

118 | Teaching of Social Studies

Activities of Pupils

1. Making charts of the types of rights.
2. Making charts of duties.
3. Trip to historical places like Chittorgarh, Raj Ghat etc. to know how the warriors and brave persons fought for the rights.
4. Trip to rural and local spots to know how the citizens are performing their duties.
5. Visiting courts and Panchayats to know how they protect our rights.

Suggestions for Teachers

1. In order to integrate and unify the context of the unit film show regarding rights and duties should be arranged.
2. To maintain interest in the students charts, diagrams, puppets etc. should be made use of.
3. A drama should be staged by the students regarding rights and duties.

Format of Unit is Given Here Under:

FORMAT OF UNIT

Title of Unit		Total lesson plans=		Total periods for unit=		
Sub-unit	Teaching points	Objectives and Behaviour Outcomes	Teacher activity	Pupil activity	Home assignment	Evaluation
		Knowledge Understanding Application Interest Attitude Skill	1. Exploration 2. Presentation 3. Assimilation 4. Organisation 5. Recitation 6. Evaluation			

(10). PROBLEM SOLVING METHOD

The problem solving method is one of the new methods of teaching. It is the most debated method of the modern age. Some educationists regard it as a technique and not a method. Clerk and Starr write, "Perhaps one should not call a problem solving a teaching technique." It is a full fledged teaching method which is very much similar to the project method. Some of the educationists believe that project in problem and problem in project is included. However the problem solving is a separate method.

Methods and Techniques of Teaching Social Studies | 119

DEFINITION OF PROBLEM SOLVING

According to **Bhatia and Bhatia**, "The problem or problem solving method is one which involves the use of the process of problem solving or reflective thinking or reasoning." Indeed it is a procedure which uses problem solving. Defining this method **C.V. Good** writes, "The problem method is a method of instruction by which learning is stimulated by the creation of challenging situations that demand solution. It is specific procedure by which a major problem is solved through the combined solutions of a number of smaller related problems."

Dr. Rampal Singh defines the problem solving method as, "Indeed problem solving is a method in which knowledge is used in scientific manner to find out a solution of a problem."

Problem always occurs in a situation. **Yoakam and Simpson** believe, "A problem occurs in a situation in which a felt difficulty to act is realised. It is a difficulty that is clearly present and recognised by the thinker." The procedure to find out the solution of this difficulty or solution is known as problem solving method.

A problem is an obstruction of some sort to the attainment of an objective, a sort of difficulty which does not enable the individual to reach a goal easily. The procedure employed to remove this obstruction is known as problem solving method. **Bhatia and Bhatia** further defines the problem solving method as "a planned attack upon a perplexity or difficulty for the purposes of finding a satisfactory solution. It is the international utilization of a variety of thinking process." Indeed "problem solving is the process of presenting the difficulty to the students in such a way to stimulate purposeful reflective thinking in the solution of problem. In fact, no matter how it is used, the purpose of problem solving is to stimulate reflective and creative thinking."

The solution of a problem involves the process of reflective thinking. What is reflective thinking? Answering this question **John Dewey** writes, "an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends, constitutes reflective thinking." It is the highest level of thinking. Dewey has classified thought processes into four types. The lowest level of thought is just idle fancy or day dreaming when anything may flit across the mind without continuity or particular organisation or sequence. The second level of thinking is shown in imaginative stories and incidents. The stories and incidents have continuity and organisation, but are not accepted as facts or truth. Third type of thinking is illustrated in our beliefs, prejudices and superstitions which are accepted and held by individuals uncritically or

120 | *Teaching of Social Studies*

without rational analysis. The highest level is the reflective thinking which has its origin in some perplexity, confusion or doubtful or some problem which needs to be solved. It is not a sudden or impulsive affair. Bossing has pointed out some abilities of reflective thinking. These are :

