the learners to understand society from different angles and form a holistic view.

- History aims at helping students to understand the present existing social, political, religious, and economic conditions of the people.
- Geography studies the earth in relation to mankind. Man's life is mostly shaped by the environment in which he lives and Geography studies the relation between the earth and man.
- Political Science aims to introduce the students to the functioning and dynamics of social and political institutions and processes of the country.
- Economics is the study of how people and societies allocate resources. It is the study of how people get the things they want and need and how these things are distributed.

The revised syllabus for the Social Sciences in Classes I-X attempts to advance an on-going process to assist children and young people to understand that a healthy engagement with the world must come from knowledge of how society takes shape and functions. From this, it is expected, a vision will evolve that the Social Sciences provide skills of comprehension that are fundamental to any activity — and a path to self-understanding and fulfillment that can be diverting, exciting and challenging. Social Sciences can provide insight into the world's diversity and help resolve many conflicting issues. To have a firm, yet flexible perspective on India's past and the world from which, and in which, the country develops, sensitivity to crucial social problems is essential. The syllabus attempts to encourage such sensitivity and provide it with the ground on which it may deepen - stressing that attention should be paid to the means through which sensitivity and curiosity are aroused as much as the specific information that stimulates it. The syllabus encourages an understanding of the human condition in terms that show the value of initiatives that take

their cue from notions of democracy, equality, and social justice defined in the broadest sense - but it seeks to do so through intelligent discussion and proper knowledge of alternatives.

At the secondary stage, Social Sciences help the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable, and humane outlook. At this stage, greater attention to specific themes is given with an eye to the disciplines through which Social Science perspectives have evolved. Up to a point, the subjects that are the focus of higher secondary teaching - History, Geography, Political Science, Economics - are meant to take shape in the child's imagination during these years. With such intentions, the syllabus has focused on theme and involvement rather than information.

In Classes IX-X, political scientists, historians, and economists draw on the relationship between India and the world - already evident in the varying geography perspectives of earlier classes - through comparisons of various themes. Geography provides a sound focus on India's physical forms and resources in a manner that interacts with the work of geographers, historians, economists, and political scientists' discussion of democratic practice the world over.

With such a focus in mind, the syllabus for the Upper Primary and Secondary stages has sought to ensure that their course content overlaps at various levels, to strengthen understanding, and provide a foundation in detail from which natural curiosity and the capacity for investigation may evolve and develop. The approach to the syllabus has varied, but it has been consistent in these pedagogic priorities.

It is anticipated that, in keeping with the spirit of the National Curriculum Framework, the syllabus itself will promote project work that encourages the child to take stock of the overlap, to see a problem as existing at different and interconnected levels.

It is within such a framework that the deeper engagement with disciplines is expected to evolve in Classes XI and XII - allowing the young person either to prepare for higher education or a broad range of professions that require more specific skills. While anticipating some of the concerns of higher education, the syllabus of this time must and does focus on the foundation rather than information - stimulating awareness of essential categories, and a broad sense of disciplinary areas.

The subject of Social Sciences has a critical role in the learning process. This helps in formulating social attitudes, building patriotism, internationalism, brotherhood, and understanding of social dynamics, role, and responsibilities of social institutions and the process of governance.

Social Sciences in CBSE syllabus from Standard 3rd to 5th focuses on teaching Social Science as an integrated subject understanding the cross-links between its various components and seeing social orders in a unified manner. However, from Standard VI onwards, there is a greater thrust on studying History, Geography, Political Science, and Economics as individual components under the umbrella of Social Science.

To have a firm and flexible perspective on India's past and the world from which, and in which, the country develops, sensitivity to crucial social problems is essential. The syllabus attempts to encourage such sensitivity and provide it with the ground on which it may deepen

- stressing that attention should be paid to the means through which sensitivity and curiosity are aroused as much as the specific information that stimulates it.

In-state syllabus, the Social Sciences have been a part of the school curriculum before Class VI as part of the teaching of Environmental Studies. The revised Environmental Studies (EVS) syllabus has attempted to draw the child's attention in Classes III-V to the broad period, space, and life in society, integrating this with how she or he has come to see and understand the world around them.

In Classes VI-X, this process continues, but with greater attention to specific themes and with an eye to the disciplines through which Social Science perspectives have evolved. Up to a point, the subjects that are the focus of college-level teaching - History, Geography, Political Science, and Economics - are meant to take shape in the child's imagination during these years but only in a manner where their boundaries are open to dispute, and their disciplinary quality is understated. With such intentions, syllabus-makers have been more concerned with theme and involvement rather than information.

The scope has been made for the following aspects of the social science curriculum:
Fusion: Fusion refers to the organization for the instructional purpose of content from several subject areas into a unified course. Such an arrangement ignores the conventional barriers or boundaries between different subjects. In this multidisciplinary approach, teachers fuse skills, knowledge, or even attitudes into the school curriculum For example in this social science curriculum history, geography, and other subjects are frequently united.

Correlation

Correlation allows for some linkage of separate subjects to reduce fragmentation of the curricular content. Correlation design is similar to the broad-field design in that it is focused on integration. Correlation means seeking and utilising points of contact and relationships among subjects to bring about the association in the general field of knowledge and to some degree among the various parts of the curriculum. Correlation considers a systematic and continued association of one subject to another keeping the subject, especially at the high school level. This is also important through correlation to make clear to students that knowledge exists in the form of a whole, but not in compartments.

Integration: Here students are offered a broad education that makes links within and across learning areas. The social science syllabus has made scope for this aspect.

Different approaches have been used in combination in the syllabus. Attempts for Integrated, spiral and concentric, topic and unit approaches can be seen in this syllabus.

Check Your Progress - 3
List your observations about KarnatakaState Board Social Science Syllabus and CBSESyllabus of social science at the secondary level.

3.2.4. Let us Summarise

- Social Science Syllabus has general aims and objectives.
- Karnataka State Board of Social Science Syllabus includes History, Political Science, Sociology, Geography, Economics, and Business Studies.
- Social Science in C.B.S.E draws its subject matter from History, Political Science, Geography, Economics, and some elements of Sociology.

- The objectives have been identified in both the schemes and appropriate content has been identified.
- Both have scope for Fusion, Correlation, and Integration while teaching.
- There are a few differences between the Social Science Syllabus of Karnataka State Board and CBSE.

3.2.5. Answer to 'Check Your Progress - 1, 2 and 3'

Check Your Progress - 1
Refer to Self-Learning Material Section 3.2.3.1.

Check Your Progress - 2
Refer to Self-Learning Material Section 3.2.3.2

Check Your Progress - 3
Share your observations with other Social Science teachers in your school and take their feedback. Get their observations and document them.

3.2.6. Unit end Exercises

1. State the objectives and content organization of Social Science Syllabus in Karnataka State Board of Secondary Education
2. Explain the objectives and content organization of the social science syllabus in the CBSE syllabus
3. Write your observations on the Syllabus of the Karnataka State Board and CBSE Syllabus.

3.2.7. References

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Block 3 : Curriculum and Teaching of Social Sciences

Unit 3 : Teaching of History: Strategies, Methods, and Techniques

Unit Structure

3.3.1. Learning Objectives
3.3.2. Introduction
3.3.3. Learning Points and Learning Activities
3.3.3.1. Methods of Teaching
Check Your Progress - 1
3.3.3.2. Techniques of teaching History
Check Your Progress - 2
3.3.4. Let us Summarise
3.3.5. Answers to 'Check Your Progress - 1 and 2'
3.3.6. Unit end exercises
3.3.7. References

3.3.1. Learning Objectives

After completing this Unit, the student-teachers will be able to -

- Explain the Methods of Teaching History;
- Analyse the Techniques and Strategies involved in the Teaching of History;
- Apply the different Techniques of Teaching History for effective understanding; and
- List and appreciate the merits and demerits of various Methods and Techniques of Teaching History.

3.3.2. Introduction

Dear Students,

In the previous Unit, we have understood the principles and organization of the Social Science Curriculum. The defined curriculum needs to be implemented in the due course. This calls for certain specific methods depending on the needs of the teacher as well as the learner. Different Units call for adopting different approaches depending on the nature of the content. This Unit focuses on the different methods used in Teaching Social Science with special reference to History. These methods include storytelling, lecture, source, and biographical methods. We will also understand various techniques and strategies for teaching History.

3.3.3. Learning Points and Learning Activities

3.3.3.1. Methods of Teaching

Efficient teaching methods are essential tools that can help students achieve success in the classroom. Each student has a different personality and learning abilities. There are several factors that teachers must consider when choosing a teaching method for their students. Some determining factors for selecting a teaching method include the student's interest and background knowledge, as well as their environment and learning abilities. Teachers also help their students learn with various learning aids such as auditory, kinaesthetic (collaborating), and visual. Teachers use these teaching methods to help students understand and complete class assignments.

Methods of Teaching History

History is the records of past human activities that have taken place on the earth's surface. Teaching methods are different principles and practices that are used to instruct students in a learning environment. The methods used by teachers will depend on the skills or information the teacher would like to convey to their students. While different teaching methods are used, every teacher follows different methods to suit the requirement of learning. Following are some of the methods used by the teachers to teach history. Let us understand them in a little detail.

Story Telling Method

It is one of the important methods of teaching history. Stories of famous rulers, reformers, great men and women, a story of early man, saints, discoverers, etc. can be told to the students. Narration is the main act in this method. It is an art in itself which aims at presenting to the pupils, through the medium of clear speech, an interesting, ordered sequence of events in such a way that their minds can reconstruct these happenings and they live in their imagination through the experiences recounted.

The success of this method depends upon the teacher's capacity to effectively narrate the story. The teacher should be both a good actor and a good speaker. Every history teacher should know this art. Rich in imagination, accurate, wide, and varied knowledge of the past is a basic requirement for the success of this method.

Types of stories- there are three types of which can be used in teaching history.

1. True stories- these stories render valuable service in teaching history
2. Myths – these stories are not real stories, mostly about supernatural objects.
3. Legends- like myths, legends are old stories but most legends are based on something that happened.

Advantages

- **Enhancement of interest**- children will enjoy listening to the stories. Hence storytelling can be used as an interesting medium of instruction.
- **Development of imagination**- a good story told properly develops imagination among the listeners.
- **Training of creative faculties**- through the description the child will develop an imagination that leads to the development of creativity among the students.
- **Inculcation of the virtues**-the story is adding in the formation of ideas of conduct and so is contributing to the development of a child's character and personality.
- **Learning will be with entertainment**- for children education must be entertaining and this is possible only through storytelling. This makes the child enjoy his education.

Source Method

This is an activity-based method of teaching history. According to this method, the pupils are expected to build up a history with the help of available sources. The objectives of this method are:

- to develop critical thinking by using the sources
- to form their independent judgment through a critical analysis of sources
- to develop elementary skills of collecting data, organising, and interpreting the data.
- to develop and promote interest in the study of history in the right perspective.

Classification of Sources- Sources can be classified into the following categories-
The Archaeological sources- can be divided into three categories

- Monumental findings include buildings, forts, places of worship, pottery, etc. Excavations help to know various phases of cultural contact with the outside world.
- Epigraphic sources are rich and more authentic, genuine evidence. They include inscriptions on stone slabs, pillars, copper plates, walls of buildings, bricks of terracotta, and so on.
- Numismatics evidence is collected from the study of coins.

Literary Sources- these sources can be divided into three categories.

- Sacred or Religious literature includes The Vedas, Epics, Puranas, Buddhist and Jain literature, and so on.
- Secular Literature includes private and official documents. It provides useful information about the social, economic, political, and cultural life of people.
- Foreign Accounts include accounts written by foreigners like Megasthenes, Fa-Hien, Herodotus, and so on.

Oral traditions or Folk Traditions are very helpful in imparting information about local history.

Sources may also be classified into **primary and secondary** sources.

Primary sources are original sources. They are directly connected with an event. These accounts are prepared by persons either directly connected with an event or the eyewitness to it.

Secondary sources are the accounts prepared by persons who were far away from the scene of actual happening but who took the help of genuine accounts in preparing them.

Following factors may be considered to give a good result:

- It is better to give a little practice at the initial stages in consulting the sources.
- A source, especially an extract, must be seen by each child and must be read carefully by the children themselves. In the absence of the sourcebook, cyclostyled copies of the extracts should be taken out.
- The teacher should try to get good books containing the sources of history.
- Pupils should be encouraged to study the sourcebooks in history.

Advantages

- It develops a sense of vividness and reality.
- It can satisfy the curiosity of children on the question ‘how do we know this?’
- This method develops a historical sense among the students. This will initiate the pupils into historical research.
- The use of sources provides certain useful mental exercises- right thinking and imagination, comparing and analysing, drawing inferences, self-expression, and discussion.
- The original sources can be used to illustrate more important points in support of an oral lesson or to supplement the one-sided picture of historical events.

Biographical Method

The biographical method is otherwise called Carlyle's Great Men Theory. Carlyle was the chief exponent of this theory. Rousseau started teaching history with biography. It is an effective method to develop the personality of the students. It can be especially used in earlier stages. It supplements material for beginners. It possesses great human appeal.

In the Biographical method, history is taught as a series of stories of the great men of our country and world. Biographies of great heroes are taught in the school. While putting facts of history teacher has to inculcate in pupils the values and ideals of life.

The biographical method is based on the following principles

- The history of a particular country or the world is nothing but a series of biographies of its great men followed strictly in chronological order.
- Great men represent their historical time and great historical movements have always been initiated or influenced by great men of their time.
- Great men are the noblest creation of God.

Advantages of Biographical Method

- It is a simple method and easy to understand the subject.
- It has great appeal for children. Young children by nature are hero worshippers. They are interested in persons and their history.
- It inculcates social and moral virtues like fellowship, patriotism, nationalism, truthfulness, charity, self-sacrifice, and sympathy.

Lecture Method

The lecture method of teaching is the oldest teaching method applied in the educational institution. This teaching method is a one-way channel of communication of information. Students' involvement in this teaching method is just to listen and sometimes pen down some notes if necessary during the lecture, combine the information, and organized it. The main problem in this method is to grab the attention of students in the classroom. Besides, many students in the class cannot follow the theme.

The salient features of this method are the following

- It creates new ideas
- It is good for a large class
- The teacher is experienced and has mastery over the subject and can explain all points and questions raised by students
- Students can ask if they need any clarification
- Students learn through listening

Advantages of the Lecture Method of Teaching

- In this teaching method, many topics can be covered in a single class period.
- Use of this method excludes the use of any equipment or Lab.
- Learning material is not required.
- Student listening skills are developed.
- Logical arrangement of the material to present it orally.
- Helps to learn languages

Disadvantages of the Lecture Method of Teaching

- Psychologically this method is not acceptable because individuals are not alike. The teacher delivers the same lecture to all students without recognizing the individual differences.
- There is no involvement of the learner, except the listening
- The language used in the lecture may be above the standard of the students. They may not get full advantage of the lecture.
- Lectures are often forgotten by the students. Learning is retained if activities are experienced.
- Attention level is not the same for all students listening to the lecture.

Check Your Progress - 1

1. Mention any two methods suitable for teaching History
2. List any two merits and two demerits of the lecture method of teaching History.

3.3.3.2. Techniques of teaching History

a) Dramatisation or Role Play

Dramatisation is very useful for teaching History. Role-Playing, Socio Drama, or Creative Dramas are used to present a specific situation for study and discussion. There is no prepared script. It is unrehearsed, speaking parts are not memorized and minimum properties are used.

Dramatization may take the form of plays, pageantry, tableaux, pantomime, and less formal dramatic activities. The contents of the drama are wide-ranging. Through drama, children may look for a variety of social themes (housing, pollution), historical events (civil war, rebellion, industrial revolution) concepts such as love, deceit, and so on. The very versatility of drama in terms of content makes it ideal as a teaching medium.

Role play is a way of bringing the situation from real life into the classroom. A role, in other words, pretends to be a different person.
A situation they pretend to be doing something different. In a role-play, students improvise the situation that is fixed but they make up the exact as they go.

Objectives of Dramatization

- To develop the social skills for playing the roles in the situations.
- To develop the tendency and interest for healthy enjoyment and recreation.
- To develop the skill of effective conversation.
- To provide an understanding of real-life situations.

Principles of Dramatization

- Learning by doing
- Principle of immediate reinforcement
- Rehearsal before the actual task
- Social skills through group work

Advantages of Dramatization

- **Development of Memory** – Psychologically it provides mental exercise and thought. The power of memorization is developed because dialogues are sharp to be memorized by the students and in this way is apt to form this habit.

- **Helps in developing Interest** – There will be hardly any interest if a child always studies a history book or keeps on writing the answers to questions. The dramatization method is quite helpful from the change point of view because it is only through the change that the interest can be created. The child never feels exhausted and fatigued through this method of change. The problem of indiscipline can also be sorted out through this. The problem of indiscipline begins the moment a child loses interest in the lesson.
- **Has great Educative Value** – According to Froebel, dramatization adds to the educative value of facts. The activity that is created by dramatization is educative. It is believed that learning takes place best in an emotional situation and dramatization provides for such a situation. The word 'Drama' comes from Greek and means `to act or to do', dramatizing one attempt to act or to do as somebody else has
- **Provide opportunities for learning by doing** – Dramatization amply provides an opportunity to learn by doing.
- **Develops Imagination and sympathy** – The imagination of a child can be developed through dramatization. This helps students develop an awareness of different activities of different states. They develop sympathy for the people whom they come to know. Their attitude also changes.
- **Sensory Training** – The art of dramatization educates the senses of children. Ears, eyes, and hands are trained through it. It attracts our intelligence and emotions.
- **Helpful in providing recreation**: Normally everybody is fond of drama. Therefore drama entertains as well as educates, Teaching through drama gives entertainment as well as education. It provides opportunities for memorizing historical events.

b) Excursion and Field Trip Strategy and Technique

A field trip is a visit to a place outside the regular classroom which is designed to achieve certain objectives, which cannot be achieved as well by using other means. Field trips allow students to get out of the classroom and experience something new. The located place for a field trip can be historical places, zoos, colleges, museums, theatres, etc.

The word 'excursion' means a journey, trip, tour planned for. Social Science students visit places or sites and have the first-hand experience of sight or activity. Excursion results in easy, interesting, and effective learning. It provides ample opportunities to students for 'seeing' 'hearing' examining, gathering data, and asking questions. Such excursions are most conducive to learning.

Advantages of Field Trip

- **It enhances the curriculum:** Field trips are rich in educational possibilities as students learn from actual hands-on experiences, rather than by simply reading or hearing about something. Involvement in a real-world experience makes learning more meaningful and memorable compared to regular classroom instructional programs.
- **Gives students experiential learning experiences:** Involvement in a real-world experience makes learning more meaningful and memorable. As a result, the students will have a clear concept of the topic as they have learnt through their hands-on experiences.
- **Concrete skills such as note-taking will be developed:** Students have to develop skills in questioning, reporting, or writing 'thank you' letters after the trip or evaluate their experiences. By doing such activities, the essential skills of writing, note-making, observing, reporting are all enhanced.

- Above all, involvement in a real-world experience makes learning more meaningful and memorable.
- **Field trips can add variety to the regular instructional program:** They tend to be special and enjoyable learning experiences. They develop positive attitudes in students toward related classroom activities. Field trips are rich in educational possibilities because students learn from actual firsthand experiences, rather than by simply reading or hearing about something
- **Field trips help the students appreciate the relevance and importance of what they learn in the classroom:** For example, the reading inscription is a skill. The development of this skill helps in appreciating the various information provided in them and their usage.

Step involved in conducting Field Trip

1. Trip Selection.

- Identify objectives and plan of evaluation for the field trip.
- Select the site to be visited and arrange a date and time.
- Conduct a pre-visit to familiarize yourself with the major features of the field and obtain the address, directions, contact person, and mobile numbers.

2. Planning

- Apply for administrative approval and file requisition for transportation.
- Make arrangements for meals and develop a schedule for the day.
- Arrange special equipment like cameras and collect money for admission fees if the site demands.
- Inform parents about the trips.
- Create a list of student names and home phone numbers for emergencies.

3. Field Trip Preparation/Pre-trip discussion

- Discuss the purpose of the Field Trip.
- Show photographs or posters of the site.
- Set standard conduct and discuss money usage, lunch plans, dress code, and other necessary things.
- Discuss how to ask good questions and make a list of open-ended observation questions to gather information.
- Overview The field trip schedule.

4. Execution

- Let students sketch if it is necessary.
- Ask prepared questions and note the answers.
- Do things that you have planned.

5. Post-field Trip-Follow Up

- Let a student share their observations and reactions to field trip experiences.
- Create a classroom Bulletin Board displaying materials collected while on a field trip.
- Let the class compose a ‘Thank-you’ letter to those who helped during the field trip. Include special information learned.

6. Evaluating Field trip

- What was the unique educational value of this trip?
- Did students meet the objectives?

- Was there adequate time?
- Was there adequate staff and adult supervision?
- What might be done differently to be better?
- What points to be emphasized next time?
- What problems should be addressed in the future?

Check Your Progress - 2

Fill in the blanks.

1. Telling stories of great rulers, reformers, great men and women etc.is known as _____
2. Students are expected to build up history with the help of available sources. This is _____
3. Primary sources are nothing but _____ sources.
4. Biographical method is also called _____.
5. A method that acts as a one way of channel of communication is _____.
6. Students get opportunities to visit places outside the classroom in _____

3.3.4. Let us Summarise

- Efficient teaching methods are essential for students to achieve success in the classroom.
- Story Telling method can be employed effectively in teaching History.
- The source method is an activity based method.
- Sources can be divided under many headings-Primary, Secondary, Archeological, Literary, Oral tradition
- The biography method is teaching history with help of biographies of great personalities.
- The lecture method is the oldest method of teaching.
- The dramatisation is useful in developing social skills among the students.
- Field trips give opportunities for the students to get out of the classroom.

3.3.5. Answers to 'Check Your Progress - 1 and 2'

Check Your Progress - 1

For answers refer to sub-section 3.3.3.1 of this Self-Learning Material.

Check Your Progress - 2

1. Storytelling method 2. Source method 3. Original 4. Carlye's Great Men Theory 5. Lecture Method 6. Fieldtrips

3.3.6. Unit end Exercises

1. Explain the different methods you have used in teaching history in your classroom.
2. Mention the advantages of each method you have used.
3. What problems you have been encountering with the methods that you are using?

3.3.7. References

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Block 3 : Curriculum and Teaching of Social Sciences

Unit 4 : Teaching of Geography: Strategies, Methods, and Techniques

Unit Structure

3.4.1. Learning Objectives
3.4.2. Introduction
3.4.3. Learning Points and Learning Activities
3.4.3.1. Methods of Teaching Geography
Check Your Progress - 1
3.4.3.2. Techniques of teaching Geography
Check Your Progress - 2
3.4.4. Let us Summarise
3.4.5. Answers to 'Check Your Progress - 1 and 2'
3.4.6. Unit end Exercise
3.4.7. References

3.4.1. Learning Objectives

After completing this Unit, the student-teachers will be able to -

- Explain the different methods of teaching Geography;
- Describe the techniques and strategies used in teaching Geography;
- Analyse the merits and demerits of different methods;
- Select and apply the right method for the right content for effective teaching; and
- Improve the methods being used in the classroom now.

3.4.2. Introduction

In the previous Unit, we have discussed the various methods of teaching History and the strategies involved in the effective teaching of History. We have also understood in our earlier studies that History is one of the subjects studied under Social Science. Another major subject studied in Social Science in Geography. As the content and scope of each subject of Social Science vary, the methods used to teach them also differ. Hence, in this Unit, we will focus our attention on the methods and techniques of teaching Geography.

3.4.3. Learning Points and Learning Activities

3.4.3.1. Methods of Teaching Geography

We have understood in the earlier Unit that Geography is a field of Social Science devoted to the study of the lands, physical features, inhabitants, and phenomena of the Earth and the Planets. It is an all-encompassing discipline that seeks an understanding of the Earth and its human and natural complexities of their features-not merely where objects are, but also how they have changed and come to be. It is a systematic study of the Universe and its features. Traditionally, Geography has been associated with cartography and place names. It includes the study of the diverse environments, places, and spaces of the Earth's surface and their interactions. It seeks to answer the questions of why things are as they are, where they are. The modern academic discipline of Geography is rooted in ancient practice, concerned with the characteristics of places, in particular their natural environments and peoples, as well as the relations between the two.

Experts in the field of teaching geography have suggested several methods for its effective teaching. Some of the important methods are explained below. Let us study them in a little detail.

1. Observation Method

Psychologists have observed that children possess a distinct instinct of curiosity and are curious to see the things for themselves and particularly those things which exist around them. The geographers exploited this fact to their advantage. A thing observed and a fact discovered by the child for itself through its efforts become a part of the mental life of the child. This is of great value in the child's learning.

The main aspects of the observation method are

- observe
- record
- interpret

The technique of obtaining geographical information by direct observation is the basis for the study of this subject.

Aids to Geographical Observation: The observation method for teaching Geography may be used inside the classroom as well as outside the classroom.
Inside the classroom, the following aids help observation:

- **Globe:** Globe is a useful aid. By observation, children can develop such concepts as longitude, latitude, meridian, etc.
- **Charts:** Charts prepared by children themselves or those commercially produced also enhance children's observation.
- **Models:** Children observe things and they can convert the results of their observation into models.

Outside the Classroom: The teacher can enrich children's observation by adopting certain modes outside the classroom. The teacher may use the following modes for this purpose. Outsides the classroom, there are fields, crops, soil, etc. which also form part of geographical content. On the spot observation of these entities followed by discussion in the classes enriches children's knowledge of geographical facts. The teacher of geography would like to make children study the surrounding environment, the landscape, and what it offers to man to make his living meaningful.

Following methods also help in enhancing geography learning

(a) Field Trips: Field trips help in exploring the environment. Children may be taken out into the larger landscape to observe geographical objects, prepare brief notes, and collect specimens, and so on.

(b) Excursions: Excursions educate as well as entertain. Children learn by interacting with the environment. Excursions to hill stations, to geographical monuments, help children to understand certain phenomena.

