Notes

UNIT- 6 UNDERSTANDING THE NATURE OF LEARNER AND THE LOCAL CONTEXT

Structure

6.0 INTRODUCTION

In the previous unit you have learnt that the disciplines, namely, history, geography, political science and economics that make up the social sciences, have distinct methodologies and justify boundaries need to be opened up. The teacher may apply plurality of approaches and integrate certain contents from different disciplines to help students better understand a given social phenomenon. You

Notes

also learnt to help students prepare projects integrating themes from different social science disciplines. You must have enjoyed the approaches and have got some indications as to how children understand social phenomena. In this unit, we discuss the process of learning and pedagogy of social sciences at elementary stage in diverse social contexts. India is a land of diversity. The major sources of diversity, namely, ethnic origins, religion and language, play a critical role in learning, particularly in schools, as they facilitate democratic form of interaction among learners. Under such context, the teacher is expected to use principle of teaching/learning social sciences that respect diversity; facilitate open discussion and collective decision making; facilitate social interaction and the plurality of thinking; appreciate multiple views; and ultimately facilitate learning of children belonging to diverse social contexts.

6.1 LEARNING OBJECTIVES

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

a. list dimensions of socio-cultural diversity, including religious and linguistic, among learners; and

b. prepare their profiles based on these dimensions;

c. appreciate multiple views, on social issues, and democratic form of interaction among learners.

d. facilitate open discussion and collective decision making in social science classes;

e. use local contexts, including stories, songs, festivals, languages, agricultural practices, natural resources, in teaching-learning process;

f. use socio-cultural background of learners, e.g. religions, social class, standard of living, parent's education, as instructional tools;

g. facilitate social interaction and the plurality of thinking as an effective principle of teaching/learning social sciences.

h. identify concepts, materials and teaching learning activities that suit to developmental stage of the learners ; and

i. design learning activities based on local contexts and resources so as to facilitate concept formation

6.2 INDIA'S SOCIO-CULTURAL AND LINGUISTIC DIVERSITY

India is a country incredible for its diversity - biological and cultural. Ethnic origins, religions and languages are the major sources of cultural diversity. There are 4635 identifiable communities in this country, most of whom have their unique

Notes

dress patterns, languages, forms of worships, occupations, food habits and kinship patterns. Unlike several other lands, where the dominant human cultures have tended to eliminate others, in India the tendency has been to nurture diversity. Despite maintaining their distinct identities, several their castes *(Jatis)*, sects, and communities have organic links with other segments of the population in a region. In India, there has been among continual interaction communities and they have constantly maintained cultural linkages, particularly by sharing resources, traits, and space (observable at grassroot level). These trends, indeed, shaped the unique pattern of India's composite heritage and cultural unity. Research reveals that popular cultural traits such as, food habits, marriage patterns, social customs, social organization, economy and occupation cut across regions. Hindus share 96.77% traits with Muslims, 91.19% with Budhists, 89.99% with Sikhs and 77.46% with Jains. Muslims share 91.18 % traits with Budhists, 89.95 % with Sikhs. Jains share 81.34 % traits with Budhists. The Scheduled Tribes(ST) share 96.61 % traits with Other Backward Castes(OBCs), 95.82% with Muslims, 91.69% with Budhists, 91.29 % with Scheduled Castes(SCs), 88.20 % with Sikhs (K.S.Singh, 1996; www.islamzl.net/pages/Keyissues/Key 3-21.htm.). It can be stressed ultimately that our culture, which is often provided a polarized identity is a pluralistic culture. We have deeply influenced each other practically in every field.

You must have observed socio-cultural diversity in your locality based on castes/ social groups, tribes, languages, religions or occupations. Activity-1 is given to assess your understanding about divergent social context in your locality.

ACTIVITY-1

1. Name social groups / communities of your locality or elsewhere, based onreligion, caste / tribe and occupation, and state basic features of each. One is done for you:

   Social Group **Basic Features**

   a)

   b)

   c)

2. Identify social groups / communities of your locality or elsewhere that have common cultural traits (e.g. dress, food habits, language); and narrate the traits against the groups:

   Social Group **Basic Features**

   a)

   b)

Notes

6.2.1 RELIGIOUS DIVERSITY

Religious diversity has been a defining characteristic of India's population for centuries. There is probably more diversity of religions in India than any where on the earth. It is the birth place of Hinduism, Buddhism, Jainism and Sikhism. It is among the few places in the world to have resident Zoroastrian population. While India is the cradle of Hinduism, Buddhism, Jainism and Sikhism; Islam too has a long tradition of existence. So also Judaism, Christianity and Baha'ism have their followers in India. The country has no official State religion, but religion plays a central role in Indian daily life through its ceremonies, festivals, pilgrimages, family religious traditions, and the like. Religion is taken far more seriously in India than it often is in the west and by virtually the entire population. According to the 2001 census, 81% of the people of India were Hindu, leaving rest who adhere to other religions (see table-1). Hindus are the majority in all the major states, except for Jammu and Kashmir. Nationally, Muslims are the next largest religious group, outnumbering all other religious groups taken together.

Table-1: India's Population by Religious Community (Census: 1961-2001)

Religious Community	Percentage of population				
	1961	1971	1981	1991	2001
Hindus	83.5	82.7	82.6	82.4	80.5
Muslims	10.7	11.21%	11.4	11.7	13.4
Christians	2.4	2.6	2.4	2.3	2.3
Sikhs	1.8	1.9	2.0	2.0	1.9
Buddhists	0.7	0.7	0.7	0.8	0.8
Jains	0.5	0.5	0.5	0.4	0.4
Other	0.4	0.4	0.4	0.4	0.6
Religion not stated	-	-	-	-	0.1

Sources: (i) Census of India, Series I, India, Part II C; (ii)Census of India 1981, Series I, paper 3 of 1984; (iii) Census of India Series I, Paper I of 1995 (Religion); (iv)Census of India 2001. The first report on religion data

6.2.2 LINGUISTIC DIVERSITY

Language is an important attribute of a population. It has great relevance and significance in a multilingual and multi-ethnic country like India. Language is an important source of diversity. There are as many as 325 languages and 25 scripts in use. These languages as well as scripts are derived from various linguistic families: the Indo-Aryan, the Tibeto-Burman, the Dravidian, the Austro-Asiatic, the Andamanese, Semitic, Indo-Iranian, Sino-Tibetan and Indo-European, apart from thousands of dialects. At least 65 % of the communities are bilingual. Most

Notes

of the tribal communities are multi-lingual(http://www.indianchild.com/indian_languages.htm).The numerous mother tongues are important instruments of cultural expression and preservation of diversity. Language contact through bilingualism is major vehicle for social and cultural interaction.

ACTIVITY-2

1. List the approximate number of children of your school speaking different home languages.

   Home languages **No. of Students**

   a)

   b)

   c)

2. Narrate the problems, if any, you face in communicating with your students due to difference in home languages.

   .....

   .....

   .....

6.3 HOW LEARNERS UNDERSTAND SOCIAL SCIENCE ISSUES

Social sciences aim at developing a generalized and critical understanding of human beings and human groups in society. They deal with assumptions about human behavior in collective living, and their validation is based on observations made in the society. For example, a child observes, *inter alia*, varying dress pattern, food habits, and religious practices while interacting with his/her family members, peers and teachers in family, community as well as school and constructs his/her own understanding about his /her environment. With regard to the process of understanding, science and social sciences are almost identical. Moreover, the basic principles of learning are also applicable to addressing the basic concerns of social sciences, such as description, explanation and prediction of the social world.

Recent research in diverse areas of psychology has offered new insights into the learning process in different disciplines, including social sciences. As a result, curricula and pedagogy are changing in schools today. In this changing scenario, you as a teacher, are required to become more learner-centered than teacher centered; to connect the school to real-life situations; and to focus on understanding rather than on memorization, drill and practice. We begin with a

Notes

discussion on four widely recognized principles on which you should design the learning environments of your school:

(a) learning environment that require students to be active learners;

(b) to collaborate with other students;

(c) to participate in meaningful activities; and

(d) to relate new information to prior knowledge.

You need to take these principles into consideration in order to design instruction so as to facilitate students' learning. The details of these principles are discussed in the forthcoming sections.

6.3.1 ACTIVE INVOLVEMENT:

Learning requires the active, constructive involvement of the learner.

Learning at school requires students to pay attention, to observe, to memorize, to understand, to set goals and to assume responsibility for their own learning. These cognitive abilities cannot be develop without the active involvement and engagement of the learner.

At the primary stage, children should be engaged in activities that would help them in developing an understanding about natural and social environment. Understanding at this level should be based on observation and illustration rather than abstractions. Illustrations need to be drawn from the children's physical, biological, social and cultural aspects of life. The skills, namely observation, identification and classification are important to become an active learner at this stage.

At the upper primary stage, subject areas of social science are drawn from history, geography, political science and economics. An emphasis is given, at this stage, on issues like poverty, illiteracy, child labour, casteism, environmental pollution that help students explore and understand these issues.

So you as a social science teacher at elementary school stage face the challenges of not only helping students develop skills of observation, identification, classification and interpretation of contemporary issues, but also to integrate them in teaching other subjects such as language and mathematics. The following are some suggestions for you to help your students learn these skills:

In the Classroom/school

- Avoid situations where the students are passive listeners for long period of time.
- Provide students with hands-on activities such as: experiments, observations projects, etc.

Notes

- Encourage participation of students in classroom discussions and other collaborative activities.
- Organize school visits to museums, zoo, and technological parks.
- Allow students to make some decisions about what to learn and how to learn.
- Assist students in formulating learning objectives that are consistent with their previous experiences, interests and aspirations.

ACTIVITY-3

Name the programme/activities you organize to promote active involvement of students in learning social science contents:

Classroom Based Activities	Out-of-Classroom Activities

ACTIVITY-4

Suggest activities/learning situations for any three social science topics of your choice for active involvement of your students in teaching-learning process:

TOPICS	ACTIVITIES/LEARNING SITUATIONS
1.	
2.	
3.	

6.3.2 SOCIAL PARTICIPATION

Learning is primarily a social process and participation in the social life of the school is central to learning process.

Social participation is the main activity through which learning occurs. Participation in social process begins early when parents interact with their children. Through these interactions children acquire the behaviours that enable them to become effective members of society. According to Lev Vygotsky (1978),

Notes

the way children learn is by internalizing the activities, habits, vocabulary and ideas of the members of the community in which they grow up. The establishment of a fruitful collaborative and cooperative environment is an essential part of school learning.

The teaching-learning process in social science should be designed so as to help the learner acquire knowledge and skills in an interactive environment. It should be seen as an opportunity for teachers and students to learn together. There is a need to shift from the mere transmission of information to involvement in group work, debate and discussions. This approach to learning keeps both learners and teachers alive to social realities.

The following suggestions can you help make teaching-learning process in social science participatory:

- Assign students to work in groups and assume the role of a coach / a coordinator.
- Create a classroom environment that includes group workspaces where resources are shared.
- Teach students how to cooperate with each other.
- Create circumstances for students to interact with each other to express their opinions and to evaluate other students' arguments.
- Link the school to the community at large, e.g. engage students to collect data from village about food habits or electricity use, etc.
- Arrange debate/dialogue/discussions on emerging social issues, e.g. dowry, population growth, child marriage.
- Arrange discussions of students with local resource persons and public functionaries, e.g. artisans, artists, postman, bank officials, police officers, farmers.

A case of children's participation in social process is given in Box-2.

BOX-2: Child Reporters of Odisha

The project of child reporters was initiated in the year 2005 by the district *Sarva Shiksha Abhiyan*, Koraput (Odisha) in partnership with UNICEF and People's Group for Children's Development (PGCD)- A civil society group working with children and related issues. The project began with training of one hundred children from 10 primary schools of Koraput district. It involved six thousand children from six hundred schools across the district by the end of 2010. The child reporters interact with people around and observe the issues concerning environment, education, health and development etc. They note these issues and communicate them through the medium of their newspaper

Notes

"*Ankurodgam"*, which is published and distributed across the State by an Odia daily, namely *Anupam Bharat.* They are found to observe, question, relate, draw inferences and report on issues affecting them, their parents, their communities and their village. Field observation, overtime, revealed that they practice healthy behavior; and have turned into effective communicators and agents of change in their community.

ACTIVITY-5

Do you organize any activity in the context of teaching social sciences that facilitate social participation/interaction? If yes, give details below:

Type/name of Activity	Details of Activity
1.	
2.	
3.	

ACTIVITY-6

Two students, namely 'X' and 'Y', are engaged in discussion about gender issues in society: While X is in favour of gender equality, Y is against it. Prepare the discussion in the form of dialogue reflecting each others' viewpoints.

6.3.3 MEANINGFUL ACTIVITIES

Children learn best when they participate in activities that are perceived to be useful in real life and are culturally relevant.

Many school activities are not meaningful since students neither understand them nor are they aware of their purpose and usefulness. Sometimes school activities are not meaningful because they are not culturally appropriate. In many schools of our country children from diverse cultures learn together. There are cultural differences in practices, in habits, in social roles, etc. that influence learning. Sometimes meaningful activities for students belonging to one cultural group are not meaningful to students who belong to another cultural group.

ACTIVITY-7

Prepare a scenario of cultural diversity among the children of your school:

Dimensions	Characteristic features
1. Language	

2. Religion
3. Food habits
4. Social Category
5. Social roles
6. Festivals

Individuals learn in context. The child's community and local environment form the primary context in which learning takes place. The trees, the birds, the fruit, the festivals, the rituals etc., which the children observe and /or experience in the world around them; and the knowledge they already have and that they bring into the classroom, provide bases for their understanding/learning social sciences.

You can make teaching learning activities more meaningful by situating them in an authentic context. An example of an authentic context is one in which the activity is conducted / used in real life. For example, before starting the lesson "our environment" you can take your class out on a walk near the school and on returning ask each child to list the living and non-living things they observed. Another example is you can invite local artists and/or artisans to demonstrate their works before students or allow students to visit their workshops.

ACTIVITY-8

1. List the resources (e.g. objects, animals, river) around your locality that can be used as bases for teaching social science.
2. List any two institutions around your locality that can be used as learning resources (e.g. Post Office) and describe how they can be used as learning resource.
3. Name the local festivals that have significance for understanding social science.
4. List the activities of people in your locality that can be used as examples during teaching social sciences (Example: collection of firewood, catching fish)

6.3.4 RELATING NEW INFORMATION TO PRIOR KNOWLEDGE

New knowledge is constructed on the basis of what is already understood and believed.

Recent research findings have shown that the ability to relate new information to prior knowledge is critical for learning. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials

Notes

and/or activities presented to them. It is not possible for someone to understand or learn something that is completely unfamiliar. Some prior knowledge is necessary to understand the task at hand. For example, you can use known stories or take students to observe *Palli Sabha/Gram Sabha (village meeting),* coupled with discussion, to help students understand the topic "Democracy". Similarly you can use a set of pictures or a video presentation on a transport system to help learners understand the topic: "Transport system".

Please cite some more examples depicting topics from the social science textbooks and related prior knowledge of your students.

ACTIVITY-9

Choose topics from elementary social science textbooks that can be best taught in your local context; and cite related prior knowledge of children in terms of story, explanation of events, audio/video presentation, group work, question-answer etc. One is done for you.

Name of Topic	Citation from Children's prior knowledge
1. Democracy	i. Allowing children to observe Pallisabha/ Gram Sabha or Video presentation of Pallisabha / Gram Sabha ii. Narrating a story that depict democratic principles followed by question –answer
2.	
3.	

The following are some suggestions for you to help students relate their prior knowledge to the task at hand:

- Discuss the content of a lesson before starting in order to ensure that the students have the necessary prior knowledge.
- Often students' prior knowledge is incomplete or there are false beliefs and misconceptions. Therefore, investigate students' prior knowledge in detail so that false beliefs and misconceptions can be identified.
- Ask students to do some preparatory work on their own.
- Ask the kind of questions that help students see relationships between the topic to be taught and what they already know.
- Bring out the interrelatedness of knowledge across disciplines.
- Encourage dialogue, debate, arguments, and questions on social issues.

Notes

6.4 COGNITIVE DEVELOPMENT AND CONCEPT FORMATION

The contents of social sciences drawn from the disciplines of history, geography, political science, and economics obviously encompass the concepts of these disciplines, for example, community, demography, culture, development, environment and utility, etc. These concepts are formed through child's engagement in activities, experience and illustration. Social science teaching based on these engagements, developed cognitive abilities of the learners such as observation, identification and classification that are fundamental to understanding of social issues, e.g. poverty, illiteracy, population growth, communalism. The development of cognitive abilities follows certain stages. Therefore, organization of curriculum and method of teaching social sciences at different levels of education should be compatible to the stages of cognitive development.

You, as social science teacher, need to understand how different cognitive abilities develop at different age/grade levels. The major theorists of cognitive development, namely Piaget, Gessel, Erikson, and Spock believe that there are stages or periods of development, but each emphasises a different approach to the study of a child's thinking and learning pattern. Probably the most cited theory in the cognitive development in children is Jean Piaget's (1896-1980) theory. Here we discuss about the Piaget's theory as it has immense implications for planning curriculum and pedagogy at the elementary level.

Before we learn about the development of cognitive abilities of children at different periods or stages of life let us answer to the following questions on the basis of our observation of children's behavior.

ACTIVITY-10

1. What does a child of one year old do with the objects like toys, pen or pencil or book presented to her/him?
2. How does a child of two years old interact with the people around her/him?
3. Note your observation regarding the differences in the abilities of 5 year old and 10 year old children in distinguishing different types of dogs and between an ass and a horse.

While answering these questions you must have been reminded of the activities of your own children and /or the children around you. Jean Piaget, a Swiss psychologist, has developed a theory of cognitive development on the basis of the observation of the activities of his own child for long 16 years.

Notes

6.4.1 PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

Piaget describes four periods/stages of child development: sensory motor, pre-operational, concrete operational and formal operational. These four stages are very different from one another, each revealing a different way in which an individual reacts to his/her environment. Let us discuss each of these stages

SENSORY MOTOR

This stage extends from birth to two years, i.e. to the acquisition of language. In this stage, infants construct an understanding of the world by coordinating experiences such as seeing and hearing with physical and motor actions. Infants gain knowledge of the world from the physical actions they perform on it. An infant progresses from reflexive, instinctual action at birth to the beginning of symbolic thought towards the end of the stage. It means that he/she gradually becomes more organized and his/her activities become less random. Through his/her encounter with the environment, he/she progresses from a reflex stage to trial and error learning and simple problem solving.

PRE OPERATIONAL

The hallmark of the preoperational stage (two to seven years), by adult standard, is illogical mental operation and focused entirely on self. During this stage, he/she begins to use symbols such as images, words and drawings to represent objects, places and people. The child is able to form stable concepts as well as mental reasoning. He/she, however, is still not able to perform operations/tasks that the child can do mentally rather than physically. Thinking is still egocentric. The child has difficulty in taking the viewpoint of others.

CONCRETE OPERATIONAL

This stage occurs between the ages of seven and eleven years and is characterized by the ability to think logically and to understand concepts the child uses in dealing with the immediate environment. Important processes during this stage are:

- ***Seriation:*** The ability to sort objects in an order according to size, shape or any other characteristics.
- ***Transitivit:*** The ability to recognize logical relationship among elements in a serial order. For example, if "A" is taller than "B" and "B" is taller than "C" then "A" must be taller than "C".
- ***Classification:*** The ability to name and identify sets of objects according to appearance, size or other characteristics.
- ***Conservation:*** The ability to understand that quantity, length or number of items or objects is unrelated to the arrangement or appearances of the items/objects.

Notes

- ***Elimination of egocentrism:*** The ability to view things from another's perspective (even if they think incorrectly).

Children at this stage can, however, only solve problems that apply to actual (concrete) objects or events, and not abstract concepts of hypothetical task.