- (a) Ability to sense the presence of perplexing problem.
- (b) Ability to recognise clearly the nature of the problem.
- (c) Ability to hold the problem in mind as it is studied.
- (d) Ability and readiness to venture a bold guess or hypothesis by way of solution.
- (e) Ability to finally formulate a possible hypothesis or solution to the problem.
- (f) Ability to examine and evaluate critically the proposed solution or solutions.
- (g) Ability and readiness to cast aside the hypothesis which has not been found valid. This requires courage and a sense of objectivity.
- (h) Ability to maintain an attitude of suspended judgement until all facts are gathered, weighed, sifted and evaluated.
- (i) Ability and readiness to re-check conclusions and to test their validity. This is known as the process of verification in deductive reasoning, one of the procedures in problem solving.

TYPES OF PROBLEM

While teaching through problem solving method the teacher has to encounter with two types of problems. First type of problems are those for whose solution the students have not to use logical power. Such problems are quite simple and their solutions students can find in the text books. On the contrary there are some such problems which are complex and the students have to use logical thinking to find out their solutions. Their solutions are not found in the text books and the students have to find out them by applying their logical power. Four lower classes first type of problems are suitable as the students of these classes are not mentally mature.

STEPS OF THE PROBLEM SOLVING METHOD

Above two types of problems have been mentioned. As for the first type there is no need of special steps. However there are five steps of this type of problem:

1. Creating problem.
2. Establishing the importance of the problem.
3. Collection of data, organisation and tabulation of them.
4. Evaluation.
5. Testing of Hypothesis.

Methods and Techniques of Teaching Social Studies | 121

Second type of problems are complex ones. Students have to apply their logical thinking for finding out solutions. John Dewey in his book "How we think" has mentioned the following steps.

1. Finding out probable solution.
2. Understanding or comprehending the complexity of the problem.
3. Formulating hypothesis
4. Considering hypothesis in detail
5. Testing or verifying hypothesis.

Bining and Bining has pointed out four steps :

1. Defining problem.
2. Formulating hypothesis.
3. Verifying and testing hypothesis.
4. Drawing Conclusions.

Dr. Kamata Prasad Pandey, in his book 'Action Research in Education' has mentioned the following steps:

1. Identifying problem
2. Defining and delineating problem.
3. Analysing problem.
4. Formulating hypothesis.
5. Preparing outline for verification of hypothesis.
6. Taking final decision about the hypothesis and preparing its basis.

On the basis of the above we can fix the following steps for secondary level.

1. Formulation of problem.
2. Knowing the importance of problem.
3. Collection of relevant data and their organisation.
4. Consideration of evidences.
5. Drawing inferences.
6. Evaluation of conclusions and verification.

Criteria for Problem Selection

Selection of a problem is not an easy job. It is a technical process. The teacher should select the problem carefully. For the guidance following criterion has been suggested by **Prof. S.K. Kochhar**.

1. The problem should be challenging and should stimulate critical thinking.
2. It should evoke a desire to seek cause and effect relationships.
3. It should encourage the pupils to formulate and test generalizations.
4. The problem should be related to the life of the pupils and should be within the realm of their experiences.

122 | *Teaching of Social Studies*

5. The problem should centre on a basic human activity.
6. The problem should be a practical one.
7. The problem should lead to new interests.

ADVANTAGES OF PROBLEM SOLVING METHOD

This method has some advantages peculiar to itself. These are as under :