Merits of Observation Method:

- Trains the pupils to observe and reason about the fact they observe. This method brings the students of geography into a direct relationship with the environment.
- By this method, we interpret the unknown in terms of the known-the known by observation and experience. It is essentially outdoor work. Nothing should be allowed

to take the place of direct observation whenever this is possible. So this is a direct method of gaining geographic knowledge.

- The merit of this method lies in the work than in the results. It is training in intelligent observation and not in merely collecting the data.
- This method develops the habit of accurate thought and investigation.
- It is based on the finding of psychology that is there is an instinct of curiosity in every human being which prompts every human being to know.

Limitations of Observation Method:

- The observational study makes a big demand on the out–of–the class time of teachers and the students, which the time-table of the school does not permit in Indian Schools.
- This method is suitable for lower classes as the observation made by young children are necessarily limited.
- Sometimes the observational study may degenerate into aimless wandering, wastage of much time and energy because of lack of understanding and direct action from the teacher. To let the children observe things without proper guidance and the knowledge may not be profitable at all. There must be proper guidance and the knowledge gained by observation must be supplemented through methods as actual observation of the child is always limited.

2. Laboratory Method:

The laboratory method of instruction, used so successfully in the natural sciences, has been adopted for application to Geography with equal success. This method has grown out of the directed study. The laboratory method places primary emphasis upon equipment and its use. It presupposes a well-equipped room in which the students have access to books, magazines, maps, pictures, drawing and construction material, and other types of material which will promote better work. In those situations where a special room is not available, the teacher of geography can place these instruments in an ordinary classroom.

The procedure of the laboratory method is similar to that of a problem-solving approach or completion of a project or preparation of charts, models, and maps or conducting of an experiment to arrive at a general principle. The teacher and the pupils both perform certain experiments based on the scientific principle to make certain concepts of Geography clear. The students either individually or in groups make use of the materials for solving different problems in geography.

This method is based on the principles of “Learning by Doing”. The pupils make use of their hands or eyes or very often both. The pupils are led to obtaining information by their active efforts. It is an activity method, where the pupil is mentally active all the time just as a discoverer and a research student. In this method, a child thinks for itself. The child learns only when its mind is active. This method combines the best features of all the methods in a way that makes provision for individual differences. This method is based on problem-solving, directed or supervised study, and the socialized situation.

Practical work in geography constitutes laboratory work. The data collected in the field or a farm or from the statistical reports are transformed into maps and diagrams in the laboratory. After the field observation, the need for a laboratory is felt to give concrete shape to the ideas.

Merits of the Laboratory Method

- Much of the modern education practice is based upon the assumption that children 'Learn by Doing'. In this method pupil's own experience is the basis of real learning. Students taught in this way learn to be observant, exact, and to think for themselves.
- This method throws the whole weight of the teaching process on to the process of the growth of the mind rather than on the storing of knowledge. Experimenting is naturally interesting and appealing to young people.
- The natural way of making discoveries and the way the human race has taken shape is from the concrete to the abstract. Laboratory work is exceedingly concrete and hence interesting and enjoyable to the young students. It emphasizes the doing and it requires the students to accomplish something that is within their capacity.
- The use of the laboratory method helps to develop the students' valuable personal qualities, such as balanced judgment and consideration for others. For instance, in moving about in the classroom, sharing the material of making experiments, children learn to exercise self-restraint for the benefit of the group.
- Learning achieved by this method is of higher quality, more real, and more extensive than that acquired by the old didactic method.
- Laboratory work is an important element in the study of Geography because there is otherwise no opportunity for deliberate and close observation of geographical facts.
- It is psychologically sound because it satisfies the urge for activity which is a fundamental drive in human beings.
- Perhaps the most important part of teaching Geography is not the physical arrangement but the healthy atmosphere of the class which is conducive to an attitude of information seeking "digging" on the part of the students. The proper material and equipment and physical setting help to motivate the students to drink deep from the well of knowledge.
- Some topics of geography can be taught most successfully by activity method. This method is very effective in the area of physical geography and map work.
- It is through the use of the activity method that the child is helped to feel the significance of what it is learning. In this method, the students are encouraged to find out, think about, and experience things for themselves and by themselves.
- In this method, the learners are not mere listeners but are active participants in the lesson. Some of them are making experiments; others are observing and making inferences from what they observe.

Limitations of Laboratory Method

- It is not so easy to make the students discover geographical facts or concepts by experiments.
- It is a very slow method of learning and teaching.
- It degenerates sometimes into a kind of manual training.
- Geography rooms in Indian schools are not properly equipped with material to follow this method.
- This method cannot be employed usefully for teaching economic, regional, historical, and human geography.
- This method cannot be employed in the junior stage because the children have not developed their reasoning and observational power.

Following are some of the concepts in geography that may be taught through the laboratory method.

- Prove that the sun is more nearly overhead in the summer than in the winter by finding the length of the shadow of a yardstick at noon each day. When will the shadow be longest?
- Test the thermometer at the melting point of ice and the boiling point of water.
- Examine the maximum and minimum thermometers, then taking a reading with them.
- Stick a knitting needle through an orange. Hold the needle so that it represents the axis of earth titled at 231/2° from the perpendicular. Move it around a lighted candle which would represent the sun. Find where the earth would be.
- Dust particles in the air can be easily seen in the following way. Darken a window into which the sun shines. Make a small hole in the shutter and it admits a ray of sunshine. Shake a duster or burn brown paper in the room and watch the dancing dust.
- How would you find the height of the mid-day sun at a place the latitude of which is known?
- Rotation and revolution may be explained by rotating a ball around a lamp.
- To explain the causes of ocean currents, take a flask full of water. Put some Potassium Permangate into it. Heat the flask from below. A current of hot water will rise and the cold water from the top of the flask will come to take its place. Potassium permanganate will help the visibility of hot current.

3. Regional Method

It is one of the methods of teaching Geography which is based on political divisions. Each country studied separately with details of its mountains, rivers, climate, production, towns, people, industries, and trade. It has no connection with its neighbours. Such a method of teaching Geography is a little unsatisfactory. A modern approach focuses on different countries, with common physical features, climate, production, mineral wealth and economic progress, etc., and studies them together.

It was Herbertson who gave impetus to this method by dividing the whole world into regions that are naturally different from one another. If Geography is the study of the interaction of man and his physical environment, it is best to study different types of physical environments or different natural regions.

Prof. E. A Macneesays ”The regional method of teaching Geography is a method in which the area studied is divided into natural regions, each of which is studied separately. The major political divisions are of great practical importance and must be taught sometimes. But to relate the physical environment and human activities, the study of natural regions is most effective.”

The teacher should as possible start from the home region. The Geography of the local surrounding should form the basis of advanced studies. Let the students now stretch their imagination and make use of their experiences and knowledge gained from the local surroundings to the distant lands. The students should be made to understand the casual relation of all these social and natural phenomena.

Herbertson’s classification of the world can be used in a modified form. His classification is of great value in sub-dividing the continents and in analyzing the factors which influence human activities. Those countries which lie within this climatic division may

further be divided into structural zones. In the study of a particular region, there is considerable scope for a varied method to be employed.

To divide a geographical unit into natural regions is considered to be a scientific method. This method awakens and cultivates the regional consciousness of the learners. When the students have cultivated regional consciousness in them by frequent application of this method, they come to acquire a sort of tool which will be helpful to them in the subsequent geography work. This method requires to investigate and write the account under each heading in the regional sequence.

Procedure to be followed in teaching through the Regional Method

The following is the most common procedure, which is generally followed while teaching through the Regional Method.

- Locate structure, relief, drainage, and climate. They are taken in a serial order.
- Natural and agricultural vegetation and animal life are taken.
- Distribution of minerals and their use in the development of industries are dealt with.
- Distributions of population, the chief occupation of towns are studied.
- Finally, the region is studied with other regions of the world. It is at this stage that the comparative method also comes in. Thus a combination of comparative and regional methods not only makes Geography teaching more effective but also saves much of labor.

Merits of the Regional Method

- The quickest way of getting pupils to understand Geography: As Prof. E. A Macnee has stated, ”The chief advantage of the Regional Method is that it is the quickest way of getting pupils to grasp the salient features of the Geography of any area”.
- Orderly and Systematic-It is a scientific, orderly, and systematic method. As has been stated above, each region is studied with its structures, relief, climate, vegetation, mineral wealth, and life of man in a serial order.
- Lends itself to independent study:-The Regional method lends itself to independent study. It can resort to individual methods of teaching. After cultivating the regional consciousness of the pupils, they can be asked to investigate and write the account under each heading of the regional sequence, independently.
- Gives a clear picture of the co-relation of physical features with socio-economic activities–This method gives a clear picture of the co-relation of physical features with the social and economic activities and other phases of man’s life.
- Promotes international understanding-This method makes it clear to the student that although different regions are scattered over the whole world in separate belts, human life is almost similar, despite political barriers. Thus this method broadens the outlook of students and inculcates in them the spirit of tolerance, brotherhood, and universal compassion. Thus, it promotes international understanding.

Limitations of this method

- Too much repetition-In this method there is a lot of digressions and repetition because the student has to follow the same plan again and again. The region of study may change but the method of approach remains the same.
- Useful in upper classes only-This method requires a background of Geography on the part of pupils. They must learn the cause and effect technique before following this method, so it has to be taught in the upper classes.

- Dangers of missing smaller region-As we have already noted, the boundaries of the natural region are not very exactly defined, so one region may merge into another. While paying attention to broader regions, the smaller regions may be missed and neglected al- together. Sometimes the study of smaller regions is very vital and important from a Geographical point of view.

Check Your Progress - 1
Answer the following questions

1. Name any two methods of teaching History generally followed in secondary schools. List their merits and demerits.
2. You are to teach the topic "Industrial Revolution" What method would you select? What are its advantages?

3.4.3.2. Techniques of teaching Geography

a. Drill and Practice

As an instructional strategy, drill and practice are familiar to all educators. It "promotes the acquisition of knowledge or skill through repetitive practice." It refers to small tasks such as memorization of spelling of vocabulary words, or the practicing of arithmetic facts. It may also be found in more sophisticated learning tasks or physical education games and sports.

Drill and Practice activities help learners master materials at their own pace. Drills are usually repetitive and are used as a reinforcement tool. Effective use of drill and practice depends on the recognition of the type of skill being developed, and the use of appropriate strategies to develop these competencies. There is a place for drill and practice mainly for the beginner or for students who are experiencing learning problems. Its use, however, should be kept to situations where the teacher is confident that it is the most appropriate form of instruction.

Drill and practice software packages offer structured reinforcement of previously learnt concepts. They are based on question and answer interactions and should give the student appropriate feedback. Drill and practice packages may use games to increase motivation. Teachers who use computers to provide drill and practice in basic skills promote learning because drill and practice increase student acquisition of basic skills. In a typical software package of this type, the student can select an appropriate level of difficulty at which questions about specific content materials are set. In most cases, the student is motivated to answer these questions quickly and accurately by the inclusion of a gaming scenario, as well as colorful and animated graphics. Good drill and practice software provides feedback to students, explains how to get the correct answer, and contains a management system to keep track of student progress.

There has been a definite move away from paper-based drill and practice systems to computer-based systems. Drill and practice exercises with appropriate software can enhance the daily classroom experience. Given the personalized, interactive nature of most software, the computer can lend itself to providing extended, programmed practice. Used in small doses, electronic learning experiences can supplement any lesson effectively.

Certain software allows students to reinforce specific skills in a certain subject area. Although not as easily integrated across the curriculum, drill and practice software can be useful. It usually comes in one or two formats. The first focuses on a specific subject area or a part of that area. The most common areas are reading and math. The second type attempts to improve skills in several areas of the curriculum. As with all other types of software, the teacher needs to determine if the selected technology is the best way to work with the subject matter being dealt with.

b. Using Study Groups

Forming study groups is a very effective strategy for enhancing learning. This is because groups share unique insights and learn from each other. Group members can also teach confusing concepts they understand to other group members. Study groups are particularly effective for completing projects, developing presentations, and preparing for exams. The following are the advantages of study groups and the strategies for making study groups effective.

Benefits of Study Group

Sharing notes- Study groups provide an excellent means for students to compare class lecture notes. Comparing notes allows students to fill in any information or important concepts they may have missed during the lecture.

Sharing talents- Since everyone has individual talents and unique insights, group members can learn from each other. Study groups provide students an opportunity to benefit from the talents and knowledge of the other group members.

Support system- School can be very stressful, so it is advantageous to seek support from people in similar situations that can support you. Joining or forming a study group is a great way to give and receive motivation and support from fellow students and group members. It can easily compensate for the missed classes if any.

Cover more material- Working in groups makes it possible to focus on more concepts since multiple people can review more material than just one. Many groups decide to assign topics to individual group members to research and study and then provide a summary for the group. This strategy allows students to learn a lot more, in a shorter time, than if they were to study each topic on their own.

It makes learning fun: Studying with a group is a great way to liven up your study sessions. It can be very monotonous and draining to spend long hours alone in the library. Joining a study group and studying in a group environment makes learning much more fulfilling and enjoyable.

The following are recommendations for forming effective study groups.

- Create clear objectives and goals -Before each session, group members should discuss what they hope to achieve, so that the session is productive and stays on track.
- Be prepared- Group study can be very ineffective if individual members come unprepared for sessions. Each member of the study group should review lecture notes, complete select readings from the textbook, and identify specific subjects to study.
- Ensure participation- Every member of a study group should actively participate. A great way for each member to contribute is to assign specific topics and have each

member instruct the group. Teaching is a great way for individuals to retain information.

- Stay focused- Before each session, someone should be assigned to manage it. The person-in-charge of leading a session must ensure it is productive, stays on track and all necessary material is covered. The person responsible for managing the session should also schedule breaks to avoid getting burned out.
- The size of the study group should be between 4 to 6 people. People often socialize too much and cannot cover as much material in smaller groups. In bigger groups, some group members do not contribute as much and organization can be a problem. With 4 to 6 people in your group, you'll minimize socialization and maximize individual contribution.
- The most effective study is completed in study groups comprised of members with the common goal of earning good grades. Students dedicated to succeeding in school usually complete assigned reading, take extensive notes, and clear up the confusion by asking questions and contributing to the group. Depending on the subject matter, sometimes it's advantageous to select group members with unique talents or knowledge.
- It is best to study in environments without distractions and areas where group members can communicate freely. Most college libraries contain group study rooms. Studying out in the open can work if your group isn't going to become a distraction to others.
- It is best not to study more than 2 to 3 hours at a time when studying in a group. During long sessions, group members tend to socialize more and do not study as productively. However, study sessions under an hour tend to be rushed and unproductive since only a few subjects can be discussed.
- The group sessions can be organised at the same location and time. This way, individual members can have time to properly prepare before meeting with the group. This helps in scheduling the work easily

Check Your Progress - 2

Answer the following questions

1. What are the advantages and disadvantages of using the “drill and practice” strategy in teaching History?
2. You are to follow the Study Group method to teach a particular topic in History. What guidelines do you follow informing the group?

3.4.4. Let us Summarise

Let us consolidate what we have learnt so far about the methods and strategies of teaching Geography.

- The observation method can be used inside the classroom as well as outside the classroom.
- Field trips and excursions are the best means of observation method.
- The laboratory method is based on the psychological principle of ‘learning by doing’.
- The regional method takes into account different countries with common features such as climate, minerals, etc.
- Drill and practice provide opportunities to acquire knowledge or skill through repetitive practices.
- Study groups help the groups to share unique insights and learn from each other.

3.4.5. Answers to 'Check Your Progress - 1 and 2'

Check Your Progress - 1
For answers refer to sub-section 3.4.3.1 of this Self-Learning Material.

Check Your Progress - 2
For answers refer to sub-section 3.4.3.2 of this Self-Learning Material.

3.4.6. Unit end Exercise

1. Select two topics of your choice from the History curriculum. What method/s do you follow to teach them? What are its advantages?
2. Visit the Postgraduate Department of Geography and study the Laboratory and make a note of the equipment you see.

3.4.7. References

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Block 3 : Curriculum and Teaching of Social Sciences

Unit 5 : Teaching of Economics: Strategies, Methods, and Techniques

Unit Structure

3.5.1. Learning Objectives
3.5.2. Introduction
3.5.3. Learning Points and Learning Activities
3.5.3.1. Teaching of Economics: Methods
Check Your Progress - 1
3.5.3.2. Teaching of Economics: Techniques
Check Your Progress - 2
3.5.4. Let us Summarise
3.5.5. Answers to 'Check Your Progress - 1 and 2'
3.5.6. Unit end Exercises
3.5.7. References

3.5.1. Learning Objectives

After completing this Unit, the student-teachers will be able to -

- explain the methods of teaching Economics;
- Describe the techniques and strategies involved in the teaching of Economics;
- List the merits and demerits of various methods of teaching Economics; and
- Select suitable method/s to teach different topics in Economics

3.5.2. Introduction

Dear Students,

In the earlier Unit, we have understood the meaning and scope of Social Sciences. We have also learnt that social science is a very very vast subject and involves many disciplines under its umbrella. One such discipline is Economics. In turn, we have also analysed the meaning, nature, and scope of economics. On the other hand, we are clear that the method of teaching a subject also depends on the nature of the subject. Integrating the two we have learnt the different methods of teaching History and Geography. In this unit, we will focus our attention on the methods adopted and the strategies used in the teaching of Economics.

3.5.3. Learning Points and Learning Activities

3.5.3.1. Methods of Teaching Economics

In modern times economics has become the centre of various activities and economic activities form the basis of our all-other activities. It brings to the forefront the importance of economics. For effective learning of Economics, the method has to be as good as the content. Some of the important methods of teaching Economics are as follows.

1. Project Method

Different experts in the field have defined Project in different ways. Following are a few definitions.

Prof. Kilpatrick defined a Project as "a purposeful activity which proceeds in a social environment."

Dr. J. A Stevenson who perfected it as a method of teaching said "it is a problematic act carried to completion in its natural setting."

According to C.V. Good "A Project is a significant unit of activity, having educational value and aimed at one or more definite goals of understanding. It involves investigation and solution of problems and frequently the use and manipulation of physical materials. It is planned and carried to completion by the pupils and the teacher in a natural life-like manner."

Psychologically, the project method is based on the principles of learning by doing. It encourages the maximum amount of purposeful activity on the part of the pupils. The method utilises and exercises the physical and also the mental powers of the students.

Principles of Project Method

- The project must be based on activity: mental or motor.
- It must be purposeful in its action.
- Under the project, the children must accumulate experience-manipulative, concrete, or mental.
- It must provide real experience
- It must be useful in nature.

Steps of Project Method

The project method consists of the following steps-

- **Providing a Situation:** A Project is never to be forced upon pupils. Situations may be provided by conservations or different topics, discussions on pictures, buildings, or cities, by telling stories or taking out children on excursions and educational tours and trips.
- **Choosing a Project:** After a situation has been provided, the next step is the choice of a good project. Only such a project should be selected as may satisfy some real need of the pupils and for the good of all of them. The pupil must feel that the project is their own.
- **Planning:** After a suitable choice has been made, the next step is to prepare a plan for the execution of the project. The entire planning is to be done by the pupils under the guidance of the teacher, after a good deal of discussion. Each child should be encouraged to participate in the discussion and offer his suggestions. The entire plan should be put in black and white by the pupils in their project book.
- **Executing:** When the plan is ready the teacher should encourage the pupil to put it into practice. He should ask the pupils to assign duties and distribute work among themselves, according to their interests and capacities. Each must be given some duty to do for the successful completion of the project. Then, they should be asked to work in co-operation with one another till the project is completed.
- **Judging or Evaluating:** After the completion of the project, the student should be asked to review their work. They should note their mistakes, if any, and see whether they had proceeded, according to the plan or not. It is a sort of self-criticism which is very important from training and should never be neglected.
- **Recording:** All the pupils should maintain a project-book in which they should put down a complete record of all the activities, connected with the project. This record

will include the choice of project, planning, discussions held, difficulties felt, duties assigned, references and books consulted, information gathered, experiences gained, guidance sought, etc. Important points for further references and guidance are also to be noted down.

Projects Employed in Schools

Economics project may consist of the running of a vegetable stall or cloth, cultivation or plowing of field, running of a school, an agricultural farm, a post office. Village and town markets are other economic projects. Another type of project consists of the preparation of models of the house, industries, railway station, etc.

For the senior students, the following are recommended:

- Making sand or clay models of different sectors of the economy.
- Pupils may be encouraged to stage a play showing the different aspects of the economy.
- Models of railway lines, a bridge, cultivated fields, roads, and other important features.
- Prepare economic and geographic distribution of the local area.
- Setting and running an economic museum is another important and useful project of educational value.
- Pupils may cultivate a vegetable or a fruit garden.

Merits of Project Method

- As it is based on the psychological principle, it is only for the development of the inherited traits of the child providing the most natural conditions.
- Applying this method, education gets more meaning and value in comparison to the traditional methods of teaching.
- It develops social values like co-operation, fellow-feeling, and brotherhood.
- As it involves manual activities, it emphasizes the dignity of labour.
- The students by this method understand the importance of learning by doing and direct experience of things.
- This method employs the sense and not mere words or symbols.
- It trains the pupils in the exercise of invention and self-responsibility.
- The child gets training in research work through this method.
- The child derives satisfaction when he achieves something by his efforts.
- The students can evaluate their work.

Demerits of Project Method

The main drawbacks of the method are:

- It requires more money to be spent and this is very difficult to manage.
- Trained and qualified teachers to put this method into practice are not available.
- All schools do not have the resources to use this method.
- It is difficult to devise Projects suitable for all stages of teaching.

2. Socialised Recitation Method

The socialised Recitation Method is a method of teaching a subject that provides appropriate opportunities to the learners in a group situation for the acquisition of the desired knowledge and experiences related to a particular topic through their cooperative efforts, mutual discussion, and freedom of self-expression.

Co-operative enterprise is the keynote of this method. According to Schorling, "The main purpose of the socialised recitation is to develop techniques useful in group work, to stimulate reflective thinking, to supplement previous knowledge, to encourage creative expression, to develop desirable social attitudes by providing practice in a large variety of socialised situations and above all, practice in the technique of co-operative thinking."

Yoakam and Simpson point out that in socialised recitation, "Children are discussing, questioning, reporting, planning and working in natural ways. The teacher is a guide, counselor, advisor, contributor, and director in the best sense of the word, trying to get children to discover things for themselves rather than to have them merely listening to them."

In this method, students have to make cooperative efforts for the acquisition of knowledge and experiences related to a particular topic of the subject or the solution of a problem.

Basic principles

- In this method, the whole class is treated as a society.
- Groups have entrusted the topics according to their interest and attitudes.
- Self-activity by the students is emphasised.

Objectives of Socialised Recitation

- To make teaching real, interesting, and natural by increasing activity on the part of the pupils and by adopting the techniques of learning by doing.
- To develop social consciousness among the students by providing opportunities to them to work together in a friendly and cooperative manner.
- To give the students training for social responsibility.
- To provide opportunities to the shy students to become more self-confident.
- To assist the students to decide by collective discussions and get the benefit of each other's contribution and also to share each other's experiences.
- To help students utilise and develop their natural interests.

Techniques of Socialisation

The Informal Group Techniques: The teacher and the students talk about the experiences and problems in an informal manner. Any member of the group is free to ask questions, to ask for explanation and classification.

Formal Group Techniques: These techniques are organized on the pattern of a club, council, senate, or committee. Proper records of the minutes of discussions are maintained. Such techniques impose heavy responsibilities on teachers and they must see that every pupil is provided the opportunity to get a chance to assume leadership. It can further be divided under the following heads.

- The panel discussion
- The symposium
- The seminar plan
- The workshop technique

Merits of Socialised Recitation

The merits of socialised technique given by Yoakam and Simson are as follows.

- It helps pupils to learn to plan activities.
- It helps to discover common interests and purposes.
- It helps to gain practice in leadership.

- It encourages initiative.
- It helps to achieve independence of thought.
- It develops some qualities among the students such as self-confidence, respect for others, cooperation, etc.
- It develops the ability of reporting and to take part in the discussion.

3. Discovery Method

The Discovery method is popular in the teaching and learning of science subjects. Historically it was first used for teaching and learning of science subjects by the name heuristic method introduced by H.E. Armstrong, a professor of chemistry in London.

Later on, when this method was found to be suitable for the teaching of some other subjects of the school including social sciences, it was included in the teaching of social science.

As the name reveals discovery method emphasises engaging learners in knowing about the facts and the solution of their problems with their independent efforts instead of being told about them by their teachers or getting them known through the facts given in the prescribed textbooks.

Its propagator, Prof. Armstrong has defined it as follows, "Heuristic or Discovery method is that method of teaching in which we try to place the students as far as possible in the attitude of a discoverer. In other words, it is the method in which emphasis is laid on the discovering things instead of merely telling about them."

Adopting the discovery method as the method of teaching, social studies does not pour the information and knowledge into the heads of the students directly through lecturing, narration or exposition, or any other means but inspires them to gather information and knowledge about the facts, concepts, and principles of the subject through their independent efforts. The topic or problem for such investigation or discovery, on their part, is either suggested by the teacher or they choose a particular topic or problem for such discovery or investigation.

The discovery method has the following steps.

- A clear understanding of the subject and purpose of discovery.
- Collection of relevant information or data.
- Analysis of the collected information or data.
- Formulation of probable hypotheses.
- Testing of the formulated hypothesis.
- Establishment of conclusion.

Merits of Discovery Method

- It helps students in the development of an attitude of investigation
- In this method, attempts are made for persuading the students to find out the facts, concepts, and principles by themselves with their independent efforts.
- It helps the students become active and independent inquirers or discoverers of knowledge.
- Students are the centre of the teaching-learning process.
- It helps in the development of habits and virtues among students like self-dependence, self-confidence, self-study, persistence, etc.
- It helps in the proper mental development of the students.