FORMAL OPERATIONAL

This stage commences at around 11 years of age (puberty) and continues into adulthood. At this stage, individuals move beyond concrete experiences and start thinking in abstract as well as concrete forms; reason logically and draw conclusions from the information available. Adolescents begin to think more as a scientist thinks, devising plans to solve problems and systematically testing solutions. They develop hypothesis or test guesses and systematically concludes as to which is the best path to follow in solving the problem.

After going through the characteristics of child's cognitive development at different stages Let us understand how to use them in helping children to learn social sciences.

ACTIVITY-11

1. Suggest activities/learning situations for teaching the topic: "Crafts and Industries" to class VII students. Justify your suggestions with reference to Piaget's theory of cognitive development.
2. Illustrate the broad differences in learning activities for teaching environmental studies and social sciences with reference to Piaget's theory of cognitive development.

6.4.2 CONCEPT FORMATION AMONG LEARNER

Concept formation involves the process of recognition that some objects or events belong together while others do not. It requires the children to decide the basis on which they build categories. Concept attainment, on the other hand, requires a child to figure out the attributes of a category that is already formed in another persons mind. This is done by comparing and contrasting examples (called exemplars) that contain the characteristics. Here our purpose is to understand how concept formation occurs among the children and how we can facilitate the process.

The following activity will help you to understand the process of concept formation and also to facilitate the process.

ACTIVITY-12

1. Respond to the following items on the basis of your observation of children at play:

Notes

i. Cite two situations that involved children teaching each other.

a)

b)

ii. Give two examples of how children learn from each other during play.

a)

b)

2. Respond to the following items on the basis of your observations of children's behavior in classroom and / or at home:

i. List two examples of what children learn from watching or listening to others.

a)

b)

ii. How can the environment help children learn?

While responding to the above items, you must have felt that the child's immediate environment plays an important role in concept formation. Concept formation provides children with an opportunity to explore ideas by making items of information. You can help your children in concept formation. Here are some suggestions for you:

- Give the students a number of materials-written/ thoughts (for example, tell them to think of different animals), or real things, (e.g. seeds, leaves). It is preferable to have the students work with real things.
- Put the students in small groups and ask them to classify or group the materials in a way that makes sense.
- Ask the students to give descriptive labels to their groupings
- Ask the students to explain, with evidence/examples, as to how they have organized the materials.

Concept formation Teaching Strategy

Each student or group of students is given an envelope with pictures cut into squares of the same size. They are asked to put them under as many categories as they choose. They have to name the categories and justify the basis of naming the categories. The teacher may ask the students to paste the items that belong together on a sheet of paper. Then they can choose to place each item in the specified category while the rest of the class observe.

Notes

6.5 APPROACHES TO PEDAGOGY

Social science teaching needs to take into account the development stage as well as environment of the child. The teaching based on this can create cognitive capacity within the child that helps him in understanding the socio-economic problems of society. In our country children belonging to three major socio-cultural backgrounds, namely urban, rural and tribal are exposed to different social issues, concepts and have the unique way of concept formation. The approaches to teaching, including pedagogy and resources, therefore, should vary accordingly.

Before we discuss the pedagogy of social science teaching, attempt the following questions on the basis of your observations/experience and think about their implications.

ACTIVITY-13

1. List the situations / concepts to which an urban child is mostly exposed. (Example: hotel, cinema, road accident).
2. List the situations / concepts to which a rural child is mostly exposed. (Example: cow, bullock cart).
3. List the situations/concepts to which a tribal child is mostly exposed. (Example: Wild animals, forest, tribal festivals)

6.5.1 DESIGNING INSTRUCTIONS: USE OF CRITICAL PEDAGOGY

Students are critical observers of their own situation, needs and issues. You should not devise or prescribe solutions for them. You should rather make them aware of their abilities and encourage them to think and reason independently. They should be allowed to express their views on different things. Simultaneously you should keep your mind open to listen to them and respect their views even though you do not accept many of them. This has tremendous pedagogic value; and when use systematically is known as 'critical pedagogy'.

Critical Pedagogy

Critical pedagogy provides an opportunity to think or reflect critically on issues, e.g. population growth, child marriage, industrialization, from different angles-political, economic, moral, etc. It envisages open/democratic interaction and acceptance of multiple views. In other words, critical pedagogy facilitates collective decision making through open decisions; and by encouraging and recognizing multiple views. The role of the teacher in this pedagogy is to: encourage independent thinking; allow thinking from different perspectives; provide opportunities to express thoughts; analyze thoughts/views; and arrive at collective decisions.

Notes

ACTIVITY-14

Choose any two emerging social issues of your locality; and list probable views of learners under each based on their socio-cultural background.

a)

b)

Case Study: How a Tribal Child of Odisha Learns

A child from a typical tribal village of Odisha rises from bed starts playing with his/her siblings and/or domestics animals such as pigs, hens, goats etc. At about 7.00 a.m s/he goes to spring closer to his home for toilet and returns after an hour with fruit or nuts available on the way or nearby (e.g. mango, tamarind, peas). By 8.00 to 9.00 a.m s/he takes food and accompanies parents to the nearby woods to help them in cultivation or harvesting operations. In the field s/he takes food carried with them; collects firewood, fruit, leafy vegetables, roots, etc. and / or takes care of younger sibling while parents are at work. S/he returns home at about 5 p.m. In case s/he does not accompany parents; and the teacher is present in the school, may attend school and stay there for not more than 2-3 hours. If the teacher is absent (which is frequent), s/he takes the opportunity of playing with peers or moving to the nearby woods for collection of firewood, fruit, leafy vegetables, peas etc. At about 7 p.m s/he observes parents drinking country liquors and often in group dance with their peers. S/he some times participates. On the day of weekly market s/he accompanies parents carrying agricultural produces for sell and purchase of daily needs, e.g. salt, kerosene, match-box, dresses. During festivals such as *"Chaita Parab", "Pus Parab", "Dussera"* etc. s/he neither attends school nor goes to field, but enjoys good food, new dresses, dance and music with family and friend for about 10 days in each case. In case of boy, he accompanies parents to woods for prey during *"Push Parab"*. S/he is never put to pressure by his/her parents or otherwise to attend school.

Study the story of a tribal child of Odisha and answer the following:

1. Name the situation/events in the story that can be used as basis for teaching / learning social sciences to tribal children.
2. Name the teaching method/strategies appropriate for teaching social science to the tribal children.
3. List the concepts/objects that can be used as learning resources/materials/ examples for teaching social sciences.

Notes

6.6 LET US SUM UP

India is a country incredible for its diversity. Ethnic origins, religions and languages are the major sources of cultural diversity. There are 4635 identifiable communities in this country, most of whom have their unique dress patterns, languages, forms of worships, occupations, food habits and kinship patterns. Despite maintaining a distinct identities several *Jatis*, sects, and communities have organic links with other segments of the population of the region. They have constantly maintained cultural linkages, particularly by sharing resources, traits, and space. These trends have shaped the unique pattern of India's composite heritage and cultural unity. Under this circumstance the contents and pedagogy of social sciences, particularly at the elementary stag, has posed numerous challenges before the curriculum designers and the teachers.

The contents of social sciences drawn from the disciplines of history, geography, political science, and economics, e.g. community, demography, culture, development, environment and utility are formed through child's engagement in activities, experience and illustration. Social science teaching based on these, creates cognitive capacities of the learners such as observation, identification and classification that are fundamental to understanding of social issues, e.g. poverty, illiteracy, population growth, communalism. Therefore, organization of curriculum and method of teaching social sciences at different levels of education should take into account the development stage as well as environment of the child. The teaching based on this can create cognitive capacity within the child that helps him in understanding the socio-economic problems of society. In our country children belonging to three major socio-cultural backgrounds, namely urban, rural and tribal are exposed to different social issues, concepts and have the unique way of concept formation. The approaches to teaching, including pedagogy and resources, therefore, should vary accordingly.

Students are critical observers of their own situation, needs and issues. You should not devise or prescribe solutions for them. You should rather make them aware of their abilities and encourage them to think and reason independently. Allow them to express. Simultaneously you should keep your mind open to listen to them and respect their views even though you do not like many of them. This has tremendous pedagogic value; and when used systematically is known as 'critical pedagogy'.

6.7 SUGGESTED READINGS AND REFERENCES

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6.8 UNIT-END EXERCISES

Answer the following questions:

1. Learning of social sciences at elementary stage becomes more meaningful in an inclusive classroom context. (Classroom with children from varying backgrounds) than that in an exclusive context (Classroom with children from one or limited background). Illustrate.
2. List the conditions you consider important, from the point of view of cognitive level, for effective teaching learning of social sciences at elementary level.
3. List the situations/concepts that facilitate learning of social sciences at primary level in rural areas.
4. List the situations/concepts that facilitate learning of social sciences at primary level in tribal areas.
5. List the situations/ concepts that facilitate learning of social sciences at primary level in urban areas.

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UNIT 7 TEACHING LEARNING STRATEGIES

STRUCTURE

7.0 INTRODUCTION

We know that Social Sciences is one of the school subjects at the Upper Primary level and it encompasses diverse concerns of the society, and includes a wide range of content drawn from the disciplines of History, Geography, Political science, Economics, Sociology and Anthropology. Knowledge of social sciences is indispensable for building a just and peaceful society. In a pluralistic society like ours, it is important that all religions and social groups are able to relate to the

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textbooks in social sciences. The NCF(2005) states that the content should be transacted through activities drawing on local resources.

Teaching of Social Sciences creates in the learners a strong sense of human values, namely, freedom, trust, mutual respect, and respect for diversity. Social science teaching should aim at generating in students a critical, moral and mental energy, making them alert to social forces that threaten these values.

Teaching of Social Sciences needs to be organized in an interactive environment so that it helps the learner acquire knowledge, requisite skills and attitudes. While discussing approaches to pedagogy and resources to teaching social sciences, NCF (2005) emphasizes those methods that promote creativity, aesthetics and critical perspectives. It recommends the use of teaching learning methods like problem solving, dramatization and role play and optimum utilization of audio visual materials, including photographs, charts and maps , and replica of archeological and material cultures.

Social Science class like any other class has learners with diverse needs. Learners may be with different disabilities of various degree, different socio economic groups, minority, gifted or under achievers with differences in their locale. As every child has a right to quality education, it becomes the responsibility of every teacher to respect these differences and strive towards quality teaching in social science catering to the needs of every learner. Learners, irrespective of their differences should feel cared by the teacher.

Therefore, she/he has to create a learning environment that takes care of all the Learners in a Social Science class. This unit attempts at illustrating some of the teaching and learning strategies in Social Science.

7.1 LEARNING OBJECTIVES

After going through this unit you would be able to:

- describe the features of a learner centered Social Sciences class
- identify the factors which influence the selection of a strategy
- identify the community resources available for teaching a given unit
- list the teaching learning materials to be used to teach a selected topic
- describe the characteristics of Role Play
- identify the advantages of Project Method.
- write a plan for a project on a selected topic
- describe the role of a teacher in Dramatization
- analyze the features of a concept map

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- write a plan for using critical pedagogy
- explain the steps in problem solving
- justify the need for experiential learning to a given topic.
- identify the topics/part of the topics which can be taught through narration of stories
- narrate content through the story telling method
- explain the need for organizing field trip
- describe the role of students in discussion method.
- explain the need for developing map reading skills among students
- illustrate how to develop the skill of inference from maps

(I was asked to club all the above objectives and write one objective. I am finding it difficult as they have different features. Please look into it.)

7.2 GENERAL FEATURES OF A LEARNER CENTERED SOCIAL SCIENCES CLASS

A teacher teaching Social Sciences has the responsibility of making the class interesting. This is possible when the learners participate actively in the teaching learning process. General features which are expected to be in a social sciences class are discussed in the following paragraphs.

i) **Using learners experiences:** Every learner is a member of the society and interacts actively with her/his environment. Learners' experiences are good resources for teaching. Using learners experiences gives learners an opportunity to the learner to express as well as participate in classroom processes.

Example: when you teach on Processes involved in Agriculture, you can ask students, who have seen those processes, to describe them.

ii) **Going beyond the textbook:** A resourceful teacher will always relate the content to the known environment of the learners. This makes understanding of the content easy.

Example: When you talk about freedom fighters of India, you may ask the learners to find out about the freedom fighters of their state/region.

iii) **Using community resources:** Community is a store house of resources both natural and human. There is a need for strong bondage between the school and the community. This can be achieved by involving the community in school activities. This can be done in two ways. One is taking the learners to the community to experience learning and the other is inviting the community to the school.

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Example: when the community organizes cultural programmes school children can participate in the programme. If the school wants to organize a talk on Health related issues, the local health worker can be invited to address the children.

ACTIVITY-1

Please identify the community resources of your neighbourhood which can be used in Social Sciences class and list them according to the chapters of any one class.

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iv) **Creating space for exploration into social issues:** One of the objectives of teaching social sciences is to make the children sensitive to the problems and challenges of the society. Unless the teacher relates the lesson to local issues, children may not understand the issues of their society. Therefore, you are required to create opportunities in social sciences class to explore social issues.

Example: Gender discrimination is one of the social issues prevalent in most parts of our country. A field study can be under taken by the children by visiting the houses in their neighbourhood to find out the practices followed in gender discrimination. You can plan the study along with the children as to what information need to be collected on gender discrimination, from how many houses, from whom, how to compile the data and to write the findings. Children should be asked to share the work among themselves.

ACTIVITY-2

Select any one social issue of your area. Write a plan involving children for exploring more information about the issue

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v) **Referring to Human Rights:** Social Science is a subject which has ample scope for referring to Human Rights. Learners should be made aware of these rights to create a society that respects people.

Example: Basic Health Facilities is a Human Right. While discussing about Directive Principles of State Policy, you can discuss about how the human right is reflected in these policies.

vi) **Creating space for developing life skills:** By involving the learners in the process of learning social sciences, teachers are expected to see that they are empowered to face the challenges of life. One of the ways of empowering them is through developing life skills in them. Life skills are the abilities for adaptive and positive behaviour that enable an individual to deal effectively with the demands and challenges of every day life.

Example: Effective communication is one of the life skills. You can create opportunities in social science class by asking learners to speak on selected topics, conduct subject related co-curricular activities, present travel accounts, maintain school bulletin board etc.

vii) **Using Audio Visual Materials':** All of us know that what we see and experience remains for a longer time in our memory than what we hear. This holds good to learning too. As there is lot of content to study in social sciences, if teacher uses only chalk and talk method it is difficult for the children to understand especially the abstract concepts. Audio visual materials have the power of giving life to social sciences class. Even NCF 2005 has recommended for utilizing greater resources of audio visual materials.

Example: While teaching about Cotton / Silk/Jute Textile industry, you can use a video clipping which shows the different stages of the industry from the farmland to marketing of finished goods. If this is not possible, at least a chart with pictures and map showing the location of industrial centers may be shown to learners. Wherever possible, sample may also be brought to class to provide the experience of seeing and feeling.

viii) **Respect for multiple views**: India is a democratic country and citizens have the freedom to express their views. It becomes the duty of the listeners to respect their views. This value has to be cultivated in the school by creating learning environment. In Social

Sciences, when you discuss about some issues, allow the students to express their views. Provide equal opportunity to everyone. This will encourage every learner to respect others views creating a fearless atmosphere which is conducive to learning.

Example: All of us know that construction of a dam results in submergence of hundreds of villages, displacement of people, deforestation, etc.

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This may give rise to a issue like-Should we encourage construction of dams? A platform for debate may be created by you allowing learners to express their views without commenting on anybody's views.

ACTIVITY-3

Think of an important issue of your locality and describe how you will create an environment to the learners to express their views.

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ix) **Use of multilinguism**: In an ordinary sense, using more than two languages is known as multilinguism. In a school system, in a country like ours, where we have thousands of dialects, there are chances of mother tongue of the child being different from the language used for instruction. In such schools, to help the learners to understand the concepts without the barrier of language, a teacher can use the mother tongue of the child. It is not literal translation of whatever is taught in the class for the larger group of children, but occasionally, explaining meaning of the terms in the language of the child. This is possible only when the teacher knows the language of the child. Sometimes help may also be taken from other children if the teacher feels confident that the child will give the right word in the language of the other child.

Example: While introducing important terms in History like, monuments, inscription, archaeological sources, etc. you can try to find words in the language of the child and use them in the class. You can also encourage children to prepare their own dictionary for future use. A multilingual chart in social sciences can be displayed in the class for the benefit of all.

It is not necessary that all the above features should be reflected in every social science class. But an attempt is to be made by you, towards reflecting as many of these as possible in the class.

7.3 FACTORS DETERMINING THE SELECTION OF A STRATEGY

Though there are several strategies in teaching learning social sciences teacher has to decide which strategy suits well to a given class. Let us now discuss those factors which need to be considered while selecting a strategy.

i) ***Objectives:*** Every unit is taught to the students with some objectives. Depending on the type of objective- knowledge, understanding, application, skill etc. you have to select the strategy.

ii) ***Content:*** Every content demands different strategies. Suppose the content demands visualizing the past, then the strategy would be Story telling. Like this, you have to analyse the content then decide upon the strategy.

iii) ***Availability of resources:*** Resources play an important role in deciding the strategy. Teacher may think of a good strategy but if the resources are not available, it is not possible to the teacher to follow the intended strategy. Otherwise strategy has to be decided on the basis of availability of resources.

iv) ***Ability of the students***: Students are central for taking any decision. Depending on the interest, skill and ability of the students, you will have to select the strategy.

ACTIVITY-4

List the factors which influence the selection of a teaching strategy

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v) ***Resourcefulness of the teacher:*** Teacher is a very important person in deciding the teaching strategy and pooling the resources, though the students are also consulted in the process of deciding the strategy. If teacher intends to follow a definite strategy it will happen because it is she/he who is the director of the class.

7.4 TEACHING –LEARNING STRATEGIES

All children are naturally motivated to learn and are capable of learning and it takes place both within and outside the school. Though children learn in a variety of ways both individually and in groups the NCF (2005) states that the children require opportunities to learn through making and doing things,experiencing,experimentating,reading,discussing,listening,thinking and reflecting and expressing oneself in speech, movement and writing. Even the NPE1986 advocated a 'child-centred and activity based process of learning'. Therefore, it becomes the responsibility of the teacher to create a learning environment by following appropriate strategies and help children to construct their

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knowledge. It does not mean that you do not practice these in your class. Knowingly or unknowingly as an experienced teacher you might be practicing them while teaching the subject. But understanding them would surely widen your horizon to apply them in a better way. Some of the strategies which can be used for teaching and learning social sciences are described in the following subsections.

7.4.1 ROLE PLAY

The word '**role'** implies accepting a part in a sequence and play means acting it out. Role play is more flexible compared to a drama. The drama will have a fixed theme, the conversations being prefixed, the sequence of events being rigidly followed,etc. The role play does not have any one of these.

In a role play there may be theme, but the conversations will have to be evolved by a group of students or actors. Sometimes role play is organised without having necessary rehearsals.

Steps in a Role Play

1. Fixing a theme or deciding on a theme which is related to the textual content.
2. Deciding on the type of roles, the number of students required and developing the conversation in a flexible manner.
3. A small rehearsal may be organised, if the conversations are involved.
4. Enacting the role play with or without simple costumes.
5. Feedback by the teacher and the peers

When you consider a textual content the steps might change. There may be lessons in the form of drama in the language textbook based on social sciences content. For example, when you want your students to practice the dialogues given in the lesson there isn't much scope for change.

Illustration: Play the role of a Panchayat President who is addressing the members of Gram Sabha.

Role play is very helpful in sensitizing the students to certain issues and making them understand the difficulties involved by placing them in the given roles. It develops in them confidence, communication skills, etc. which are also a part of life skills.

Precautions to be taken: While selecting the roles, care has to be taken not to hurt anybody's feelings. Even though it does not require practice, it is better to at least practice once at their level.

ACTIVITY- 5

Identify a topic which has scope for role play. Write down the roles and the students to select the roles. What guidance would you give to the students in enacting the role play?

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7.4.2 PROJECT METHOD (WORKING IN SMALL GROUPS)

A project is an activity-based method which provides learners with real life experiences. It is a problematic act carried out in natural setting. This method provides opportunity to integrate the features of many other methods like field visit, activity based method, cooperative learning, concept mapping, map based learning etc.