1. This method confirms to life as life is full of problems. The child picks up techniques of solving problems in life.
2. It enables the pupils to distinguish between the authentic and un-authentic matter in the book, between primary and derived sources, between the reliable and unreliable accounts.
3. It arouses interest in learning and this helps the educative process whatever is learnt with interest is never forgotten.
4. It makes the pupils active. The pupils remain mentally active and alert through out the period and thus his thinking power is developed.
5. It trains pupils to form independent judgement and thus it provides training in democratic citizenship. Citizens in democracy have to make decisions at every step.
6. It is a psychological method since it is based on individual differences.
7. It develops in the students the power of thinking and analysis.
8. Through this method students learn how to formulate hypothesis, verify them and draw conclusions.
9. It is useful both for individualised instruction and class-room instruction.
10. It enables the pupils to understand various social problems and to find out their solutions.
11. The problem solving develops in pupils good habits of planning, thinking and reasoning. Students are encouraged to search, to inquire, to look for materials, and to evaluate them critically in order to arrive at a satisfactory solution. Habits of studying independently also improve.
12. It tends to increase the amount of experience or experiences-linking learning of students.
13. It is a stimulating method for it arouses a natural interest by erecting a condition of strong mental perplexity or by setting up a challenge.
14. It makes for effective learning because effective learning can be possible only through strong motivation and tension. Both these conditions are made possible through "problems."
15. It bestows on the students the ability to solve his own problems and to evaluate intelligently what others think and do.

LIMITATIONS OF PROBLEM SOLVING METHOD

This method has the following limitations :

1. Formulating a problem is very difficult so it is not for average teacher and students.
2. The whole content of Social Studies can not be taught through this method.
3. The problems of class-room are simple and their solution sends a wrong message that the problems of life are also as easy as these but it is not so.
4. All the teachers can not use this method successfully.
5. It does not lend itself to broad understanding of the subject.
6. While studying through this method the students choose only that material from the book which gives them answer they want. They do not read the book thoroughly and thus the other material remains unread. This haphazard and piecemeal reading is not at all conducive to knowledge.
7. It is a time consuming method. Finding a solution of a problem requires a lot of time. If followed always, the syllabus of the subject cannot be covered.
8. Problem solving method requires a lot of material. In schools such material is not available and so this method can not be used effectively.
9. It is a monotonous way of teaching. Too much use of this method breeds monotony.
10. The results produced by this method are not always satisfactory and sometime do not commensurate with the labour put in by the teacher and the pupils.
11. Edger Bruce Wesley is of the opinion that the problem method can easily lead to the selection of trivial and untimely topics and in some instances to those that generate more feeling and emotion than thought.
12. The problems are largely intellectual in their nature, constant use of them may involve too little attention to activities.

GENERAL PRINCIPLES OF PROBLEM SOLVING

Following are the principles which are to be kept in mind while using this method.

1. The teacher should let the students feel the problems that spontaneously arise out of the lesson as their own. Students must feel it a challenge to their thinking.
2. The teacher should state the problem clearly and definitely.
3. The teacher should select the material for solving the problem but he must not give unnecessary minute details. He should give

124 | *Teaching of Social Studies*

minimum of information. He should give the students opportunity to solve the problem themselves.

4. The teacher should help the pupils to draw conclusions and remove their confusion.

5. Selection of the problem should be according to the mental level of the pupils.

6. While selecting a problem the teacher should keep the socio-economic background of the pupils also.

7. The problem should be related to the life of the students.

8. The teacher should provide intelligent guidance.

9. The teacher should set up an atmosphere of freedom in the class for proper problem solving. This involves proper physical conditions and an informality of procedure and mutual respect for personality.

10. He should help the student to develop an attitude of open mindedness and critical enquiry.

11. SUPERVISED STUDY METHOD

Meaning : Supervised study method is also known as directed study method. But it is better to call it supervised method. It is that method under which students study in the supervision of the teacher. **Bining** and **Bining** write, "By supervised study, we mean, the supervision by the teacher of group or class of pupils as they work at their desks or around their table." In fact it is the procedure of teaching which is very much close to self-learning method. In it the students themselves study the text book and the teacher supervise them. It is, thus, study under guidance. **Clark** and **Star** write, "A supervised study period is an opportunity both for the pupils to study under guidance and for the teachers to supervise and guide study."