4. Interactive Lecture Method

We have studied about lecture method in detail while studying the teaching of History. The traditional one-way lecturing can be made interesting by making it interactive. Some special concepts can be introduced.
Following are a few examples.

5. Brainstorming

An activity that is very useful in interactive lectures is brainstorming. This short exercise, in small groups or pairs, gives an idea as to how much students are aware of a topic before it is introduced in the classroom. For example, before starting the New Economic Policy, students may be asked to discuss their ideas of why the New Economic Policy had to be implemented in India in 1991 along with some of the key policy changes. This helps in ascertaining the level of understanding from the previous class. Brainstorming could be used at any time during the lecture as it helps engage students in a topic.

6. Asking to give Examples

Another exercise that enhances learning is when students are asked to provide examples of a concept. For example, once they have understood the difference between final and intermediate goods, students may be asked to suggest situations when a good of their choice is intermediate and when it is final. Through this exercise, the conceptual understanding becomes better as students apply learnt concepts immediately and need not have to wait till the entire chapter is over. Also, this process allows them to clarify doubts as concepts are learnt.

7. Teaching Economics through music

The use of music in teaching economics is a modern experiential training method that enhances the effectiveness of the teaching process. Firstly, through music, students are encouraged in terms of developing ideas and expressing feelings via artistic creation. They become more able to understand the inspiration of the artist and they benefit from the artist's talent and experience, in many ways such as clarifying basic economic terms. Also, students are given the chance to accept new information and potentially elaborate it to enrich their knowledge and finally, participate in complicated artistic projects.

A combination of unconventional active learning and the application of personal non-expert knowledge can facilitate a positive outcome of economic education That happens because students can apply the concept of economics to their personal experience. Also, students enjoy the process of learning procedure using both qualitative and graphical analysis, especially when it is about very popular melodies. This encourages them to understand the fundamental concepts of economics. As students' behaviors and reactions have shown, the instructional use of a song in the classroom always gives positive feedback. This method facilitates active learning. Especially, when the song has a universal appeal and relates to common experiences and the artist is popular to the students, it is easier for them to remember the active learning example.

Tinari and Khandke provided the first experiential approach in utilizing music to help to teach introductory economics. They asked students to select various songs, display the lyrics, and in the end, discussed the economic meanings and theories within their chosen titles. The main idea of this project was to make students believe that economics did not only appear in the class, as a lesson but, it was also presented in daily life. This encouraged them

to study the economic concepts easier, to understand and remember them, due to the applied nature of this experience.

Music and economics have a lot in common. In this context, students can notice the exchange of information, the fluctuations, the balance conditions, multiplication, demand of goods, and consumer behavior. Those are the most common points of music and economics For example, as for the demand for goods, it can be correlated with the fact that the characteristics of music (rhythm, tune, frequency) are determined and interact with each other, according to the demand of the audience. Another example is about consumer's behavior, as each consumer chooses the kind of music that he/she wants to listen to depending on each behavior mood. It is common for every consumer that, the utility of music depends on the satisfaction that is enjoyed in a period (Deimezi, 2015). It is, also, true for most normal goods, such as music and other types of art that an increase in consumers' income leads to an increase in their demand. Through this teaching method, the teacher can enhance the effectiveness of the course.

As an experiential method, the use of music can activate all students and attract their attention. This happens because of the constant motion, the repetition, and the rhythm of the songs. Moreover, music improves the ability for non-verbal communication via the rhythm, the melody, the imitation, and the development of each music track. It should not be forgotten that this is a difficult task in terms of the teacher. It requires preparation, knowledge, imagination, and talent, to complete it with success following the course syllabus.

Though this method is not popular in India, it provides scope for conducting research and develop strategies in teaching economics.

Check Your Progress - 1
Answer the following questions

1. List any two methods of teaching Economics. Discuss their merits and demerits.
2. List the problems you have encountered in teaching Economics in your class.

3.5.3.2. Techniques of Teaching Economics

1. Supervised Study

In the words of Bining and Bining, "By supervised study, we mean the supervision by the teacher of a group or a class of pupils busy at work at their desks or around their tables. In this procedure, we find pupils busy at work that has been assigned to them by the teacher. When they meet a difficulty that they cannot overcome, they ask the teacher for direction and assistance. The teacher, when not called upon, walks quietly up and down the classroom or remains at his desk watching the pupils do their work, continually on the alert for any wrong procedures that the pupils may follow. He is always ready to direct and aid them."

Maxwell and Skiller define it as " ... supervised study as the effective direction and the oversight of the silent and laboratory activities of pupils."

This method calls for the teacher to be equipped with the plans to be followed. He is to be a very good observer and supervisor to detect the pupil's difficulties and weaknesses. The only alert teacher can help pupils to develop good study habits, working skills, and co-operative spirit. The teacher has to make effort to assist each individual in meeting the goals he has set for himself.

Merits of the Method

- It is quite useful because it is a directed study procedure by the teacher, through which essential skills can be developed. The teacher gets the opportunity of observing the pupils from a close quarter. This is of considerable help in many ways.
- Pupils benefit from individual attention from the teacher, which brings the knowledge of each pupil. The teacher can detect pupils' habits of study, the efficiency of study skills, and degree of progress. The teacher can give guidance whenever required, which proves very useful. Pupils time is saved as the errors can be observed almost on the spot. This will enable the teacher to redirect his efforts.
- Democratic human relations are encouraged. In the supervised study, pupils learn to share materials.
- The teacher comes to know the individual differences of the students. He can guide the slow learners and fast learners by giving them learning experiences according to their capacity.
- As the teacher is constantly supervising, materials can be used more efficiently.
- Knowledge of the students is broadened. During the study, they may discover interesting lines of related knowledge which may be explored later. The experience of finding new facts helps him to appreciate greater truth.
- This will develop good teacher-pupil relationships. The teacher can understand pupils and their difficulties.
- This experience can develop critical thinking, as the entire purpose of the supervised study is the realisation of good judgment. The pupils learn to examine the material critically which itself is a valuable experience.

2. Assignment

The assignment is a very useful device for teaching economics, particularly at the secondary level. Some significant topics are assigned to the pupils for preparation, study, or revision, or remedial work. The pupils are required to prepare the assignments in writing. Written assignments help in the organization of knowledge, assimilation of facts, and better preparation for examinations.

Objectives of Assignment

- To orient students to a topic before classroom or laboratory work.
- To enhance the ability for research on any topic as the students search topic from different sources.
- To enhance active learning.
- To set the stage for a lecture, demonstration, or discussion.
- To provide for capitalising on individual differences in ability, background, experience through differentiated assignments.
- To provide for the review of material covered in class or give practice.
- To provide enrichment material.

Types of Assignments

Preparatory assignments: This preliminary pilot work is meant to prepare the pupils for the work to follow on the next day. It enables the teacher to lead the class with ease and understanding.

Study assignments: The study assignments vary with individuals each according to his capacity. These can be problem-solving assignments, assignments on making charts, graphs, tables, etc., assignments for the preparation of a topic in the light of references provided,

assignments for listing points in favour or against a given argument, reading valid conclusions from statistical or visual data, etc.

Revisional assignment: These assignments are given for

- providing drill to the work done by the students,
- checking their retention and reproduction of the facts of the topic or unit, and
- checking the understanding of the topic.

Keeping in view the specific objectives of the subject –matter being tested, these assignments need to be worked out in advance.

Remedial assignments: Devised in the light of pupil's reactions to the three types of assignments mentioned above. These assignments remove weak points and clear misunderstandings.

Merits of assignment

- Increases coverage of material
- Reduces classroom time
- Permits individual attention

Demerits of assignment

- Requires careful planning and follow up
- Poses evaluation problems
- Produces non-standard results

3.5.4. Let us Summarise

Let us consolidate what we have learnt so far.

- Psychologically, the Project method is based on the principles of learning by doing. It encourages the maximum amount of purposeful activity on the part of the pupils.
- Co-operative enterprise is the keynote of Socialised Recitation Method.
- In the Socialised Recitation Method, the students remain quite active in sharing their responsibilities in the acquisition of the desired experiences in a teaching-learning situation.
- The discovery or Heuristic method was introduced by H.E. Armstrong, a professor of chemistry in London. It develops an attitude of discovery and helps in problem-solving.
- In the supervised study, the teacher is to be a very good observer and supervisor to detect the pupil's difficulties and weaknesses.
- Written assignments help in the organization of knowledge, assimilation of facts, and better preparation for examinations.
- Music can be used in teaching Economics. In India, some enthusiasts have used this method in teaching Economics.
- Assignment methods help to keep pupils active and attentive and to keep themselves in their study.

3.5.5. Answers to 'Check Your Progress - 1 and 2'

Check Your Progress - 1

For answers refer to section 3.5.3.1 sub-section of this Self-Learning Material.

Check Your Progress 2

For answers refer to section 3.5.3.2 sub-section of this Self-Learning Material.

3.5.6. Unit end Exercises

1. What are the methods do you follow in teaching Economics at your school? What difference do you find between what you were practising and what you have learnt now?
2. Discuss the different strategies used in the teaching of Economics.

3.5.7. References

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Block 3 : Curriculum and Teaching of Social Sciences

Unit 6 : Teaching of Political Science: Strategies, Methods, and Techniques

Unit Structure

3.6.1. Learning Objectives
3.6.2. Introduction
3.6.3. Learning Points and Learning Activities
3.6.3.1. Methods of Teaching Political Science
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3.6.1. Learning Objectives

After completing this Unit, the student-teachers will be able to -

- Explain the methods of teaching Political Science;
- Describe the techniques and strategies involved in the teaching of Political Science;
- State the merits and demerits of various methods of teaching Political Science; and
- Select suitable method/s to teach different topics.

3.6.2. Introduction

In the previous units, depending on the nature of the subject, we have studied different methods and strategies for teaching different subjects. Along similar lines, in this unit, we will learn about the methods and strategies of teaching Political Science. Here the focus is on discussion, problem-solving, and survey methods as well as strategies like Question-Answer, Illustrations, and Current events.

3.6.3. Learning Points and Learning Activities

3.6.3.1. Methods of Teaching Political Science

According to the Secondary Education Commission, 'even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right methods of teaching and by right kind of teachers'. Corresponding to the different aims of teaching Political Science there are different methods of teaching which the teacher has to use according to the needs of a situation.

Let us discuss some of the important methods.

1. Discussion Method

This method has been used in the teaching-learning process since times immemorial. It was widely used in famous Nalanda University. The Greek scholars in their walk used to discuss various problems and issues with their disciples. The discussion has been described as a thoughtful consideration of the relationships involved in a topic or a problem under study. It is concerned with the analysis, comparison, evaluation, and conclusions of these relationships. It encourages the students to direct their thinking process towards the solution

of problems and to use their experiences for further clarification and consolidation of learning material.

Discussion is very important in stimulating mental activity, developing fluency, and ease in expression, clarity of ideas in thinking, and training in the presentation of one's ideas and facts. An exchange of ideas and opinions offers valuable training to students in reflective thinking.

In the Discussion Method, as is true with any group learning, the instructor typically relies on the students to provide ideas, experiences, opinions, and information. The instructor's goal is to draw out what the students know, rather than to spend in explaining the content to the students. The more intense is the discussion and the greater the participation, the more effective will be the learning. All members of the group should follow the discussion. The instructor should treat everyone impartially; encourage questions, exercise patience and tact, and comment on all responses. Sarcasm or ridicule should never be used since it inhibits the spontaneity of the participants. In a discussion, the instructor acts as a facilitator to encourage discussion between students.

Essential parts or constituents of discussion.

- The leader – the teacher
- The group – the students
- The problem or the topic
- The content – body of knowledge
- Evaluation – change in ideas, attitude, etc.

Preparation for Discussion: Preparing for a discussion is a necessary step in being an active participant in the teaching-learning process

Following guidelines will help for an effective discussion both for the teacher and the learner.

Step 1: Know Your Material

A discussion is often centred around some topic of the text. It might be a description, story, analysis, or application, the nonfiction book, magazine article, poem, or other text. The first step is to make sure you have thoroughly, or completely and carefully, read the material. To be thorough, it's necessary to read the text more than once. Read the first time to get a general idea, then read a second time to dig in and pay special attention to any events or ideas that stand out, and when you notice something interesting, bookmark it!

Step 2: Bookmark Interesting Parts

Bookmarking interesting parts in the text can mean using an actual bookmark, a highlighter, or sticky notes to make those parts easier to find again. This helps to locate your evidence during a discussion. Part of preparing for a discussion is making sure you're ready to go back to certain parts of the text to support your comments.

Having **evidence**, or specific words or ideas directly from the text, helps make your comments stronger during a discussion. For instance, you can explain your thinking about characters of great political leaders by opening to a specific page and pointing out something that he/she did or said and if someone else makes a point about the text that you disagree with, you can use the author's words to back up your point of view. You should always be respectful of other people's ideas and opinions, but it can be exciting to respectfully disagree.

Step 3: Organise Your Thoughts

The third step in preparing for a discussion is to organise your thoughts about the topic or text. Just like athletes warm up their muscles before a game, participants in a discussion can warm up their minds! It helps to get ready to be an active participant or leader. This organisation can be done as follows

- Jot down questions you have about the text. Asking a question is a great way to get a discussion going. You can start by writing, "I wonder. . ."
- You can also start by writing, "This makes me think. . ."
- Did any part of the text remind you of another text you and your classmates have read? You can make a text-to-text connection. You can start by writing, "This reminds me of. . .
- Do you have any strong emotional reactions to events or ideas in the text? You can start by writing, "This makes me feel. . ."

This doesn't have to take very long. Its main purpose is just to get your mind going so that you will have a lot of thoughts to contribute to your discussion.

Procedure for discussion

The instructor opens the discussion by asking one of the prepared lead-off questions. After asking a question, the instructor should be patient. The students should be given a chance to react. The instructor should have the answer in mind before asking the question, but the students have to think about the question, but the students have to think about the question before answering. Sometimes an instructor finds it difficult to be patient while students figure out answers. It takes time to recall data, determines how to answer, or to think of an example.

The more difficult the question, the more time the students will need to produce an answer. Sometimes students do not understand the question. Whenever the instructor sees puzzled expressions, the questions should be rephrased in a slightly different form. The nature of the questions should be determined by the lesson objective and desired to learn outcomes. Once the discussion is underway, the instructor should listen attentively to the ideas, experiences, and examples contributed by the students during the discussion.

During the preparation, the instructor might have listed some of the anticipated responses that would, if discussed by the students, indicate that they had a firm grasp of the subject. As the discussion proceeds, the instructor may find it necessary to guide the direction, to stimulate the students to explore the subject in greater depth, or to ensure them to discuss the topic in more detail.

By using how and why follow-up questions, the instructor should be able to guide the discussion towards understanding the subject. When it appears that students have discussed the ideas that support this particular part of the lesson, the instructor should summarize what the students have accomplished. In a guided discussion lesson, the interim summary is one of the most effective tools available to the instructor.

To bring ideas together and help in the transition, an interim summary can be made immediately after the discussion of each learning outcome. This will summarize the ideas developed by the group and show how they relate to, and support, the idea discussed. The interim summary may be omitted after discussing the last learning outcome when it is more expedient for the instructor to present the first part of the conclusion. An interim summary

reinforces learning about a specific learning outcome. In addition to its uses as a summary and transitional device, the interim summary may also be used to keep the group on the subject or to divert the discussion to another member.

Advantages

- **Emphasis on Learning instead of Teaching:** The discussion Method emphasizes pupil-activity in the form of discussion, rather than simply telling and lecturing by the teacher. Thus, this method is more effective.
- **Participation by Everybody**- In this method, everybody participates in the discussion, and therefore thinks and expresses himself. This is a sure way of learning.
- **Development of Democratic way of Thinking:** Everybody cooperates in the discussion, and the ideas and opinions of everybody are respected. Thus, there is a development of a democratic way of thinking and arriving at decision.
- **Training in Reflective-expression:** Students, during the course of the discussion, get training in reflective thinking, which leads to a deeper understanding of the historical problem under discussion.
- **Training in Self-expression:** During the discussion, everybody is required to express his/her ideas and opinions clearly and concisely. This provides ample opportunities to the students for training in self-expression.
- **Spirit of Tolerance is inculcated:** The students learn to discuss and differ with other members of the group. They learn to tolerate the views of others even if they are unpleasant and contradictory to each other's views. Thus, respect for the viewpoints of others is developed.
- **Learning is made Interesting:** Political science is considered to be a dry subject. The learning of Political Science is made interesting through the Discussion Method. More effective learning is possible when the students discuss, criticise, and share ideas on a particular problem. Active participation by the students in the discussion makes learning full of interest for the students. This also ensures better and effective learning.

Limitations

- All types of topics cannot be taught by the Discussion Method.
- This method cannot be used for teaching small children.
- The students may not follow the rules of discussion.
- Some students may not take part while others may try to dominate.
- The teacher may not be able to guide and provide true leadership in the discussion.

Despite these limitations, the Discussion Method is a very useful and effective method of teaching.

2. Problem Solving Method

As the name suggests, the problem is the theme of this method. In this method, students are involved in finding out the answer to a given problem.

Carter V Good says 'Problem Solving Method is a method of instruction by which learning is stimulated by the creation of challenging situations that demand solution. It is a specific procedure by which a major problem is solved through the combined solution of several smaller related problems.

According to Lee M James 'Problem Solving is an educational device whereby the teacher and pupils attempt in a conscious, planned, purposeful effort to arrive at an explanation or solution to some educationally significant difficulty'.

The problem must be an interesting one. It should pose a challenge to the students. All students must work together to find out the solution to the problem. A big problem can be divided into subproblems. Problem–solving may be purely mental work or it may be physical and involve manipulation of data. Problem-solving is the ability to identify and solve problems by applying appropriate skills systematically. Problem-solving is a process, an ongoing activity in which we take what we know to discover what we don't know. It involves overcoming obstacles by generating hypotheses, testing those predictions, and arriving at satisfactory solutions.

Objectives of Problem-Solving:

- To develop a willingness to solve problems and to improve their perseverance when solving problems.
- To improve pupils' self-concepts concerning the abilities to solve problems.
- To make pupils aware of the problem-solving strategies.
- To make pupils aware of the value of approaching problems systematically.
- To make pupils aware that many problems can be solved in more than one way.
- To improve pupils' abilities to select appropriate solution strategies.
- To improve pupils' abilities to implement solution strategies accurately.
- To improve pupils' abilities to get more correct answers to problems.
- To make them appreciate the existence of a problem and a desire to solve it
- To accumulate facts and data which are pertinent to the problem.
- To logically interpret the data supported by adequate valid experience.

Steps involved in Problem Solving Method

- Recognition of the Problem- first of all, we must sense the problem and then identify the problem.
- Defining the Problem- The problem has to be defined very precisely and accurately.
- Collecting relevant data- all sorts of relevant data that can be solving the problem are collected and arranged in proper order.
- Organising the data- the data is organised in such a way that it can lead to the solution of the problem.
- Formulating the tentative solution – based on the organised data, the student formulates tentative solutions to the problem.
- Arriving at the correct solution- out of the tentative solutions, a correct solution is found out by the process of reasoning.
- Verifying the results- the results must be verified suitably.

Merits of Problem-solving method

- It prepares the students in problem-solving. This training in solving problems is quite useful in solving problems in actual life.
- It stimulates the thinking, reasoning, and imagination of the students.
- It develops the ability in the students of doing work independently.
- This method of teaching is quite suitable for Economics as Economics is full of problems.
- It stimulates intellectual curiosity and motivates the students to exert further.

- In this method, there is ample scope for individual work as a student is free to solve as many problems as he likes.
- It develops in the student a habit of self –study.
- While learning by this method the student learns by doing and so the information is retained by him for a longer period.
- There is close pupil-teacher contact.
- It develops qualities such as patience, cooperation, self–confidence, etc.
- It provides students training in the technique of information processing.
- It helps to develop intellectual honesty in students.
- It helps the students to learn relationship patterns among things and variables.
- It provides the students training in the methods and skills of discovering new knowledge in Political Science.

Limitations of the Problem-Solving Method

Difficult to teach all topics of curriculum: Difficult to organise e- contents of syllabus according to this method. All topics and areas cannot be covered by this method. There is a lack of suitable books and references for the students. This is not suitable for students of all levels. The method does not suit students of lower classes. Mental activity dominates this method. Hence there is the neglect of physical and practical experiences.

Encourages undesirable competition: Most people working in a group unconsciously perceive the situation as competitive. This generates behaviour which is destructive and drains the creative energy of the group. The natural reaction is to regain self-esteem, often by trying to sabotage the ideas of those who disagreed with us. Instead of looking for ways to improve on their ideas we choose to destroy them. These types of behaviour create an atmosphere that is incompatible with effective problem-solving.

Possible lack of effective direction: Sometimes there is no effective teacher to give direction to the discussion, with the result that it wanders. There is a shortage of talented teachers to practice this method. There is always a doubt of drawing wrong conclusions.

Time and resource constraints: Problem-solving is a relatively slow process. It is not economical from a time and money point of view.

3. Survey Method

Survey Method is an important method of teaching Political Science. It is a technique of discovery. It is a useful method to study local events or issues. It tries to explain and interpret existing things in the form of conditions, habits, processes, trends, effects, etc. it analyses the present social, economic, and political conditions. It explains the facts. It is an organised attempt of analysing, interpreting, and reporting about the present place, social institutions, groups, or territories. It answers the question of which factors have contributed actually to the present situation.

A good survey possesses a definite problem and definite aim, it includes planning, careful analysis and interpretation, and logical and skillful reporting of data collected. It is a scientific way to study important social problems.

In this method, students are encouraged to discover and survey things and thereby acquire knowledge. The students are encouraged to survey the local conditions and environment. Students get themselves acquainted with the thing after having completed the process of observation, collection, and classification, and reporting of findings.

Steps of Survey Method

- Selection of problem- The problem should be formulated, defined, and delimited. It should be a suitable one.
- Preparation of plan- The plan should ensure that scientific and objective outcomes should be yielded.
- Preparation of tools- Suitable tools are to be selected- Questionnaire, Checklist, etc.
- Data Collection- It involves collecting data by going to the field.
- Data Interpretation and Recording.

Here the whole class is divided into various groups and each group is asked to survey a particular aspect of a subject. For example- a class may be divided into four groups- one group may be asked to survey geographical conditions of the city, another group to survey the history and development of the city, the third group may collect the data about the number of shops in the city and the fourth group may collect information about the local administration and so on.

Advantages of Survey Method

- Students develop a direct relationship with the natural and social environment. They get the first-hand experience. It makes them lively and thoughtful.
- Teaching topics will become educative. Learning will be interesting, vital, and effective.
- It stimulates the growth of the pupil's personality. It develops the ability to distinguish between truth and falsehood, fact from propaganda.
- It provides an opportunity for creative activities.
- It is based on the principle of 'learning by doing', 'learning by seeing'.
- The students get enthusiasm and encouragement in survey work.
- It socialises the pupils. It develops in social qualities, social skills, and social values.
- It develops a scientific outlook and a tendency of discovery in pupils.

Disadvantages of Survey Method

- It is a time-consuming process. The duration of the school timetable is short.
- It would burden the younger students since they are grown up physically and mentally.
- Its success is depended on the ability and skill of the teacher's as well as pupils' devotion to work.

Check Your Progress - 1

Answer the following questions

1. You are to teach the principles of democracy to your students of class 9. What method of teaching do you select? Justify your answer.
2. Explain the Problem Solving Method. Which topics suit that method in History or Geography? Write the comparative merits and demerits of that method.

3.6.3.2. Techniques of Teaching Political Science

1. Question – Answer Technique

Questions have a very important place in the Teaching of Political Science. By questioning the students may be kept attentive and active. The teacher can also test if he has succeeded in imparting the knowledge to the students.

It can also be safely tested whether the students have acquired the knowledge of the subject taught.

Importance of Question-Answer technique

The questioning technique or the Question –answer technique can bring about the following achievements.

- Awakening the interest and curiosity of the students.
- Encouraging the students to finish their work, within a prescribed period.
- Developing the various mental powers of the students, namely reasoning thinking. imagination etc.
- Encouraging the students to take to research and discover new things.
- Encouraging the students to take to research and discover new things
- Developing skills in the students to present their various problems so that their solution may be brought about.
- Helping in testing the knowledge of the students.

Classification of the Questions

Questions may be of various types such as the following,

- Questions that awaken and develop memory
- Reasoning questions
- Organising questions
- Informative questions
- Evaluating questions
- Comparative questions
- Analytic questions
- Thought-provoking questions
- Interpretative questions
- Adjudicative questions

2. Illustration Technique

In the Illustration technique of teaching, a subject is explained by providing examples of facts or experience of which the students are already aware. This technique involves the principle of proceeding from the known to the unknown. Very often concrete illustrations and examples are used to explain some abstract idea or theory. The real aim of illustrating is to create an association between various aspects of a complex issue, the right background for presenting new knowledge.

Advantages

This usage of this technique has the following advantages.

Overcoming difficulties: Illustrations and examples help to overcome the difficulties faced by the educand pupil in understanding the subject. Thus his/her ideas are clarified and he/she is enabled to understand something which had eluded his/her comprehension.

Assists in elaboration: Illustrations help in the explanation and elaboration of abstract concepts and many scientific principles. because verbal explanation becomes more concrete so that the complex subject is somewhat simplified for this reason. Teaching by illustration is considered essential for the teaching of many sciences.

Encourages interest and curiosity: Illustration tends to increase the educand's interest in the subject and to enhance his curiosity to know more about it. In the absence of an interesting Illustration. The teaching of social science becomes drab and monotonous. Illustrations also provide the correct distraction for the student so that the process of learning becomes interesting and compelling.

Helps to memorize: Illustrations not only help in teaching and understanding but also in memorizing or retaining the subject. It helps recall because concrete facts are easier to memorize and recognise than abstract ideas.

Assists observation and experimentation: T**he** presence of numerous Illustrations during a lesson sharpens the student's observation. Besides, the teaching of many sciences is done through experiments that serve as Illustrations.