Main Principles of Project Method

i) **The Principle of Purpose:** Knowledge of purpose is a great stimulus which motivates the child to realize his/her goal. The student must have a pur. 'Why is he doing certain things?' Purpose motivates learning. Interest cannot be aroused by aimless and meaningless activities.

ii) **The Principle of Activity:** Opportunities should be provided to students that make them active and learn things by doing. Physical ass well as mental activities are to be provided to them. They are to be allowed to 'do' and to 'live through doing'.

iii) **The Priniciple of Experience:** Experience is the best teacher. What is learnt must be experienced. The children learn new facts and information through experience/

iv) **The Priniciple of Social Experience**: The child is a social being and we have to prepare the student for social life. Training for a corporate life must be given to him. In the project method, the students works in groups.

v) **The Principle of Reality**: Life is real and education to be meaningful must be real. The project method is a method of education the child and therefore, it must also be real. Real life situations should be presented in the life of the school.

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vi) **The Principle of Freedom**: The desire for an activity must be spontaneous and not forced by the teacher. The student should be free from imposition, restrictions or obstructions so that he may express himself fully and freely. He must be given the freedom to choose an activity, to do an activity according to his interests, needs and capacities.

vii) ***The Principle of Utility*:** Knowledge will be worthwhile only when it is useful and practical. This method develops various attitudes and values which are of great significance from the practical point of view.

***Features of a good project* :** A good project is that which is interesting to the students to work upon and that which is challenging. It should provide rich experience of working together and develop cooperative spirit. A project which is useful and is completed in a reasonably good time is always appreciated.

Steps

The steps followed in project work in group situation are given below. Please see that students are involved in deciding at every stage of the project work.

- Forming the groups
- Selection of a theme
- Identifying sub themes
- Listing the work to be done under each sub theme
- Selection of the sub theme
- Accepting a specific task by every member of the group (by discussing in group)
- Collection of resources and information
- Preparing for presentation
- Group presentation
- Discussion and peer/teacher feed back

Merits: It is always based on principles of learning related with life and as far as possible correlates with all school subjects. It provides opportunities for upholding the dignity of students with labour and democratic way of life. There is ample scope for developing the skill of problem solving.

Demerits: While following the project method, there are chances of upsetting the regular time table of the class and it is difficult to get the cooperation from other staff of the school. If the teachers fail to plan properly and guide students appropriately, then there may be confusion and loss of time and labour. The project method demands a good library and other sources of information.

Role of the teacher: The project to be successful must be based on a definite procedure. The first and the main responsibility of the teacher is to provide those

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situations to the students wherein they should feel a spontaneous urge to solve some of their practical problems. The teacher must be on the lookout of discovering their interests, tastes, aptitudes and needs. There are different methods of providing situations. As far as possible, problems or situations which are provided to the students should be social ones. These provide better social training and give more satisfaction

The teacher may converse with the class on different topics of interest to them. Pictures of different scenes may be shown to them. Surveys of the local condition may be undertaken. The teacher is to tap all resources to provide worthwhile situations.

Most of the educators are of the view that the projects should be selected by the students themselves. They think that this will stimulate pupil purposing and that they will be more interested in their work if they have a share in determining what they want to do.

Others who think that teachers should select the projects argue that this method will ensure that the students undertake only those projects which are within their reach.

Students are immature and they require adequate guidance to select their projects.

Illustration

Theme: OUR AGRICULTURE

No. of students: 40

No. of groups: 8

No. of members in each group: 5

Sub theme

Group 1: Meaning and types of agriculture

Group 2: Condition of Indian agriculture before Independence

Group 3: Progress made in Indian agriculture after Independence

Groups 4,5 and 6 : Food crops

Groups 7 and 8: Cash crops

Activities required to be performed by each group:

1. Collecting information
2. Preparing charts and maps(wherever needed)
3. Collecting samples(wherever possible)
4. Downloading pictures from internet or collecting pictures

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5. Preparing write up

6. Presentation and discussion

Time given for making preparation: Two weeks

Time to be given for performing the activities in the class (final form):Four teaching hours (approximately)

Time to be given for group presentation of the work followed by discussion:30 minutes per group (approximately)

After the group work is over, the product has to be shared with the rest of the class. This sharing can be done through reading/presenting a report of the work with visuals. Every group member will present some part of the work to the class and participate in the discussion. Teacher and peers will give the feed back for better performance in future.

Check your Progress-1

1. Describe the characteristics of a group in the project work.

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2. What are the merits of project work?

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ACTIVITY-6

Select a topic that has scope for project work in groups. Write how you would allot the work and give instructions to the students to complete the task. Describe how you would organise the presentation session.

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7.4.3 DRAMATIZATION

All of us have seen dramas, both traditional and modern. There are different types of stage presentations like absurd theatre, street plays, yakshagana, etc. We all know that dramas have entertainment value. Do they also have educational value? Can we use the theatre techniques for enhancing classroom learning?

Drama means a pre-decided set of conversations spoken out, with acting of the actors, accompanied by gestures, music and dance and with special effects as the case may be.

The drama invariably has pre-decided written parts. There are ready made dramas but they may not be apt to the theme of the lesson and the level of students. It requires an interested teacher to identify the theatrical part in the lesson and sometimes she or he develops the conversations too. She/he has to identify students who have a knack for acting and allot roles to them or allow them to choose depending on the requirements. Rehearsals are many in number with or without music or costumes. To start with there may not be music in instruments but slowly they are all introduced.

Steps in organizing dramatization

- Determining the theatrical element in the lesson
- Searching and finding a play suited to that theme in the lesson
- Modifying the play to suit the lesson
- Deciding on the students who would fit into the different roles in the drama
- Allotting roles to different students and asking them to copy down their part of the conversation
- Giving time to the students to mug up the conversations and understand the theme of the play
- Rehearsals as many as required
- Rehearsals with costumes
- Enactment of the drama
- Feedback on the suitability of the drama –language, theme, acting, dialogue etc. In costumes of the dramas may not be custom made or from a theatre company. They may be improvised, somewhat ordinary compared to professional dramas.

Some dramas are action oriented but others are speech oriented. You have to take a decision regarding the theme and the type of actors available in the school. For example, the drama on 'Krishna, the child' will have more action and special

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effects, where as the drama on 'Chatrapati Shivaji' will have more emphasis on words.

The teacher has to keep in mind the cost involved, time available and the school's philosophy before deciding on which drama to stage.

Many dramas require permission to be taken by the original authors. Courtesy demands that the author is requested for permission in advance and the royalty if any, can be paid.

It is always advisable that you write the script of the drama involving the students. This develops belongingness among the students as well as skill to write dramas.

Check your progress-2

List the features of a drama.

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How can a teacher make a drama 'low cost and no cost'?

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How is drama different from role play?

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ACTIVITY-7

Select the chapters that have theatrical components.

Choose any one theme and write how you would organize dramatization to strengthen students learning.

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7.4.4 COOPERATIVE LEARNING

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members:

- gain from each other's efforts. (Your success benefits me and my success benefits you.)
- recognize that all group members share a common fate. (We all sink or swim together.)
- know that one's performance is mutually caused by oneself and one's team members. (We can not do it without you.)
- feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).

Elements of Cooperative Learning

Dear teacher it is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

i) ***Positive Interdependence****:* Each group member's efforts are required and indispensable for group success. Each group member has a unique contribution to make to the joint effort because of his or her resources and/ or role and task responsibilities

ii) ***Face-to-Face Interaction*****:** Teacher has to tell how to do the work and has to check for their understanding by discussing the concepts learnt. There is also need to connect the new learning with the past learning.

iii) ***Individual & Group Accountability:*** Teacher has to keep the size of the group small as smaller the size of the group, the greater the individual accountability may be. It is also necessary that the students are tested orally by asking them to present their learning. When the class gets some doubts the whole group should be prepared to explain to the class the rationale underlying the answer.

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iv) ***Interpersonal &Small-Group Skills:*** Social skills like Leadership, Decision-making, Trust-building, Communication and Conflict-management skills must be developed among the students.

v) ***Group Processing:*** Group members discuss how well they are achieving their goals and maintaining effective working relationships. They also describe what actions of the members are helpful and not helpful. This helps in reflecting on the behaviours which hilp them either to continue or to change.

Merits of Cooperative Learning: Some of the merits of cooperative learning are mentioned below. They

- promotes student learning and academic achievement;
- increases student retention;
- enhances student satisfaction with their learning experience;
- helps students develop skills in oral communication;
- develops students' social skills;
- promotes student self-esteem;
- helps to promote positive race relations, etc.;

Illustration

Topic: water

You can identify the themes like- sources of water, reasons for pollution of water, ways of saving water from pollution, conservation of water, uses of water

Divide the class into groups as many as sub- themes

Allow the group to pick the sub- themes

Announce the time limit.

Let each group sit separately and work on the selected sub- theme

After the time limit let the students sit in their places.

Allow for presentation and discussion.

ACTIVITY-8

Identify a topic to be taught through cooperative learning organise cooperative learning activity for teaching the topic.

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Check your progress-3

1. What is cooperative learning?

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2. List the elements of cooperative learning.

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3. Write any four merits of cooperative learning.

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7.4.5 CONCEPT MAPPING

Meaningful learning is one of the objectives of teaching. There have been several efforts to improve students learning. One of such efforts is to try several instructional strategies. Concept mapping is one such. It helps in developing conceptual understanding among the students with inter relations among the concepts. It is a process that results in a concept map.

Feature of a concept map:

i) Concept maps are diagrammatic representations that show meaningful relationship between concepts in the form of prepositions.

ii) The prepositions describe the connections between concepts.

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iii) Usually concepts are written inside a circle or a box, connected by lines with connecting words.

iv) Concepts are arranged in a hierarchical order from top to bottom, placing the most general concept at the top and moving downward.

v) There can also be links laterally relating the concepts together.

vi) It is also possible to show integration of concepts across the subjects. Figure-1 shows the featuring of a concept map.

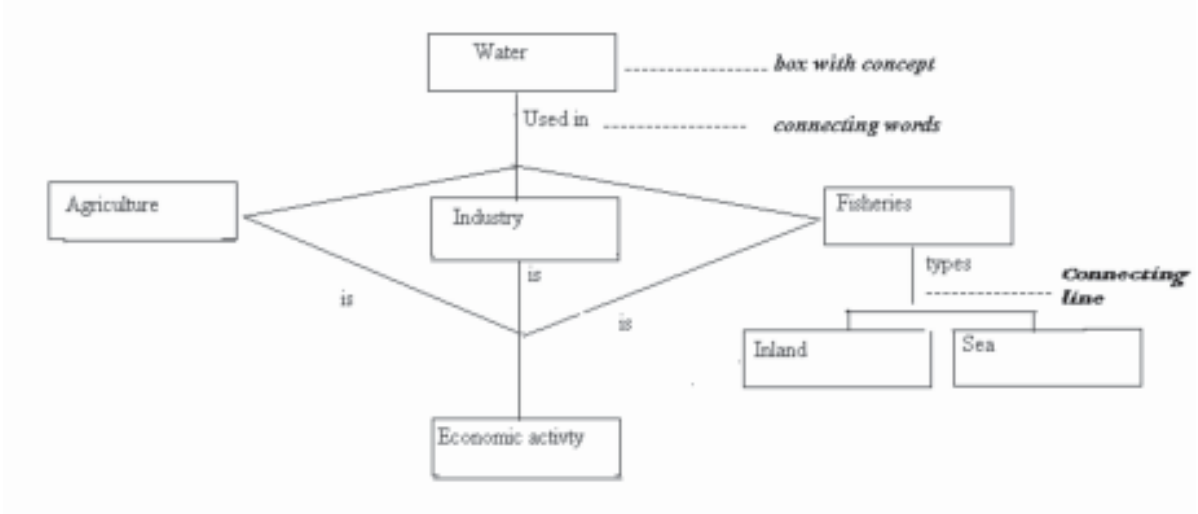

Figure 1- Features of a Concept Map

Steps in concept mapping: In the construction of a concept map, the following steps are followed. It is advisable to involve students at every stage of concept mapping.

Step 1 : Identify the concepts from a selected unit/ chapter. List them on the black board.

Step 2 : Arrange the concepts in a hierarchical order from general to specific from top to bottom.

Step 3 : Select the concepts that are to be placed laterally.

Step 4 : Place all the concepts meaningfully on the blackboard.

Step 5 : Draw circles/ boxes around the concepts and draw lines linking the concepts.

Step 6 : Write the linking words. CONCEPT MAP is ready.

Step 7 : Read the whole concept map and see whether all the links are with connecting words.

In case the concept maps look too crowded, it may be reconstructed. After drawing the concept map on the blackboard involving the students, they may be en-

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couraged to draw on their own. To begin with, they can complete an incomplete concept map. Later they can be asked to construct a concept map on their own. Figure 2 shows a concept map on 'Types of Industries'.

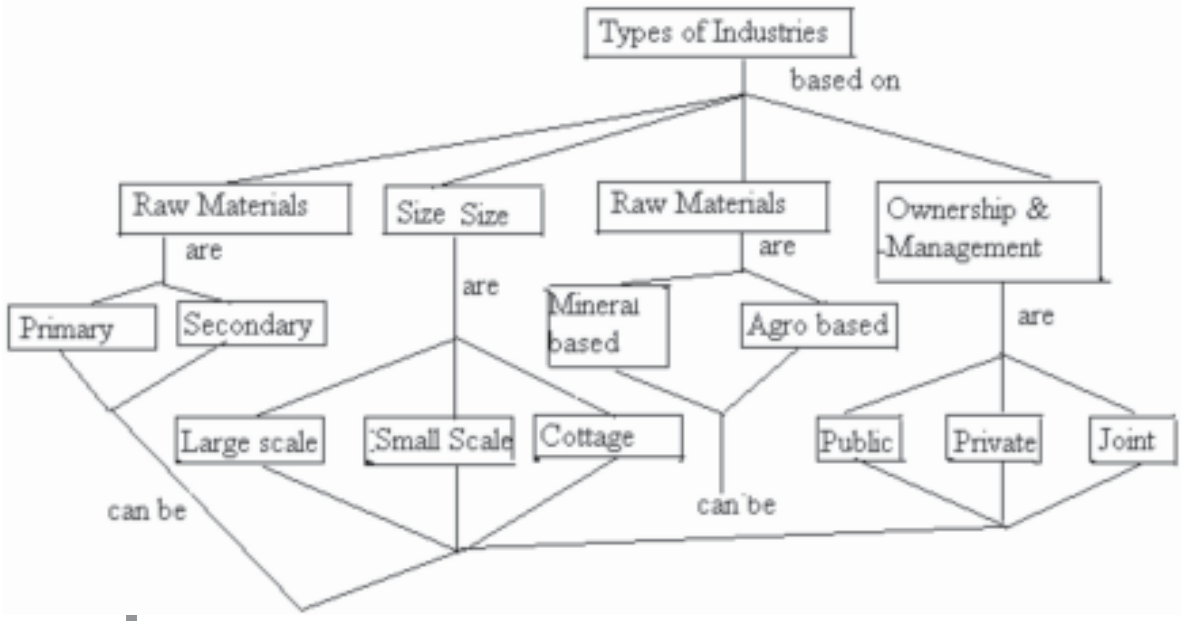

Figure 2- Concept Map on "Types of Industries"

Uses of Concept maps: A concept map can be used at any stage of the lesson. When it is used at the introductory stage, students get a complete picture of what they are going to learn. If it is used at the developmental stage, students are taken smoothly from one concept to another. When it is used at the evaluation stage it can assess the understanding level of the students. They help in summarizing whatever the learners have learnt.

Check your progress-4

What is a concept map?

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Describe how would you use a concept map to assess the learning of the students?

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ACTIVITY-9

Study Figure-2 and work out step1,2 and 3 of that concept map. Select any topic of your choice and follow all the steps of concept mapping and construct a concept map.

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7.4.6 CRITICAL PEDAGOGY

Knowledge is dynamic and ever expanding. It is the responsibility of every individual to examine what is right and what is wrong, what is needed and what not. NCF (2005) identifies the present education system as not flexible. It is isolated from experiences of children that discourage creativity, critical thinking and insights of children. As societies are becoming more complex, it is necessary to prepare children to face such societies. Critical pedagogy provides children adequate opportunities to express their views, interact and solve problems. Such processes will lead to the transformation of oneself as well as of the society.

Critical pedagogy is a teaching approach which attempts to help students question and challenge domination, beliefs and practices that dominate. It helps students to achieve critical consciousness. As reflected in NCF (2005), critical pedagogy provides an opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects. It entails the acceptance of multiple views on social issues and a commitment to democratic forms of interaction.

Steps that you can follow in following critical pedagogy in a class are as below:

i) Create optimum opportunities for the students to critically analyse the issue.

ii) Announce the issue to the class and a fix a date for discussion.

iii) You may also ask them to collect information regarding the issue well in advance.

iv) Students will have to actively participate when they give their view points for and against the issue and discussing the questions.

Sugg*ested steps *to be followed are illustrated below:

Topic: People and Environment

Teaching Points: Reasons for increased deforestation

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Effects of deforestation

Ways of protecting forests

Issue involved: Increased deforestation

Question: Should we go for increased deforestation?

Differing view points:

For: Urbanization

Industrialization

Increase food production

Against: Increased pollution

Depletion of ground water

Imbalance in nature

Environmental degradation

Critical questions to be discussed:

What has made us go for deforestation?

How can we meet the needs of growing population without deforestation?

How will the earth be if there are no forests at all?

How does deforestation affect human beings?

In what ways can we protect forests?

Teacher has to help the students to collect information by telling them the sources-print, audio, visual etc. It is not necessary to arrive at conclusion. The approach aims at creating a platform to the students to critically look at the issues prevailing in the society.

ACTIVITY-10

Select an issue from Social and Political Life. Write a plan for following critical pedagogy.

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Check Your Progress-5

1. What are the objectives of critical pedagogy?

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2. Describe the role of students in this approach.

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7.4.7 PROBLEM SOLVING

(This is adapted version from Sharma Santhosh (2006) Constructivist Approaches to Teaching and Learning. New Delhi. NCERT)

Problem Solving is an instructional strategy which is used to develop conceptual understanding and the ability to transfer and apply those understanding to new situations. When students are taught through this method, they get opportunities to think rationally and develop thinking skills. Thinking is the basic skill required in problem solving by which students make sense out of experiences. Both thinking skills and problem solving can be taught to students by providing problem situations and opportunities to solve these problems.

Steps in Problem Solving

There are many people who worked in the area of problem solving method and they have demonstrated different steps. But the common steps which are normally used are discussed in the following paragraphs.

Step 1: Identifying the problem

First teacher and students have to find out what exactly is the problem. Then they have to understand and define the problem. The problems must be related to students existing knowledge and must use familiar real life situations.

Step 2: Designing the method of problem solving

After the problem has been understood by students, they have to design the process of solving the problem. Once they decide on the method of solving, they have to explain as to why they have selected that particular strategy. Systematic planning and explaining of each step will help students in developing' problem solving process skills'. That is, they learn the way of solving the problem.

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Step 3: Executing the Plan

After designing the method of solving the problem, the next step is to execute the method. This requires students to collect, organize and analyse data to arrive at solutions.

Step 4: Evaluating the solutions

This is the last step. In this step students need to check for all evidences and data that support the problem solution. Wherever possible students should be encouraged to apply the solution to a new or similar situation, which would give idea about the correctness and validity of the solution.

By following problem solving method, it is possible to develop abilities in learners such as: analytical thinking, critical thinking, relating cause and effect, rationalizing and reasoning, giving judgment along with the development of social values. Teacher is required to guide students in the process of solving the problem.

ILLUSTRATION

Step 1: Identifying the problem

Why was the Revolt of 1857 a failure?

Students collect information from various sources on why the revolt was considered a failure.

Step 2: Designing the method of problem solving

Class decides to solve the problem through group work. They identify the areas on which they have to work. The areas could be-

Role of common people—role played in the revolt and its effect.

The ways the people revolted – unity among the people, weapons used.