It is a method by which the teacher supervises a group of pupils or a class at their work. The teacher helps the pupil to work at his own pace and educate himself with his own efforts as far as possible. Defining supervised study method **H.J. Klausmeier** writes, "In a supervised study period the students work on teacher made assignments, students initiated activities and individual projects of many kinds." Indeed the teacher assigns the students some portion of a lesson to study by themselves and guides and supervises them. Supervision is the most noticeable feature of this method. **Wisley** and **Wronski** write, "Its most noticeable characteristic is the specific supervision that it makes for study periods under the guidance of teacher. This study period is either a part of one recitation period or of a double period; it may either proceed or follow the recitation. A teacher may sometimes decide to see the whole period for guided study, even though, there is no formal administrative provisions for such procedures."

2. The teacher should have pauses in between the lesson so that the students may learn the new knowledge bit by bit.
3. The rate of exposition should be slow when the class is backward. The teacher should utilise different ways of presenting the same information.
4. There should be abundant repetition but it should be in a new way so that the class may not feel dullness.
5. Children's way of looking at things should be considered in exposition. Language used should be familiar and suitable.
6. The lesson should be divided into sections which have a logical sequence. This will enable the students to understand easily and will also train them in systematic thinking besides assisting them to put their own thoughts logically.
7. The rate of exposition and the size of the subject-matter are determined by the individual capacity of children and teacher's natural rate of speech.
8. Proper use of the blackboard should be made.
9. Actual objects, models, diagrams, sketches etc., should be used.
10. The students should be encouraged to ask questions. This will enable them to get their doubts removed.
11. Verbal illustrations such as examples, comparisons, etc., should be used to enable the students to grasp the exposition.
12. Pictorial illustrations such as pictures, maps and charts should be freely used as these help in motivating the students.
13. The aim of the lesson should be kept in view and the students fully made conversant with the aim.

OBSERVATION METHOD

It is rightly believed that observation under the careful guidance of a social studies teacher proves very effective in the process of learning, and facts, skills and behaviour learnt are retained for a longer period. Observation or direct experience or visits to actual places, say, a monument, a fort, a field, a river, a temple, an institution etc. provide ample opportunities to students, for 'seeing', 'hearing', 'examining', 'gathering data' and 'asking' questions. Visits to hospitals, telephone exchanges, telegraph offices, study trips to airports, etc. show how people and goods are transported from one place to another. Pupils understand better the working of markets, cooperative stores and factories when they see their working and thus acquaint themselves with the processes of production, distribution, exchange and consumption. Such experiences are most conducive to learning. Concrete data on cultural, industrial, political and geographical facts and relationship being more 'tangible', 'visible' and 'describable' serve as a great motivating force for further enquiry in social sciences. Observation lends vitality to the subject-matter of social studies.

110 *Teaching of Social Studies*

Techniques of observation method. Following techniques are adopted in the observation method:

1. Field Trips or Educational Excursions
2. Community Surveys.
3. Community Service Projects.

REVIEW METHOD

Meaning and significance of 'review'. N.L. Bossing states, "The term review connotes not a mere repetition of facts to fix them more firmly in mind, but rather a new view of these facts in a different setting that results in new understandings, changed attitudes or different behaviour patterns." H.N. Rivlin regards review as, "deepening the students insight into the problem..... increasing his appreciation of its ramifications." Review must recall essential facts and appraisals of segments of experience in a final summary that actually involves a new view and a new understanding and provides a basis for changed behaviour.

Purposes of review. Following are the purposes of review:

1. Fixing in mind activities or materials learned.
2. Organising the materials and experiences into larger units for understanding.
3. Enabling the students to gain perspective.
4. Providing for desirable expansion and supplementation of materials and experience.
5. Providing an apperceptive basis for future study.
6. Diagnosing student weakness in preparation and understanding.
7. Diagnosing teacher weakness.
8. Creating new interest in old materials.

SOURCE METHOD

Meaning of source method of teaching Social Studies. Source method implies the use of original material and original sources in the teaching of social studies. A source method provides first hand experiences and leads to better understanding of the subject. Sources may be divided into two categories:

(a) Primary Sources.