Types of Illustrations:

- Non-verbal, natural, objective or concrete Illustrations
- Verbal Illustrations

Under the non-verbal category, we have analogies and comparisons. This depends upon

- The nature of the subject
- The level of pupils development

The lower the classes, the more profitable will be concrete illustrations. As the child grows, his intellectual level rises. One can use pictures, diagrams, sketches, graphs, etc. Verbal illustrations such as analogies and similes, etc, should be used with children with a higher level of intelligence. These should be used with pupils at the secondary and higher secondary stage.

3. Current Events

It is very important to have a quality current event programme at school. Many things are happening around the world. In addition to that issues and events which the students need to understand especially in the world around them.

Current affairs as interesting happenings must be a part of the learning activities of the students. The students should know what is going on around them to find explanations of various events and phenomena. Thus he will become an active participant in the events of the around.

The monthlies, weeklies, and dailies are filled with current affairs of varying importance. There are incidents and scandals which are sensational. The teacher has to be careful in selecting suitable material to be used in history.

There are three approaches to teach current events.

- A separate subject approach.
- current events only based on the curriculum taught at school.
- separate units selected by the teacher.

Objectives of teaching current events

- To promote critical appraisal of information obtained from various agencies such as television, newspapers, etc.
- To promote discrimination in the choice of authors and sources of information.
- To develop skills in resolving inconsistencies, contradictions, and errors.
- To increase the ability to distinguish between fact and opinion, between a major and a minor fact.
- To develop the ability to make valid generalisations.
- To promote understanding and tolerance.
- To appreciate the inter-dependence of people and nations.

Topics for current events

• Earthquake • Cyclone• Hurricane• Excessive Rainfall• Population problem• Pollution problem• Unemployment• Economic development• Market trend and share• Price- rise• Strikes• Election• Government• War issues• Trends in the economy• New initiative taken by N.G.O.s• Majority opinion• International issues

Check Your Progress - 2

Answer the following questions

1. Your students are not very clear about the "First War of Indian Independence". What techniques do you use to support your teaching?
2. Compare the merits and demerits of the question-answer technique.

3.6.4. Let us Summarise

- Discussion is very important in stimulating mental activity, for developing fluency and ease in expression, clarity of ideas in thinking, and training in the presentation of one's ideas and facts.
- The problem-solving method is one of the methods of teaching-learning. A particular problem is the central theme of teaching-learning. In this method, students are involved in finding out the answer to a given problem.
- A good survey possesses a definite problem and definite aim, it includes planning, careful analysis, and interpreting, and logical and skillful reporting of data collected.
- Question- Answer technique helps in testing the knowledge of the students.
- The principle behind the Illustration Technique is the progress from the known to the unknown. Illustrations and Examples make teaching-learning more active and interesting.
- Current Events teaching should be an important part of the curriculum. The awareness in students about their physical and social environment and various countries are developed by the art of teaching of current events.

3.6.5. Answers to Check Your Progress - 1 and 2'

Check Your Progress - 1

For answers refer Sub-Section 3.6.3.1 of this Self-Learning Material.

Check Your Progress - 2
For answers refer Sub-Section 3.6.3.2 of this Self-Learning Material.

3.6.6. Unit end Exercises

1. Discuss the different methods of teaching Political Science with reference to selected topics of your interest in the field.
2. How do the various strategies support your teaching method?

3.6.7. References

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Block 4 : Textbook and Assessment for Learning in Social Sciences

Unit 1 : Characteristics of a Good Textbook in Social Science

Unit Structure

4.1.1. Learning Objectives
4.1.2. Introduction
4.1.3. Learning Points and Activities
4.1.3.1. Importance of Textbooks in Social Science
Check Your Progress - 1
4.1.3.2. Characteristics of a Good Social Science Textbook
Check Your Progress - 2
4.1.4 Let us Summarise
4.1.5 Answers to 'Check Your Progress - 1 and 2'
4.1.6 Unit end Exercises
4.1.7 References

4.1.1. Learning Objectives

After completing this Unit, the Student Teachers will be able to

- Bring out the importance of Textbooks especially in the field of Social Sciences;
- Identify the characteristics of a good Textbook in Social Science;
- Appreciate the efforts required in the preparation of a Social Science Textbook; and
- Analyse the benefits of the Social Science Textbook in the teaching-learning of Social Science in the classroom.

4.1.2. Introduction

In the previous units, we have understood the definition, meaning, and scope of Social Science. We have also appreciated the scope and the different dimensions of Social Science. An organised study of such a vast field calls for many resources as its reference base. One such important resource which is customised for a specific group with a specific purpose is the Textbook. In the following pages, we will study more about the importance of Textbooks in Social Science with a special focus on the characteristics of a good Textbook.

4.1.3. Learning Points and Learning Activities

4.1.3.1. Importance of Textbooks in Social Science

Textbooks are one of the most important references and resources for student learning in any educational system. It is because, most educational activities take place within the framework of Textbooks, and most of the activities and educational experiences of students and teachers are organized around it.

Textbooks are frequently the most important teaching tool because it can determine not only what will be taught but also how it will be taught. Although television, computer, the internet, and other new media are rivaling the printed materials of communication, textbooks remain the major source in schools and colleges. It is the most economical and affordable of all the aids both for the teacher and the taught. Before understanding the importance of Textbooks, let us understand what is generally meant by a Textbook.

A Textbook is a collection of knowledge, concepts, and principles of a selected topic or course. It is usually written by one or more people who are authorities in the field. Many Textbooks may be accompanied by teacher guides that provide supplementary teaching materials, ideas and activities to be used throughout the academic programme.

Let us look at some of the definitions of Textbooks.

A Textbook has been defined as an instrument of instruction that facilitates the teaching-learning process. It is written based on a prescribed syllabus in which the major ideas of the subject matter are selected and summarized judiciously. They are organized logically according to the mental makeup and psychological requirements of the students to facilitate teaching; sometimes a textbook is called "The teacher in print"

Webster's Dictionary defines Textbook as "Any manual of instruction, a book containing a presentation of the principles of the subject used as a basis of instruction."

According to Encyclopedia of Educational Research (Third Edition) "In the modern sense and as commonly understood; the Textbook is a learning instrument usually employed in schools and colleges to support a Programme of instruction. In ordinary usage the Textbook is printed, it is non-consumable, it is hardbound, it serves as an avowed instructional purpose, and it is placed in the hands of the learner."

Dictionary of Education defines Textbook as "Any manual of instruction; a book dealing with a definite subject of study, systematically arranged, intended for use at a specified level of instruction, and used as a principal source of study material for a given course." Marsh defines a Textbook as a "Tool used by teachers to motivate students and to give them maximum understanding about a topic or problem."

S.K. Kochhar describes Textbook as follows-"Any book used as the basis or partial basis of concern of study can be called a Textbook. It is a specially written book that contains selective and systematic knowledge. Every care is taken for coherence and sequence. It is made simple to the degree that suits the intended learner."

Analysis of the definitions of a Textbook gives us a few characteristics of a Textbook.

- It is a manual of instruction.
- It is a standard book on the subject.
- It includes both content and technique.
- It contains selected material.
- It is meant both for student and teacher.
- It presents the material in graded form.
- It is the foundation on which the context of a subject is built up.
- It is used for formal as well as informal education.
- It is a tool for realizing the instructional objectives of the subject.
- It is a principal source of study material for a given course.
- It is the most economical instructional material among others.

Textbooks have played a major role in social studies education for ages. Most teachers, especially those in grades three and above, perceive the Textbook as a valuable teaching tool in Social Studies. (Social Studies and Social Science are used interchangeably)Textbooks serve as the core of instruction in many Social Studies programme and they are used in several different ways. Some teachers use the adopted textbook as the basis of instruction,

employing teaching procedures use the adopted textbook as the basis of instruction, employing teaching procedures similar to those used in the reading programme.

Other teachers use a basic textbook as a general guide but supplement various chapters of the text with other reading materials and Audiovisual aids. This approach is a step beyond the sole reliance on a single textbook.

The importance of Textbooks in the study of Social Science/Social Studies can be understood by the primary purposes it serves. The following are the major purposes served by textbooks.

- They help the teachers. It provides useful guidelines for day to day teaching suggestions for assignments and serves as a reference book for the teachers.
- They help the pupil. For a pupil, Textbooks are the most accessible guide, reference books, and all time companions.
- They give minimum essential knowledge in one place. A textbook can be the constant standby of a Social Studies teacher, and it gives the minimum knowledge in one place.
- They help in self-teaching. The efficacy of the Textbooks lies in making self-teaching a possible proposition through printed materials.
- They provide logical and comprehensive material. A good Textbook provides materials in a logical systematic and comprehensive form.
- They ensure uniformity and a good standard. The textbook provides a highway for carrying better practice to all schools. Some sort of uniformity is maintained in all schools
- They provide a base from which both the teacher and the pupils may start and continue to work. It provides a common ground which both the students and teachers may explore together.
- They provide both confirmation and substance. Textbooks can confirm knowledge obtained elsewhere
- They clarify the limitations of the classroom situation in most of the Indian schools. The number of students, lengthy courses, divergent opinions, non – availability of other teaching materials necessitated the use of Textbooks.
- They ensure intellectual friendship between learners and teachers. It can coordinate the activities of teachers and learners.

Thus, Textbooks are indispensable for the study and teaching of a subject. The textbook provides useful guidelines along which the teacher can plan his/her day-to-day teaching; it serves as a reference book while teaching in the classroom; provides suggestions for some assignment; suggests activities to be taken up in the classroom and outside. The pupil makes use of the Textbook to prepare himself/herself in advance for learning in the classroom; refers to it during the course of learning in the classroom; revises and reinforces the classroom learnings; does assignment at home; prepares for the examination; reads for pleasure, and seeks guidance and references for further studies. To get the minimum essential knowledge in one place: All teachers are not in a position to dig up facts. Some mature, well trained, experienced teachers may find it possible to use their out-lines and thus find it possible to dispense with a basic Textbook, but most teachers cannot and should not do it. Textbook helps in self-teaching: The tradition of imparting education through the instrument of lecturing has high value especially when the teacher is armed with special gifts, i.e., inspiring the gifted and encouraging the weak students. But it needs to be admitted that even the impact of the best-spoken message is necessarily transitory in character and even the most

attentive listener loses any but the obvious connection in the lesson. The efficacy of the Textbook lies in making self-teaching a possible proposition through printed materials. Thus, a good Textbook can prove insurance against illiteracy at home which is normal in the case of many children.

A good Textbook provides material in a systematic and comprehensive form. That is why it sets a standard of minimum essential to be achieved by pupils of all categories. It gives the beginner a grasp of the new subject matter. It also gives direction for further studies to enthusiastic pupils. To ensure uniformity of good standards: The textbook provides a highway for carrying better practices to all s. Some sort of uniformity of good standards is ensured. The Textbook furnishes a common basis on which to master the process of reading, analyzing, outlining, and summarizing. It, thus, furnishes a common laboratory in which to develop study skills. To provide a base from which both the teacher and the pupil may start and continue to work: The Textbook contains the minimum essential knowledge and can, thus, provide a point of departure for a more comprehensive link. Further, it provides the common ground which both the student and teachers may explore together. Also, it can focus attention on the same issues - events sequences and circumstances and serve well as rallying points. To provide both confirmation and sustenance: The Textbook is supposed to contain the facts which are carefully sifted and examined. Thus it can confirm the knowledge obtained elsewhere.

A good textbook is very important because it serves as a guide to the syllabus, Particularly suggesting what should be taught. The Textbook also provides exercises, activities, and suggestions for further reading, which encourages the teacher to supplement material from other sources. A good Textbook can be a supplement to the instruction received in the classroom; students can look up specific information, catch up when they missed school, and spend more time concentrating on comprehension than on copying down every word. The benefits of Textbook development in Pakistan are explained by Sohail Ahmed thus“A good Textbook may also help to promote learning. eg. A student may get interested in a topic that was introduced in class and may want to know more about it. So he/she consults the Textbook and in this way not only he/she increases knowledge but also prepares in advance for the next lesson in class. Furthermore, students learn to be independent learners in this way. The exercises at the end of a lesson in the Textbook help to give the students practice and also help them to retain information and apply it to different situations. The same exercises help the teacher in giving homework, assignments, and for revision purposes. The textbook can also have a motivational effect on the students in the fact that it may have attractive features and suit the interest and level of the reader. The fact that the reader possesses the book also makes it available to read at all times and whenever possible. Textbook helps the teacher to individualize instruction in the sense that the teacher may permit each student to read it at his/her rate of comprehension. Textbooks are also a very good means to order of procedure, a topic sequence, and to specify required standards. In this sense, they are also great time savers.

Check Your Progress - 1
Mark the following as ‘True’ or ‘False’

1. A Textbook cannot be a reference material
2. A textbook is a frequently used teaching tool
3. A textbook is always written by a single author
4. A textbook is the ultimate teaching tool
5. A textbook is a manual of instruction

6. Sometimes a Textbook is referred to as “teacher in print”
7. A textbook is a tool for realising the instructional objectives
8. Textbooks help in maintaining uniformity of standards

4.1.3.2. Characteristics of a Good Social Science Textbook

A Textbook is called a good one if it meets both Physical and Academic standard features. That is, it should have both intrinsic and extrinsic values. Extrinsic values include the physical features or external features and intrinsic values include the content aspect. Let us study them in a little detail.

A. Physical features of the book: The first impression of the book is given by its first look. Hence, external factors get prioritized consideration. They may be broadly grouped as follows;

1. Size of the book

- It is suitable for learners.
- It is convenient for handling and carrying.
- It is neither too big nor too small for the students for whom it is meant.

2. Printing of the book

- The printing is neat and clean.
- It is free from any type of errors.
- The spacing between the words, line, and paragraph is even and satisfactory
- There are sufficient margins on all sides of the page.
- Each chapter beings on a fresh page.
- The length of a line is within the eye span of a child.

3. Type Size (font) of Textbooks

- Different type of size is used for the cover page. Title, text, and captions.
- The font size used in the book is suitable for the age group.
- A balance in the use of different font size is maintained (the same theme maintained for all book)
- It does not strain the eyesight of the pupils.
- **Paper used in Textbooks** It is adequately thick.
- It is durable and smooth
- It is reasonably of good quality

5. Binding of Textbooks

- The binding of the book is sufficiently strong.
- It opens flat easily.
- The sides of the book are properly trimmed.
- The cover page of the book is durable.

6 Price of Textbooks

The price of the Textbook is reasonable. It suits the pockets of the majority of the parents.

7. Overall getup of Textbook

- The get-up of the book is fine
- Its title page is attractive

B: Academic Features: From an academic point of view, a good Textbook has the following features.

1. Thematic Content of the Book

- The subject matter is according to the mental level of the learners.
- It helps in achieving the learning objectives for which the Textbook is meant
- It is capable of sustaining the interest of the student.
- The facts given are correct and up-to-date.
- It provides new information to the learners.
- It is free from such incidents and references as may hurt the feeling of children.

2. Organization of the contents and its presentation

- The subject matter is divided into convenient units
- The length of each lesson suits the learners.
- The reading material is graded in order of difficulty.
- The style of presentation is simple and clear.
- The title of each lesson is brief meaningful and suitable.

3. Textual Language

- The textual language is according to the mental level of the learners
- The language used is correct.
- It is appropriate to the situation or context.

4. Illustrations (Visual Aids) used in Textbook

- The abstract concept of the book is clarified with the help of pictures and diagrams. It makes it easy to comprehend.
- The pictures used in the book are drawn well.
- Content is supported by suitable maps and drawings
- They are realistic and relevant to the text
- They develop interest and motivate the learner.
- They are properly distributed throughout the book.

5. Textual Exercises in the Book

- Every lesson is followed by exercises
- Instructions to do the exercises are clear
- There is a variety of exercises in each lesson
- The exercises for each lesson are purposeful and adequate.
- They help the teacher to evaluate the achievements of the students.

Besides, to create, motivate, and develop skills following features should also be found in the Textbook. They are:

- It should be child-centered
- It should contain fluent narration
- It should have a self-explanatory arrangement of ideas/information
- It should open up various avenues of thought and study
- Language should be suitable for the age and well-illustrated
- There should be proper, adequate suggestions and exercises for every chapter
- The content should be up-to-date and provide a reference for further study and collateral reading
- It should encourage group effort

Check Your Progress - 2
List at least ten characteristics you consider important in a good Social Science Textbook for class 9.

4.1.4. Let us Summarise

- Textbooks form one of the important resources for teaching-learning in any educational activity
- Textbooks gain importance because of the different purposes they serve.
- They help to understand not only what is being taught, but also how it is being taught
- They help to learn at the learners' pace.

4.1.5. Answers to 'Check Your Progress - 1 and 2'

Check Your Progress - 1
1. False 2. True 3. False 4. True 5. False 6. True

Check Your Progress - 2
You have to write ten characteristics of a good Textbook.

4.1.6. Unit end Exercises

Select a Social Science Textbook of class 9 of the Karnataka Board and list out the good characteristics you find in it. Identify the lacunae and suggest measures to overcome them. Discuss your suggestions with your friends and colleagues

4.1.7. References

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Block 4 : Textbook and Assessment for Learning in Social Sciences

Unit 2 : Review of Textbooks in Social Science: Criteria and Procedure

Unit Structure

4.2.1. Learning Objectives
4.2.2. Introduction
4.2.3. Learning Points and Learning Activities
4.2.3.1. Concept of Textbook Review and its Importance
Check Your Progress - 1
4.2.3.2. Criteria and Procedure for Review of Social Science Textbooks
Check Your Progress - 2
4.2.4. Let us Summarise
4.2.5. Answers to 'Check Your Progress - 1 and 2'
4.2.6. Unit end Exercise
4.2.7. References

4.2.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- Explain the meaning and importance of Textbook reviews;
- State the requirements before writing a review;
- List the criteria and describe the steps involved in writing a review; and
- Analyse the benefits of the Social Science Textbook evaluation in the teaching-learning of Social Science in the classroom.

4.2.2. Introduction

In the earlier lessons, you have understood the importance of Social Science Textbooks as a major tool in the teaching-learning process. They are the dominant expression of the curriculum in schools and are a representation of political, cultural, economic, and political battles and compromises. Textbooks are conceived, designed, and authored by people with good background knowledge in the field and are published within the political and economic constraints of markets, resources, and power. Social Science Textbooks are based upon the cultural, ideological, and political power of dominant groups and they tend to enforce, and reinforce, cultural homogeneity through the promotion of shared attitudes and the construction of shared historical memories.

They are a vehicle through which attempts can be made to disseminate and reinforce dominant cultural forms. They offer an obvious means of realising hegemony in education. Textbooks are prepared by concerned authorities keeping these ideas in mind. However, the opinion or analysis of the content and utility of the Textbook by another person concerned with it goes a long way in enhancing the value of the book. Here comes the role of analysis, review, evaluation, etc. of a Textbook. In this Unit, we will focus on reviewing Textbooks in Social Science and the principles, criteria, and procedures involved in it.

4.2.3. Learning Points and Learning Activities

4.2.3.1. Concept of Textbook Review and its Importance

The textbook review can be understood under three headings namely review, book review, and Textbook review. Broadly speaking, the review can be considered as a review, a

second look, or a second consideration of an activity or an event. It is a formal assessment of something to make changes if necessary. A book review is an analysis of a book that includes its subject, strengths and weaknesses, and context. Further, it is a thorough description, critical analysis, and/or evaluation of the quality, meaning, and significance of a book, often written about prior research on the topic. Reviews generally range from 500-2000 words, but maybe longer or shorter depending on the length and complexity of the book being reviewed, the overall purpose of the review, and whether the review exam two or more books that focus on the same topic.

A review is the personal reaction of the reviewer's opinion about the book, in which he/she communicates to the readers; such as was the book good and worth reading? Was it thought-provoking and informative? To whom (audience) it is recommended?

A book review tells not only what a book is about, but also how successful it is at what it is trying to do. A good book review is considered a commentary on the book not a summary of the book. Therefore, one should focus on giving his/her opinions and reflections on the book instead of providing a detailed description of the contents. An effective review should be educational, attractive, and opinionated. Ideally, a book review should be written by an expert but anyone else who has some basic core knowledge of the subject, which the book covers can also do this job and write a satisfactory review. In the Textbook review, the reviewer describes every section of the Textbook using accessible and understandable language. The review covers not only the description of Textbook content but also evaluates the significance of the Textbook and its usefulness to a certain specific audience. The main purpose of a Textbook review is to show whether the Textbook will be helpful for the reader. As a rule, a Textbook review evaluates a list of criteria that determine the quality of the Textbook. The review helps the reader understand whether the Textbook is worth buying and reading. Also, the reviewer can identify the applicability of the Textbook during a certain course within a particular educational institution. Besides, a positive review enhances the face value of the text, the interest of the teacher to teach and the students to learn. Suggestions, if any, in the review help to improve the quality of the book in its subsequent editions.

A Textbook review is an evaluation of the quality of the material presented in a Textbook. It follows more or less the same guidelines as that of an ordinary book review. Let us study more about it in the next pages. The Textbook complements, expands, and deepens the information outlined during classes and helps students to better understand the subject.

Book reviews vary in tone, subject, and style. But, they share some common features. These include:

- It is unprejudiced, balanced, and professionally written.
- to provide constructive feedback.
- create interest among the prospective readers about the book.
- be written in simple language
- Be specific in the narration
- is not very long because readers have limited time
- evaluate the book for its overall worth, thesis, and shortcomings if any.
- In addition to analyzing a book's strengths and weaknesses, a scholarly review **often recommends whether or not readers would value the work for its** authenticity **and overall quality**. This measure of quality includes both the author's ideas and arguments and covers practical issues, such as readability and language, organization and layout, indexing, and, if needed, the use of non-textual elements.

There are two general approaches to reviewing a book:

- **Descriptive review:** presents the content and structure of a book as objectively as possible, describing essential information about a book's purpose and authority. This is done by stating the perceived aims and purposes of the study, often incorporating passages quoted from the text that highlight key elements of the work. Additionally, there may be some indication of the reading level of the anticipated audience.
- **Critical review:** describes and evaluates the book with accepted literary and accepted standards and supports this evaluation with evidence from the text and, in most cases, in contrast to and in comparison, with the research of others. It should include a statement about what the author has tried to do, evaluates how well you believe the author has succeeded in meeting the objectives of the study, and presents evidence to support this assessment. For course assignments, most professors will want you to write this type of review.

Check Your Progress - 1
Mark the following as 'True' or 'False'

1. A book review tells only about the content of a book
2. Textbook review does not take the end-user into account
3. The review is helpful for both the teacher and the taught
4. The textbook review helps in improving the quality of the book

4.2.3.2. Criteria and Procedure for Review of Social Science Textbooks

There is no definitive methodological approach to writing a review for Textbooks in Social Sciences or even for books in the Social Sciences. The focus of the review will therefore be the purpose of the review or the problem of the Textbook on hand if any. Following are suggestions given and used by experts in the field to make the review as comprehensive as possible.

a. Criteria for Review

Clarity of the objectives: Are the objectives of the Textbook made clear and the purpose of review stated properly

Comprehensiveness: The text covers all areas and ideas of the subject appropriately.

Content Accuracy: Content, including diagrams and other supplementary material, is accurate, error-free, and unbiased.

Relevance/Longevity: Content is up-to-date, but not in a way that will quickly make the text obsolete within a short period. The text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement.

Clarity: The text is written in lucid, accessible language, and provides adequate context for any jargon/technical terminology used.
Consistency: The text is internally consistent in terms of terminology and framework.

Modularity: The text is easily and readily divided into smaller reading sections that can be assigned at different points within the course

Organization/Structure/Flow: The topics in the text are presented in a logical, clear fashion.

Interface: The text is free of significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader.

Activities: Does it have enough activity to keep the child motivated to learn

Physical get-up: Does the book attract the child

Grammatical/Spelling Errors: The text contains no grammatical or spelling errors.

Diversity and Inclusion: The text reflects diversity and inclusion regarding culture, gender, ethnicity, national origin, age, disability, sexual orientation, education, religion. It does not include insensitive or offensive language in these areas.

Meeting objectives: Does it meet the intended objectives

Suggestions if any for improving the Textbook:

Recommendation: Do you recommend this book? If not, why?

However, the following guidelines were used by the NCERT Textbook Review Committee to review the content and cartoons in various Social Science Textbooks.

Convergence: While reviewing the Textbooks the Committee examined whether the written text or contents aligned with the illustrations.

Targeting of individuals or groups of the individual: The lessons were reviewed to see whether the content both verbal and non-verbal and examples, targets individuals or groups of individuals or are intended to clarify the concepts and content. Whether there were distortions in explanation and interpretation? Whether the illustrations or pictures were "event-specific or person-specific."

Sense of proportion in the presentation: Balance in content, illustrations, visuals, cartoons, and other visuals.

Analytical and synthesis mode: Whether the content of the lessons focuses only on the analysis or on synthesis also.

Level of satire: Is it appropriate for students of that age? Is the satire subtle or abrasive?

Positive and negative examples: Is there a balance between positive and negative examples – case studies, cartoons, visuals, collage, etc?

Quality of illustration: Quality of the illustration is seen in terms of being eye-catching and stimulating the imagination

Sensitivity: a) How sensitive are the cartoons and illustrations towards communities, castes, ethnicity, religions, women, language, and other groups and minorities? In a country as diverse as India the above considerations cannot be disregarded. b) Individual specific and issue-specific visuals.

Guidelines used for review of cartoons

- Cartoons are based on visual relief and fun
- Improve teaching and learning
- Provides background information in the text to help the students appreciate the message
- Help expand students' imagination
- Sensitivity concerning various groups of caste, ethnic, religious, gender and regional minorities
- Messages the cartoons give about the people and political Institutions.

b. Procedure for Textbook review:

The first thing to be considered in deciding on reviewing a book is who is reviewing the book. If it is an individual, he/she will have the freedom to go as per the generally followed procedure. If it is a corporate body or a committee appointed for the purpose, the committee has to decide on the procedure perhaps through a series of meetings, and arrive at a suitable procedure. However, the procedure given below focuses mainly on the review by an individual

As mentioned above, there is no specific method identified for reviewing Textbooks. A general procedure followed by many experts in the field is given below. If you are giving a book for review collect the following information

Identify the reviewer and collect information about him/her. Following information about the reviewer may be useful.