Strategy followed by the British to tackle the situation.

Step 3: Executing the Plan

During this step, each of the group of students selects an area and discuss amongst themselves about solving the problem. Gather more information on the revolt and identify various events of the revolt. They analyse the situations and find out cause and effect. They prepare a report on what went right and what went wrong for the failure of the revolt and finally arrive at solution.

Step 4: Evaluating the Solution

Each group will present the report to the class along with the solution. Class as a whole discusses and reflects on the solutions. They can also recall a similar situation and validate the solution.

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ACTIVITY-11

Problem – *'Dependence of farmers on monsoon for agriculture in southern India'*

How would you guide the students to think on the above problem and arrive at solution through problem solving method?

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Check Your Progress-6

1. What are the advantages of Problem Solving method?

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2. Identify the role of the students in Problem Solving method?

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7.4.8 EXPERIENTIAL LEARNING

Experiential learning as the term suggests, is a strategy used in learning by experience. The way the experience is processed is considered central to learning. This strategy allows for field work connecting learning to real life situations. Here you can use concrete experiences to understand the new ideas / concepts and use the feed back to validate the new concept.

It is the process of making meaning from direct experience. It focuses on the learning process for the individual. An example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Thus, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences. Experiential learning is based solely on the meaning making process of the individual's direct experience.

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Experiential learning can be a highly effective educational method. It engages the learner at a more personal level by addressing the needs and wants of the individual. Experiential learning requires qualities such as self-initiative and self-evaluation. The process of experiential learning allows one to learn new skills, new attitudes or even entirely new ways of thinking.

It is true that an important role is played by experience in the learning process. A fun learning environment, with plenty of laughter and respect for the learner's abilities, also fosters an effective experiential learning environment. It is vital that the students are encouraged to directly involve themselves in the experience, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

How do you create a well-crafted learning experience? The key lies in the facilitator and how he or she facilitates the learning process. And while it is the learner's experience that is most important to the learning process, it is also important not to forget the wealth of experience a good facilitator also brings to the situation.

An effective teacher is one who practices experiential learning andis passionate about his or her work. He/she is also able to immerse participants totally in the learning situation, allowing them to gain new knowledge from their peers and the environment created. These teachers stimulate the imagination, keeping participants hooked on the experience. In addition to standard written and visual materials, learners with different types of learning styles and strengths can be accommodated by providing direct experience.

Process involved in experiential learning

(i) While using this strategy, you have to first identify the concept, which has scope for field work or observation.

(ii) Plan for field work and provide as far as possible first hand experience to students.

(iii) Based on their experiences, get the feed back and pool the information.

(iv) Let the students arrive at the meaning of the concept and processes if, any.

(v) Finally, create a context for validation of the acquired new concept.

Let us see the illustration given below.

Illustration

New Concept: Election

Concrete experience: Conducting election in the school for electing Students' Council. Consider each class as a constituency, let there be candidates contesting the elections. Provide them the symbols. Follow all the processes involved in the general election from the date of announcement of election to

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declaration of the result. Let one of the teachers be the election officer. After the declaration of the result, allow all the elected students to take oath of office and ask them to elect their school leader and form committees to look into the school affairs.

Getting feedback: The whole class discusses the processes involved in the conduct of the election of Students' Council.

Validating the new concept: There are several ways of validating the concept of 'election'. You can follow any one of them or may be some other , whichever is convenient to you.

- Display of newspaper cut outs showing the different stages of election in any part of our country.
- A documentary film on Election Process can be shown to students.
- Direct observation of election of local government or any other body / office.

ACTIVITY-12

Select a topic / concept of your choice and write a plan to teach that topic / concept through experiential learning.

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Check Your Progress-7

What is the meaning of experiential learning?

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What according to you are the merits and demerits of experiential learning?

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7.4.9 NARRATION / STORY TELLING

Story telling is a traditional method of entertaining the children by grand parents especially by grandma. It is a skill wherein the narrator communicates to the listeners through oral and non- verbal gestures. This withholds the attention of the listeners. In fact it is an art in itself which aims at presenting to the students through the medium of speech which is clear, vivid and interesting, with ordered sequence of events in such a way that the students are able to reconstruct these happenings and they live in their imagination through experiences recounted.

A teacher's capacity as an actor and speaker can make the lesson lively and interesting, to the students. They can make students almost visualize the events and the personalities concerned. To keep the listener on track, the narrator asks simple questions in between, which requires to be answered in one or two words. This method is suitable to teach social science especially History, at the elementary stage. This would arouse interest of children and provide them scope for imaginative understanding and thorough enjoyment.

Story telling can be relied upon by the teacher as the best companion for developing traits of character such as charity, piety, truthfulness, velour, etc. among students.

Advantages: This method can creates interest in the students and they start liking both the teacher and the subject. It can also support development of imagination and inculcation of virtues, which required for social living. Students learn more than what is given in the textbook.

Limitations—Teacher plays a major role and if the story is not told in an interesting way, students may feel bored. It is also true that all topics cannot be taught through this method. Teacher has to collect more information than what is in the textbook and has highly to be skilled in narration for the success of the method.

Illustration

Kalinga war, Dandi March, Quit India Movement etc can be taught through this method. Weave an interesting story with the content of the lesson and additional content from other sources. Present it to the class as described above.

ACTIVITY-13

Select a chapter in social science that can be taught through story telling and write the story.

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Check Your Progress-8

1. What care must be taken by a teacher while using story telling method.

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2. List the skills required in a teacher for story telling.

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7.4.10 FIELD TRIP

An instructional strategy, which is popular among learners is, the field trip. It is a trip organized by the school for learners to a nearby place / spot, which is of educational value. It is an important school activity which is an integral part of the school curriculum.

Field trips provide direct experiences to the children with outside life. They are considered to be most important and most effective device of teaching-learning in social sciences. They provide the children first hand experiences to at every level of learning.

Organizing a field trip

For a field trip to be successful, it needs to be organized carefully. There are organizational tasks at three stages. Involve students at all stages. They are described below.

i) ***Planning:*** In the beginning of the year itself, you may look into the textbook and syllabus and identify the chapters that can go well with field trips. Depending on the availability of time and resources, select a few places for field trips. After selection, fix tentative time of visit. Take permission from the concerned people – authorities, parents, etc. Prepare the students for the visit. Guide them as to what to observe, what to note down. If possible prepare a questionnaire and give it to each child.

ii) ***Execution:*** As per the plan go on a field trip along with students and colleagues. See that all the children participate actively. Take proper care of the children.

iii) ***Follow up:*** After returning from field trip, , consolidate the experiences

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with the help of students. It can also be a part of continuous assessment. Relate their experiences to the chapter. You can also reflect on the organizational part and get suggestions for improvement.

Field trips always motivate the children. They arouse interest and thereby vitalize instruction. They help children to develop values, especially social values. Field trips correlate and blend school life with the outside society. They provide learning opportunities to use community resources. Therefore, whenever there is scope for organizing field trips, they must be carried out.

Illustration

You may take the children to Panchayat Office, Dam, Factory, Dairy etc. Follow the above steps and organize well.

ACTIVITY-14

Identify any two lessons of any one class which have scope for field trips. Organize field trip for one lesson and teach another lesson without field trip. Give tests on each of the lessons after their completion. Compare students' performance separately on two lessons. Write your observations. What is your conclusion on two teaching methods which you followed for teaching the two lessons?

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Check Your Progress-9

What steps are to be followed by the teacher in teaching through field trip?

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Identify the values which can be developed among the learners through field trips.

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7.4.11 DISCUSSION METHOD

Discussion method is one of the important methods in teaching social sciences that allows for every student to express her/his thoughts in the process of learning. It is an orderly process of making collective decision, which helps in cultivating democratic values. It seeks agreement, but if it is not reached, it has the value of clarifying and sharpening the nature of agreement.

Features of a Discussion

Whenever there is a problem/ issue/ a situation which has scope for difference of opinion, it calls for discussion method of teaching. Discussion is initiated and moderated by the teacher and continued by the students in an orderly manner. Every student is free to express her/his thoughts regarding the issue that is taken for discussion.

Organizing Discussion

There is a need to have a good deal of planning, both by the teacher and the students, to conduct discussion. There are three stages – planning and preparation, conduct of discussion and evaluation.

i) ***Planning and Preparation:*** This is pre-discussion stage which can go on in the form of discussion. First the group, as a whole, will have to identify the problems or issues. The selected issue must be identified by the students and they must have sufficient knowledge about that issue. The group will identify the questions to be answered under the issue. They may be written on the board sequentially. Give enough time to collect information. Fix a date and time for discussion.

ii) ***Conduct of discussion:*** Teacher plays a crucial role in the conduct of the discussion. Seating arrangement should facilitate face-to-face talk and participation of all students. It should be thinking together and to be dominated by a few students. Teacher has to create a free, relaxed and informal climate in the class allowing every student to participate. However, discipline has to be maintained. When one student is expressing his/her views, other students should listen to him/her. The discussion must be geared to the realization of objectives.

iii) ***Evaluation:*** This is a must. At the end of the discussion, teacher has to find out to what extent the discussion has been successful in arriving at decision. It is also necessary to understand to what extent the objectives of the discussion have been achieved. The group as a whole may also reflect upon the conduct of the discussion, look into the positive and negative aspects and try to improve in future.

ILLUSTRATION

You make all efforts to involve students at every stage of the discussion.

Planning and Preparation: Identify a few issues which are prevailing in the society and are related to the syllabus. They must also be of interest to the students. List them on the blackboard.

Gender Discrimination

Garbage clearance

Felling of trees

Water scarcity

Select any one. For example – Gender discrimination. Identify the key points. Write them on the blackboard. And ask students to collect information on those points by giving them reasonably good time.

Meaning,

Gender discrimination in the historic times

Gender discrimination at home, in the school, in the society

Reasons for gender discrimination

Ways of overcoming gender discrimination

Constitutional provisions

Conduct of Discussion: Make convenient seating arrangement for the students. You occupy a place from where you are visible to every student. Write the key points to be taken up for discussion on the blackboard. Initiate the discussion and allow all students to speak without discouraging anybody. Ask the students to write the important points on the blackboard/notebook.

Evaluation: During this stage sum up the ideas expressed in the class. Arrive at ways to overcome gender discrimination. All the members may also reflect on the conduct of the discussion and find the ways of reducing negative remarks in the next discussion.

ACTIVITY-15

Select any one issue in Social Science and organize discussion in your class. Reflect on how this class was different from usual way of teaching.

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Check Your Progress-10

1. What are the features of discussion method?

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2. Describe the role of teacher in discussion method.

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7.4.12 MAP BASED LEARNING

Map is a representation of the earth on a flat surface. Maps are very much used by motorists, defense personnel, tourists and so on. But to use map, it is necessary that one knows how to read map as map has its own language. A map cannot be meaningful unless the reader is able to make out what the map contains. 'Map literacy' is essential for understanding maps.

To make social sciences interesting, teacher uses several resources, which act as tools for learning. Map is one of the essential tools. As map brings the whole world to the classroom, it becomes easy to understand the content of social sciences which is map related. Students can understand the maps better when they are able to read maps and find out relationships between different maps. Therefore, it is essential that students learn to read maps. The learning that occurs due to reading of maps is called map based learning. To help children read maps it is essential to understand the elements of a map and develop map skills.

The elements of a map: The elements of a map are:

Title of the Map **-** It gives the theme of the map and it is given as heading of the map.

Direction Indicator **–** This is a figure given in some corner of the map that shows the direction of the map.

Scale of a Map **–** This is a measuring tool which is in the form of a ratio between the distance on the map and distance on the ground. This is shown either at the top or bottom of the map.

Colours and Symbols **–** These are used in the maps which have their own meaning. Their meaning is given in a part of the map called legend. This contains the list of symbols/colours used in a given map and its meaning.

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Map of India

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Map Skills: Let us now know what are the skills required to read maps. They are

i) Noting Directions

ii) Recognizing Scale of a map and computing distances

iii) Reading Colours

iv) Reading Symbols

v) Making Inferences by relating different maps

The description in the following paragraphs will tell you how the above skills can be developed among the students.

i) ***Noting Directions:*** A map is always drawn in relation to direction. In on part of the map you can see the 'Direction Indicator'.

This shows that the top of the map stands for north direction. Once we know one direction, it is possible to find out the other directions.

There are two types of directions. They are Cardinal Directions and Intermediary Directions. There are totally eight directions four are Cardinal. They are East, West, North and South. The four Intermediary Directions fall between the four Cardinal Directions. They are North East, North West, South East and South West.

Figure 1: Cardinal Directions

Figure 2 Intermediate Directions

You let us use a Political map of India and ask learner to identify the directions.

Jammu and Kashmir is in the north, Tamil Nadu is in the south, Orissa is in the south east. In the same manner, ask learners to identify the states located in other directions.

After the students identify the directions on a map, ask them how to find the relative direction of a given place. Example : Which state is to the east of Madhya Pradesh? Which state is to the south of Nagaland?

ACTIVITY-15

Write ten questions to locate directions using any other map.

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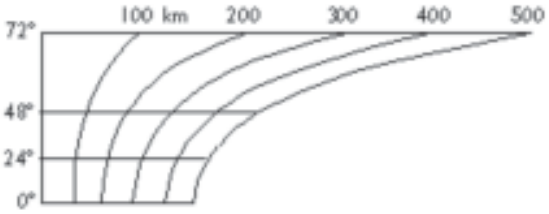
Scale of a Map and Computing distances: Scale of a map is a measuring device. It is given in every map. Each map has its own scale. It is a ratio between the distance on a map and distance on the ground. Example 1:10,000 means one unit on the map is equal to 10,000 units on the ground. Map scale is normally expressed in three ways. They are

Statement form: 1cm = 100 Kms.

Representative Fraction: 1 : 10,000

Bar Scale



Variable Scale

Graphic on scale:

With the help of scale of a map one can measure, the distance between the places, length of a river or a coast line etc.

For example, there is a political map of India with its Map Scale in statement form : 1cm: 500 Kms. To measure the direct distance between the places (Mumbai to New Delhi) on this map use a divider of the instrument box, keep it at two points (one end on Mumbai and the other end on New Delhi) on the map. Then lift the divider from the map. Keep it on a measuring scale and find the length of the distance in cms. Now multiply the distance you got on the map by 500 as 1cm: 500 Kms. as per the scale. The product that you get is the actual direct distance between Mumbai and New Delhi on the ground.

Suppose you want to find the length of a river whose marking on the map is crooked, you use a piece of thread instead of divider, move the thread along the marking of the river then find its length on the map and compute its actual length on the ground using the scale of the map.

By learning how to use scale of a map, students can find the approximate distance / length by computing themselves. This increases the interest of the students and they can also play with the maps, using Atlas in groups during free time in computing the distance. This will increase the skill of the students in using Map Scale.

ACTIVITY-16

Take any map of your choice. Identify its map scale. Calculate the distance between any two places.

Measure the length of any part of a river.

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Reading Colours: Colours used on a map have different meaning depending on the nature/theme of a map. If it is a political map, the colours indicate different political units. If it is a physical map, the colours stand for the height of the land above the mean sea level or the depth of water below the mean sea level. In physical map certain colours are conventionally used and they have universally accepted meaning. Example: Shades of green stand for low land, wherein, darker the green lower the height of the lowland from the mean sea level.

Let us now see how do we make out the actual height of a given land or depth of the water body. This is understood by using an element of a map called Legend. This also known as Index / Key. This is found in every map wherever colours are used. This is a small rectangular box drawn on a map with tiny coloured boxes. There will be different shades of colours. Each shaded tiny box stands for the range of height or depth as indicated against it. (Sample legend of colours to be given)

By reading the legend you can understand the meaning of colours used in the given map. You can also help your learners to develop skill in reading colours by using maps of different themes with colours.

ACTIVITY-17

In a physical map of India identify your state and two neighbouring states. Look at the different colours used in these states. What is the range of height of each of these states?

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Reading Map Symbols: All maps contain one or the other information of the earth. The information is shown in different forms in different maps. It is shown through colours or symbols whichever is appropriate. You have already studied how to read colours. Now let us understand about symbols. Symbols are in the form of figures/ letters. They represent the resources of the earth on a map. Only when you are able to understand what these symbols mean, you can get information from the maps. In other words, you are able to read the symbols used in the maps.

How can we make out the meaning of the symbols used in a map? It is just like how you read the colours using the legend of the map. But in the legend there

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will be the symbols instead of colours. (Sample legend of symbols – conventional and non-conventional, to be given) There are two types of symbols. They are conventional and non-conventional. The conventional symbols have universally accepted meanings and have been in use for a very long time. Whereas, the non- conventional symbols are used by the map maker according to her/his choice. Once you develop the skill of reading colours and symbols of a map, you will be in a position to understand the map better.

ACTIVITY-18

Imagine you are a map maker. You are asked to prepare a map showing one monument each in any five states of India. What symbols would you use? Prepare a legend.

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Making Inferences by relating different maps: After you develop the skills of Noting directions, Recognizing Scale of a map and computing distances, Reading Colours and Reading Symbols, it is very easy to draw inference. Let us first know what inference is. Inference is conclusion reached or judgments arrived at by reasoning from data/ observation/ facts at hand. It suggests indirectly that something is true.

Is it possible to collect information from the maps to arrive at conclusion? Let us find out. Suppose you have to study about growing of coffee, take the crops map of India. Identify the places where coffee is grown in India taking the help of legend. Look into physical map of India and identify the land forms of those places where coffee is grown. Will you be able to generalize what landform is required to grow coffee based on the observation? You will surely tell that it needs highland. You can also tell the range of height of the highland. Look into the climate map, soil map, rainfall map, population map etc. and find out what conditions have favoured the growing of coffee in those places. You can even predict a place where coffee can be grown. This is how you make inferences based on several observations from one map or/ and based on several observations from more than one map.

ACTIVITY-19

Make any one inference and write how you will teach the learners to make that inference based on maps. Describe sequentially.

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It is always possible for a teacher to use more than one method while teaching a chapter. The Table below gives the analysis of a chapter from Geography textbook of class VII (NCERT, 2007).

Chapter No. 6 Natural Vegetation and Wild Life

Content Analysis	Objectives	Strategy
Natural Vegetation-meaning	Explain the meaning of the term 'natural vegetation'.	Discussion
Factors influencing natural vegetation	Identify the factors influencing natural vegetation.	Map based learning
Categories of natural vegetation	Classify the given vegetation into forests, grasslands and shrubs.	Cooperative learning
Types of natural vegetation -location -climate	Identify the location of different types of forests. Find relationship between climate and natural vegetation.	Map based learning
-trees	Describe the characteristics of different types of forests.	Project method Concept mapping
-wild life	Describe the wild life of each of the forests.	Role play
Deforestation	Explain the ill effects of deforestation.	Critical Pedagogy

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Check your progress-11

1. Which direction lies between south and west?

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2. In which direction is West Bengal in relation to Sikkim?

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3. What is a Map Scale?

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4. Name the three types of Map Scale.

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5. Why should we develop the skill of using map scale?

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6. What do colours stand for in a political map?

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7. What does the legend of colours indicate?

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8. What do symbols represent on a map?

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9. Which are the two types of symbols?

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10. What in the map helps you to read the symbols?

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11. What do you understand by inference?

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12. Which map skills are necessary for making inference?

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7.5 LET US SUM UP

By now, you have learnt about the various method which you can use to make your class interesting for the learners. Bringing variety in the class always breaks the monotony. Therefore, select a method or more than one method, develop an instructional strategy and make your class lively and fruitful to the learners. Greater the learners' involvement, higher is the learner achievement. If we want the learners' participation in the class, it is necessary that we follow learner centered

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approaches as discussed in this unit or any other methods which have come to your knowledge. Hope you will prepare well and bring life to the Social Sciences class.