(b) Secondary Sources.

(a) *Primary sources.* These include as given below:

(i) Physical remains or relics or unconscious testimony in far off historical sites, roads, pyramids, human remains, clothing, food, fortification, utensils, pottery, building, implements, machinery, furniture, fine arts and museum pieces of many kinds.

(1) Lecture Method

It is an oldest teaching method given by idealism philosophy. It is still most important teaching method in our schools. It is one of the autocratic teaching strategies.

Focus : It may be used to achieve the cognitive and affective objectives. Lecture can be used to realize the highest order of cognitive objectives.

Structure : Lecture lays emphasis on the presentation of the content. Teacher is more active and students are passive participants but he uses question-answer technique to keep them attentive in the class. Teacher controls and plans for all students act.

Principles of Teaching : It employs the following principles—

- (a) The content is presented as whole.
- (b) The main stress is on presentation.
- (c) The students learn better through listening.
- (d) The subject-content is correlated with other subject.
- (e) The new knowledge is linked with student's previous knowledge.

Applications : The presentation can be made effective but it should be used with great precaution. Teacher should make use of the teaching aids in the description and explaining concepts. Developing questions should be asked to make the presentation purposeful and interesting.

Advantages : The following are the major advantages of lecture strategy—

1. The habit of concentration may be developed among the students.
2. It is an economical teaching strategy. A large subject content may be taught relatively in small duration.
3. Very high order of cognitive objectives may be achieved.
4. The personality of teacher influences the learner's personality.
5. The new content can be easily introduced.
6. It provides the opportunity to the teacher to use different types of teaching aids.
7. Teacher can employ his full verbal communication.

Limitations : It has the following limitations.

1. It has more emphasis on teacher presentation and has no place for the participation of the students.
2. This strategy can be used in higher classes but it can not easily be used in elementary classes.
3. Teaching activities are dominated by the teacher and there is no place for student's abilities, interests and their learning.
4. It is not based upon the principle of psychology. The individual differences are not considered in implementing teaching strategy.
5. It can not be used for achieving the psychomotor objectives and the highest order of affective objectives.
6. Usually teacher deviates from the subject-content and teaching points. Therefore, student can not perform well in examination.
7. An effective teacher can use this strategy effectively, because teacher should have mastery over the content.

Suggestions : The following precautions should be observed to use this strategy effectively—

1. The language of the lecture should be simple, easy and comprehensive.
2. The developing question should be asked to make the students attentive in the class.
3. The students remain inactive and passive participants, hence the teacher use humour to release their tension and monotony of the class.
4. The strategy should be used from secondary level to upward classes.
5. The teacher should explore their previous knowledge and make the efforts to link with new one.
6. The strategy should be supported by question-answer technique and appropriate teaching aids, maps, charts, diagrams, pictures, etc.)

{2} **Lecture-cum-Discussion Method**

It has been evident from above discussion about lecture method that it is teacher-centred method. Teacher is more active

and learners are the passive listeners. The students do not remain attentive in the class. It is a least effective method of teaching because only one sense remains active in teaching learning process. It is uni-sense or monologue approach of teaching. Therefore it is essential that lecture method must be supported by other technique of teaching e.g. Question-answer technique or discussion technique. If the lecture method is supported by discussion technique, it is known as lecture-cum-discussion method. In a democratic form of government teaching is considered as an interactive process. It means that participation of both teacher and students is must. Thus lecture-cum-discussion is an improvement method which is very conducive for learning.

Structure of The Method : The teacher introduce the topic by lecture and raises some related issues for students participation. Some time he puts question. So that students should participate in teaching. It involves more senses of students which facilitate true knowledge of the content. The learning situation created by this method are effective. They should remain active in classroom. After discussion the teacher has to explain the concept or summarizes the discussion by his lecture under this method teaching activities are performed by the both agents the discussion is initiated by questions-answer teaching of teaching.