- Name of Textbook reviewed
- Course level for which the Textbook is most appropriate
- Reviewer's first and last name
- Reviewer's email (preferably institutional email)
- Reviewer's mailing address (for sending the honorarium)
- Reviewer's title/position
- Reviewer's home institution
- Question: Is this review the result of a collaboration with other post-secondary instructors?
    - Collaborator name(s)
    - Collaborator institution(s)

Following are the steps involved in writing a review.

1. Read before writing:

Following tips may be considered while reading the book;

The following list of questions will help you consider all necessary points while reading. You can start answering them while reading the Textbook and mention points that should be covered in your review.

- What did you expect to see in the Textbook after reading the title?
- Who are the authors? Are they authoritative enough to write such Textbooks?
- Does the Textbook need additional materials?
- Is the Textbook well structured? Is the text easy to read?
- Is the Textbook affordable for the intended audience?
- At what kind of audience is this Textbook aimed at?

- Is the content accurate? Have you found any errors?
- Does the Textbook include illustrations, tables, diagrams, etc?
- Are exercises and practical tasks manageable?
- Does the Textbook have a glossary? Do important terms have definitions?
- Is theoretical information supported by examples or interesting information?
- Does the Textbook have any analogs? How does this Textbook differ from other Textbooks?
- Has the content of the Textbook fully satisfied you?
- Is the font readable? Is font size appropriate?
- How have the authors handled controversial material?
- Does the Textbook contain outdated information?
- If the book is in electronic form, what formats does it support?
- Does the text use offensive or insensitive language regarding race, ethnicity, or gender?

1. Give due weightage to front and back matter: Front matter refers to any content before the first chapter of the book. Back matter refers to any information included after the final chapter of the book.

Frontmatter is most often numbered separately from the rest of the text in lower case Roman numerals (i.e. *i – xi*). Critical commentary about the front or back matter is generally only necessary if you believe there is something that diminishes the overall quality of the work (e.g., the indexing is poor) or there is something particularly helpful in understanding the book's contents (e.g., foreword places the book in an important context).

Frontmatter that may be considered for evaluation when reviewing its overall quality:

- **Table of contents** -- is it clear? Is it detailed or general? Does it reflect the true contents of the book? Does it help in understanding a logical sequence of content?

- **Author biography** -- also found as back matter, the biography of the author(s) can be useful in determining the authority of the writer and whether the book builds on prior research or represents new research. In scholarly reviews, noting the author's affiliation and prior publications can be a factor in helping the reader determine the overall validity of the work (i.e., is the author associated with a research centre devoted to studying the problem under investigation).

- **Foreword** -- the purpose of a foreword is to introduce the reader to the author as well as the book itself, and to help establish credibility for both. A foreword may not contribute any additional information about the book's subject matter, but it serves as a means of validating the book's existence. Later editions of a book sometimes have a new foreword prepended (appearing before an older foreword, if there was one), which may be included to explain how the latest edition differs from previous editions.

- **Acknowledgments** -- scholarly studies in the Social Sciences often take many years to write, so authors frequently acknowledge the help and support of others in getting their research published. This can be as harmless as acknowledging the author's family or the publisher. However, an author may acknowledge prominent scholars or subject experts, the staff at key research centers, people who curate important archival collections, or organizations that funded the research. In these particular cases, it may

be worth noting these sources of support in your review, particularly if the funding organization is biased or its mission is to promote a particular agenda.

- **Preface** -- generally describes the genesis, purpose, limitations, and scope of the book and may include acknowledgments of indebtedness to people who have helped the author complete the study. Is the preface helpful in understanding the study? Does it provide an effective framework for understanding what's to follow?

- **Chronology** -- also may be found as back matter, a chronology is generally included to highlight key events related to the subject of the book. Do the entries contribute to the overall work? Is it detailed or very general?

- **List of non-textual elements** -- a book that contains numerous charts, photographs, maps, tables, etc. will often list these items after the table of contents in the order that they appear in the text. Is this useful?

- **Back matter** that may be considered for evaluation when reviewing its overall quality.

- **Afterword** -- This is a short, reflective piece written by the author that takes the form of a concluding section, final commentary, or closing statement. It is worth mentioning in a review if it contributes information about the purpose of the book, gives a call to action, summarizes key recommendations or next steps, or asks the reader to consider key points made in the book.

- **Appendix** -- is the supplementary material in the appendix or appendices well organized? Do they relate to the contents or appear superfluous? Does it contain any essential information that would have been more appropriately integrated into the text?

- **Index** -- are their separate indexes for names and subjects or one integrated index. Is the indexing thorough and accurate? Are elements used, such as bold or italic fonts to help identify specific places in the book? Does the index include "see also" references to direct you to related topics?

- **Glossary of Terms** -- are the definitions written? Is the glossary comprehensive or are there key terms missing? Are any terms or concepts mentioned in the text not included that should have been?

- **Endnotes** -- examine any endnotes as you read from chapter to chapter. Do they provide important additional information? Do they clarify or extend points made in the body of the text? Should any notes have been better integrated into the text rather than separated? Do the same if the author uses footnotes.

- **Bibliography/References/Further Readings** -- review any bibliography, list of references to sources, and/or further readings the author may have included. What kinds of sources appear [e.g., primary or secondary, recent or old, scholarly or popular, etc.]? How does the author make use of them? Be sure to note important omissions of sources that you believe should have been utilized, including important digital resources or archival collections.

2. Follow these steps for writing

- Start with the rationale that will introduce the Textbook to the reader. Mention the title of the Textbook and the authors that took part in its creation. Also, list the components and elements of the Textbook and whether it has other parts, workbooks, and additions. Evaluate the size and format of the Textbook. Can it be handled in an ordinary student's backpack? Can the cover be easily damaged?

- Describe the quality of the content: analyze the scope of theoretical information, quality of exercises, the number of covered topics, and the author's language and style. Evaluate additional materials and supporting images (photos, tables, figures, etc.). Explain how the Textbook structure supports learning the material. Offer examples from the Textbook to support your point of view. Specifically, the following points may be considered while analysing the content.
  - ✓ Has the purpose of the book been achieved?
  - ✓ What contributions does the book make to the field?
  - ✓ Is the treatment of the subject matter objective or at least balanced in describing all sides of a debate?
  - ✓ Are there facts and evidence that have been omitted?
  - ✓ What kinds of data, if any, are used to support the author's thesis statement?
  - ✓ Can the same data be interpreted to explain alternate outcomes?
  - ✓ Is the writing style clear and effective?
  - ✓ Does the book raise important or provocative issues or topics for discussion?
  - ✓ Does the book bring attention to the need for further research?
  - ✓ What has been left out?

- Write from the perspective of the intended audience and describe how the book will be helpful for them. Imagine that you were asked to make a list of Textbooks for freshmen or students that will begin the course after you. Analyze the strengths and weaknesses of the Textbook. Pick at least three strongest features and three missing features of the Textbook. Describe what points were not covered or need additional examples. Consider the structure, content accuracy, clarity, organization, and errors. Make sure that the Textbook is applicable for a certain course and its sections can be easily assigned within classes.

- Besides, in the conclusion, sum up your writing and state whether the Textbook will be helpful for the intended audience. Give the Textbook a ranking for comprehensiveness, content, relevance, clarity, structure, and interface. Tell about your expectations and whether they were met. Share your reading strategies that can help students use the Textbook more effectively and understand information more efficiently.

- As soon as you will finish the first draft, check it for mistakes. Make sure that your text is logical and readable. Check whether you have answered all the required questions.

A sample of two Textbook reviews is given in the appendix at the end of this Unit.

Check Your Progress - 2

Answer the following questions

1. List any four criteria used to review a Textbook
2. What are the major factors you consider while reading a Textbook for review? Mention any five factors you consider as important.
3. What is the first step in reviewing a Textbook?

4.2.4. Let us Summarise

- A Textbook review is an evaluation of the quality of the material presented in a Textbook
- The main purpose of a Textbook review is to show whether the Textbook will be helpful for the reader.
- There are two general approaches to reviewing a book namely Descriptive review and Critical Review.
- There are no set criteria or procedures to write a Textbook review.
- It depends on the nature of the Textbook and the purpose of the review.
- Clarity of the objectives, Comprehensiveness, Content, Relevance/Longevity, etc is some of the criteria for reviewing a Textbook.
- Steps that are generally followed by experts in the field are mentioned.

4.2.5. Answers to' Check Your Progress - 1 and 2'

Check Your Progress - 1

For answers refer to 4.2.3.1 of this Self Learning Material.

Check Your Progress - 2

For answers refer to 4.2.3.2 of this Self Learning Material.

4.2.6. Unit end Exercises

Select a Textbook of your choice and write a review. Justify your review in terms of the usefulness of the book for the teacher and the student

Appendix

Review of new NCERT Social Science Textbooks by Sampoorna Biswas

The new Social Studies books have been a definite improvement over the earlier ones. I am currently in the tenth and got to use the new updated ones in this class and the ninth. The greatest difference lies in the quality of the book and the layout. More colours have been used, there are more pictures and cartoons and, illustrations are of better quality. All this has been done without sacrificing the content. This change in the look is not superficial at all. It is a known fact that more graphics and colours help in better learning because they stimulate more areas of the brain. Apart from that, it also makes the book more attractive and people are much more willing to use books that they like the look of. History The class VIII history book was a drab one. There were only two colours – black and white. And various shades of in-between-gray. IX and X history books are vastly different.

The first thing you notice is the fact that the history book no longer looks like a piece of history itself. Interesting exercises that require the reader to write and think in terms of the period depicted (For example, on page 144 (NCERT Class X) is this question: "Imagine that

you are a young person living in a chaw. Describe one day in your life.") or alternately interpret facts (For example, on page 24 (NCERT Class X) is a question: "Describe what you see in Fig. 17. What historical events could Hubner be referring to in this allegorical version of the nation?") and extra information such as paintings of that time and what they depict or letters and other sources as you go along help in creating interest in the subject. Even though the sources and the boxes are not tested upon, they help in giving us a better picture of the times being talked about. Just because they are not tested upon, I tend to go through them for the sake of it, not to learn it. Another basic difference I noticed between class VIII and the later books was the language.

The new books use a more lucid style, almost as if narrating a story. Take, for example, this passage from the second chapter (NCERT Class X) 'The Nationalist Movement In Indo-China', page 36: "In 1926 a major protest erupted in the Saigon Native Girls School. A Vietnamese girl sitting in one of the front seats was asked to move to the back of the class and allow a local French student to occupy the front bench. She refused. The principal, also a colon (French people in the colonies), expelled her. When angry students protested, they too were expelled, leading to a further spread of open protests. Seeing the situation getting out of control, the government forced the school to take the students back. The principal reluctantly agreed but warned the students, "I will crush all Vietnamese under my feet. Ah! You wish my deportation. Know well that I will leave only after I am assured Vietnamese no longer inhabit Cochinchina." It is, at best, a story. Nothing that one will learn for the exam. But it helps to explain the situation in Vietnam very well.

On the other hand, the class VIII book was more of a collection of facts. It was good certainly if you want a book that gives to you in detail everything about the British Rule, but wasn't an ideal tool if what you preferred was something interesting and made you want to research more on it. On the whole, the new books facilitate learning because they create an interest in the subject while the previous one is good if you were serious about the subject and had an exam to cram for.

The School Textbook: Geography, History and Social Studies William E. Marsden. Woburn Education Series, London 2001. 312pp. ISBN: 0 71300221 2 (hbk.) £45.00 ($59.50); ISBN: 0 71304043 2 (pbk) £18.50 ($26.50)

School Textbooks are the dominant definition of the curriculum in schools and are a representation of political, cultural, economic and political battles and compromises. Textbooks are conceived, designed, and authored by real people with real interests and are published within the political and economic constraints of markets, resources, and power. School Textbooks are based upon the cultural, ideological, and political power of dominant groups and they tend to enforce and reinforce, cultural homogeneity through the promotion of shared attitudes and the construction of shared historical memories. The construction of Textbook knowledge is an intensely political activity and debates, controversies, and tensions over their construction involving a struggle over the manufacture and control of popular memory. School Textbooks are one vehicle through which attempts can be made to disseminate and reinforce dominant cultural forms. They offer an obvious means of realising hegemony in education. Embedded in school history, Geography and Social Studies Textbooks are narratives and stories that nation-states choose to tell about themselves and which it has been decided to offer a core of cultural knowledge which future generations are expected to both assimilate and support, to think about the content of Textbooks and how they are authored, published and used is to think about the purpose of schooling. So dominant are Textbooks in the education system that choosing and using Textbooks is the closest thing

that we have to systematic debate over what schools should be teaching. School Textbooks are crucial organs in the process of constructing legitimated ideologies and beliefs and are a reflection of the history, knowledge, and values considered important by powerful groups in society. In many nations, debates over the content and format of school Textbooks are sites of considerable educational and political conflict. Evidence from national education systems across the globe strongly suggests that the manufacture of Textbook content is the result of competition between powerful groups who see it as being central in the creation of collective national memory designed to meet specific cultural, economic, and social imperatives.

Despite the central place that school Textbooks occupy in the education of pupils we still know remarkably little about how they are constructed and how teachers and pupils use them. Bill Marsden's book is a welcome contribution towards broadening and deepening our knowledge of this under-theorized and neglected area. The book investigates how school knowledge is selected by powerful groups i.e. governments, politicians, and pressure groups and how Textbook authors and publishers reconstruct and present that knowledge in the form of school Textbooks; what knowledge is included and rejected and what that says about the aims and objectives of education in terms of the construction of national memory and national identity in a rapidly changing world. Focusing upon the social construction of school Textbooks in the United States and the United Kingdom, Marsden explores the historical development of Textbook knowledge during the 20th Century. The narrative is well constructed and well supported with detailed references to the literature. 122 Book Reviews Marsden's main theme is that the construction of school Textbook knowledge in the Social Sciences is best understood within a broad socio-economic and cultural context and the book's chapters illustrate this well.

In addition to exploring how Textbook knowledge develops against the background of cultural change, Marsden also explores how a centralised education system, which manifests in a National Curriculum, profoundly influences the kind of Textbooks that get published within the political economy of Textbook publishing. Besides, Marsden also critically explores the limited literature that is available on how teachers and pupils use Textbooks. In reporting upon what empirical research there is in this area, Marsden rightly observes that there is still much to be learnt about what happens inside classrooms as teachers and pupils negotiate their way through the use of Textbooks. Bill Marsden, Emeritus Professor of Education at Liverpool University, UK, has published widely in the field of educational history, and the book is written in a narrative and largely descriptive style which reflects this.

The book's major significance is that it charts the territory of Textbook analysis in a way which has not been attempted before, in some respects it raises more questions than it answers: this is to the book's credit and together with an extensive bibliography it provides a very useful starting point for those interested in exploring the social construction of Textbook knowledge and the impact that this has upon teaching and learning in the Social Sciences.

4.2.7. References

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Block 4 : Textbook Assessment for Learning in Social Sciences

Unit 3 : Tools for Assessment in Social Sciences

Unit Structure

4.3.1. Learning Objectives
4.3.2. Introduction
4.3.3. Learning Points and Learning Activities
4.3.3.1. Concept, Principles, and Functions of Assessment
Check Your Progress - 1
4.3.3.2. Tools for Assessment
Check Your Progress - 2
4.3.4. Let us Summarise
4.3.5. Answers to 'Check Your Progress - 1 and 2'
4.3.6. Unit end Exercises
4.3.7. References

4.3.1. Learning Objectives:

After completing this Unit, the student teachers will be able to -

- Explain the concept of assessment of Text Books and its importance in the teaching-learning process;
- Explain the characteristics and criteria for a good assessment tool;
- Mention the steps involved in the assessment of Social Science learning; and
- Effectively assess the achievement of the learner in the field of Social Science.

4.3.2. Introduction

We have understood from our study of the previous Unit studies that assessment is a key component of the teaching-learning process and an integral part of instruction. It helps students to learn. The assessment also helps motivate students. It determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?"Are students learning what they are supposed to be learning?"Is there a way to teach the subject better, thereby promoting better learning?" The process of assessment involves three main questions to be answered. They are the what why and how of assessment. The "how" part of the assessment is quite challenging and needs some basis for assessment. This may be broadly called the tool for assessment. An understanding of the tools required for assessment calls for an understanding of the concept of assessment and the principles and functions behind it. In this Unit, let us study these different aspects of assessment tools with special reference to Social Science.

4.3.3. Learning Points and Learning Activities

Over the past several years, social studies have become a more visible school subject, and the conception of learning social studies has evolved from doing and knowing to experiencing and making meaning. The tacit and piecemeal curriculum that has long characterized the social studies classroom seems to be gradually giving way to a more coherent and integrated set of objectives, benchmarks, and performance indicators. This approach is goal-oriented with an emphasis on learner outcomes: the knowledge, skills, attitudes, values, and dispositions to action that teachers wish to develop in students. Ideally, curriculum planning and implementation decisions will be guided by these goals, so that each

element involved in the process - the basic content, the ways the content is represented and explained to students, the questions asked, the types of teacher-student and student-student discourse that occur, the activities and assignments, and the methods used to assess progress and grade performance. Assessment plays a major role here.

Designing and implementing appropriate mechanisms for tracking student progress and providing feedback is a complex endeavour for all teachers, but social studies present some unique challenges for assessment and evaluation. The study of Social studies is characterised by different ways of thinking and knowing from the narrative of history to the mathematical and statistical reasoning of economics, the visual and graphic components of geography, and the deep understanding of differing perspectives and beliefs underlying the study of public issues and current affairs. It studies the activities and problems of the most complicated and the most sensitive organization namely the society. Even within a single social studies discipline, the kinds of learning to be assessed cover a wide range.

Many key social studies outcomes such as critical thinking, social responsibility, and informed decision-making are hard to define compared to outcomes from other subjects. Furthermore, some of these complex goals such as the development of responsible citizenship, may not be evident until after students have left school and engaged in tasks such as informed voting, social action, and other forms of civic participation. As a result of these varied and contested outcomes, the field of social studies has had great difficulty reaching a consensus on its key concepts and purposes, including what constitutes sound assessment and evaluation. Because social studies are concerned with affairs in the real world, it has always been subject to pressures from different angles. This assesses Social Science as a big challenge.

4.3.3.1. Concept, Principles, and Functions of Assessment

The word ’assess’ comes from the Latin verb ’assidere’ meaning ’to sit with’. In assessment, one is supposed to sit with the learner. This implies it is something we **do** ’with’ and ’for’ students and not ’to’ students.

Assessment refers to the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace. An assessment system is a coordinated set of documented policies and procedures and includes assessment materials and tools that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence. The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both student and teacher respond to the information that it provides.

Assessments can be either formal or informal. Informal assessments are often inferences an educator draws as a function of unsystematic observations of a student’s performance in the subject matter under consideration. Formal assessments are objective measurements of a student’s abilities, skills, and fluency using screening, progress monitoring, diagnosis, or evaluation. Both types of assessments are important; however, only formal assessments are research, or evidence-based. Educators use assessment tools to make informed decisions regarding strategies to enhance student learning.

Assessment should produce feedback that carries potential implications for adjustments in curriculum and instruction. This will occur if all of the program elements-its content, its instructional methods, its activities and assignments, and its assessment measures

- are aligned with its goals. This ideal relationship among program components breaks down, however, if the components begin to be treated as ends in themselves, which often happens to assessment components when high-stakes testing practices take hold. Theoretically, it is never a good idea to have assessment measures (rather than goals) driving the curriculum.

The NCSS Advisory Committee on Testing and Evaluation recommends the following guidelines for assessment:

- Evaluation instruments should focus on the curriculum goals and objectives; be used to improve curriculum and instruction; measure both content and process; be chosen for instructional, diagnostic, and prescriptive purposes; and reflect a high degree of fairness to all people and groups.
- Evaluation of student achievement should be used solely to improve teaching and learning; involve a variety of instruments and approaches to measure knowledge, skills, and attitudes; be congruent with the objectives and the classroom experiences of the students examined, and be sequential and cumulative.
- State and local agencies should secure appropriate funding to implement and support evaluation programs; support the education of teachers in selecting, developing, and using assessment instruments; involve teachers and other social studies professionals in formulating objectives, planning instruction and evaluation, and designing and selecting evaluation instruments; and measure long-term effects of social studies instruction.
- The emergence of a new learning culture and new alternative assessment forms must be developed. Today, there is a gap between theories underpinning a new learning culture, and the tacit theories underlying traditional assessment practices.

With the background of these guidelines and the changing perspectives on teaching and learning combined with new demands in society on students' knowledge and abilities a shift in reshaping learning culture can be observed especially in the area of assessment. While assessment in the past has primarily been a means of certification and accountability, a much wider range of purposes of assessment is now advocated. The present trend integrates learning and assessment and redefines the roles of students and teachers in the assessment process. Assessment practices are now changed to accommodate new or emergent learning culture. The traditional or conventional approach of assessments no longer benefits the students in the best way.

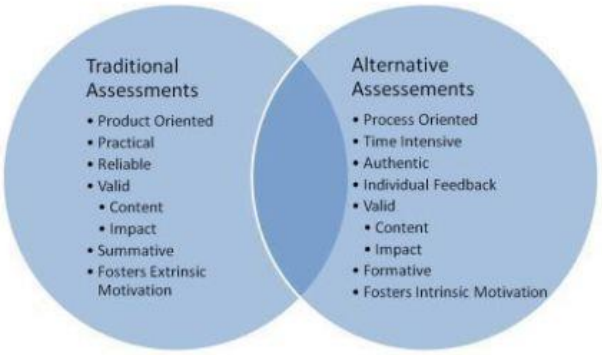
As a result, a new method has emerged known as alternative or authentic assessments. This method is more inclusive and practical in its approach and has yielded some excellent results. We will learn about this new method in a little more detail.

Authentic Assessment

Traditional assessments refer to conventional methods of testing, usually standardized, and use pen and paper with multiple-choice, true or false, or matching type test items. Authentic assessments refer to assessments wherein students are asked to perform real-world tasks that demonstrate meaningful application of what they have learned. A comparison of the traditional and authentic assessments will help in understanding the two approaches clearly.

Traditional Assessment	Authentic Assessment
Purpose: to evaluate if the students have learned the content; to determine whether or not the students are successful in acquiring knowledge; to ascribe a grade for them; to rank and compare them against standards or other learners.	Purpose: to measure students' proficiency by asking them to perform real life-tasks; to provide students many avenues to learn and demonstrate best what they have learned; to guide instruction; to provide feedback and help students manage their own learning; to also evaluate students' competency.
Provides teachers a snapshot of what the students know.	Provides teachers a more complete picture of what the students know and what they can do with what they know.
Measures students' knowledge of the content.	Measures students' ability to apply knowledge of the content in real life situations; ability to use/apply what they have learned in meaningful ways.
Requires students to demonstrate knowledge by selecting a response/giving correct answers; usually tests students' proficiency through paper and pencil tests Students are asked to choose an answer from a set of questions (True or False; multiple choice) to test knowledge of what has been taught.	Requires students to demonstrate proficiency by performing relevant tasks showing application of what has been learned.
Provides indirect evidence of learning.	Provides direct evidence of learning/competency; direct demonstration of knowledge and skills by performing relevant tasks.
Requires students to practice cognitive ability to recall/recognize/reconstruct body of knowledge that has been taught.	Provides opportunities for students to construct meaning/new knowledge out of what has been taught.
Tests and strengthens the students' ability to recall/recognize and comprehend content, but does not reveal the students' true progress of what they can do with the knowledge they acquired. Only the students' lower level of thinking skills, (knowledge and comprehension), are tapped.	Tests and strengthens the students' ability to reason and analyze, synthesize, and apply knowledge acquired; Students' higher level of cognitive skills (from knowledge and comprehension to analysis, synthesis, application, and evaluation) are tapped in multiple ways.
Hides the test	Teaches the test
Teachers serve as evaluators and students as the evaluatees: teacher-structured.	Involves and engages the students in the teaching, learning and assessment process: student structured.
Assessment is separated from teaching and learning. Test usually comes after instruction to evaluate if the students have successfully learned the content.	Assessment is integrated with instruction. Assessment activities happen all throughout instruction to help students improve their learning and help teachers improve their teaching.
Provides limited ways for students to demonstrate what they have learned.	Provides multiple avenues for students to demonstrate best what they have learned.

Rigid and fixed	Flexible and provides multiple acceptable ways of constructing products or performance as evidence of learning.
Standardized; valid and reliable	Needs well defined criteria/rubrics and standards to achieve reliability and validity.
Curriculum drives assessment.	Assessment drives curriculum and instruction.
Examples: True or False; multiple choice tests standardized tests achievement tests intelligence tests aptitude tests	Examples: demonstrations hands-on experiments computer simulations portfolios projects multi-media presentations role plays recitals stage plays exhibits



A comparison of authentic assessment and conventional assessment reveals that different purposes are served, as evidenced by the nature of the assessment and item response format. We can teach students how to do mathematics, learn history and science, not just know them. Then, to assess what our students have learned, we can ask students to perform tasks that "replicate the challenges" faced by those using mathematics, doing history or conducting scientific investigation. Traditional assessment follows selecting a response from learners whereas authentic assessment engages learners to perform a task on the basis of the item they have learnt. Traditional assessment is contrived but authentic is in real-life. Traditional assessment calls for recalling or recognition, it is teacher structured and indirect evidence is put but authentic one is construction or application, it is student structured and direct evidence is set.

Advantages of Authentic assessment for Teachers

- Gain access to student thinking.
- Enhance the ability to use non-threatening questions that elicit explanations and reveal misconceptions.
- Strengthen learning skills, show respect for their students by being non-judgmental.
- Encourage respect for diversity.
- Pose questions that encourage students to construct and share their understandings
- Reinforcement for letting go of “teaching as telling”.