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7.7 UNIT END EXERCISES

Based on the description given in this unit, some questions are given below to be answered by you. Hope you will feel comfortable to answer them.

a) Why is the knowledge of Social Sciences important to learners?

b) Discuss any four features that are expected to be in a Social Sciences class.

c) On what basis do you select a strategy for teaching?

d) Distinguish between Role Play and Dramatization.

e) Why do you consider project method as learner centered ?

f) Illustrate how will you teach a concept through cooperative learning?

g) Write the steps involved in preparing a concept map. Illustrate.

h) Write a plan for using critical pedagogy

i) How will you adopt the method of problem solving?

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j) Select a topic and write how you will try to provide experiential learning to the learners to teach that topic.

k) How will you adopt storytelling to teach history part of Social Science? Give an example.

l) What are the advantages of field trips?

m) Describe the role of students in discussion method.

n) Why is it necessary to develop map reading skills among students?

o) Illustrate how you would develop the skill of inference among the learners using maps

UNIT 8 LEARNING RESOURCES IN SOCIAL SCIENCES

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8.0 INTRODUCTION

In unit 7, we discussed various teaching methods and strategies which you can make use of while teaching different topics in social sciences. Hope you must have acquainted yourself with those innovative teaching methods and strategies. Taking another step to help you in improvising your teaching skills in social sciences and also to develop your professional competencies in developing and using various resources, the unit on learning resources is being presented. You

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must be aware of the importance classroom activities like planning of instruction, developing instructional learning strategies and managing classroom instruction. All these activities involve the use of a variety of resources on the part of the teacher. The quality of instruction depends upon the appropriate use of these resources by the teacher. It is, therefore, very relevant to learn about these resources and how best they can be used for instructional purposes. In this unit, we will discuss the meaning of learning resource, a resource centre and also examine various types of resources available in a resource centre. We will be also discussing about management aspects of these resources along with certain suggestions for generating your own resources in case they are not easily available. The roles of the teacher and students in generating and managing these resources will also be discussed in this unit. How the teacher, the student and the community can be used as instructional resources will also be focussed upon in this unit.

8.1 LEARNING OBJECTIVES

After going through this unit, you should be able to,

- explain the concept and meaning of learning resources in social sciences;
- discuss the need for learning resources in social sciences;
- classify various learning resources on the basis of their characteristics;
- develop various learning resources;
- choose appropriate learning resources for classroom instructions;
- prepare and use various learning resources;
- manage learning resource centre in social sciences; and
- use the community resources as learning resources in social sciences.

8.2 LEARNING RESOURCES: CONCEPT, NEED AND IMPORTANCE

Resource , in day-today's parlance, is a commodity, which has utility and value. In teaching learning process of social sciences we tend to use various objects, materials, people, and buildings to transact the content. These are called learning resources. Some of which these learning resources are referred to as Instructional Aids/ Instructional Media. There is a wealth of learning resources which can be used in teaching of social sciences. You are familiar with common learning resources such as blackboard (chalkboard), charts, models, video film, radio, etc.

Notes

Learning Resources are any person, material, situation and experience organised, or created, to help the student or learner learn actively and attain the objectives of instruction. In other words. Anything which facilitates student learning is called a learning resource.

The resources may be used by teachers, students or both during instruction so as to maximise the attainment of instructional objectives.

ACTIVITY-1

Before you are exposed to greater inputs of using these resources, Let us have a small survey of availability of learning resources in your schools. Based on your school experiences,list out the type of learning resources according to their place of availability.

Availability of Learning Resources	Type of Learning Resources
Within the classroom	
Within Library	
Within School Premises(excluding library)	
Within community	

You may have listed materials from chalkboard to computers. All these are used in various phases of classroom instruction, namely, planning, presentation, and conclusion phases. They can be used for all the components of social sciences with learners of any age and group. But as a teacher you need to take a very wise decision while selecting the learning resources based on your need and availability. Can you think of points on the basis of which you are going to select these learning resources?

The importance of Learning Resources is stressed in Focus Group Paper of Teaching of Social Sciences. (NCF 2005.)

'Teaching should utilize greater resources of audio-visual materials, including photographs, charts and maps and replicas of archaeological and materials cultures'

If so much is said about the importance of learning resources, you may raise a question, what is the need for using these learning resources when teaching learning can happen without that also. Since you are a working teacher, you can feel the difference in your teaching with or without using learning resources. Let us understand the need and importance of learning resources in the teaching –learning process.

Notes

Need and importance of Learning Resources in the Teaching-learning Process

The following points explain the need and importance of learning resources in teaching-learning process:

- Application of these learning resources makes teaching and learning effective.
- Learning resources help the learners achieve the learning objectives more effectively and efficiently.
- Learning resources help in clarifying, interpretating and appreciating concepts. They provide clarity, precision and accuracy in processing information
- They help students learn faster, remember longer, gain more accurate information.
- Some of these resources are used to create readiness in the learners for acquiring learning experiences.
- They create visual images, which help retention of the learnt concepts. Some of them also provide stimulation to more than one sense (e.g. video film or television)
- They also have the capacity to provide real (direct) or almost real experiences.
- Some resources provide the learners opportunity to learn individually at their own pace (e.g. computer-assisted instructional programme, or in a small group (models, assignments, newspaper cuttings for discussion, etc.), or in a large group (e.g. 35 m.m. film or slides).

Check your progress-1

Notes: a) Space is given below for your answers.

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

1. What are Learning Resources?

.....

.....

.....

2. Give justification for need and importance of Learning Resources?

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Notes

8.4 TYPES OF LEARNING RESOURCES

The Learning Resources in social sciences can be classified into two broad types; these are print-based learning resources, and non-print based resources.

ACTIVITY 2

In the concept of learning resources you have already done a survey on available learning resources in social sciences. Classify the learners resources into print based and non-print learned learning resources.

Print Based Learning Resources	*Non- Print Based Learning Resources*

As a social sciences teacher you can use a great variety of learning resources to promote student learning. In this section, we will to promote student learning discuss some of the commonly used learning resources in social sciences at the upper primary level.

8.3.1 Realia and Diorama

The term realia is adapted from library classification systems; the term **realia** refers to three-dimensional objects from real life such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material. They can be either man-made (artifacts, tools, utensils, etc.) or naturally occurring (specimens, samples, etc.), usually borrowed, purchased, or received as donation a school, by a teacher, library, or museum for use in classroom instruction or in exhibitions. Archival and manuscript collections often receive items of memorabilia such as badges, emblems, insignias, jewelry, leather goods, needlework, etc., in connection with gifts of personal papers. Most government or institutional archives reject gifts of non-documentary objects unless they have a documentary value. Mixed objects normally have the donors signature and legal documents giving permission to the archive to destroy, exchange, sell or dispose in any way those objects which, according to the best judgment of the archivist, are not manuscripts (which can include typescripts or printouts) or are not immediately useful for understanding the manuscripts. Thereafter, the use or non-use of mixed objects depends on the judgment of the archivist.

Notes

How to procure Realia?

While conducting field trips one can collect samples of rocks, soils, mineral resources.

You can procure from them the community or they can be hired from museums.

Teaching with the help of Realia creates a lot of interest among the students as they are always fascinated by real things than created ones. While teaching chapter on resources you may use specimens of soils, rocks, minerals, agricultural products. While teaching political history one can make use of coins, jewelry, dresses, etc. While teaching chapter on agriculture, samples of various crops can be used to provide them real experience.

<table>
<tr>
<td> 
Tools made up of rocks</td>
<td> 
Ancient Indian Coins</td>
</tr>
<tr>
<td> 
Farm Implements</td>
<td> 
Specimen of mineral resources</td>
</tr>
</table>

Fig 8.1 Realia

Diorama: the term "diorama" denotes a partially three-dimensional, full-size replica or scale model of a landscape typically showing historical events, nature scenes or cityscapes, for purposes of education or entertainment.

How to construct Diorama?

Diorama can be constructed with the help of cardboard, thermocol sheets, clay, readymade synthetic materials like plants, bushes, shrubs

Name the topics for which diorama can be used?

.....

.....

.....

In most of the Geography textbook there is ample scope of using diorama. For example Diorama can be constructed for depicting, Life in Deserts (figure 8.2) Oasis in the Sahara desert can be presented through diorama, similarly life in cold desert can also be presented.

Beautiful diorama can also be prepared for Paddy cultivation in Brahmaputra valley and tea gardens in Assam. Diorama can also be prepared for depicting natural vegetation and wildlife.

Diorama they take so much time to construct, they should be shared with several classes and/or kept in use in other years.

Why diorama and Realia at this stage

Since at this stage children learn more through observation, it is necessary to use diorama to have a feeling of life of people in a particular geographical region.

Life in Desert

Life in Polar Areas

Fig.8.2 Diorama

8.3.2 Maps and Globes

It is said that maps and globes are tools of geographer and social scientists**.** You are already familiar with maps and globes**.** A map is a representation or a drawing of the earth surface or part of it drawn on a flat surface according to scale whereas globe is miniature form of the earth. They vary in size and type- big ones which cannot be carried easily, small pocket globes, and the globe like balloons, which can be inflated and are handy and carried with ease. Maps provide more information than a globe. Maps are of different types. Maps showing natural features of the earth such as mountains, plateaus, plains, rivers, oceans etc. are called physical or relief maps. Maps showing cities, towns and villages and different countries and states of the world with their boundaries are called political maps. Some maps focus on specific information such as showing distribution of temperature, rainfall, forests, minerals, industries, population, transportation, etc. These are known as thematic maps. Maps help in understanding in learning concepts help in synthesising and integrating ideas and to draw rea-

Notes

sonable inferences and observations. You have already learnt about teaching with maps in the previous unit.

(a) India: Political Map (b) India: Physical Map (c) Globe

Fig 8.2-Types of maps & globes

8.3.3 Models

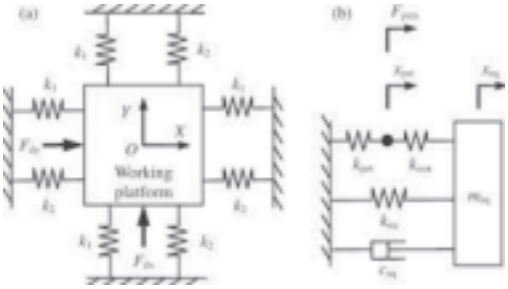
Models are three-dimensional visual aids. They represent real things in all respects except size and shape. Large objects are reduced to small size so that they could be observed by students with greater precision. Models can be of three types:

(i) Simple (static): Globe is model of earth. One can have static models of plains, plateau, mountains, delta, valleys, gorges and canyons

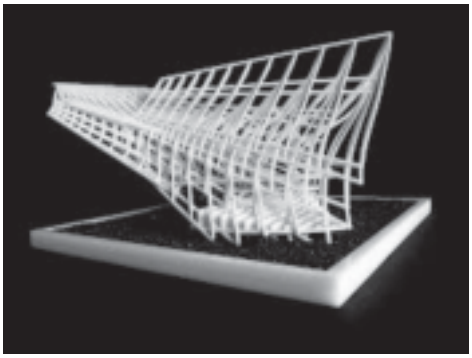
(ii) Sectional: Sectional model refers to model representing particular part of the feature. It can be vertical /horizontal or oblique section. Interior of the earth showing core mantle and crust, is a kind of sectional model. You may also have sectional model of waterfall.

(iii) Working: One can have model of solar system, earth movements (rotation and revolution), movement of ocean currents and winds. In such kind of models phenomena are explained with the help of models which are in working form. One can also go for a working model of a volcano or a model to explain phases of moon or plate tectonics.

Models are generally prepared using materials like cardboard paper, wood, bamboo, thermocol, wax, plaster of Paris, plastics, metals, clay, strings, etc. One can easily develop a model based on two dimensional pictures or by observing a natural or cultural landscape. Like diorama construction of models is also a time consuming affair so, this can also be shared with other classes and can be used year after year.



(a) Static Model



(b) Sectional Model

(c) Working Model

Fig 8.3 Models: Static, Sectional, Working.

8.3.4 Charts, Graphs and Cartoons

The most commonly used learning resources in class are charts. Charts are a valuable tool for use in social sciences. A chart is a simple flat pictorial display material and, if used appropriately, conveys the displayed information in a highly effective manner. Charts serve as an excellent means of classifying important information that is to be referred to a number of times. They help summarize and simplify complex ideas which students face during reading.

Types of Charts

i. **Narration:** This chart narrates the story through pictures and figures. These charts portray historical developments or depict steps in a procedure, such as how a bill becomes law.

ii. **Tabulation**: charts present data in the form of table in order to facilitate making comparisons.

iii. **Relationship charts** show cause-and-effect relationships such as factors related to pollution of the environment, resources and population etc.

Notes

iv. **Pedigree charts** show development that have a single origin such as the lineage of a family.

v. **Classification** charts point out various kinds of relations such as those for agriculture, industries, modes of transportation, etc.

vi. **Organisation** charts show the internal structure of organisations such as a corporation or governmental bodies.

vii. **Flow charts** show stemming a process such as the manufacture of steel. Information charts are developed by the teacher and students throughout a unit of study as a means of developing standards or summaries of materials related to the ongoing study.

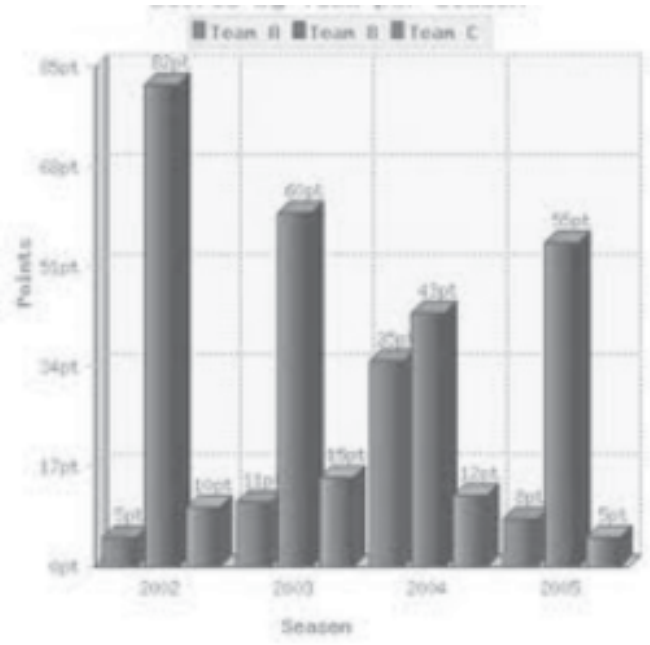
Charts are used to convey both verbal and graphic messages. Figures, diagrams, graph. maps, photographs, etc., can be very well displayed on charts. You can either buy charts or prepare according to your needs. Charts available in English or Hindi language can be translated in regional language to have greater impact on learning of children.

Frequency of Performances of Shakespeare's Plays 1755-1765

Genre	*Number of Plays*	*Number of Performances*	*Average per Play*
Histories	6	247	41.2
Tragedies	8	328	41
Romances	3	112	37
Comedies	9	161	18
TOTAL	26	848	32.6

(Tabulation Charts)

(Organisation Chart)

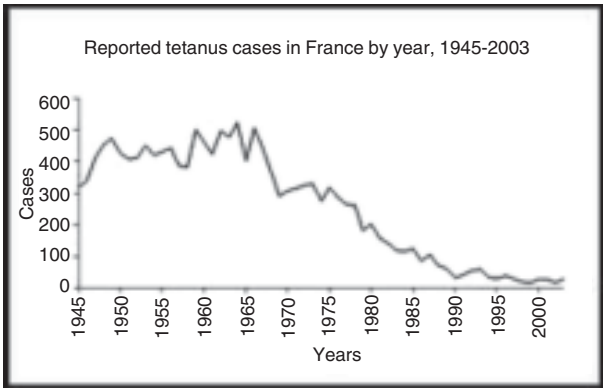


(Flow Chart)

Fig.8.4 Charts

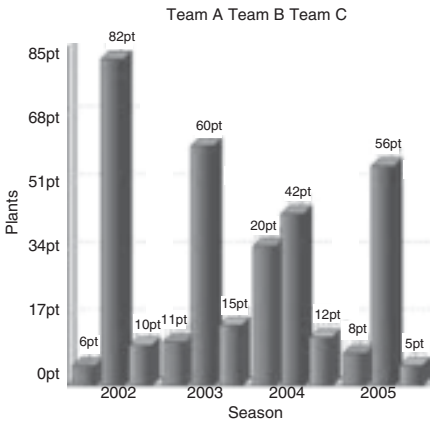
Graphs

Graphs are excellent means of presenting quantitative data in a form that enables pupils to understand fundamental or specific relationships. There are several kinds *of* graphs used in teaching social sciences. The basic skills involved in effective interpretation of graphs include the ability to understand the significance of the title, to understand the basic units of measure used in the construction of the graph, to interpret the relationships shown, to draw inferences and important generalisations based on the data, and to relate information derived from graphs to that gained from reading and other sources of information For example in class VIII Geography textbook figure 6.1-3 distribution and growth of population is depicted graphically**.**



(a) Line graph

Notes



(b) Bar Graph

(c) Pie Diagrams

Fig.8.5 Graphs

Cartoons: These days social sciences textbooks based on NCF 2005 contains lots of graphics, pictures and cartoons. Use of cartoons as learning resources brings visual relief and some fun. Cartoons carry lot of message and students also learn to interpret their messages. You as a teacher must collect cartoons from regional languages and use them frequently in your classrooms. Sometimes these cartoons give us the space to take a detour and get into a side discussion that is often richer than the main one. One can give assignments to students on these cartoons.

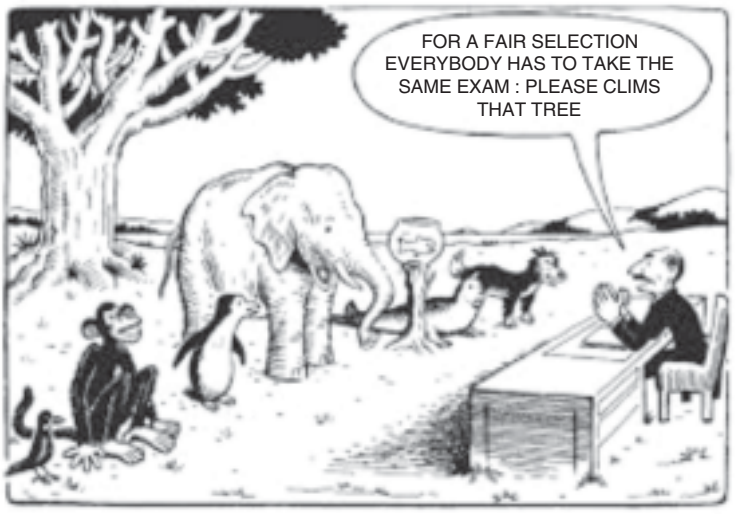


Fig 8.6 Cartoons

Notes

Check your progress-2

Notes: a) Space is given below for your answers.

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

1. What are realia and diorama?

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   .....

   .....

2. From your geography textbook identify five different content points where models can be used? Also provide justification for your choice of selection.

   .....

   .....

   .....

3. In what ways graphs, charts and cartoons can be used as learning resources in social sciences?

   .....

   .....

   .....

8.3.5 Time-Lines

Time-lines are a very effective medium used in teaching historical aspect of social sciences. Concept related to evolution can be best explained with the help of timelines. Concept like evolution of mankind, evolution of kingdoms, journey of press, spinning can be explained with the help of timelines.

The major utilities of time-lines are the following:

i) Development of a sense of time.

ii) Finding out the relationship between two periods of time.

iii) Focusing the attention of an entire class on a visual device.

iv) Used for review purposes and reinforcing learning.

Notes

8.3.6 Books

Textbooks: You must be using textbooks in the instructional process in social sciences**.** These textbooks are seen as indispensable source of knowledge usually prescribed either by the government or govt authorised examining agency. At the national level, textbooks are brought by the NCERT, whereas at the state level we have state text bureaus or SCERT for development of textbooks. It is essential that course related standard textbooks, frequently referred to and used during training, are always available with the students and teachers. For instructional process minimum requirement is textbooks. To ensure this, some copies of textbooks should be kept in the reference section. These are always available there and these are not taken out of the resource centre. Textbooks should also be available for loan. It is stated that these textbooks foreclose any possibility of innovation by an active participation of the learners, both teachers and students. While teaching social sciences, textbook should be seen as opening up avenues for further enquiry. This would encourage learner to go beyond textbook, to further reading and observation. In our system textbooks are treated as 'only source' and are merely instructive.