Principles of Teaching : This method involves the following principles of teaching.

1. The content of teaching is presented into its components.
2. Teaching is organized in an interactive way participation of both students and teacher.
3. It involves more than one sense in learning process.
4. The students learn better through participation.
5. The students get reinforcement in discussion.
6. It is based on appreciative mass theory of learning.
7. The learnt content can be retained for a longer time.
8. The method creates very conducive learning situations for the students.

Application of this Method : The following are major application of lecture-cum discussion method.

1. The presentation can be made effective.
2. The teacher has to organize the discussion during presentation.
3. The teacher has to plan his lesson appropriate so that discussion can be held.
4. The teacher has to employ question-answer technique for discussion.
5. The discussion should be interesting and purposeful.

Advantages of the Method : It has the following advantages:

1. It develops the habit and interest in discussion among students.
2. It is helpful for realizing high order of cognitive objectives.
3. The new content can be easily introduced.
4. The teacher can use his best competency of teaching.
5. It provides the better understanding of the content.
6. It involves more senses of students in learning process.
7. It makes teaching as an interactive process.

Limitations : it has the following disadvantage.

1. Every teacher can with use this method appropriately.
2. In the discussion only few students dominate.
3. It is also difficult to organize appropriately.
4. It requires some adequate requires lecture-discussion and followed lecture-discussion with the help of questions answer technique.
5. The required weightage to lecture and discussion on a topic is the logical activity depends on the students.
6. It requires proper training and practice.
7. The nature of content permits the application of the method narrative content of a subject.

Suggestion for Using : The precaution should be observed for using this method.

1. The proper training and practice should be done before using this method.
2. The teacher should plan his lesson according to this method.

3. The question-answer technique should be used properly for initiating the discussion.
4. The method should be higher-secondary level of social science teaching.
5. The method should be supported by teaching aids and devices of teaching.
6. Teacher should try to make teaching as an interactive process.
7. Teacher should employ proper technique, devices and maxim of teaching.

{3} Project Method

It is a new teaching strategy and it has been evolved as a result of social tendency of education. The advocates are of this opinion that the education should be related to life situations. It is experience-centred teaching strategy. The exponent of project method is W.H. Kilpatrick. The main focus of this strategy is to socialize a child.

Objectives : It is used to achieve cognitive and affective objectives. The main focus is to socialize a child and to develop the ability of problem solving.

Structure : The teacher places the real problems related to life situations, and the learner realizes its utility in his life. The learner prepares a plan for solving the problem. The students collect several information for solving the problem. The teacher's job is to provide guidance. The students themselves make an effort to seek solution of the problem by studying the materials.

Principles : It involves the following principles :

- (1) **Principle of utility :** The problem of study is related with life situation of the learners.
- (2) **Principle of readiness :** The problem of study is related with life situation of the learners.
- (3) **Principle of learning by doing :** Learner has to perform certain tasks in project strategy.
- (4) **Learner gets freedom to work :** The learning situations are realistic.
- (5) **Principle of socialization :** It develops the feeling of co-operation and group work.

Types of Project

Kilpatrick has classified the project strategies under four types:

- (1) *Constructive* – In this type learner has to complete certain task.
- (2) *Artistic* – This type of project develops the aesthetic tastes of the learner.
- (3) *Problem-centred* – A problem is presented before the learner and he has to seek the solution of the problem.
- (4) *Group Practice* – A task is assigned in which group work is required to complete it.

Procedure of Project : Usually six steps are followed in each type of project strategy :

- Step 1 : To identify a problem related to life situation of the learner.
- Step 2 : To select and define the problem.
- Step 3 : To prepare a plan for finding out the solution of the problem.
- Step 4 : To implement the plan
- Step 5 : To evaluate the workability of the project plan.
- Step 6 : To prepare a record of the project.