Purposes and functions of assessment

There are three distinct but inter-related purposes for classroom assessment: assessment for learning, assessment as learning, and assessment of learning.

- Assessment for Learning: In the assessment *for* learning, teachers use assessment as a research tool to find out as much as they can about what their students know and can

do, as well as what presumptions and misunderstandings they may have. Teachers also use assessment *for* learning to boost student's motivation and commitment to learning. Examples of 21st century assessment for learning tools, which include both diagnostic tests and formative assessments, are e-portfolios, teacher observations, class discussions, and works in progress with comments, think-pair-share, journals, observation checklists, concept maps, and rubrics.

- Assessment *as* learning: This focuses on students and emphasizes assessment as a process of metacognition. Assessment *as* learning comes from the constructivist idea that learning is an active process that occurs when students interact with new ideas. It is based on research about how learning occurs and is characterized by students reflecting on their learning and making adaptations, adjustments, and changes to their thinking. . Examples of 21st Century assessment as learning tools include self-assessments, peer assessments, student-teacher conferences, teacher observations with feedback and interim product analysis.

- Assessment of Learning: Assessment *of* learning refers to strategies intended to corroborate what students know, show whether or not they have met curriculum outcomes or the goals of their individualized programs, or to confirm ability and make decisions about student's future programs or placements. It is intended to show evidence of achievement to other educators, parents, students themselves, and sometimes outside groups (e.g., educational institutions). Examples of 21st Century Assessment of Learning tools are eportfolios, with "best piece" samples to show progress, open-ended response questions, descriptions of observations in Science experiments, historical role-playing arguments about the impact of decisions on current life, the writing process applied to poetry, long-term projects and problem-based reports.

Effective assessments give students feedback on how well they understand the information and on what they need to improve while helping teachers better design instruction. Assessment becomes even more relevant when students become involved in their assessment. Students taking an active role in developing the scoring criteria, self-evaluation, and goal setting, more readily accept that the assessment is adequately measuring their learning.

The assessment helps in the following activities

Provides diagnostic feedback

- What is the student's knowledge base?
- What is the student's performance base?
- What are the student's needs?
- What has to be taught?

Helps educators set standards

- What performance demonstrates understanding?
- What performance demonstrates knowledge?
- What performance demonstrates mastery?

Evaluates progress

- How is the student doing?
- What teaching methods or approaches are most effective?
- What changes or modifications to a lesson are needed to help the student?

Relates to a student's progress

- What has the student learned?
- Can the student talk about new knowledge?
- Can the student demonstrate and use new skills in other projects?

Motivates Performance

For student self-evaluation

- Now that I'm in charge of my learning, how am I doing?
- Now that I know how I'm doing, how can I do better?
- What else would I like to learn?

For teacher self-evaluation

- What is working for the students?
- What can I do to help the students more?
- In what direction should we go next?

Principles of assessment

All assessments must produce outcomes that are:

- **valid:** the assessment evidence meets **all** assessment criteria and **all** learning outcomes
- **authentic**: all the work is the learner's own
- **reliable:** assessment evidence is consistent and generates outcomes that would be replicated were the assessment repeated
- **current:** assessment evidence is up-to-date
- **sufficient:** enough work is available to justify the credit value, and to enable a consistent and reliable judgment about the learner's achievement
- **comparable:** all assessment evidence is comparable in standard between assessments within a Unit/qualification, and between learners of the same level
- **manageable:** all assessment places reasonable demands on all learners
- **fair and minimise bias:** assessments are fair to all learners irrespective of their characteristics (for example, age, gender, etc)

Though these principles of assessment remain over some time, the focus of assessment has changed considerably. Accordingly, the nature of the tools used for assessment also has changed in many cases and is yet to change in several other instances.

Check Your Progress - 1

Answer the following questions

1. Explain the meaning of the term assessment? What are the two main types?
2. What are the disadvantages of traditional assessment?
3. What is authentic assessment? What are its advantages over traditional assessment?
4. Identify four differences between traditional and authentic assessment.

4.3.3.2. Tools for Assessment

All assessments are ultimately based on data in some form or the other. There should always be some means to collect this data systematically and professionally. This data can be collected by the person either formally or informally. The means used to collect this data becomes an assessment tool. An assessment tool is a basis for collecting data for assessment. It includes the following components.

- context and conditions of assessment,
- tasks to be administered to the student,
- an outline of the evidence to be gathered from the candidate and
- evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).
- administration, recording, and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment.

Criteria for planning an assessment tool

The planning and selection of an assessment tool depend on several factors. Important among them are the following

- **What is to be assessed?** As mentioned above, assessment instruments should be valid; that is, they should provide information about specific, clearly defined elements of students' knowledge or skills. To design appropriate methods of assessment, teachers must be very clear about exactly they have to assess and what is information they want.

- **What is the purpose of the assessment?** The means of collecting information and reporting on it will vary depending on whether the purpose of the assessment is formative to provide information for the student and teacher to use to monitor or improve progress - or summative to provide end-point information for students, parents, and/or administrators.

- **What assessment tools will best provide the information we need?** Tools will vary depending on what is to be assessed and the purpose of the assessment. For example, an essay might not be the best way to assess students' ability to work with scale and symbols on a map, but an exercise requiring them to plan the best route between two points might work well for this purpose.

- **What form will the data take?:** This is related to the previous question but there may be some variety within particular assessment tools. A teacher might, as suggested above, ask students to compare and contrast Napoleon's and Hitler's invasions of Russia, allowing students to present their report in written, oral, or graphic form. In the case of students who have difficulty writing, the latter two forms might provide better information about their facility with the skill being evaluated.

- **Who will collect the data:** teachers, students, or outside judges? Involving students in self- or peer-assessment can be a very effective teaching and assessment technique. Asking students to use a checklist to rate their peers' performance in a debate by collecting data on several criteria (content, presentation, argument, etc) both directs the students to pay specific attention to these important criteria (teaching) and provides information on how well they understand them (assessment).

- **How often and when will the data be collected?** As stated above, teachers assess students all the time. According to Thomas Jefferson, "The price of democracy is constant vigilance," and constant vigilance applies to assessment as well. Having said that, particular types of, and purposes for, assessment should guide our response to this question. Giving formal written tests to students every day will probably not prove effective, but research on the skill of teaching indicates that in the early stages of learning a skill, it is very important to provide timely and frequent corrective feedback.

- **What will be done with the data making up the assessment?** As stated above, we assess for different purposes and, depending on the purpose, different things will be done with the data. If the assessment is formative the data needs to be provided to the students involved understandably so they can use it to monitor and improve their progress. We have all had the experience of getting back a test or an assignment on which we have not done well, but if we receive little or no feedback, we don't know where we went wrong. This is not particularly useful for understanding how we are doing so far and what we might do to improve. On the other hand, if the assessment is summative, information needs to be provided to the relevant people about student achievement. In the case of large-scale international assessments, for example, the information gathered is of little use to individual students who have probably moved on to the next grade or graduated before the results are even available. It is valuable, however, for curriculum planners, administrators, and teachers to understand the degree to which particular groups of students are meeting the objectives assessed.

Types of Assessment Tools

There is a very wide range of assessment tools. While the traditional assessment tools like multiple choice questions, true/false, etc. are superseded by authentic tests, let us learn about a few of the authentic assessment tools. Also let us recollect that with the implementation of CCE in schools with which we are familiar now, we need to focus more on the authentic type test tools. Following are a few examples.

Some of the commonly practiced assessment tools in Social Science are the following. Some examples are given alongside each tool.

- Written assignments involving inference: Review of the partition of India, Social evils of India, Elections in India, etc. can be topics for writing essays
- Interpretation and evaluation: This can include topics like population growth, disaster relief measures, etc.
- Commentaries: Right to Education Act(2009), reservation policies, etc.
- Simple projects (group & individual): This may include education of parents in a village, health services, awareness of cleanliness, etc.
- Presentations (group & individual): Children may make a presentation on unemployment problems and solutions in India.
- Quiz and MCQ's: It can be conducted on a variety of topics including the current affairs
- Models and charts. Children may be asked to prepare charts on weather conditions in India in different seasons, physical features of India, forest resources, etc.
- Debates, Symposium / Seminar, and conferences can be conducted on a variety of topics to instil in them a variety of skills.
- Conducting imaginary interviews of historical figures, Roleplays, Dramatization of historical events, etc.

- Children can have a role play on freedom fighters, untouchability, mock parliament, etc. Teachings of social reformers also can be dramatized.

These act as authentic or alternative assessment tools will have the following advantages.

- Alternative Assessment aids in measuring the proficiency of the student based on their analytical, reasoning, and logical thinking skills. By application of their theoretical knowledge, students gain better experience and also learn to tackle the problems.
- It helps in recognizing a student's unique set of abilities. A teacher can understand better as to which field a student is more drawn to and where his/ her success rate is more.
- It evaluates a student's problem-solving skills and helps in the real-life application of the knowledge.
- It helps in student's engagement and provides them with opportunities to construct a new meaning of the things that are being taught.
- It develops extensive levels of cognitive skills in the students.
- A better rapport between the students, teachers, and classmates get established as the whole process of instruction bases. Greater involvement and engagement in the activities also enhance the communicative and interactive skills of the students.
- Provides the students with a vast set of resources to learn. Assessment drives the curriculum in this scenario.
- It gives the teachers an in-depth analysis of a student's capabilities and gives more information about their weaknesses and strengths.
- Students have the liberty to work as per their capabilities and do not feel contained or pressured to perform as per the specified mark. The comparison also becomes more suitable.

Some of the other assessment tools include the following;

Anecdotal Record: It is an informal record of an event or behavior observed in the classroom. Anecdotal notes are concise, objective narratives about an incident or person. In classrooms, teachers can write anecdotal notes recording their observations of students – behaviours, skills, attitudes, performance, and classroom incidents. Teachers can write, compile, and use their anecdotal notes on students as a documentation system.
Anecdotal notes must contain factual information about a significant event, behavior, or learning outcome. It should

- Include the name of the student being observed.
- specify student strengths and positive traits.
- Can follow the ABC format for recording – Antecedent (why or how), Behavior, Consequence of behavior, and Context of the incident.
- Can include teachers' comments, plan for action, and recommendation for further observations.
- Can summarize identified learning patterns.

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Benchmarking: Benchmark assessments are assessments administered periodically throughout the school year, at specified times during a curriculum sequence, to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals. The design and choice of benchmark assessments are driven by the purpose, intended users, and uses of the instruments. Benchmark assessment can inform policy, instructional planning, and decision-making at the classroom, school, and/or district levels.

Checklist: An assessment guideline listing skills, behaviours, or characteristics to help guide and record teacher observations of students as they perform certain tasks. There are also student checklists that can be used by students for self-assessment purposes.
Some questions of an observation checklist for a group discussion-
Does the learner have appropriate knowledge about the situation? Yes / No
Does the learner possess the understanding and creative skills? Yes / No
Does the learner provide suitable solutions to related problems and contemporary issues? Yes,/No
Does the learner show leadership skills and takes criticism positively during group discussions? Yes / No

Observing students as they solve problems, exhibit skills, think aloud during a sequence of activities, or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how they interact with others affects their learning and concentration etc. can be understood by the teacher and suitable action can be taken accordingly.

Conference: A meeting or conversation involving teacher, student, and/or family members to discuss a student's progress. The purpose is to facilitate one-to-one exchanges, and allow the student to express him- or herself. In a parent conference, the basic purpose is to inform parents of their children's progress and school performance.

End-of-Year Test: It is a formal assessment of specific skills taught during instruction throughout the year. End-of-year assessments measure whether or not learning objectives set at the beginning of the school year have been met and to what extent. The assessments are also sometimes compared with benchmark data from years past. Benchmark data can come from within your school, state, or from comprehensive national averages.

Teachers can use end-of-year assessments to identify strengths and weaknesses within classroom instruction or curriculum implementation and alter each as necessary. Information acquired from assessments is also valuable at the administrative level and can be taken into account when planning for the next school year.

Learning Log: A learning log is an on-going way for students to monitor and reflect on their learning. These reflections focused on a lesson or learning experience that has just occurred, help support understanding, and provides a record of ideas and insights. Teachers may use the logs as an assessment tool to make decisions about future instruction. In a student conference, the log can become the basis for a discussion about new understandings and future goals. A format for the learning log can be as below.

Date		
Activity		
What did you learn?	What Strategies did you practice, if any?	What questions do you have about what you learned

Peer Assessment: An instrument for helping students understand expectations and assess a classmate's skills. Peer assessment is the assessment of students' work by other students of equal status. Students often undertake peer assessment in conjunction with formal self-assessment. They reflect on their efforts and extend and enrich this reflection by exchanging feedback on their own and their peers' work.

Peer assessment is a powerful meta-cognitive tool. It engages students in the learning process and develops their capacity to reflect on and critically evaluate their learning and skill development. It supports the development of critical thinking, interpersonal, and other skills, as well as enhancing understanding within the field of knowledge of a discipline.

It promotes and provides evidence of the development of generic skills and attributes like

- working cooperatively
- thinking critically
- giving constructive feedback
- learning from critical appraisal received from others
- managing one's learning autonomously
- developing interpersonal skills and
- developing an awareness of group dynamics.

Portfolio Assessment: A form of authentic assessment in which students collect samples of their work in a portfolio to document their progress over time. Portfolio assessment is an assessment form that learners do together with their teachers and is an alternative to the classic classroom test. The portfolio contains samples of the learner's work and shows growth over time. An important keyword is a reflection: By reflection on their work, learners begin to identify the strengths and weaknesses of their work (self-assessment). The weaknesses then become improvement goals. In portfolio assessment, it is the quality that counts, not the quantity. Another keyword is *learning objectives*. Each portfolio entry needs to be assessed regarding its specific learning objectives or goals. In the portfolio assessment, the learners reflect on their work. The reflections say something about why the learners have made the choices they have made in the portfolio, and describe the method used to arrive at the final result. If two learners submit the same work for assessment, the individual reflections may make the difference. Even if a learner has failed with the content presented in the assessment portfolio to a certain degree, he or she might be rewarded for mature reflections on the work.

The three major types of portfolios are: working portfolios, display portfolios, and assessment portfolios

A working portfolio is typically structured around a specific content area; pieces collected relate to the objectives of that unit and document student progress toward mastery of those objectives.

Assessment portfolios may be used to demonstrate mastery in any curricular area. They may span any period, from one unit to the entire year. And they may be dedicated to one subject or many subjects. For example, a teacher may wish to have evidence that a child has sufficient skills in a content area to move to the next level or grade. The criteria for moving on and the types of necessary evidence must be established. Then the portfolio is compiled and assessed. The primary function of an assessment portfolio is to document what a student has learned. The content of the curriculum, then, will determine what students select for their portfolios. Their reflective comments will focus on the extent to which they believe

the portfolio entries demonstrate their mastery of the curriculum objectives. For example, if the curriculum specifies persuasive, narrative, and descriptive writing, an assessment portfolio should include examples of each type of writing. Similarly, if the curriculum calls for mathematical problem solving and mathematical communication, then the display portfolio will include entries documenting both problems solving and communication, possibly in the same entry.

Probably the most rewarding use of student portfolios is the display of the students' best work, the work that makes them proud. Students, as well as their teachers, become most committed to the process when they experience the joy of exhibiting their best work and interpreting its meaning. Many educators who do not use portfolios for any other purpose engage their students in the creation of display portfolios. The pride and sense of accomplishment that students feel make the effort well worthwhile and contribute to a culture for learning in the classroom. The purpose of a display portfolio is to demonstrate the highest level of achievement attained by the student. Collecting items for this portfolio is a student's way of saying “Here's who I am. Here is what I can do.”

Rubric: It is an evaluation tool. Rubrics are multidimensional sets of scoring guidelines that can be used to provide consistency in evaluating student work. They spell out scoring criteria so that multiple teachers, using the same rubric for a student's essay, for example, would arrive at the same score or grade.

Rubrics are used from the initiation to the completion of a student project. They provide a measurement system for specific tasks and are tailored to each project, so as the projects become more complex, so do the rubrics.

Rubrics are of great help for students. They let students know what is expected of them, and demystify grades by clearly stating, in age-appropriate vocabulary, the expectations for a project. They also help students see that learning is about gaining specific skills (both in academic subjects and in problem-solving and life skills), and they allow students to do self-assessment to reflect on the learning process.

Rubrics also help teachers to authentically monitor a student's learning process and develop and revise a lesson plan. They provide a way for a student and a teacher to measure the quality of a body of work. When a student's assessment of his or her work and a teacher's assessment doesn't agree, they can schedule a conference to let the student explain his or her understanding of the content and justify the method of presentation.

CURRENT EVENT RUBRIC

Name: _____ Date: _____

Grade: _____ Teacher: _____

	Criteria	Value

	1	2	3	4	
Choice Of Article	Article chosen is irrelevant to class material.	Article relevance is weak.	Article chosen is relevant to class material.	Article is carefully chosen for its relevance to class material.	____
Who	The student did not detail any of the parties affected by this news.	The student details some of the parties affected by this news.	The student details most of the parties affected by this news.	The student details all of the parties affected by this news.	____
What	The student does not identify any major facts of the article.	The student identifies some of the major facts of the article.	The student identifies most of the major facts of the article.	The student identifies all of the major facts of the article.	____
When	The student does not identify any major dates relative to this article.	The student identifies some of the major dates relative to this article.	The student identifies most of the major dates relative to this article.	The student identifies all of the major dates relative to this article.	____
Where	The student does not identify any major locations relative to this article.	The student identifies some of the major locations relative to this article.	The student identifies most of the major locations relative to this article.	The student identifies all of the major locations relative to this article.	____
Mechanics and Spelling	There are many mistakes in mechanics and/or spelling.	There are several mistakes in mechanics and/or spelling.	There are minor mistakes in mechanics and/or spelling that do not detract from the presentation.	There are no mistakes in mechanics and/or spelling.	____
				Total:-----	____

TEACHER COMMENTS

Standardized Test: A standardized test is a test that is administered and scored in a consistent, or "standard", manner. Standardized tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner. The summative tests conducted at the end of the year are examples of standardized tests.

These are some of the tools that can be effectively used in the field of Social Science. While some of them can be created or developed by the teacher, some are to be purchased either because of lack of training for teachers to develop such tools or for the problems involved in standardizing the tools at the individual level. However, the standard ones available in the market may be purchased.

One of the most comprehensive sources for locating tools to evaluate various aspects of social studies programs is the Social Studies Evaluation Sourcebook. The tests described include general social studies achievement tests, specific knowledge tests in the Social Science disciplines, and critical thinking skills tests. Instrument analyses are also provided in the areas of student attitudes, interpersonal skills, self-concept, personality, values clarification, moral development, and classroom climate. Other publications that describe social studies tests include the two most recent editions of the Yearbook of Mental Measurement (the 10th edition and the 11th edition and its supplement). However, these tools may not be directly useful as they don't have an Indian bias, but serve as a guide to prepare an indigenous one or modify the available ones.

The 291 evaluation instruments described in these sources are often incorporated into research initiatives but rarely used at the classroom level because they are costly in time, effort, and money. These instruments generally represent narrow segments of social studies and are most helpful when a particular element of social studies needs attention. Usually, they are not comprehensive enough to reflect the values underlying a school's social studies program, and the rural areas are seldom prepared to use the results to make large changes in their social studies curricula.

Many state testing programs also include a social studies component for high schoolers, especially advanced placement students. This pattern seems to be expanding and is being implemented in earlier grades. Social studies educators have been pushing for inclusion in state initiatives because they fear that if social studies are not substantially represented from the elementary level on, it will lose its place as a core subject. In the Handbook of Research on Social Studies Teaching and Learning, Kaufman reaffirmed that testing has begun to receive serious attention from social studies educators.

Check Your Progress - 2
Answer the following questions

1. What is an assessment tool?
2. Write five characteristics of an assessment tool
3. What are the factors considered in selecting an assessment tool?
4. What is portfolio assessment? What are its different types?
5. Mention two advantages of any two assessment tools

4.3.4. Let us Summarise

- The concept of assessment has a long history, but the concept has changed its focus over some time.
- Today, assessment is not to know what a learner knows, rather it is to know what he can know.
- An assessment system is a coordinated set of documented policies and procedures and includes assessment materials and tools that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

- To overcome the disadvantages of traditional assessment system, authentic or alternative assessment system has evolved.
- Authentic assessments refer to assessments wherein students are asked to perform real-world tasks that demonstrate meaningful application of what they have learned.
- There are three distinct but inter-related purposes for classroom assessment: assessment *for* learning, assessment *as* learning, and assessment *of* learning.
- An assessment is based on data and an assessment tool is a basis for collecting data for assessment.
- An assessment tool has to be selected carefully depending on what, why, and how of assessment.
- There are a varied variety of assessment tools.
- These tools may be teacher-made or purchased based on defined criteria.

4.3.5. Answers to 'Check Your Progress - 1 and 2'

Check Your Progress - 1
For answers refer to 4.3.3.1 of this Self Learning Material.

Check Your Progress - 2
For answers refer to 4.3.3.2 of this Self Learning Material.

4.3.6. Unit end Exercises

1. List the advantages and disadvantages of the assessment tools you have used in your classroom.
2. What new tools do you plan to use? Why?

4.3.7. References

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Block 4 : Textbook and Assessment for Learning in Social Sciences

Unit 4 : Continuous and Comprehensive Evaluation (CCE) in Social Sciences

Unit Structure

4.4.1. Learning Objectives
4.4.2. Introduction
4.4.3. Learning Points and Learning Activities
4.4.3.1. Concept, Aims, and Objectives of CCE
Check Your Progress - 1
4.4.3.2. Process of CCE
Check Your Progress - 2
4.4.4. Let us Summarise
4.4.5. Answers to 'Check Your Progress - 1 and 2'
4.4.6. Unit end Exercises
4.4.7. References

4.4.1. Learning Objectives

After completing this Unit, the student teachers will be able to

- Explain the concept of CCE and the background behind its implementation;
- Analyse the various aspects of CCE;
- Mention the steps involved and practice it in their teaching-learning activities;
- Bring out the benefits of CCE to teachers and students.

4.4.2. Introduction

Throughout our study of the different aspects of education, we have seen that education is a lifelong and continuous process. As a result, there is a regular analysis and evaluation of the system, be it the teaching-learning method, curriculum, or the evaluation. Examinations are an indispensable part of the educational process. Hence, some form of assessment is necessary to determine the effectiveness of teaching-learning processes and their internalization by learners. The existing system did not encourage acknowledging the individual needs, pace, and socio-cultural contexts and looked at assessment as a one-way process, which does not take into account the teachers' involvement in the child's learning. This might have been also because traditional practices of using tests and examinations as assessment strategies continued to prevail. Recognizing the role of a cooperative classroom that helps nurture the skills of learning to learn, it is important to ensure that teachers are not only equipped with skills but are also provided flexibilities to explore, innovate, and engage without getting burdened with continuous testing and record-keeping measures. A major change in this direction was seen through the implementation of the RTE Act of 2009 with which you are all familiar. Section 29(2) of the RTE Act–2009 requires that the guidelines of curriculum and evaluation procedures be laid down by the appropriate academic authorities. This has resulted in the formulation of CCE by the concerned authorities. The NCERT, being the apex body in school education at the national level, developed resource materials to address CCE and also disseminated it widely. In this Unit, we will study and understand the different aspects of CCE with special reference to Social Science.

4.4.3. Learning Points and Learning Activities

4.4.3.1. Concept, Aims, and Objectives of CCE

a. Background of CCE

The concept of continuous evaluation is not a new one. It has been recommended way back from. Hunter Commission (1882), Calcutta University Commission or Sadler Commission (1917-1919), Hartog Committee Report (1929), the Report of Central Advisory Board / Sargent Plan (1944), Secondary Education Commission / Mudaliar Commission (1952-53), etc. They have all made recommendations regarding reducing the emphasis on external examination and encouraging internal assessment through Continuous and Comprehensive Evaluation. The need for this has been reiterated over the last few decades.

- The Kothari Commission report (1966) observed, 'On the completion of the course, at the end of the lower or higher secondary stage, the student should receive a certificate from the school also giving the record of his internal assessment as contained in his cumulative record. This certificate may be attached to that given by the Board in connection with the external examination…' (9.81). It further adds, 'This internal assessment or evaluation conducted by the schools is of greater significance and should be given increasing importance. It should be comprehensive, evaluating all those aspects of students' growth that are measured by the external examination and also those personality traits, interests, and attitudes which cannot be assessed by it.'
- The National Policy on Education 1986 had also stated that continuous comprehensive evaluation should incorporate both scholastic and non-scholastic aspects of evaluation spread over the total span of instructional time.
- "Learning without Burden"- a Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, Govt. of India has stated that: " Board examination, taken at the end of Class X and XII, have remained rigid, bureaucratic, and essentially uneducated…"
- The National Curriculum Framework 2005 also proposed examination reforms. It said a school-based CCE system should be established to
    - ✓ Reduce stress on children
    - ✓ Make evaluation comprehensive and regular
    - ✓ Provide space for teacher for creative teaching
    - ✓ Provide a tool for diagnosis and remediation
    - ✓ Produce learners with greater skills

With this background, Continuous and Comprehensive Evaluation, commonly known as 'CCE' is introduced as a school-based system of evaluation as per the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), implemented since April 2010. The Act requires that Continuous and Comprehensive Evaluation be implemented for children till the completion of elementary schooling.

b. Concept of CCE

Broadly, the term 'Continuous and Comprehensive' means that evaluation should be treated as an integral part of teaching-learning process rather than as an event which follows the completion of teaching the syllabus. The new paradigm shift suggests that a child's learning and development cannot be viewed in terms of a rigidly defined class-structure, nor can it be fitted into an annual cycle of evaluation and promotion. The RTE Act represents the

legal approval of this thinking as the Act prohibits stagnation of children and requires that a child can join the school at any point in the year.