Reference books and manuals: These are usually expensive resources which the learners refer to during instructional process. Normally, two or three copies of each volume are kept, in the school library according to the users' likely demand. These books and manuals must not be taken out of the resource centre. These supplementary books can be subject specific dictionaries, atlases, encyclopaedias**,** yearbooks, statistical abstracts, government reports, magazines and journals, manuscripts, general books, review books. In order to promote creativity, aesthetics and critical perspectives, wider depth of understanding of concepts, there must be supplementary books for learning social sciences.

(a) School Atlas

(b) Adminstrative Atlas of India

Fig 8.7 Reference Books

Periodicals, technical and professional magazines and journals: These are instructional to sources which learners refer to for state-of-the-art information. Though quite expensive, these are of much use to both teachers and learners. Normally, these are not issued on loan to users.

Collections: You can also assemble many current materials for your own use and for the use of students. These include pamphlets, articles from magazines and newspapers, charts, and maps. These consist of a variety of materials, sometimes retained under subject headings and sometimes kept loose. Collections include newspaper cuttings, cut-out articles from magazines and commercially bought information packs, photographs, extracts from the work of previous learners, diagrams, graphs, and other types of written and graphic materials. Collections can be made both by the staff as well as by the learners and they (the learners) should be encouraged to collect and develop banks of resource materials. Collections are quite easy but indexing and storing them is quite a problem. For proper indexing and storing of collections learners should be encouraged to help the teachers.

Instructional materials: These include self-instructional materials because learners can use them independently during the process of instruction. Various types of self-instructional materials are available in the market. These are programmed learning texts, semi-programmed learning modules, capsules, etc.

8.3.7 Newspapers Clippings: *why and how*

You are aware that through social sciences we develop in the learner's critical understanding about the society and its dimensions like polity and economy. These dimensions are highly dynamic. Textbooks though a good source of knowledge may not keep good pace with the ever changing society as they are written after a long gap and regular revised editions are difficult to bring out in short span of time. Thus newspapers which carry reporting of day-to-day events like polity economy, natural disasters

Social science teacher should keep abreast of current events by reading a variety of newspapers. It is important to read newspapers which represent various points of view on current and controversial issues.

There are several ways in which teacher can use newspapers.

- Use as bulletin board
- Preparation of files on specific themes.
- Use in group discussions, preparation of assignments and individual study.
- Introducing the topic in the classroom

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8.3.8 Museum

Local Crafts and Museums

In order to make the learning of social sciences more enjoyable and effective; there is a need for innovations in teaching methods. Social Science learning should involve visits to museums at local, state and national levels. Students may be asked to explore the local surroundings and observe the activities of artisan communities engaged in different crafts using local skills and materials. The handicraft may be displayed in a small corner of the school and developed into a museum.

The schools should have their own social science museums. During the summer break, students may be asked to make models of historical monuments, charts indicating the effect of volcanoes or earthquakes, crosswords games or puzzles. The children may paint phenomena related to the natural environment. Newspapers or magazines cutting related to topics in the syllabus, or related information downloaded from Internet can be displayed. This museum could be laid out in different ways from time to time so that it does not become dated. Students may also be involved in other activities.

NCF 2005 Position Paper by National Focus Group on Teaching of Social Sciences

Social Science Museums play important role in the intellectual and cultural growth of students. They enrich the experiences of students. Students get the opportunity to relate what they have studied in their textbooks and classrooms which help in strengthening their knowledge and enriching their experiences. The purpose of museums is not merely to present visual aids but also to stimulate the sense of curiosity, beauty and its appreciation, spirit of inquiry of nature and

natural phenomena. Museum may include realia, diorama, models, charts, scrapbooks, etc.

8.3.9 Movies

Most of our schools may not be well equipped with infrastructural facilities like Television, Over Head Projector, Slide Projector, and Multimedia. Even if these facilities are been provided, teachers hardly use them due to one or the other reasons but movies can be a very good source for not only motivation and elaboration of points in the text but also for providing review and overview of the people, processes and phenomena. You must be aware of advantages of using movies in classroom/multimedia room.

These movies can be obtained from Central Institutes of Educational Technology, State Institute of Educational Technology, Embassies of various countries, Ministry of Tourism and Culture, state tourism departments. Apart from that there are many private partners; NGO's those who produce wide variety of movies for use as instructional inputs. Not only that commercial and art cinema in our country too reflect on life and along with beautiful presentation of various landscapes people in various geographical region. One can easily watch geographical features like mountains, Plains, deserts, rivers, oceans, seas, islands and beaches. Teacher can either show clippings of these movies or even sometimes can show the entire film based on the learning objectives. Movies like *Ambedkar* by Jabbar Patel, *Gandhi* by Richard Attenborough, *Netaji Subhas Chandra Bose* by Shyam Benegal, *Sardar Patel* by Ketan Mehta, *The Legend of Bhagat Singh* by Rajkumar Santoshi are good source of knowledge with entertatinment.

8.3.10 Internet

Internet is a wonderful computer based learning resource. This is highly advanced source of learning social sciences. E-learning is an instruction delivered on computer by the use of CD-ROM, Internet or Intranet. It is simply learning with the help of computer and internet technology. E-Learning is web based training with inputs of techniques such as animations, visualizations, simulation and games, text, audio, video and lots of creativity. The biggest challenge of e-learning is provision of infrastructure-physical, financial and expert human resource. Though the government is striving hard to provide these resources to all the schools of the country but it will take some time. The NCERT textbooks based on NCF2005 had also listed various websites which can be of great help to the teachers and students in probing more and learning effectively

Websites:

National Portal of India: http://india.gov.in

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Directory of Indian Government Websites: http://goidirectory.nic.in

http://presidentofindia.nic.in

http://pmindia.nic.in

http://rajyasabha.gov.in

http://loksabha.nic.in

http://supremecourtofindia.nic.in

http://eci.nic.in (Election Commission of India)

http:// sci.edu/public.html

http://volcanoes.usgs.gov

http://nationalgeographic.com

http:// school.discovery.com

http://incredibleindia.org

http:// Wikipedia.org

http://britannica.com

http://animalplanet.co.uk

http://freefoto.com

http://mnes.nic.in

8.3.11 School and Community as Learning Resources

In teaching learning process of social sciences even school and community can be there as learning resources. In school set up students and teacher can be effective resources. Then there is community which can also be utilized as learning resources.

Teacher as a Resource

You will agree that although social sciences teacher uses material resources for his teaching, they themselves are important instructional resources. As most of the classroom activities are controlled by the teacher, their knowledge, skills, experiences and competencies decide, to a large extent, the effectiveness of teaching-learning process. We further agree that the teacher as an individual is unique. They get experiences of teaching different individuals from various socio-economic backgrounds. A teacher must enrich her/his intellectual resources from time to time. For this, she/he has to attend national seminars, conferences, symposia, etc., to update her/his knowledge and skills. As a teacher you must read

Notes

the latest books, journals, magazines, etc., to keep abreast of the latest developments in the area of study. You need to develop positive personality characteristics and moral values. You as a teacher should be an ideal human being for the students and can be a friend, philosopher and guide for them. All these qualities go a long way in making instruction effective.

Student as a Resource

In the process of instruction, the student is a learner. A student can also help in making instruction joyful, interesting, useful and effective. Through our experience we know that the majority of our social science classrooms are boring. Students do not take part in instructional activities. They remain silent spectators. They do not ask questions even if they are unable to understand. If this trend is reversed and students are involved actively in the instructional process as it is not explained, teaching-learning can be made effective as well as a rewarding experience. In a classroom there are students with varied personalities, socio-economic backgrounds and intellectual abilities. All of them also have varieties of experiences. If all these are explored and integrated into the teacher's teaching, teaching certainly becomes very effective. Not only that, instruction becomes lively and students take a lot of interest in the instructional process. Students can also be helpful in producing different types of material resources as part of their project work, assignments or field work. These material resources may be kept in the resource centre for future use by learners. Thus, learners are also important resources for instruction.

Community as a resource

The community in which it is located can be rich resources for teaching of social sciences. Community can be utilized as supplements for classroom learning experiences. You as a teacher must get acquainted with the community. Try to have information about the physical environment, the people and their socio-economic and cultural backgrounds, religious groups in the community and their influence, their economic activities, enlightened personalities in that community and the local history of that community, places of recreation, worship, public utility, attitude of the community towards education and political set up of the community.

In-depth knowledge on all these aspects will help you in explaining various concepts of social sciences related to economic activities, availability of local resources, natural and human. The examples taken from local community will arouse interest of the students, it will help them in learning social sciences in realistic situation and it will breathe life into what may have seem dead to them in realistic terms.

Notes

Some Principles regarding the approach to knowledge in curriculum

- ✓ Connecting with the local and the contextualised in order to 'situate' knowledge and realising its 'relevance' and meaningfulness'; to reaffirm one's experiences outside school; to draw one's learning from observing, interacting with, classifying, categorising, questioning, reasoning and arguing in relation to these experiences.
- ✓ Engaging with local knowledge"/indigeneous practices in the local area, and relating these to school knowledge.

Community as a resource can be used in instructional process of social sciences for conducting field trips, may be to nearby agricultural fields, brick kiln, factories, museum, headquarters of local political party, religious place, markets and place of other public utility. This can also be used for community studies like its history, its people, social processes, occupations, health and welfare, transportation and communication, etc. Community may be used to watch firsthand experience of watching court proceedings, election campaigns, polling process, local administration etc. Community can also provide resources for class work like books, records, pictures, government reports etc. Eminent people from the community can be invited to talk on different topics in social sciences. Of course, while inviting them, their competencies to talk on given topic need to be considered.

Check Your Progress-3

Notes: a) Space is given below for your answers.

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

1. In what way newspaper clippings can be used in teaching of social sciences?

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   .....

   .....

2. What are the limitations of using computers and internet as learning resources in social sciences?

   .....

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3. Do you agree that teacher and students are learning resources? Give reasons based on your classroom experiences.

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8.4 DEVELOPMENT OF LEARNING RESOURCES

Now you will agree that in order to make social sciences interesting and for better understanding of concepts social science teacher needs to use a variety of resources. But at the same time due to meagre budget allocation allotted for purchase of material in social sciences it becomes really a challenge for teachers to sustain the interest of students in the subject. In such case one should not be disheartened. We may like to give you certain suggestions for making best use of limited resources.

- Text books and review books often have charts and diagrams that can be used or modified; often they can be enlarged by students.
- You can use pictures of old magazines for preparing collage.
- Explore resources from the community, you can invite learned people for narrating oral history, and also to share their narratives related to content you are teaching.
- You may consult institutes of education and training colleges. As part of their course student teachers are supposed to prepare learning aids. Small request from your side will fetch you many learning aids.
- In case school is in possession of computer with internet facilities much useful content pictures can be downloaded. You can have access to various open educational resources (OERs).
- You can procure inexpensive material free of cost from certain government agencies.
- Through school administration you can also approach parent teacher association.
- Start a collection of clippings from daily newspapers and preserve them as files.
- You can save the pictures from old calendar especially carrying pictures of extinct wildlife, government initiatives and plans.
- You can enlarge maps on white cloth. Enlargement can be done with the help of slide projector.
- Assign Project work to students. Scrapbooks generated out of project work can be used in instructional process.

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- Use waste material like cardboard, thermocol sheets, mud, plaster of paris for making models and dioramas.
- You can also borrow from, share material resources in cluster schools.
- Compile the list of students from higher class, teachers, parents, and other adults in the community who can be used as resources in your classes.

8.5 MANAGEMENT OF LEARNING RESOURCES

You have learnt about various learning resources in social sciences. In order to have its optimum utilization these should be well managed. Ideally all these resources may be kept in resource centre or museum. Since resource centre may contain wide variety of learning resources, these should be properly indexed, catalogued and placed in a systematic order. In our schools normally the responsibility of managing these learning resources lies principally with the teacher. Of course, with the help of students these can be better procured, used and preserved for future use. To think of technical staff is next to impossible at the upper primary stage. As a teacher you have prime responsibility in planning, organising and distribution of these learning resources. Each learning resource discussed above need specific managerial skills. Maps, Books, Newspaper clippings are better used when they are arranged and placed in proper sequence. Students may also be involved in management of learning resources. Different students can be made in charge of different materials. Students may be directed to use these resources without causing damage to the material resources.

8.6 LET US SUM UP

In this unit, we discussed concept, need and importance of learning resources. You have realised that in order to sustain the interest of students in social sciences and to promote abilities of creative thinking, problem solving, and logical reasoning you must use these learning resources in the social science classroom. Then you have learnt that resources are available within the classroom, within the school and also within the community. They can be classified on the basis of print and non-print material. We described use of realia, diorama, maps, globes, charts, cartoons, newspapers, books as learning resources. At the same time it was discussed that in social sciences classroom even teacher and students are also learning resources. We also discussed use of community as a resource in teaching-learning of social sciences. At the end of the unit, we provided you with tips of managing these learning resources and also suggestions for generation of your own learning resources in case you find that they are not adequate and appropriate.

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8.8 UNIT END EXERCISES

Activity: A filing system containing supplementary materials for use by the teacher and her/his students is of inestimable value to social teachers. Although it takes time to get a file started, it will save a great deal of time in long run. Moreover this should facilitate you in instructional process. In Unit 4 on Geography as a component of Social Sciences, we had provided you with contour of contents. You need to prepare a file of supplementary material on any one Unit.

Activity: Make an exhaustive list of community resources for teaching learning of social sciences and also provide rationale of using those resources in instructional process.

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UNIT 9 ASSESSMENT IN SOCIAL SCIENCES

STRUCTURE

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9.0 INTRODUCTION

In unit -7, you have learnt about various methods of teaching social science. All these methods seek to make the teaching -learning of social science activity-based, participatory and joyful; and help learners to understand social issues better. To make the process of teaching-learning-social science still better, you are required to select and use various learning resources. Some of the resources are available in child's environment, whereas some need to be developed or purchased from the market. Now-a-days, students, with the help of internet technology, get learning materials including texts, pictures and videos easily from different websites. The need, importance and development of the frequently used learning resources in social science teaching, e.g. maps, globe, timelines, have been discussed at length in the previous unit. The main purpose of using varying instructional strategies and/or learning resources, particularly, in social science teaching is to enhance learning. But how a teacher of social science ensures that student learning has taken place. He/She asks students questions during the course of teaching gives home assignments, conducts various types of examination like quizzes, unit-tests and term-end tests, etc. Based on these activities, he/she carries out assessment and evaluation. In this unit we will discuss assessment and evaluation in social science. Think about the methods or approaches you use to assess students' learning of social sciences. Do they help you to get a complete picture of child's learning? Do they enhance child's learning? Can you think of some alternative methods of evaluation? What are the defects in the method(s) you follow? These are some of the pertinent questions which will be discussed in this unit.

9.1 LEARNING OBJECTIVES

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

- explain the methods of evaluation being followed for social science subjects at upper primary level;
- list the strengths and weakness of the methods of evaluation being followed in social sciences;

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- use some new methods of evaluation in social sciences that enhance students' learning;
- appreciate Continuous and Comprehensive Evaluation (CCE) approach in social science;
- assess students' learning in social sciences on continuous basis;
- identify the merits of grading system over marking system; and
- use grading system in assessment of students' learning, particularly in social science;

9.2 ASSESSMENT IN SOCIAL SCIENCES – BASICS

When we meet someone for the first time, we engage in some form of evaluation. Some of the descriptions, we might apply to people we meet, include: funny, intelligent, arrogant, witty, rudes, etc. As teachers we meet new student each year and form impression about them from our interactions and/ or observations. These impressions are forms of assessment of characteristics we observe or determine from our interactions. In order to find out how children are doing in schools, teachers spend a lot of time in assessing children. But many of them do not give importance to what they do (interact or observe) on a daily basis informally. Examinations, particularly the board examinations, negatively influence all the activities of school, including evaluation and teaching learning process. In the Indian education system, the term evaluation is associated with examination, stress and anxiety. Before we learn about the purpose of a good assessment system, and assessment practices we need to adopt so as to enhance students' learning in different subject areas, let us think about our current practices of assessment of learning in social science subjects.

ACTIVITY-1

1. State the major purposes with which you assess children's learning.
2. What do you look for when you assess your children's learning of social sciences?
3. State the periodicity you follow (e.g. daily, weekly, monthly, bi-monthly, annually) in assessment of children's learning.
4. Name the tools and techniques or strategies you adopt for assessing children's learning in social science subjects.

Your response to the above items is mostly related to the following aspects of assessment:

- Why should children be assessed?

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- What should be assessed?
- When should assessment be done?
- How should assessment be done?
- How can assessment information be used?

Before we discuss about the current policies of and shift in practices of assessment, let us look at a situation you might have experienced several times.

Scenario: What does Marks Indicate?

In a school, 40 children of class VIII who appeared half yearly examination, scored between 20 and 95, out of 100, in social science. Majority scored between 50 and 60. Hari, who stood first obtained 95 marks whereas Gita who stood second scored 91. Gita's mother managed to learn about the marks obtained by Hari in different subjects and compared with that of her daughter in the progress card. She found that Gita has scored higher marks in rest of the subjects and in aggregate as well. Gita's total marks in this examination remained highest in the class. Despite all these, her mother did not express her satisfaction with the performance of Gita, the reason being she scored less in social science, particularly than Hari, who happened to remain in second position in last many examinations. She warned Gita to see that Hari never exceeds in any subject in the annual examination. Interestingly, the class teacher compared the marks of the two students and threw a comment on Gita's marks saying " A drop of Kerosene in a bucket of water". Gita's classmates reacted to her marks in comparison to that of Hari in similar manner.

Many a times you must have come across the situation like this. The situation obviously indicates that this type of evaluation causes feeling of insecurity, stress, anxiety and humiliation in children as in Gita's case, even though she has scored more than 90% of marks. It brings out what the child does not know or cannot rather than what the child knows or can do. It also focuses on assessing the content knowledge acquired by rote memorization. Most of the time it leads to comparison and unhealthy competitions among children; and in some cases it leads to suicide even for one mark that determines position / division or pass / fail. Think about the situation and try to answer the questions as follows:

ACTIVITY-2

1. What should we really assess?
2. Should we assess what the child does not know or cannot do?
3. Are there other ways of assessing children besides exams?
4. Is reporting in terms of marks enough?
5. Should we encourage children to compete with each other for marks?

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9.2.1 WHY SHOULD CHILDREN BE ASSESSED?

The purpose of assessment is to improve teaching learning process and ultimately to judge the extent to which the capabilities of learners have been developed. This does not mean that tests and examinations will have to be conducted frequently. Well-designed assessment and regular reporting provide learners with feedback and encourage them to learn further. They also serve to inform parents about the quality of learning and progress of their wards. This is not a means of encouraging competition among learners. The popular notion that evaluation should identify the needs of remediation is misleading. The term remediation needs to be restricted to learners having problem with literacy / reading or numeracy (NCERT, 2005, p.72).

Since you are concerned about children's learning; and the purpose of assessment is to improve and gauge their learning, you must be aware of some of the reasons as to why assessment of children be made.

ACTIVITY-3

1. Explain the reasons / purposes with which you assess your children in social science.

Here are some of the important purposes of assessment:

- To find out what learning and change take place in the child over a period of time.
- To identify the individual needs and requirements.
- To plan teaching-learning process in a more suitable way.
- To help the child understand about what s/he knows or can do.
- To find out the extent to which the objectives of the syllabi have been achieved.
- To improve teaching learning process.
- To communicate the children's progress in the subject to parents.
- To do away with the fear of assessment among children.
- To encourage and support children to learn together.

The purpose of assessment is not to:

- encourage children to compete with each other for marks.
- identify what the child does not know or cannot do.

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- label children as slow learners, or bright students or 'problem children'.
- identify children who need remediation.
- diagnose learning difficulties and problem areas.
- help children to score more marks in exams.
- encourage children to get position (first/second) in exams.