According to a CBSE Concept Note on Conceptual Framework of CCE, "it is a developmental process of assessment which emphasises on two fold objectives: continuity in evaluation and assessment of broad based learning and behavioural outcomes". The main aim of CCE was to evaluate every aspect of the child during their presence at the school. This was believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method was claimed to bring enormous changes from the traditional *chalk and talk* method of teaching, provided it is implemented accurately.

Further, the concept of CCE can be better understood by understanding the three words involved in the phrase and integrating them as follows. "The term 'Continuous' emphasises that the evaluation of the identified areas of personality is a continuous 'process' rather than a combination of isolated unconnected 'events'; that it is built into the total teaching-learning process as its integral part and is thus spread over the entire span of an academic session. Continuous evaluations have the following characteristics.

- They are regular and frequent in nature.
- Also, continuous assessment can either be an intensive tool or a relaxed yet efficient technique.
- They focus primarily on the course module and ensure that they are treated as regular feedback.
- Moreover, the form of the continuous assessment can be different than usual, considering the final objectives.
- The continuous assessment technique is an effective instrument to determine and develop competencies.
- This method is comprehensive, cumulative, diagnostic, formative, guidance-oriented and systematic in nature.

The second term `comprehensive' means that the scheme attempts to cover both the scholastic and the coscholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other then 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: Knowledge, Understanding/Comprehension Applying, Analyzing, Evaluating and Creating.
The third term 'Evaluation' implies that the purpose of the total endeavour is not just the measurement of the level of achievement and proficiency of students but also their improvement through diagnosis and remediation/enrichment."

The scheme is thus a curricular initiative, attempting to shift emphasis from testing to holistic learning. It aims at creating good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence. It is expected that this will equip the learners to meet the challenges of life with confidence and success.

c. Features of Continuous and Comprehensive Evaluation:

- The 'continuous' aspect of CCE takes care of the 'continual' and 'periodicity' aspect of evaluation.
- Continual means assessment of students at the beginning of instructions (placement evaluation) and assessment during the instructional process (formative evaluation), done informally using multiple techniques of evaluation.
- Periodicity means the assessment of performance done at the end of a unit/term (summative).
- The 'comprehensive' component of CCE takes care of assessment of the all-round development of the child's personality.
- It includes an assessment of Scholastic as well as Co-Scholastic aspects of the pupil's growth.
- Scholastic aspects include curricular areas or subject-specific areas, whereas Co-Scholastic aspects include Life Skills, Co-Curricular activities, attitudes and values.
- Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of the unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed up with appropriate interventions and remedy measures.
- Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria; where assessment in Life Skills is done on the basis of Indicators.
- As a part of this system, student's marks were replaced by grades which were evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim wasto decrease the workload on the student by means of continuous evaluation by taking number of small tests throughout the year in place of single test at the end of the academic program. Only grades were awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behaviour, etc. to evaluate and present an overall measure of the student's ability.

d. Objectives of CCE

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorization.
- To make evaluation an integral part of the teaching-learning process.
- To use evaluation for improvement of students' achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial measures.
- To use evaluation as a quality control devise to raise standards of performance.
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment.
- To make the process of teaching and learning a learner-centred activity.

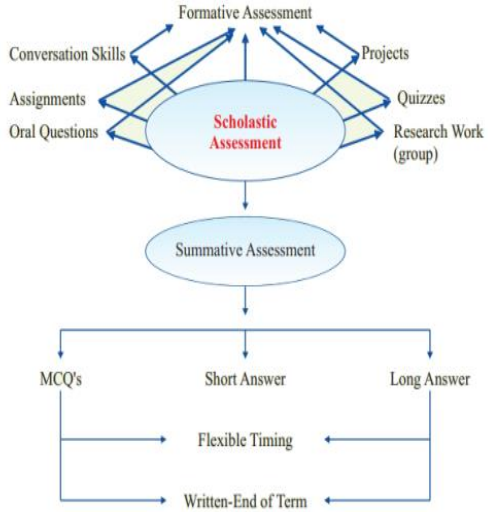
e. Functions of CCE

In the teaching- learning process, the evaluation is expected to take care of scholastic and co-scholastic aspects. If a child is weak in some area, diagnostic evaluation and remedial measures should be adopted.

- To help the teacher to organize effective teaching strategies.
- To help in regular assessment to the extent and degree of Learner's progress (ability and achievement with reference to specific scholastic and co-scholastic areas).

- To diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses andhis/ her needs.
- To provide immediate feedback to the teacher, who can then decide whether a particular unit or concept needs re-teaching in the whole class or whether a few individuals are in need of remedial instruction.
- To help children know their strengths and weaknesses.
- To provide the child a realistic self assessment of how he/ she studies.
- To motivate children to develop good study habits, to correct errors, and to direct their activities towards the achievement of desired goals.
- To help a learner to determine the areas of instruction in which more emphasis is required. Continuous and ComprehensiveEvaluation identifies areas of aptitude and interest.
- To help in identifying changes in attitudes, and value systems.
- To help children in making decisions for the future, regarding choice of subjects, courses and careers.
- To provide information/reports on the progress of students in scholastic and co-scholastic areas and thus helps in predicting the future successes of the learner.

We have understood that CCE aims at the overall assessment of the learner. The process of assessing the students' progress in achieving objectives related to scholastic and co-scholastic domain is called comprehensive evaluation. It has been observed that usually the scholastic areas such as knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed. The co-scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, the scholastic and co-scholastic both should be given importance. Simple and manageable means of assessment of co-scholastic aspects of growth must be included in a comprehensive evaluation scheme. In National Policy on Education (NPE) document, 1986 and as modified in 1992 also it is mentioned that the scheme of evaluation should cover all learning experiences of scholastic subjects and non-scholastic areas. . The various aspects of scholastic and coscholastic assessment identified by NCERT are given below.



e. Benefits of CCE

NCERT has identified the following as the benefits of CCE

- **Improve learning:** A major problem in learning in the country presently is the low-performance level of pupils in schools. NCF, 2005, emphasises the learner-centred instructional approach because of raising the performance level. The shift towards the continuous assessment by planning assignments, i.e. class exercises, projects, tests, in a way that will involve the pupil more in 'analysis', 'application' and 'problem-solving', and will require the pupil to carry out projects that help in getting pupils more involved in their learning. The redesign of class tests and projects to emphasise analytical skills will help pupils to acquire and use high-level competencies. In effect, the continuous assessment system with a greater degree of pupil-centred learning can raise the general level of educational performance in the country.

- **To know what students know and can do:** Any teacher would like to have a better understanding of the students, find out if the learners are learning what has been taught. The frequent interactions help the teacher to find out if the students are learning what has been taught and to know their strengths and weaknesses. CCE captures the full range of learners' performance and motivates them to work hard to achieve higher levels of mastery. Learners possess different abilities and the diversified assessment activities provide a chance for all to show what they know in different ways.

- **No one left behind:** By continuously observing the learners see what they know and can do, the teacher can make sure that no learner fails. Everyone is given a chance to succeed and more attention is given to children who were falling behind. The continuous assessment process fosters cooperation between the student and the teacher. While the student learns to consult the teacher, classmates, and other sources on aspects of her/his project work; the teacher can offer remedial help for further improvement in learning.

- **Improve teaching-learning process:** Classroom assessment which provides feedback to students brings about improvement in learning as well as teaching. The information helps to identify the problems in teaching, tell whether the teaching of that particular topic was effective, and helps to modify teaching-learning activities. When assessment and instruction are effectively intertwined, it enables teachers to meet individual learning needs in time. The pedagogical strategies including remediation activities for pupils who are not working at the expected level and the creation of enrichment activities for pupils who are working at or above the expected level.

- **Remediation and Enrichment:** Continuous assessment as a diagnostic tool enables both teachers and learners to understand the areas in which they are falling behind and take corrective measures. The accurate and descriptive feedback helps the pupils to become better learners and knowledge producers by encouraging them to improve their knowledge and skills through learning.

- **Catering to diverse learners:** With the introduction of the policy of 'Education for all', giving a chance for all school-age children to attend school, the range of abilities of the learners in a classroom is much larger. The 'no-detention policy' emphasises getting all learners to succeed in school. CCE offers ways to cater to learners with

differentiated learning levels and abilities. The continuous assessment helps the teacher to adapt her/his teaching strategies according to the needs of the learners so that all will have the chance to learn and succeed.

- **Feedback to students and parents:** Focusing on the learning objectives and the success criteria, the students should be provided with specific, descriptive, and immediate feedback on what they have achieved and where they need to improve. Parents need to know specifically what their children are learning and their areas of difficulty. Through CCE the relationship of teachers with the students and parents becomes stronger. They come to know not just about the level of their children but also about how the teachers will be helping the learners to overcome the difficulty and how they can also contribute towards it.

- **Evaluation:** The teacher will be able to evaluate a learner's overall progress at the end of the academic year after going through the frequent continuous assessment outcomes. They can be assessed in groups as well as individually at different times rather than relying on one time and just one form of assessment, i.e. paper-pencil test.

Check Your Progress - 1
Answer the following questions

1. State the charactersitcs of CCE
2. List the major objectives of CCE
3. What are the functions of CCE?

4.4.3.2. Process of CCE

Assessment and teaching-learning are complementary to each other, and cannot be segregated or viewed in isolation. Hence, it is important to consider that the process of assessment focuses on understanding how children learn and do not view CCE, only as a scheme of evaluation, portraying quantum of the syllabus, frequency of testing, list of tools, and giving weightage to different cycles of tests to mark, grade, judge and label children. Recognising learning being a continuous process with both horizontal and vertical linkages that require action, reflection, and modification in teaching-learning by both teachers and students.

Some pointers need to be followed during teaching learning and assessment under CCE. Child centered teaching learning and assessment under CCE depends, to a large extent, on the school and classroom environment, which needs to be child friendly and free from any elements that promote fear, anxiety, or trauma among children in any manner.

- **Ensuring a Child-Friendly environment:** A safe, secure, and motivating child-friendly school environment that encourages child centered practices of teaching-learning can help children learn better.

- **Child-Centered Teaching-Learning and Assessment:** A child-friendly environment complements child centered process of teaching-learning and assessment. Hence, taking into account these and integrating the aspects mentioned under the three purposes of assessment i.e. assessment for, of, and as learning following are some essentials to Continuous and Comprehensive Evaluation implementation.

- **Recording and Reporting:** Class-wise learning outcomes defined under each curricular area provide the overall framework for monitoring students' progress and give a comprehensive picture of a child's learning and development under each curricular area.

- **Collection of evidence of children's learning progress:** The information or the data on children's learning is the evidence which needs to be systematically recorded, so that, these may be referred to at any point in time in a year.

- **Preparation of Progress report:** It may be done quarterly in a year; however, the appropriate authority may take the final decision for the same.

- **Sharing the Progress Report:** The progress of each child needs to be shared regularly with different stakeholders and most importantly with parents/guardians and children themselves.

CCE answers three main questions namely

- What should be assessed
- When should it be assessed?
- How should it be assessed?

Let us learn about these things in a little more detail.

a. What should be assessed?

As CCE focuses on the overall development of the child, all aspects of the child's development need to be assessed. To make the process comprehensive in nature, a child's learning is done in a whole range of situations and environments both in and out of the classroom. The assessment process also needs to be part of the way of providing information and feedback on the extent to which the school and teachers have been successful in realizing the expected outcomes of education.

In view of getting a complete picture of the child's learning, assessment should focus on the learner's ability to –

- learn and acquire desired skills related to different subject areas.
- acquire a level of achievement in different subject areas in the requisite measure
- develop a child's skills, interests, attitudes, and motivation
- understand and lead a healthy and productive life.
- monitor the changes taking place in a child's learning, behaviour, and progress over time.
- respond to different situations and opportunities both in and out of school.
- apply what is learned in a variety of environments,
- circumstances and situations work independently,
- collaboratively and harmoniously. analyze and evaluate.
- be aware of social and environmental issues, participate in social and environmental projects and causes.
- retain what is learned over some time.

To realize the objectives of CCE, the teacher needs to keep the following parameters –

- assess the learner.
- use a variety of ways to collect information about the learner's learning and progress in subjects and cross-curricular boundaries.
- collect information continuously and record the same.
- give importance to each learner's way of responding and learning and the time he/she takes to do so.
- report on an ongoing continuous basis and be sensitive to every learner's responses.
- provide feedback that will lead to positive action and help the learner to do better
- In the assessment process, one should be careful NOT to:
  -label learners as slow, poor, intelligent, etc.
  -make comparisons between them.
  -make negative statements.

b. When to assess

Assessment of the outcomes of learning in holistic education is integral to the teaching-learning process. Each learning session should involve three parts: the process of learning, applying what has been learned, and assessment of what has been learned. This is one way to combine learning and assessment.

To have, continuous and comprehensive assessment, both scholastic and co-scholastic aspects need to be given due recognition. Such a holistic assessment requires maintaining an ongoing, changing, and comprehensive profile for each learner that is honest, encouraging, and discreet. While teachers daily reflect, plan, and implement remedial strategies, the child's ability to retain and articulate what has been learnt over some time also requires periodic assessment. These assessments can take many forms but all of them should be as comprehensive and discreet as possible. Weekly, fortnightly, or quarterly reviews (depending on the learning area), that do not openly compare one learner with another and are positive and constructive experiences are generally recommended to promote and enhance not just learning and retention among children but their soft skills as well. To improve the teaching-learning process, Assessment should be both formative and summative assessment.

c. How to assess

Assessment is done mainly with two approaches namely formative and summative assessment.

- **Formative Assessment:**

Formative assessment is a tool used by the teacher to continuously monitor student progress in a non-threatening, supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice, and improve upon it. It involves students' being an essential part of assessment from designing criteria to assessing self or peers. If used effectively it can improve student performance tremendously while raising the self-esteem of the child and reducing the workload of the teacher. This process enables teachers to track each student’s progress in academic subjects as well as co-scholastic areas such as life skills, attitudes and values, and extra-curricular activities. Schools and teachers are advised not to restrict formative assessment to paper and pencil tests. Instead, teachers are mandated to use other means of testing such as quizzes, puzzles, project work, practicals, and assignments. Formative Assessment is given 40 percent weightage in the final grade awarded. Teachers have the discretion to enhance a student’s

academic grades (in a maximum of two subjects by one grade) if he/she has performed well in non-scholastic activities.

The main features of the Formative Assessment are: It is

- ✓ diagnostic and remedial
- ✓ makes a provision for effective feedback.
- ✓ provides the platform for the active involvement of students in their learning.
- ✓ enables teachers to adjust teaching to take account of the results of the assessment.
- ✓ recognizes the profound influence assessment has on motivation and self-esteem. of students, both of which are crucial influences on learning.
- ✓ recognizes the need for students to be able to assess themselves and understand how to improve.
- ✓ builds on students' prior knowledge and experience in designing what is taught. incorporates varied learning styles into deciding how and what to teach.
- ✓ encourages students to understand the criteria that will be used to judge their work.
- ✓ offers an opportunity for students to improve their work after feedback.
- ✓ helps students to support their peers, and expect to be supported by them.

Formative Assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

The following are a few representative examples of Formative Assessments:

- ✓ Questions that teachers pose to individual students and groups of students during the learning process to determine what specific concepts or skills they may be having trouble with. A wide variety of intentional questioning strategies may be employed, such as phrasing questions in specific ways to elicit more useful responses.
- ✓ Specific, detailed, and constructive feedback that teachers provide on student work, such as journal entries, essays, worksheets, research papers, projects, ungraded quizzes, lab results, or works of art, design, and performance. The feedback may be used to revise or improve a work product, for example.
- ✓ “Exit slips” or “exit tickets” that quickly collect student responses to a teacher’s questions at the end of a lesson or class period. Based on what the responses indicate, the teacher can then modify the next lesson to address concepts that students have failed to comprehend or skills they may be struggling with. “Admit slips” are a similar strategy used at the beginning of a class or lesson to determine what students have retained from previous learning experiences.
- ✓ Self-assessments that ask students to think about their learning process, to reflect on what they do well or struggle with, and to articulate what they have learned or still need to learn to meet course expectations or learning standards.
- ✓ Peer assessments that allow students to use one another as learning resources. For example, “workshopping” a piece of writing with classmates is one common form of peer assessment, particularly if students follow a rubric or guidelines provided by a teacher.

Let us understand it through an example
Topic: Physical features of India
Task: Dramatization

The class is divided into small groups. Each group represents a particular physical feature

The objective is

- To enable the learners to gain an insight into the valuable resources available in India.
- To provide an opportunity for the learners to reflect on the variety of resources and their uses.

The expected skills are

- To develop in the students the ability to Write scripts
- Deliver dialogue Act Work in teams
- To work in a team

Assessment: The performance of the groups will be assessed based on content, dialogue-delivery, and clarity of concept.

Following are the main features of the assessment.

- The main objective is to enable the learners to gain an understanding of the different physical features of India
- The activity is part of the teaching-learning of the topic of physical features of India
- The task involves students in group interaction and presentation.
- After the task is completed, the teacher gives feedback for improvement. Also, if needed, the lesson may be reviewed.
- Assessment is done based on well-defined criteria.
- The task is done in the classroom as part of the lesson. The main purpose is not to measure the knowledge of the learners.
- The task aims to provide conceptual clarity to the learners through experiential learning.
- It also encourages further learning.

These characteristics establish it as a Formative Assessment.

- **Summative Assessment**

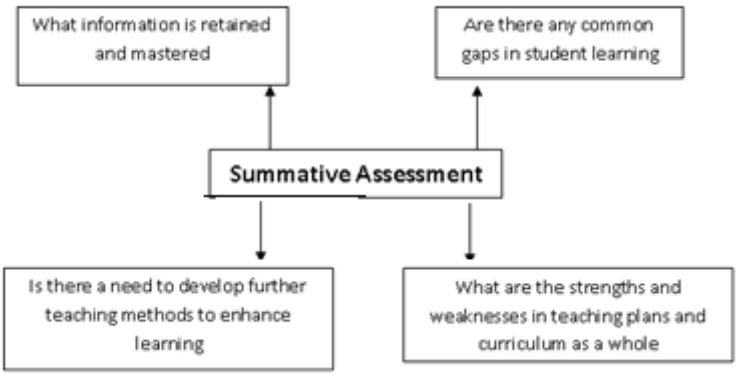
Summative assessment is carried out at the end of a course of learning. As the name itself indicates it measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades. Predominantly summative assessment will not by itself be able to yield a valid measure of the growth and development of the child. It, at best, certifies the level of achievement only at a given point in time. The paper-pencil tests are basically a one-time mode of assessment and to exclusively rely on it to decide about the development of a child is not only unfair but also unscientific. Overemphasis on examination marks focusing on only scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on the Summative Assessment system also produces enormous stress and anxiety among the learners.

Generally speaking, Summative Assessments are defined by three major criteria:

- ✓ The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment "summative" is not the design of the test, assignment, or self-evaluation, per se, but the way it is used-i.e., to determine whether or not and to what degree students have learned the material they have been taught.
- ✓ Summative Assessments are given after a specific instructional period, and therefore they are generally evaluative, rather than diagnostic-i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.
- ✓ Summative Assessment results are often recorded as scores or grades that are then factored into a student's permanent academic record, whether they end up as letter grades on a report card or test scores used in the college admissions process. While Summative Assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

In the example cited above, on the physical features of India, the question describe the physical features of India's accounts for summative assessment.

The benefits of summative assessment can be shown as follows.



The distinction between some types of Summative Assessment and Formative Assessment can be hard to identify. For example, schools may use benchmark testing to monitor the academic progress of pupils and determine whether they are on track to mastering the material that will be evaluated on end-of-course tests.

Merits of implementing CCE

It will help the learners to develop holistically in terms of personality, i.e., physically fit, mentally alert and emotionally balanced.

The students will have more time at their disposal to develop hobbies and personalities

- Students, teachers and parents will be more logical in making an informed choice about subjects.
- It would equip students with life skills, especially creative and critical thinking skills.

- It is more valid than external examinations as it covers all the topics of the syllabus through assessment on daily as well as periodic basis.
- Students will become regular and punctual. They will try to do their assignments and class work to the satisfaction of all concerned.
- The problem of indiscipline will remain subsided
- It is more reliable than external examinations as it covers all the topics of the syllabus.
- It motivates the pupils to work regularly and thoroughly. They are motivated to work through out the year.
- It aims at finding out what the child knows, what she/he can do and what intelligence she/he possess rather than finding out what she/he does not know, what she/he cannot do and what intelligence she/he does not posses.

Demerits of implementing CCE

- It is time consuming.
- There will be heavy workload for teachers.
- The short term evaluation increases the work load of teachers. It demands training, efficiency and resourcefulness on the part of the teachers.

Check Your Progress - 2

Answer the following questions

1. Write any three differences between Formative and Summative assessment
2. What are the features of FormativeAssessment?
3. What are the criteria that define SummativeAssessment?

4.4.4. Let us Summerise

- The concept of CCE is not new. It has been recommended since the 19th century
- It is a part of the RTE Act-2009and forms the Section 29(2).
- Each letter of the acronym emphasises a great feature of the program and justifies its importance.
- The term ‘continuous’ is built into the total teaching-learning process as its integral part and is thus spread over the entire span of an academic session.
- ‘Comprehensive' attempts to cover both the scholastic and the coscholastic aspects of students' growth and development making it a complete assessment.
- Evaluation’ implies that the purpose of the total endeavour is not just the measurement of the level of achievement and proficiency of students but also their improvement through diagnosis and remediation/enrichment.”
- The process of CCE clearly describes what and when to do the assessment and how to do it.
- Formative and SummativeAssessments are the two major approaches to evaluation.
- Both have many merits and a few demerits.

4.4.5. Answers to ‘Check Your Progress - 1 and 2’

Check Your Progress - 1

For answers to questions in this section refer 4.4.3.1 of this Self Learning Material.

Check Your Progress - 2

For answers to questions in this section refer 4.4.3.2 of this Self Learning Material.

4.4.6. Unit end Exercises

1.List the steps involved in CCE of learners in your class. Share your experience in practicing with your colleagues

4.4.7. References

1. https://nroer.gov.in/home/file/readDoc/598358a316b51cad8ce1d28b/understanding-cce-in-the-context-of-rte-2009.pdf
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Block 4 : Textbook and Assessment for Learning in Social Sciences

Unit 5 : Analysing Textbooks in Social Sciences

Unit Structure

4.5.1. Learning Objectives
4.5.2. Introduction
4.5.3. Learning points and learning activities
4.5.3.1. Points to be considered while analysing social science textbook
Check Your Progress - 1
4.5.3.2. Analysis of Social Science TextBooks
Check Your Progress - 2
4.5.4. Let us Summarise
4.5.5. Answers to 'Check Your Progress - 1 and 2'
4.5.6. Unit end Exercises
4.5.7. References

4.5.1. Learning Objectives

After studying this unit, the student teachers will be able to

- Explain the major characteristics of Social Science Textbook; and
- Critically analyse the Social Science Textbooks of different classes.

4.5.2. Introduction

You have used several textbooks as a student and as a teacher. So, you are familiar with the advantages of a textbook. You have liked, loved some textbooks, and disliked some textbooks. Reflect on those textbooks which you have liked as a student and as a teacher. Certainly, these qualities differ. In reality, both qualities that you have liked as a student and as a teacher are important for a textbook.

Social Science textbooks play a very important role in the total course of the study. They help prepare students to develop the historical knowledge and the skills necessary to interpret the past with clarity, empathy, imagination, and rigor.

They help to develop desirable civic characteristics, patriotism, global citizenship, and personal character.

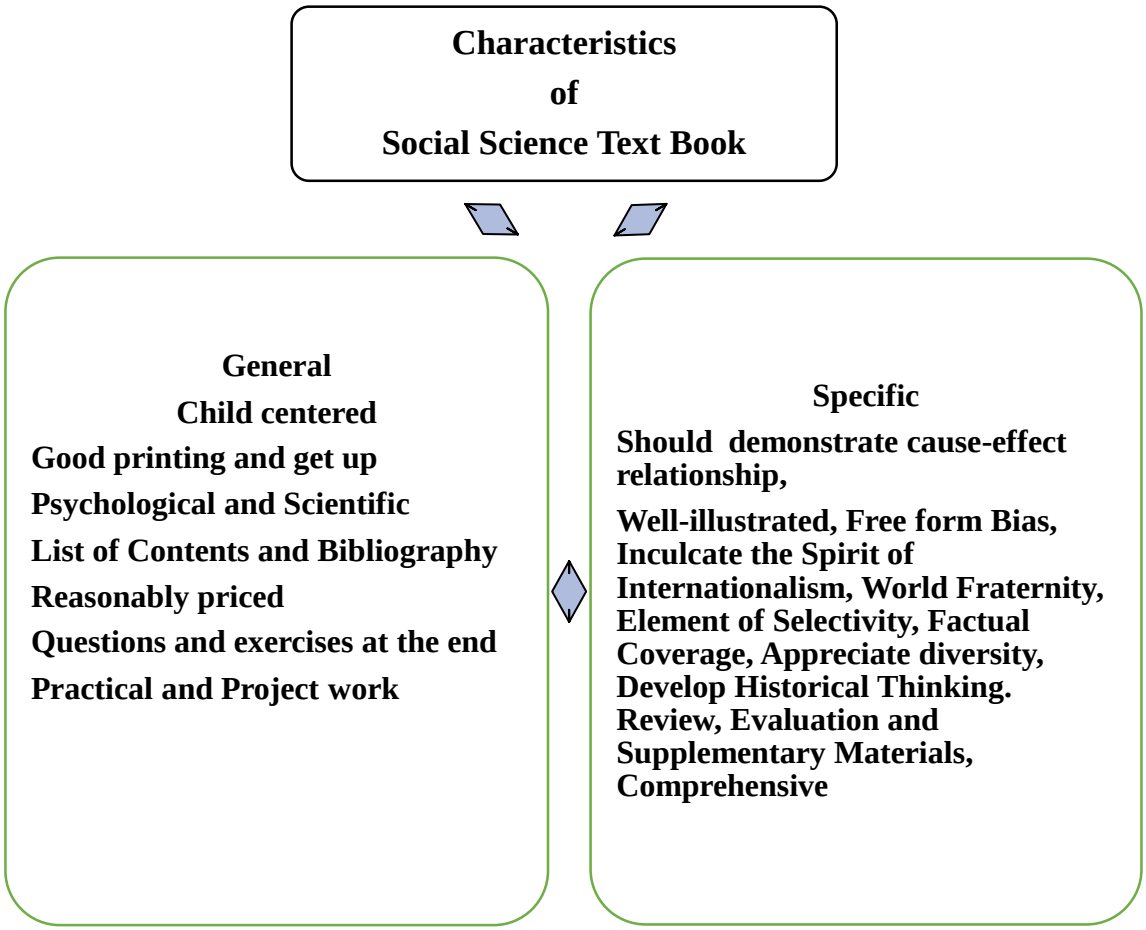
Certain characteristics are common to all the textbooks and some unique characteristics for each subject textbook. You have already studied these characteristics in unit 4.1. In this Unit, let us recapitulate these general qualities and specific characteristics of a history textbook and also learn how to analyse a history textbook.