9.2.2 WHAT SHOULD BE ASSESSED?

Education is concerned with preparing children for a meaningful and productive life, and therefore, is concerned with the all-round development of the child-physical, social, emotional, cognitive and moral. The school should support and encourage all-round or holistic development of children. We need to ask ourselves – what aspects of children's learning should be assessed? What is that we are looking for when we assess children? Seen from this perspective, all aspects need to be assessed rather than only academic achievement. Unfortunately, the current processes of evaluation, which assess a very limited range of abilities, do not provide a complete picture of an individual's abilities or progress. It is, therefore, important that assessment be undertaken for all the activities that the child participates in both inside and outside the school/ classroom.

Think of the subject social science and suggest as to which activities of the learners should come under the purview of assessment in the subject. The following activity would be of help to refine your thinking and process of evaluation in social science.

ACTIVITY-4

State activities of the children both inside and outside the school or classroom that should be taken into account in the assessment of learning in social sciences at elementary stage.

Suggested below are some activities of children that need to be taken into consideration in the context of assessment:

- Children's learning in subject areas.
- Children's skills, interests, attitudes and motivation.
- Children's participation in social activities.
- Children's responses to different situations and or opportunities both in and out of school.
- Children's participation in co-curricular activities.

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9.2.3 WHEN SHOULD ASSESSMENT BE DONE?

One of the critical questions raised by most of us as to when or how often should we assess a child's learning. While many teachers are of opinion that assessment of learning outcomes should go along with the teaching–learning process in a continuous manner, some resist it saying that continuous assessment reduce learning time and, therefore, is a waste of time. Think about these two views. The following activity would refine your thinking.

ACTIVITY-5

1. Which of the following views on assessment do you prefer? (i) or (ii) or both? Justify your views.

   i. Assessment of learning outcomes in subject areas should go along with the teaching learning process in a continuous manner.

   ii. Assessment of learning outcomes in subject areas should occur once (annually) or twice a year (half-yearly).

There are many reasons to prefer the former view on assessment of learning outcomes . A good evaluation can become an integral part of the learning process and benefit both learners themselves and teachers by giving feedback. It is obvious that teachers use to observe the progress of their children regularly on informal basis. These informal observations no doubt, have immense implications for improving teaching–learning process and thereby children's learning. There is, however, need for some periodicity in evaluation to help teachers reflect upon the information collected about learners. Thus, assessment should be on daily basis as well as periodic.

Assessment may be on :

i. *Daily basis:* Interacting with the children and continuously assessing them both in situations inside and outside the classroom.

ii. *Periodic:* Once in every 3 to 4 months, teachers may check and reflect.

Source: NCERT, 2008, p.7

Continuous assessment implies maintaining a profile for each child. This is required to reflect upon, derive feedback, plan and implement measures so as to enhance children's learning. Thus, continuous assessment implies a cycle of learning and assessment.

9.2.4 HOW SHOULD ASSESSMENT BE DONE?

You are already aware that the process of assessment is cyclic and continuous. It implies that assessment is an integral part of teaching learning process - begins

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and ends with teaching learning process. You are also aware that assessment follows certain steps and process. Let us discuss those steps:

9.2.4.1 COLLECTING INFORMATION ABOUT CHILDREN

Assessment is any systematic procedure for collecting information that can be used to make inferences about the characteristics of people or objects (AERA et al., 1999; Reported in Reynolds et al. 2009, p.3). In the context of collection of information about children's learning and progress, two things are important – first, to collect information from a variety of sources, and secondly, to use different methods or tools and techniques. Before we discuss on these two issues respond to the following activity based on your experiences:

ACTIVITY-6

Name the sources from which you get / collect information about your children's learning and progress; and the method (s) or tools and techniques you use against each.

Sources of Information	**Methods/Tools and Techniques**
i.	
ii.	

It has been observed in most schools that the teacher is the primary source of information. The other important sources include:

- Children themselves
- Parents
- Child's friends / Peers/ Classmates
- Community Members
- Principal/ Headmaster
- School records (attendance register etc.)

The next question that arises is how is information to be collected from different sources. What is observed across all schools is that the most commonly used methods are: class tests, assignments, paper–pencil tests, written and oral tests, questions on pictures, discussion with students. It should be remembered that no single tool/ technique or method can provide all the required information about a child's learning and / or progress. They can be used in different times depending on what is being assessed.

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9.2.4.2 RECORDING OF INFORMATION

The most common form of recording of information is through the use of report cards. Most report cards in schools across the country carry information in the form of marks or grades obtained by children in tests / exams. Such report cards fail to provide a complete picture of the child's learning and progress. The scope needs to be widened. Recording needs to include records of observations and comments on children's performance on assignments, ratings of what children do and how they behave and anecdotes or incidents of children's behavior towards others.

Effective Recording

- Recording the observations immediately in a diary
- Assessing the child's work during an activity
- Writing descriptive statements of a child's work
- Preparing a child's profile
- Keeping sample of a child's work in a portfolio
- Making note of important changes,
- Clarifying doubts of the child while recording

9.2.4.3 INTERPRETATION OF GATHERED INFORMATION

Once the information has been recorded, the next step is interpretation of gathered information. It helps to understand and draw conclusions about the child-where the child is and what needs to be done to help the child. This requires daily analysis and review of records as well as provides reflection of collected information.

It is very important that information which is collected should not stop with collection of information / evidences. You need to carry this further with brief qualitative remarks. It is often seen that a child's response is marked with "O" or "X" or "A" or "B" etc. It is necessary to go beyond marking or grading. It means that marks or grades should be explained further. This will help in understanding why the child has done whatever s/he has attempted to do. This type of assessment data would enrich teaching learning practices and the child's learning.

Look at the portion of certificate of Continuous and Comprehensive Evaluation (CCE) issued to Akash, a student of DM school, Bhubaneswar (Odisha), who appeared Secondary School exam, 2011. The certificate uses descriptive indicators of learning against each grade.

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Scenario: Certificate of CCE of Akash for Class IX

Note: Is it that Certificate of CCE includes only the subject areas as mentioned .Does it not include the students achievement in scholastic areas –language, mathematics, science, social science etc. Please examine.

Subject Area	Descriptive Indicators	Grade
Work Experience, Art Education and Physical Education		
Work Experience	Is collaborative, plans and adheres to timelines, is motivated and helpful and has a positive attitude	A
Art Education	Is creative and original with good observation. Displays willingness to correlate art with real life and appreciate works of artists.	A
Physical and Health Education/ Games	Displays understanding of physical fitness, awareness of rules of safety, knowledge of different sports and rules of games and self-discipline. Participates in physical and health education programme and is motivated.	A+
	Life Skill	
Thinking Skills	Is imaginative, can identify a problem as well as generate new ideas and can take a decision.	A
Social Skills	Is empathetic, gets along well with others, listen actively and communicates with appropriate intonation and body language.	A
Emotional Skills	Is able to identify strengths and overcome weaknesses, can identify causes of stress and use multi-faceted strategies to deal with it. Can express emotions positively.	A+
	Attitudes and Values	
Teachers	Shows respect and courtesy at all times inside the classroom, respects and follows class teacher and school rules and has a positive attitude.	A
School –mates	Shares a healthy rapport with peers, interacts effectively with classmates, contributes original ideas and respects the ideas of others in a group and is helpful	
School Programmes	Is a regular participant in most school programmes. Is responsible and demonstrates a healthy school spirit	A

Environment	Is environmentally aware, sensitive and responsible. Participates in environment related activities at school, community levels and cares for animals, plants and other human beings.	A
Value –System	Follows rules, possess honesty and self-respect, is polite, courteous, kind, helpful and responsible, respects diversity and the opposite sex and displays a positive attitude and spirit of citizenship.	A
	Co-Scholastic Activities	
Literary and Creative Skills	Reads widely and appreciates written and spoken texts, expresses ideas and opinions clearly and collaborates with peers.	A
Scientific and ICT Skills	Participates in scientific activities at school and inter-school levels, displays good experimental skills and scientific temperament and is a keen observer	A
	Physical and Health Education	
Sports / Indigenous Sports (Kho-Kho etc.)	Displays talent in an identified sport. Possess endurance, strength and speed, is agile and flexible with good hand-eye co-ordination, and demonstrate sportsmanship. Has represented school.	A
NCC/NSS	Shows interest in community service, displays leadership skills with a sense of responsibility and discipline, works well in a group and discharge tasks assigned. Has attended camps.	A

Go through the certificate of Akash and respond to the following items:

ACTIVITY-7

i. If the certificate of CCE of Akash contained only grades (not descriptive indicators) would it give us a good idea of his performance? Justify your response.

ii. What do you know about participation of Akash in Co-scholastic activities?

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Check Your Progress-1

1. Explain the purposes of assessment in social sciences at elementary level.

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2. Explain, in brief, the major steps of assessment.

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9.3 CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE): BACKGROUND

Conventional schooling has been heavily criticized on grounds that it favours rote learning and reaps limited cognitive growth of children sidelining the socio-personal qualities. Examinations take children further from life than from books. Learners' assessment largely focuses on achievement in core subject areas only ignoring other aspects of children's life, e.g. social, emotional, physical, personal. Report cards display more the weaknesses of children than their strengths. Children' s poor performance is attributed to their cognitive capacities but not to the schooling process and / or assessment approaches. Thus, the conventional examination practices were less supportive to all round development of a child's personality.

Think of the strategies of assessment of children's learning and progress followed in your school and respond to the following activity.

ACTIVITY-8

1. Explain the process you follow in the assessment of learning and progress of your children in social sciences.
2. State the strengths and weaknesses of the process of assessment of learning and progress of children followed in your school.

You will agree that each child is different from the other in many respects. We want every child to grow to his/her ability and be an influential stakeholder in the socio-economic and political progress of nation. For this, the schooling and assessment practices need to be child friendly and development supportive. Efforts have been made in our country since long to revamp the schooling process,

Notes

particularly assessment process, so as to enhance and strengthen children's learning. Let us have a glance at some of the major initiatives: recommendations, policies, frameworks and Acts etc.

1. The Education Commission (1964-66) pointed out that evaluation is a continuous process and forms an integral part of the total system of education, and is intimately related to educational objectives. Hence, techniques of evaluation should be valid, reliable, objective and practical and should follow varieties of techniques while assessing learners.
2. National Policy on Education (1986) envisages the need for Continuous and Comprehensive Evaluation (CCE) at all stages of school education that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.
3. Programme of Action (1992) also reiterated the concept of CCE and called for preparation of a National Examination Reform Framework to serve as a set of guidelines to the examining bodies which would give the freedom to innovate and adopt the framework to suit the specific situation.
4. National Curriculum Framework (2005) recommends continuous and comprehensive assessment and suggests flexibility in the assessment procedures at the school stages; and emphasized the assessment tasks for the learners.
5. RTE Act (2009) has made the use of CCE mandatory till elementary stage of education. Section 29 (1) states that curriculum and evaluation procedure shall make the child free from fear, trauma and anxiety by adopting CCE; and section 3 (1) highlights that no child shall be required to pass any Board examination till completion of elementary education. Hence, need to have a functional CCE scheme for schools.

9.3.1 CONCEPT OF CCE

Continuous and Comprehensive Evaluation refers to a process of evaluation which is school based and aims at all round development of the student. The term consists of three key words. The word "Continuous" refers to watching children's learning and progress regularly at short intervals as frequently as possible, throughout the academic session to identify their current standing, strengths and requirement of additional inputs and /or interventions to further expand their boundaries of learning, development and progress. The word "Comprehensive" means evaluation has to cover curricular subjects, curricular activities, socio-personal qualities, and work and art education etc. It involves both quantitative and qualitative information gathered from various sources such as school records, peers, parents, teachers and self through then use of varieties of tools and techniques, e.g. observation, interviews, documentary analysis. The word "Evaluation" is the process that deals with the collection of information regarding the changes

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that occur in the child's behavior; interpretation of these information; judgment regarding the progress of the child; and decision with regard to his promotion to the next class.

9.3.2 OBJECTIVES OF CCE

The following are the main objectives of CCE:

- To make evaluation an integral part of teaching learning process
- To use evaluation as a tool of children's learning and progress
- To encourage self learning as well as self-evaluation
- To make sound judgment and decisions regarding learners' growth, learning process, learning pace and learning activities
- To do away with examination related anxiety, fear, trauma, stress or phobia from learners.
- To perpetuate school-based evaluation
- To discourage external examination

Think in the backdrop of above discussions and do the following activity:

ACTIVITY-9

Give your opinion (for or against) about CCE with justification.

9.3.3 AREAS OF LEARNER ASSESSMENT

The scheme of CCE shall cover four areas of student progress in all elementary classes:

i. Curricular areas

ii. Other curricular areas

iii. Curricular activities

iv. Socio-Personal qualities

9.3.3.1 EVALUATION IN CURRICULAR AREAS

Curricular areas include all the school subjects taught in the elementary classes such as Language, Mathematics, General Science and Social Studies. Evaluation in these areas has to be continuous from the beginning of the academic

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session. The school should decide the periodicity of assessment, preferably monthly, terminal (3 to 4 months) and annual assessment. Each assessment should cover the portion covered within that period. Portion covered in one assessment shall not be repeated in subsequent assessments. The purpose of these periodic assessments should be to reflect on the learning and / or progress. Therefore, these assessments should not be in the form of written test/exam only. Teachers should appropriately select a variety of tools and techniques for the purpose, including oral test, projects, assignments, class tasks, preparation of models and reports etc. Besides periodic assessments, assessments should be on daily basis while teaching-learning process goes on in a classroom or outside. This is "on teaching or while-learning" assessments. For this purpose, oral tests, individual/ group work/ task and observation can be used by the teachers.

ACTIVITY-10

1. State the periodicity followed in your school in assessing learning/progress in curricular areas.
2. Name the tools and techniques you use in assessment of learning /progress in curricular areas-periodic and daily basis.

9.3.3.2 EVALUATION IN OTHER CURRICULAR AREAS

Keeping in view the nature of subject and teaching learning process and practices, subjects like art education, health and physical education and work experience are placed under a separate category, namely other curricular areas. These subjects provide more practical experience and skill than theoretical knowledge.

The learning and progress of students in these areas should be assessed mostly through observations in many occasions inside and outside classrooms, e.g. doing project work in group, performing tasks in classroom, interacting in a group while learning collaboratively.

Name of Activity	*Whether adequate resources available*	*Whether parents support*	*Difficulties if any*
1			
2			
3			
4			
5			

Suggested below are some curricular activities for different classes at the elementary stage:

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1. Curricular activities for classes 1 and 2
   i. Language skills (Recitation with action, Narration of events, Storytelling and Drawing)
   ii. Nature of observation
   iii. Games and Sports
   iv. Other Skills
2. Curricular activities for classes 6 to 8
   i. Language related skills (Reading/ Recitation, Storytelling and Speech)
   ii. Scientific Skills
   iii. Games and Sports
   iv. Others (School cabinet, Mina Manch, Cultural activities, Mono action, Dance, Song, Drawing etc.)

Each school shall select multiple activities under each category so that each student gets opportunities for participation as per his/her interest and suitability. A student's performance shall be assessed by the teacher through observation by award of grades.

The concerned teacher through his/her everyday informal and formal observation of student's participation and performance on the curricular activities shall regularly record important informative clues which would later facilitate evaluation of students progress. Events/situations, where a child shall demonstrate his caliber can be identified by teachers in the context of the school.

To facilitate grading of student' participation and performance by teachers, there shall be well defined descriptors showing the degree of participation and performance for each grade label.

9.3.3.4 EVALUATION OF SOCIO-PERSONAL QUALITIES (SPQ)

You observe many socio-personal qualities in your children such as cleanliness, punctuality, cooperation, respect, responsibility, leadership, emotional stability, honesty, appreciation etc. These qualities are nurtured and developed under the influence of peers, teachers, home environment and school environment; and are manifested in contexts inside or outside the school premises. All such traits contribute to a student's personality. You should recognize and appreciate these qualities and keep regular notes of noteworthy events, situations and activities which are indicative of these qualities. Basing upon such notes, you should award grades (A, B, or C etc.) to label students behavior for a particular period. The school should decide periodicity of assessment, preferably three to four times, in an academic session:

An Outline of the Scheme of CCE Covering SPQ

Particular Area	Tools and Technique	Periodicity	Reporting
• Cleanliness • Truthfulness • Cooperation • Regularity • Discipline • Punctuality • Initiative • Emotional Stability • Environmental Awareness • Love for physical labour • Respect towards superiors • Appreciation • Responsibility • Leadership • Honesty	Observation • Interview • Checklist • Profile	• Day-to-day Observation by the teachers • Three to four periodic assessments	•Direct grading, once in every 3-4 months

Check Your Progress-2

1. Explain the concept of Continuous and Comprehensive Evaluation (CCE).

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9.4 METHODS OF ASSESSMENT

There is a widespread belief that social sciences merely transmit information. It is book centred and is required to be memorized for examinations. The contents of these textbooks are considered to be unconnected to daily realities. Further, social science is viewed as providing unnecessary details about the past. There is a perception that job options are less to students specializing in social sciences. All these beliefs produce the impression that the subject is redundant.

The situation narrated above raises many questions relating to the objectives, teaching-learning process and assessment in social sciences: What does it mean to learn social science? What kind of classroom interactions can enhance learning in a social science classroom? What are the objectives of teaching social

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sciences? What kinds of indicators help us to see if these objectives are being achieved and to assess the learning of every child?

Objectives of Teaching Social Studies / Science

The position paper of National Focus Group on Teaching of Social Sciences states the following objectives of teaching Social Studies / Sciences at Primary and upper Primary stages:

Primary Stage

- To develop in the child skills of observation, identification, and classification.
- To develop in the child a holistic understanding of the environment with emphasis on the interrelationship of the natural and the social environments
- To sensitize the child to social issues and develop in him/her a respect for difference and diversity.

Upper Primary Stage

- To develop an understanding about the earth as the habitat of humankind and other forms of life.
- To initiate the learner into a study of her/his own region, state, and country in the global context.
- To initiate the learner into a study of India's past with reference to other parts of the world.
- To introduce the learner to the functioning and dynamics of social and political institutions and processes of the country,

Source: Position Paper: National Focus Group on Teaching of Social Sciences, NCERT, 2006, p.5.

ACTIVITY-11

Study the objectives of teaching social studies / sciences at elementary stage and identify the abilities that need to be developed in children at this stage.

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The following discussions will help you to learn details of these abilities:

9.4.1 INDICATORS OF ASSESSMENT

We want children to learn social sciences by developing different kinds of skills, conceptual knowledge, feelings and sensitiveness. We can draw a broad list of indicators for assessment which can help you to plan your learning tasks. Each indicator consists of abilities that need to be developed in children. At elementary stage we should help their abilities to develop along the following indicators:

Indicators vis-à-vis Abilities for Assessing Learning Indicators

Sl.No	Indicators	Abilities
1	Observation and Recording	Reporting, narrating and drawing; picture-reading, making pictures, tables and maps
2	Discussion	Listening, talking, expressing opinions, finding out from others
3	Expression	Drawing, body movements, creative writing, sculpting etc.
4	Explanation	Reasoning, making logical connections
5	Classification	Categorizing, grouping, contrasting and comparing
6	Questioning	Expressing curiosity, critical thinking, developing questions
7	Analysis	Predicting, making hypotheses and inferences
8	Experimentation	Improvising, making things and doing experiments
9	Concerns for Justice and Equality	Sensitivity towards the disadvantaged or differently abled, showing concern for environment
10	Cooperation	Taking responsibility and initiative, sharing and working together

9.4.2 ALTERNATIVE ASSESSMENT

Our current practices of evaluation of pupils learning usually employ teacher made and standardized tests using multiple choice or other objective type items. These evaluation practices are too used in measuring complex problem solving skills, divergent thinking, collaborative efforts among students and communication skills. Though these practices were challenged almost two decades ago, we still continue to follow the same in our educational institutions. It is high time to think of introducing alternative assessment in our educational institutions.