4.5.3. Learning points and Activities

4.5.3.1. Points to be considered while analysing social science textbook

You have already studied the characteristics of a good social science textbook under 4.1 of this course. Let us recall those points along with a few more in this unit in order to analyse a scoical science text book. A Social Science textbook should possess both the general characteristics and specific characteristics. Let us recall the characteristics discussed in unit 4.1.

It is made more explicit here to facilitate you to analyze social science text books.



A. General Characteristics

1. Child Centred

Diction of the Text-book should be according to the age and standard of pupils. Good text-books in social science must be suited to the age, ability and interests of the pupils for whom these are written. Thus, they should be child centred and should reflect the stage the child has reached.

2. Text-books should be written in Clear and Simple Language. The style adopted in text-books should be lucid.

3. Good Printing and Get-up

The Social Science Textbook should be printed with clear font and appropriate font size so that students find it easy to read the book. The cover page should be made attractive with relevant pictures and the get-up of the textbook should motivate the students to use it. The printing and the get-up of the history text-books should be good. There should be an attractive cover page. The cover page should be thick and the book should be handy.

4. Psychological and Scientific

Text-books of social science should be written on the basis of the principles of psychology. They should be scientifically planned and written. It should start from simple descriptions and move towards more complex ones. The presentation should follow some logical order.

5. List of Contents and Bibliography

There should be a list of contents in the beginning of the book and in the end, there should be a bibliography. List of contents helps the students in finding out the topics which they want to study without wasting much of their time. Bibliography gives them the subject matter for further study of the subject.

6. Reasonably Priced and Within the Reach of Common People

Text-books should be reasonably priced. They should be priced such that it may be possible for the common man to purchase them.

7. Questions, Projects and practical work at the end of each unit

At the end of every chapter, there should be certain questions. These questions should be so designed that they may help the students to recapitulate the topic that they have read. There should be scope for individual work, group work. Individual projects and group projects should be well listed. Instructions to proceed with the practical work should be clear.

B. Specific Characteristics

8. Should clarify Cause-effect Relationship

History is nothing but a chain of cause and effect relationship. This should be made obvious at every stage of presentation of historical events. Good text-books in Social Science should reveal to the pupils where they are in time, space and society. They should make clear to the pupils the relationship which links the present with the past, the local with the distant and personal and national life with the life and cultures of the people living in the other lands.

9. Should be well illustrated

These features contribute for clarity of concepts and events. This also makes the text book more attractive. Therefore, Social Science text books should contain pictures, maps, charts, time-lines, graphs and sketches of various historical events to make the subject-matter easily understandable and to sustain the interest of the pupils.

10. Free from Bias

The first and foremost characteristic of a Social Science text book is its validity in presenting the facts/events. The author/authors of the text book should not allow any sort of bias peep into the text book. It should present only the truth and nothing beyond truth. This demands the author to be very objective in presenting the historical events. The Social Science textbook should be free from any such adjectives, adverbs or qualifiers.

11. Able to Inculcate the Spirit of Internationalism and World Fraternity

One of the major objectives of teaching history is to build global citizenship. It should present the events that contribute to develop love, appreciation and positive attitude about whom the people they are studying about. Besides national integration, a Social Science text

book should aim at inculcating, among the students, the feeling of internationalism and world fraternity. History text-books should not develop narrow outlook in the students.

12. Element of Selectivity

Only such events and facts are selected for inclusion in the text book, that are helpful for upholding social values and make progressive step. This principle should be kept in mind while writing text-books of Social Science. Such events should be emphasised in the history text-books that have influenced mankind to a greater extent.

13. Factual Coverage

Social Science textbooks convey historical facts. No matter what the subject or how large the book, historians are selective about which historical facts to include. A satisfactory history text describes what the key selection criteria have been so that users can assess the validity of the choices and also have an awareness of the potential gaps.

Factual coverage should reflect explicit attention to chronology and change over time. That is, it should help establish differences as well as similarities between past and present and should deal with events and patterns in a sequence of time.

Regular updating and revision in light of new historical research as well as research from the scholarship of teaching and learning are essential for textbook accuracy and balance. Wherever possible, a brief discussion of suggested supplementary readings, appropriate to the user level but reflective of the most recent historical research, should be included.

14. Scope to appreciate diversity

Factual coverage in Social Science textbooks should also reflect the experiences of different groups. Historically, group identities based on race, class, religion, gender, and sexuality have shaped how people view the world and understand historical change. Textbooks should seek to appreciate and represent these diverse experiences, integrating them into the larger analytical framework and narrative structure.

15. Comprehensive

No event takes place in isolation. The facts should be dealt with all its details from different dimensions like economic, political, social and cultural aspects of the human experience as well as with the interrelationships among these facets of the human experience. When appropriate to the course, global perspectives are also a defining feature of adequate textbooks.

16. Develop Historical Thinking

The presentation of evidence in textbooks should acknowledge the diverse forms of historical evidence and the fact that the interpretation of this evidence is rarely straightforward. Adequate Social Science textbooks should actively encourage historical thinking and the development of historical habits of mind beyond memorization. Adequate history texts not only provide a historical narrative based on a variety of historical sources and the latest scholarship, they also encourage readers, to apply the range of skills it takes to decode the complex historical record and to create historical arguments and narratives.

Good Social Science textbooks can also encourage historical thinking in other ways. They can help students learn both to rigorously analyse specific pieces of evidence and to identify and explain broader patterns of change and continuity over time. They can also help students develop the skills to apply historical knowledge and historical thinking to contemporary issues. They can encourage students to engage in a dialogue with the past, to have them ask substantive historical questions, and to help students develop positions that reflect careful deliberation and diverse perspectives. Lastly, textbooks can also make use of the scholarship of teaching and learning to provide guidance on a variety of assessments that promote historical thinking and active learning.

18. Review and Evaluation

Prior to publication, Social Science textbooks should be reviewed and evaluated by researchers and active teachers. In other words, the composition of textbooks should involve the participation of leading scholars and of the teachers, community college instructors, and public historians who will most likely assign and rely on these textbooks. Once adopted, textbooks should be regularly evaluated, revised and updated for their effectiveness.

19. Suggest Supplementary materials

When possible, textbooks should also offer different types of supplementary materials in both print and digital formats. Textbooks should also be evaluated in terms of their adaptability in various school settings and should be adaptable to schools with very different resource levels. Offering a wide range of supplementary materials, in both print and digital formats, can help overcome the disparity in resource levels.

Check Your Progress - 1

Make a list of the characteristics of a good Social Science text book and explain each characteristic within two sentences each.

4.2.3.2. Analysis of Social Science Text Books

It is important for every teacher to understand how to evaluate a Social Science text book. It is an important responsibility of every Social Science teacher to communicate their observations to the authorities, so that, those points will be taken care of during the next revision of the text books. Observations related to each of the characteristics mentioned above, should be documented, discussed with the Social Science teachers of other schools, experts and the same needs to be informed to the text book authorities.

Let us learn how to make an analysis of a text book. Firstly, select a text book for analysis. Let us say, you are analysing the '8^{th} Standard Social Science Text Book'.

Text to be analysed: Example: 8^{th} Standard Social Science Text Book

Name of the Teacher: xxxxxxx

Name of the School: xxxxxxxxx

Instructions: Select a Social Science text book of either class 8^{th}, or 9^{th} or 10^{th} standard. You need to go through the text thoroughly well and only after that you can present your observations. You can recall your experiences while preparation for teaching or during teaching.

Use the following tool to write a descriptive report.

Understand each of the characteristics properly and put a '√' mark as per your experience and observation in the appropriate column. Write the reasons in brief to mark as 'highly satisfactory'/ 'satisfactory'/ 'not satisfactory'.

Sl. No.	Characteristics	Highly Satis factory	Satis factory	Not Satis factory	Reasons
1	Child centred Example:			'√'	Many of the words used to explain the concepts are beyond the comprehension of students. Needs to be still more simple in terms of language used.
2	Good Printing and Get-up				
3	Psychological and Scientific				
4	List of Contents and Bibliography				
5	Reasonably Priced				
6	Questions, Projects and practical work at the end of each unit				
7	Clarify Cause-effect Relationship				
8	Should be well illustrated				
9	Free form Bias				
10	Inculcate the Spirit of Internationalism				
11	Element of Selectivity				
12	Factual Coverage				
13	Scope to appreciate diversity				
14	Comprehensive				
15	Develop Historical Thinking				
16	Review and Evaluation				
17	Suggest Supplementary materials				

Check Your Progress - 2
Give the same tool to another teacher who is teaching social studies in your school and request her/him to record the observations for the same textbook.

4.5.4. Let us Summarise

- Certain characteristics are common to all the textbooks but there are some unique characteristics for each subject textbook.
- A Social Science textbook should possess both the general characteristics and specific characteristics. Child-centredness, good printing and get up, following psychological and scientific principles, giving a list of contents and bibliography, assigning reasonable price, giving questions and exercises at the end, suggesting practical and project work at the end of units are the general characteristics of Social Science textbook.
- Making the cause-and-effect relationship among events obvious, giving good illustrations, being free from bias, inculcating the spirit of internationalism, world fraternity, having an element of selectivity, taking care of factual coverage, making scope for appreciating social diversity, developing historical thinking, compulsory review and evaluation, suggesting supplementary materials and being comprehensive in presenting events are the specific characteristics of Social Science textbook.

4.5.5. Answers to 'Check Your Progress - 1 and 2'

Check Your Progress - 1
Refer to Self-Learning Material 4.5.1.

Check Your Progress - 2
Discuss with that teacher who has marked her/his observations and find the reasons for such points. Validate your observations.

4.5.6. Unit end Exercises

Select a Social Science textbook of your choice, make a depth study of the same, and analyse that textbook based on the characteristics suggested.

4.5.7. References

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Block 4 : Textbook and Assessment for Learning in Social Sciences

Unit 6 : Preparation of Balanced Question Papers in Social Science

Unit Structure

4.6.1. Learning Objectives
4.6.2. Introduction
4.6.3. Learning Points and Learning Activities
4.6.3.1. Concept of Balanced Question Paper
Check Your Progress - 1
4.6.3.2. Preparation of a Sample Balanced Paper
Check Your Progress - 2
4.6.4. Let us Summarise
4.6.5. Answers to 'Check Your Progress - 1 and 2'
4.6.6. Unit end Exercises
4.6.7. References

4.6.1 Learning Objectives

After completing this Unit, the Student Teachers will be able to

- Explain the meaning of a Balanced Question Paper;
- Identify the factors involved in the design of a Balanced Paper;
- Analyse a question paper in terms of the objectives of the given paper; and
- Apply the principles of a Balanced Question Paper in the design of a Balanced Question Paper.

4.6.2. Introduction

Imagine yourself a day when you are very happy as your friend has come and told you that you have passed your examination with distinction. What does this mean? You have taken an examination. Your performance is evaluated and the results are announced and the result is what your friend has told you. This examination may be formal or written; informal or oral or a combination of any of these. But in the case of a formal written examination, the main tool used for evaluation is the question paper. What is a question paper? It is not just a list of questions. Let us understand more about the question paper in this Unit.

4.6.3. Learning Points and Learning Activities

4.6.3.1. Concept of a Balanced Question Paper

Broadly speaking, any list of written questions is a question paper. But our focus here is on a question paper which has a set of questions organised with definite objectives and coverage. The question paper that we are dealing with is for a summative assessment, about which you have already studied under a different context. However, let us recollect the characteristics of a Summative Assessment as follows.

- It is an assessment of learning and not for learning.
- It is carried out periodically like an annual examination, mid-term examination, etc.
- It is focused on the results or products of learning.
- It is viewed as an activity performed after the teaching-learning cycle.
- It is teacher-oriented. Teachers assign what the students must do and then evaluate how well they complete the assignment.
- Teachers adopt the role of auditors and the students assume the role of audit.

- Teachers use the result to make the final “success” or “failure” decision about a relatively fixed set of instructional activities.

A question paper to be balanced has to be looked at from many angles. It should be valid and reliable and consistent with the purpose and facilities. Important points to be considered while designing a Balanced Question Paper are the following.

- Objectives of the course content and objectives of the question paper
- Coverage of the course content
- Different facets of learning
- Types of questions
- The difficulty level of the questions
- The time required to answer the questions

Objectives of the course content and objectives of the question paper: When the course content is finalised, as a part of it the specific outcomes expected of a student out of the defined content are also expressed. This should be given due importance because it is an evaluation based on this content only. Some of the basic objectives of teaching Social Science at the secondary education level are the following.

- Acquiring knowledge
- Development of reasoning power and critical judgment
- Training in independent study
- Formulation of habits and skills
- Development of national and patriotic sense
- International understanding
- Developing social, personal, and constitutional values
- Citizenship Training
- Socialization
- Recognition of societal responsibilities
- Preservation and transmission of culture and heritage.

The objectives and purposes of the question papers may slightly vary in terms of their expression, but the ultimate objective remains the same. Let us look at the objectives of the question paper as stated by the Karnataka State Secondary Education Board. Its main aim is to evaluate the student’s performance from different angles. We will be studying this in the following pages.

Coverage of the Course Content: A student has to learn the content of the course completely and hence the question paper has to include questions from all the units/chapters. Generally, the Board understudy makes an analysis of the weightage to be given to the various parts of the content and the paper will be designed based on the related instructions.

For example, we have understood earlier that Social Science is an interdisciplinary subject with studies from History, geography, economics, political science, etc. The concerned Board decides the weightage for each of these themes and questions are prepared accordingly. An example of the weightage given by the Karnataka Board is shown below.

Sl. No	Theme	Marks
1	History	25
2	Political Science	11
3	Sociology	08

4	Geography	22
5	Economics	07
6	Business Studies	07
Total		**80**

Type of Learning Objectives: Generally four types of learning objectives are identified. They are knowledge, understanding, application, and skill. We will go through each of these in a little more detail.

Knowledge: In an educational set up knowledge refers to acquaintance with facts, truths, or principles, as from study or investigation. It mainly includes recall and recognition. It can also be recognised as

- the sum or range of what has been perceived, discovered, or learned
- familiarity or conversance, as with a particular subject or branch of learning:
- acquaintance or familiarity gained by sight, experience, or report:
- the fact or state of knowing;
- the perception of fact or truth;
- clear and certain mental apprehension.
- awareness, as of a fact or circumstance:
- something that is or may be known;
- body of truths or facts accumulated over time.

The test items may include questions like fill in the blanks, multiple-choice questions, true or false, labelling diagrams, reciting orally, etc.

Examples of knowledge-based questions may include

- The first Prime Minister of India was _____
- The highest rainfall in India is generally seen in

a. Cherapunji b. Mangalore c. Mercara d. Mysore

- The First World War came to an end with the Treaty of Paris (T/F)

Understanding: Wiggins and Jay McTighe, identify that when someone truly understands, they:

- can **explain** concepts, principles, and processes by putting it in their own words, teaching it to others, justifying their answers, and showing their reasoning.
- can **interpret** by making sense of data, text, and experience through images, analogies, stories, and models.
- can **apply** by effectively using and adapting what they know in new and complex contexts.
- demonstrate **perspective** by seeing the big picture and recognizing different points of view.
- display **empathy** by perceiving sensitively and walking in someone else's shoes.
- have **self-knowledge** by showing meta-cognitive awareness, using productive habits of mind, and reflecting on the meaning of the learning experience.

This implies that students will be able to interpret, exemplify, classify, summarise, refer, compare, and explain concepts, situations, and activities. Hence, questions may include

- Summarising readings, films, speeches, comparing/contrasting two or more theories, events, processes, etc.
- Classifying or categorising cases, elements, events, etc. using established criteria

- Paraphrasing documents.
- Finding or identifying examples or illustrations of a concept, principle, etc.

This may include questions like
- Explain briefly the Riotwari system
- Roads play a vital role in the economic development of a nation. Justify

Application: This calls for the execution/implementation of activities that require students to use procedures to solve or complete familiar or unfamiliar tasks. It may also require students to determine which procedure(s) are most important for a given task. The activities may include problem-solving, prototype simulation, etc.
Questions in this category maybe
- Describe five measures to prevent the wastage of water in your area.
- Prepare an action plan to educate people on hygiene and sanitation in your area during your free time.

Skill: Skill forms an important facet of every other learning objective. The skills may be identified primarily as
- Observational skills
- Communication and interpersonal skills
- Drawing, Reading, and interpreting tables, maps, charts, etc.

Let us understand a little more about each of these skills

Observational skills: It is very essential to be very observant to predict trends and human behavioural patterns. This is one of the basic Social Science skills students need to master. They must be keen observers of human behaviors to predict trends and patterns to be able to devise rules and regulations people will respond to due to such behavior.

Communication and interpersonal skills: This is among the most important basic social studies skills students will ever learn in school. Since they will be dealing with all sorts of people all the time communication is very important. They have to be able to translate well to other people for them to extract all the necessary information they need for their studies. Not many people are good communicators thus this is a skill only the privileged are allowed to learn and practice. Interpersonal skills come hand in hand with communication as students will learn how to relate well to other people if they learn both skills. For you to communicate well to other people whom you barely even know, you must refine first your interpersonal skills to effectively communicate words, phrases, and sentences to other people without causing any damage.

Reading and interpreting tables, charts, and graphs: This is also among the basic Social Science skills every student should learn. Mapping and predicting human behavioural patterns require having to tabulate and make lots of charts and graphs for one to make conclusions. Charts, tables, and graphs summarize the information gathered and such tools will be very helpful instruments in the prediction of trends and patterns. Such instruments will help understand human behaviour even more. They can also be used to forecast future trends starting from historical events and discover certain patterns and trends that will eventually lead you to a conclusion. It is important to be able to read and interpret tables, charts, and graphs as they all summarize quantitative and qualitative data, both of which are used in Social Science.

These are the three basic Social Science skills every student should learn. They are important not just in pursuing a career in Social Science but in our everyday situations as well. Communication and interpersonal skills are the keys to building a harmonious relationship with other people while being observant allows one to gather information and make inferences about the complex waves that is the human brain. Charts, tables, and graphs will forever be a part of Social Science. Hence interpreting and predicting these are included in the basic Social Science skills students have to master.

The questions in this category may include

- Draw a timeline of the major historical events that India saw between 1900 and 1950.
- Draw an outline map of India and mark the following.
  a. Tropic of Cancer b. Malabar Coast c. River Krishna d. Bhakra Nangal Project

Based on the above understanding of the different learning objectives, the type of questions to be included is also decided. As said earlier, we may have a look at the distribution of questions based on the learning objectives given by the Karnataka Secondary Education Board which goes as follows.

Sl.No	Objectives	Knowledge	Understanding	Application	Skill	Total
1	Marks	17	50	28	5	100
2	Percentage	17	50	28	5	100

Types of questions: An analysis of the different learning objectives to be evaluated calls for different types of questions. We have seen in the earlier pages that the type of questions may include fill in the blanks, multiple choice questions, match the following, very short answer questions, short answer questions etc. depending on the specific objective to be measured. Here again we can see the example of Karnataka Board that has decided on the different types of questions. Accordingly, following is the distribution of questions for class 10^{th} .

Sl. No	Theme	MCQs	1 Mark (VSA)	2 Marks (VSA)	3 Marks (SA)	4 Marks (LA)	5 Marks (LA)	Total
1	History	1(2)	1(2)	2(2)	3(3)	4(2)	-	25(11)
2	Pol.Sc	1(1)	1(1)	2(1)	3(1)	4(1)	-	11(5)
3	Sociology	1(2)	1(1)	2(1)	3(1)	-	-	8(5)
4	Geography	1(1)	1(2)	2(2)	3(2)	4(1)	5(1)	22(9)
5	Economics	1(1)	1(1)	2(1)	3(1)	-	-	7(4)
6	Business Studies	1(1)	1(1)	2(1)	3(1)	-	-	7(4)
	Total	8(8)	8(8)	16(8)	27(9)	16(4)	5(1)	80(38

Note: The numbers within paranthesis indicate the number of questions and the numbers outside indicate the marks.

MCQ- Multiple Choice Questions; VSA-Very Short Answer; SA-Short Answer; LA-Long Answer

Check Your Progress - 1
Answer the following questions

1. What are the factors to be considered while preparing a Balanced Question Paper?
2. List the different types of questions that can be included in a question paper of Social Science.

4.6.3.2. Preparation of Balanced Question Paper

A sample paper prepared by the Karnataka Board is given below for your understanding.

Class 10 / Sample Paper

I. Four alternatives are given for each of the following questions/incomplete statements. Only one of them is correct or most appropriate. Choose the correct alternative and write the complete answer along with its letter of alphabet in your answer booklet (8 x 1)

1. The third Carnatic war ended with the
   a) Treaty of Pondicherry
   b) Treaty of Madras
   c) Treaty of Baris
   d) Treaty of Axi-La-Chappelle

2. Gorbachev's reforms of Perestroika and Glasnost resulted in
   a) An era of world peace and Soviet prosperity
   b) Condititons that helped to break up Soviet Union
   c) A successful transition to a command economy in Russia
   d) Censorship of the news media in Russia

3. The administration of UNO and institutional functions is taken care of by
   a) General Assembly
   b) Security Council
   c) Secretariat
   d) General secretary

4. A mother's work for the family is
   a) Labour with pay
   b) Labour without pay
   c) Unorganised labour
   d) Organised labour

5. The part of the country's economy providing services is
   a) Primary sector
   b) Secondary sector
   c) Tertiary sector
   d) Unorganised sector

6. Which of the following comprises 'quantitative credit control measures'?
   a) Change in lending margins
   b) Moral suasion
   c) Direct action
   d) Bank rate policy

7. Red soilis formed from
   a) high temperature and rainfall
   b) decomposition of organic matter
   c) weathering of granite and other crystalline salts
   d) sediments deposited by rivers

8. Unemployment in developed countries is chiefly due to
   a) cheap import from developing countries
   b) out-sourcing of white collared jobs
   c) high wages for employees
   d) economic depression

II. Answer the following questions in one sentence each

9. The expansion of Britisih rule was easier in South India during the rule of Lord Wellesley. Why?
10. Vernacular PressAct was a major hurdle in the development of Indian Journalism. Why?
11. What do you call the strategy adopted by a country to regulate its relationship with other countries?
12. An Indian household has employed a minor girl as a house maid. The head of the household can be arrested under which act of the Indian Constitution?
13. How does the physical feature of an area affect the distribution of population?
14. Which is the most important agro based industry?
15. What happens when public income is higher than the public expenditure of a country?
16. What is the main intention of consumer protection movement?

III. Answer the following questions in 3 or 4 sentences each. (8 x 2)

17. Why did the British implement the "Policy of Association" after the mutiny of 1857?
18. Why did Gandhiji give the call for "Quit India Movement" in 1942?
19. What are the reasons for tension between India and Pakistan?
    or
    List two features of economically backward countries
20. Mention the challenges faced by unorganised sector workers
    or
    What are the reasons for child trafficking?
21. What is the importance of coal in India
22. How are different types of roads classified in India?
23. What are the goals of public expenditure?
24. How does globalization help to distribute food to other countries?

IV. Answer the following questions in 6 sentences each (9 x 3)

25. Explain the method adopted by Rayanna to fight the British
    or
    Illustrate the judicial system formulated through East India Company
26. How will you justify the Arya Samaj's faith in Vedas?
27. Explain the significance of the revolt of 1857
28. Explain the relationship between India and Russia
29. India has taken many measures to eradicate untouchability. Justify.
30. Communication is important for development of a country. Substantiate.
    or
    Explain the major earthquake zones in India

31. Sugarcane is an important commercial crop in India. Justify.
32. Explain the major disadvantages of globalization.
    or
    Explain the major objectives of "ConsumerProtection Act".
33. Explain Goods and Services Tax
    or
    How to achieve gender equality?

V. Answer the following in 7 or 8 sentences each (4 x 4)

34. The accession of Jammu and Kashmir was different from all other accessions. Substantiate.
35. How did USA gain upper hand in the competition of stockpiling weapons?
36. What are the measures needed for the eradication of unemployment?
37. How can forests be conserved?
38. Draw an outline map of India and mark the following by naming them. (1 + 4)
    xxxxxxxxx

Check Your Progress -2

Check the sample paper given in the above part against the features given in part 4.6.3.1. Discuss the features with your colleagues

4.6.4. Let us Summarise

- Any list of questions written is a question paper
- Important points to be considered while preparing a Balanced Question Paper

✓ Objectives of the course content and objectives of the question paper
✓ Coverage of the course content
✓ Different facets of learning
✓ Types of questions
✓ Difficulty level of the questions
✓ Time required to answer the questions

4.6.5. Answers to 'Check Your Progress - 1 and 2'

Check Your Progress - 1

For answers refer to section 4.6.3.1 of this Unit.

Check Your Progress - 2

For answers refer to section 4.6.3.1 of this Unit.

4.6.6. Unit end Exercises

Based on the points discussed in the Unit, prepare a Balanced Question Paper in Social Science for classes 9 and 10 each respectively.

4.6.7. References

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