Alternative assessment procedures are based upon constructivist principles of knowledge construction. Fundamental focus of such procedures lies on learner's ability for creative expression and proficiency in real life task and activities.

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Assessment in social science does not have to be limited to only paper and pencil test. Assessment can be done through drama, picture reading tasks, projects, experiments, children's drawing and even dialogues with children.

9.4.2.1 ASSESSING THROUGH CREATIVE WRITING, ACTING AND DANCING

When children are given a chance for creative expression-either through acting, drawing or creative writing, do they learn more effectively. It also makes it positive for us to assess their original ideas.

Let us take the theme environmental pollution and see how assessment can be done in three ways:

A: Conventional Questions

- Name three human activities that cause water pollution.

B: Drawing

- Draw picture showing how water gets polluted.

C: Creative Writing Exercise

- Describe how water of your village pond gets polluted and suggest how to prevent it.

9.4.2.2 PICTURE READING TASKS FOR ASSESSMENT

Many kinds of questions can be framed using pictures and photographs to give children to express their ability to observe, make connections and interpret. For example, present the paintings of different temple of our country categorizing them as painting A, painting B, painting C , ask the students to observe and to answer the following questions:

1. Describe the people's love for art and music.
2. Can you guess the number of days/months/years devoted to construct temple in painting C?
3. Describe the life style (for example food habit, dress pattern) of people from painting A.

9.4.2.3 CHILDREN'S DRAWING

Children can express themselves much more freely and deeply through drawings. It gives an opportunity to the children for personal interpretation and imagination. Children enjoy drawing. It is also a pleasurable way of asking them about their understanding about a concept or idea. Each child's drawing is different and distinct. Drawing is not only an enjoyable activity for children but a very

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effective learning opportunity for teachers. As we all see here, drawings help teachers in assessing children's concepts, ideas, thinking and personal feelings, which they may not to express in words. Look at the example follows:

Example: Draw a picture of a village pond.

This drawing exercise may give us many insights into children's thinking about how water in villages gets polluted and different pollutants etc. As an assessment exercise this becomes an important guide for further learning.

9.4.2.4 FIELD VISIT

Visits are meant not only for an enjoyable outing but can offer several opportunities for teachers to assess what children are learning all along- before going out, during the visit, and also after returning. Young children learn much more through observing and finding out for themselves. For instance, a visit to a nearby cottage industry to see and record the raw materials used, number of people engaged, marketing potentials, daily/monthly income of workers etc. help the children learn better than listening to teacher in the class.

9.4.2.5 PORTFOLIO ASSESSMENT

Portfolio refers to a purposeful collection of student work that tells the story of a student's efforts, progress, or achievements in a given area over a period of time. It is more than a folder stuffed with student papers, video tapes, progress reports, or related materials. Portfolio should contain not only the best work but all kinds of work to show the growth and progress of the child over the entire school year. Such a collection shows to teachers and parents what the child has accomplished and is a record of the actual work done. The actual work done by a child over the year can be collected in a portfolio. For example, you can maintain a portfolio for each of your students by pasting pockets on the classroom walls and asking children to put their following types of works, from time to time, in their respective pockets:

- Written materials- worksheets, creative writings, tests, reports of out-of classroom activities etc.
- Various drawings-plants, flowers, animals etc.
- Craft work like paper folding and paper cutting.
- Greeting cards prepared by children.
- Letters to the child from others.
- List of story books read by the child.
- Collection of leaves, textiles etc.

Notes

- Diary paragraphs written by children in a fearless way.
- Samples of child's self assessment sheets.

Thus, portfolio is a collection rather than a single piece of work. As the school year progresses, the collection in the portfolio increases. At the end of every term the teacher looks at each child's portfolio to assess her progress and gives specific and useful feedback to parents. The portfolio often helps parents to know more about their own children, about abilities and interests they may not have observed at home, and helps them discuss with the teacher the children's performance, progress and growth.

9.4.2.6 RUBRICS FOR PERFORMANCE-BASED ASSESSMENT

A rubric is a scoring tool created by experts, teacher, or both teacher and students for assessment of student's performance in any area, including curricular subjects, curricular activities, and socio-personal qualities. It is a set of criteria and standards related to learning objectives that is used to assess students' performance/assignments. Rubrics allow for standardized evaluation according to specified criteria, making grading simpler and more transparent. It is a scoring guide that seeks to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score. A rubric is a working guide for students and teachers, usually handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged. Rubrics can be analytic or holistic, and they can be created for any content area including math, science, history, writing, drama, art, music, etc. It is a formative type of assessment because it becomes an ongoing part of the whole teaching and learning process. Students themselves are involved in the assessment process through both peer and self-assessment. As students become familiar with rubrics, they can assist their teachers in the rubric design process.

Rubric to Assess a Project Report Prepared by Students

Category	4=Excellent	3=Very Good	2=Satisfactory	1=Need Improvement
Organization	Information is properly organized with well-connected paragraphs and sub-headings	Information is organized with well-connected paragraphs	Information is organized, but paragraphs are not well-connected	The Information appears to be disorganized
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with 1 sentence about each.	One or more topics were not addressed.

Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples are given	Information has little or nothing to do with the main topic.
Grammatical Standard	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling or punctuation errors.
Graphic Organizer	Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and sub-topics.	Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and sub-topics.	Graphic organizer or outline has been started and includes some topics and sub-topics.	Graphic organizer or outline has not been started.
Diagrams and Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic	Diagrams and illustrations not accurate or do not add to the reader's understanding of the topic

Source: Senapaty, 2010, pp.46-47

Rubrics improve student's end products and, therefore, increase learning. When teachers evaluate papers or projects, they know what makes a good final product and why. When students receive rubrics beforehand, they understand how they will be evaluated and can prepare accordingly. Rubrics offer several advantages:

Advantages of Rubrics

- Improve student performance by clearly showing the students how their work will be evaluated and what is expected.
- Help students become better judges of the quality of their own work.
- Allow assessment to be more objective and consistent.
- Force the teacher to clarify his/her criteria in specific terms.
- Reduce the amount of time teachers spend evaluating student work.

Notes

- Promote student awareness about the criteria to use in assessing peer performance.
- Provide useful feedback to teacher regarding the effectiveness of the instruction.
- Provide students with more informative feedback about their strengths and areas in need of improvement.
- Are easy to use and easy to explain.

9.5 GRADING VS. MARKING SYSTEM

While assessing students' achievement we are invariably interested in three things: (i) How students are progressing with reference to themselves; (ii) How students are progressing with reference to their peer groups; and (ii) How students are progressing with reference to criteria set out by their teachers in terms of expected levels of attainment. Currently, this is being carried out by way of awarding numerical marks on a 101-point scale (e.g. 0, 1, 2 ….100) that suffers from a lot of shortcomings.

One of the drawbacks in the present marking system of 101-point scale that runs from 0-100 is the absence of both absolute zero and 100. The zero that is artificially created for the convenience of the users does not represent the nothingness of an attribute, nor does the score of 100 signify the perfection in achievement. This results in variations in spread of scores in different subject areas. This limitation neither allows the comparison of scores from test to test nor from subject to subject.

This shortcoming can be overcome if students are placed in ability bands that represent ranges of scores. These ability bands may vary according to the number of categories one wishes to employ for the classification of students. Each ability range may be designated with an alphabetical symbol (letter) which is called a grade. Several committees and commissions in the past, even prior to NPE-POA, 1992, have recommended the use of grades in place of marks.

It is because of the superiority of the grading system over the conventional marking system that several premier institutions of higher learning in India have adopted it successfully. At the school level the Indian Council of School Certificate Examination (ICSCE) has been using grading for a number of years. The Central Board of Secondary Education (CBSE) tried to introduce the grading system but had to revert back to marking system in the wake of adverse public opinion and resistance from the University system. Now the CBSE as well as ICSCE indicate both grades and marks in their marks sheets and system of declaring pass and fail continues in all the Boards.

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ACTIVITY-12

1. Name the areas of students' learning you assess by grading.
2. State the problem (s), if any, you face in assessing the performance of your students through grading.
3. Explain, from your experience, the benefits/advantages of grading over marking.

9.5.1 USE OF GRADES

In the context of evaluation, grading is essentially a method of using a set of symbols, e.g. A, B, C, D, E that ought to be clearly defined and uniformly understood by students, teachers, parents and all the concerned. Marks are also a type of grades on a very big 101-point scale. A properly introduced grading system may not only provide for the comparison of students' performance, but also indicate the quality of performance.

9.5.2 METHODS OF ASSIGNING GRADES

Grading may be carried out in a variety of ways: (i) direct grading and indirect grading; (ii) absolute grading and relative grading.

Direct Grading

In direct grading, the performance of learner is assessed in qualitative terms and expressed in terms of letter grades (such as A, B, C, D, ……). This method can profitably be used for the assessment of curricular subjects, curricular activities and social and personal qualities.

Indirect Grading

In indirect grading, the performance of the learner is first assessed in terms of marks and subsequently transformed into letter grades using absolute or relative grading procedure.

Absolute Grading

Absolute grading involves direct conversation of marks into grades irrespective of the distribution of marks in a subject. It is just like categorizing the students into five categories as follows:

Range of marks	Grade
75% and above	A
60% to 74%	B
45% to 59%	C
33% to 44%	D
Below 33%	E

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In absolute grading system, the distribution of grades is not predetermined. If all pupils demonstrate a high level of performance all will receive high grades. If some pupils demonstrate low level of performances they will receive low grades.

Relative Grading

Relative grading is known as grade on the curve. The curve refers to normal probability curve. It is also known as 'norm referenced grading'. The assignment of relative grades is essentially a matter of ranking the pupils in order of overall achievement and assigning letter grade (e.g. A, B, C, D, E). The proportion of As, Bs, Cs, Ds and Es to be used must be determined prior to letter grades are assigned. Grading on the normal curve that has been widely used in the past results in an equal percentage of As and Es; and Bs and Ds. For example, if the students will be divided into five categories, the distribution of grade wise cases would be as follows:

Letter Grade	Interval (sigma distances)	No. of cases
A	1.5 to 00	7%
B	0.5 to 1.5	24%
C	-0.5 to 0.5	38%
D	-1.5 to -0.5	24%
E	-00 to -1.50	7%

Grading on the basis of normal curve seems to be irrational and inappropriate for classroom groups (e.g. too small groups to yield normal distribution). The most sensible approach, therefore, is to set guidelines for the approximate distribution of marks by the teachers. The distribution should be flexible to allow for variation in caliber of pupils from one course to another and from one time to another in the same course. Ranges rather than fixed percentages of pupils who should receive each letter grade need to be indicated as follows:

A = 10 to 20 Percentage of Pupils

B = 20 to 30 Percentage of Pupils

C = 30 to 40 Percentage of Pupils

D = 40 to 50 Percentage of Pupils

E = 50 to 60 Percentage of Pupils

There is no scientific basis of determining these ranges. The decision must be made by the institution taking into account the institution's philosophy, ability and progress, inability of learners in different subjects.

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9.5.3 COMPARISON OF OVERALL PERFORMANCE: GRADE POINT AVERAGE

Relative grading system allows comparison of students' performance both within the subject and across the subjects. But if we want to compare the overall performance of the students in different subjects, we need to find out a Grade Point Average (GPA) by combining the grades awarded in different subjects. However, for computing the GPA, the grades in all the subjects must be based on relative grading method.

Students	Grades in Different Subjects					GPA
X	A	C	B	B	C	3.8
Y	C	B	A	A	B	4.2

$$\text{GPA of X} = \frac{5+3+4+4+3}{5} = \frac{19}{5} = 3.8$$

$$\text{GPA of Y} = \frac{3+4+5+5+4}{5} = \frac{21}{5} = 4.2$$

On the basis of GPA, it may be inferred that the performance of 'Y' is better than that of 'X'.

9.5.4 GUIDELINES FOR EFFECTIVE GRADING

In the context of the grading system, careful implementation of the following measures will lead to awarding of grades with high degree of reliability and validity:

i. Describe your grading procedures to pupils at the beginning of instruction.

ii. Make clear to pupils that the course grade will be based on achievement only.

iii. Explain how other elements (effort, work habits, personal-social characteristics) will be reported.

iv. Relate the grading procedures to the intended learning outcomes (i.e. instructional objectives)

v. Obtain valid evidence (e.g. tests, reports, ratings) as a basis for assigning grades.

vi. Take precautions to prevent cheating on tests, reports, and other types of evaluation.

vii. Return and review all test results (and other evaluation data) as soon as possible.

Notes

viii. Properly weigh the various types of achievement included in the grade.

ix. Do not lower an achievement grade for weak effort or misbehavior.

x. Be fair, avoid bias, and when in doubt (as with a borderline score) review the evidence. If still in doubt, assign the higher grade.

(Gronlund and Linn, 1990, p.443)

Benefits of Grading

- It will minimize misclassification of students on the basis of unreliable marks.
- It will eliminate unhealthy cut-throat competition among high achievers.
- It will be a great relief to low achievers when the system of declaring pass/ fail is abolished.
- It will provide a chance to improve upon his/her grade in any subject over a period of time without carrying a stigma of fail.
- Students will stop committing suicides or running away from homes on failing in examinations.
- The nation will be benefited by sharing human and natural resources by not failing candidates that may be to the extent of 50% or more.

(NCERT, 2000, pp.35-36)

Check Your Progress-3

1. List the student works that can be taken into account for portfolio assessment.

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2. What are the advantages of Rubrics?

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9.6 LET US SUM UP

In the Indian education system, the term evaluation is associated with examination, stress and anxiety. It brings out what the child does not know or cannot do rather than what the child knows or can do. It also focuses on assessing the content knowledge acquired by rote memorization. Most of the time it leads to comparison and unhealthy competitions among children; and, in some cases, it leads to suicide even for one mark that determines position / division or pass / fail.

The basic purpose of assessment is to improve teaching learning process and ultimately to gauge the extent to which the capabilities of learners have been developed. Well-designed assessment and regular reporting provide learners with feedback and encourage them to learn further. They also serve to inform parents about the quality of learning and progress of their wards. This is not a means of encouraging competition among learners. A good assessment can become an integral part of the learning process and benefit both the learners themselves and the teachers by giving feedback. It is obvious that teachers use to observe the progress of their children regularly on informal basis. These informal observation no doubt, have immense implications for improving teaching-learning process and thereby children's learning. There is, however, need for some assessment in evaluation to help teachers reflect upon the information collected about learners. Thus, assessment should be on daily basis as well as periodic.

One of the critical questions raised by most of us as to when or how often should we assess a child's learning. While many teachers are of the opinion that assessment of learning outcomes should go along with the teaching-learning process in a continuous manner, some resist it saying that continuous assessment reduce learning time and, therefore, is a waste of time. Continuous and Comprehensive Evaluation (CCE) refers to a process of evaluation which is school based and aims at all round development of the student.

There is a widespread belief that social sciences merely transmit information. It is book centered and is required to be memorized for examinations. The contents of these textbooks are considered to be unconnected to daily realities. This is mostly due to the facts that our current practices of evaluation of pupils learning, particularly in social science, usually employ teacher made and standardized tests using multiple choice or other objective type items. These evaluation practices are too used in measuring complex problem solving skills, divergent thinking, collaborative efforts among students and communication skills. Though these practices were challenged almost two decades ago, we still continue to follow the same in our educational institutions. It is high time to think of introducing alternative methods of assessment in our educational institutions. These practices, e.g. creative writing, acting and dancing, portfolio assessment, field visit, picture reading tasks, rubrics for performance based assessment, not only take

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into account the social realities, but also make the evaluation exercises activity based, participatory and joyful.

Alternative assessment procedures are based upon constructivist principles of knowledge construction. Fundamental focus of such procedures lies on learner's ability for creative expression and proficiency in real life task and activities. Assessment in social science, therefore, does not have to be limited to only paper and pencil test. Assessment can be done through a variety of methods such as drama, picture reading tasks, projects and experiments, portfolio, rubrics, children's drawing and even dialogues with children.

9.7 ANSWERS TO CHECK YOUR PROGRESS

Check your Progress-1

3. Explain the purposes of assessment in social sciences at elementary level.

Ans. The overall purpose of assessment is to improve teaching learning process and ultimately to gauge the extent to which the capabilities of learners have been developed. The specific purposes of assessment, however, are to:

- find out what learning and changes takes place in the child over a period of time.
- identify the individual needs and requirements
- plan teaching –learning process in a more suitable way.
- help the child understand about what s/he knows or can do.
- find out the extent to which the objectives of the syllabi have been achieved
- improve teaching learning process
- communicate the children's progress in the subject to parents
- do away with the fear of assessment among children
- encourage and support children to learn together

4. Explain, in brief, the major steps of assessment.

Ans. The process of assessment is cyclic and continuous. It implies that assessment is an integral part of teaching learning process- begins and ends with teaching learning process. It follows three basic steps:

Notes

(i) Collecting information about children

Assessment is any systematic procedure for collecting information that can be used to make inferences about children. In the context of collection of information about children's learning and progress, two things are important – first, to collect information from a variety of sources, and secondly, to use different methods or tools and techniques.

(ii) Recording of Information

Recording include records of observations and comments on children's performance on assignments, ratings of what children do and how they behave and anecdotes or incidents of children's behavior towards others.

(iii) Interpretation of Gathered Information

Once the information has been recorded, the next step is interpretation of gathered information. It helps to understand and draw conclusions about the child-where the child is and what needs to be done to help the child. This requires daily analysis and review of records.

Check your Progress-2

1. Describe the concept of Continuous and Comprehensive Evaluation (CCE).

Ans. Continuous and Comprehensive Evaluation (CCE) refers to a process of evaluation which is school based and aims at all round development of the student. The term consists of three key words: "Continuous" refers to watching children's learning and progress regularly at short intervals as frequently as possible, throughout the academic session. The word "Comprehensive" means evaluation has to cover curricular subjects, curricular activities, socio-personal qualities, and work and art education etc. The word "Evaluation" is the process that deals with the collection of information regarding the changes that occur in the child's behaviour; interpretation of these information; judgment regarding the progress of the child; and decision with regard to his promotion to the next class.

Check your Progress-3

3. **List the student works that can be taken into account for portfolio assessment.**

Ans. Portfolio refers to a purposeful collection of student work that tells the story of a student's efforts, progress, or achievements in a given area over a period of time. As the school year progresses, the collection in the portfolio increases. The following types of works done by the students can be collected in a portfolio**:**

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- Written materials- worksheets, creative writings, tests, reports of activities etc.
- Various drawings-plants, flowers, animals etc.
- Craft work like paper folding and paper cutting.
- Greeting cards prepared by children.
- Letters to the child from others.
- List of story books read by the child.
- Collection of leaves, textiles etc.
- Diary paragraphs written by children in a fearless way.
- Samples of child's self assessment sheets.

4. **What are the advantages of Rubrics?**

Ans. A rubric is a scoring tool created for assessment of student's performance in any area, including curricular subjects, curricular activities, and social and personal qualities. It is handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged.

Rubrics are helpful to both teacher and students. They improve student's end products and, therefore, increase learning. When students receive rubrics beforehand, they understand how they will be evaluated and can prepare accordingly. When teachers evaluate papers or projects, they know what makes a good final product and why. Rubrics offer several advantages as follows:

- Improve student performance by clearly showing the students how their work will be evaluated and what is expected.
- Help students become better judges of the quality of their own work.
- Allow assessment to be more objective and consistent.
- Force the teacher to clarify his/her criteria in specific terms.
- Reduce the amount of time teachers spend evaluating student work.
- Promote student awareness about the criteria to use in assessing peer performance.
- Provide useful feedback to teacher regarding the effectiveness of the instruction.

Notes

- Provide students with more informative feedback about their strengths and areas in need of improvement.
- Are easy to use and easy to explain.

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9.9 UNIT-END EXERCICES

1. List the demerits of the present system of student evaluation at elementary level.
2. Describe the advantages and disadvantages of marking and grading system.
3. Narrate the concept and purposes of assessment.
4. Describe the current practices evaluation of socio-personal qualities in schools.
5. What is rubric? Describe its usefulness to students and teacher.