Advantages : It has the following advantages :

- (1) Project strategy is based upon psychological and sociological principles.
- (2) The new knowledge is imparted by linking it with their life situations.
- (3) It develops insight toward life problem.
- (4) All school subject can be taught by an integrated approach.
- (5) Project Strategy provides an opportunity for work experience, divergent thinking and social efficiency.

Limitations : It has the following disadvantages :

- (1) The subject content can not be taught systematically or in a sequence.
- (2) The plan projects can not be designed for all school subjects and on the whole subject-matter of school subjects.
- (3) It is very costly and time consuming strategy of teaching.

General Teaching Strategies

133

16

- (4) It can not be used in teaching for higher classes.
- (5) All social qualities can not be developed by this strategy.

Suggestions : The following precautions should be taken in using this strategy :

- (1) It should be used in agriculture and technical institutions.
- (2) The problem of the project should be economical and useful.
- (3) It should be employed as a supplementary teaching technique.
- (4) It should be used at primary and secondary levels.

{4} Socialised Recitation Method

Meaning : Socialised recitation is an educational programme of the school which directly aims at the socialisation of the children by developing in them the traits of initiative and responsibility within a group membership and in harmony with group interests. Training children for democracy by giving them training in democracy is the all absorbing purpose of socialised class procedures. Co-operative enterprise is the 'keynote' of the method. According to Schorling, "The main purposes of the socialised recitation are to develop techniques useful in group work, to stimulate reflective thinking, to supplement previous knowledge, to encourage creative expression, to develop desirable social attitudes by providing practice in a large variety of socialised situations and above all, practice in the technique of co-operative thinking."

Need of Socialised Recitation

The traditional type of procedure of teaching does not provide for the active participation of the child in the learning-teaching process. It considers the child as a passive being. It does not provide sufficient opportunities for the child to express himself. Students usually learn by heart the subject-matter without understanding its meanings and significance. Ready-made knowledge is given to them. There is a lack of incentive for exercising imitative, originality and independent thinking. There is always the possibility that the child recites correctly and yet fails to comprehend the real meaning of what he has committed temporarily to memory.

9

Trips to Historical Places or Field Trips

Trips to historical Places provide first hand experience. It is now realised that confining teaching of history to a classroom is not very wise. It should be conducted at places of historical importance also. Therefore, trips to historical places have become an integral part of the teaching of history. Children get practical experience and necessary information about their social and natural environment through observation, questioning and recognition. On trips to historical places, Prof. Henry Johnson says, 'The school excursion as envisaged by Prof. P. Rein was prized for the reality which it imparted to geography, nature, study of history and other subjects. It was also prized for open air exercise which brought for the initiative and freedom it made possible, for the opportunity it created for social training.'

Trips to historical places is learning history through experience. The students acquire a sense of appreciation of painting, sculpture, architecture etc.

Kinds of Trips: Trips may be of following kinds:

- i) Trips to nearby places.
- ii) Trips to distant places having historic importance in a community.
- iii) Short trips to historic spots, capital, neighbouring colleges etc.,
- iv) Trips to old forts.
- v) Trips to historical museums.
- vi) Trips to the places of historical significance such as Delhi, Bombay, Calcutta, Hyderabad, Jagannath Puri, Konark, Ajanta or Ellora caves, Khandagiri and Udayagiri caves etc.,
- vii) Trips to places where historical excavations have been carried out such as Mohenjodaro, Harappa etc.,

Trips to Historical Places or Field Trips

18

163

Characteristics of selecting trips

For historical trips, the following characteristics are useful.

- i) The trip must have relation with the topic to be discussed in a class.
- ii) It should provide direct experience of the topic and should be better than other teaching devices.
- iii) It should be conducted at an easy distance.
- iv) It should get the sanction of the head of the institution and the parents.
- v) It should not be expensive.

Planning trips to historical places

Before execution, planning a project is very important. Therefore it is said, "well begun is half done." The trips to historical places should be planned in such a way, as to help achieve the objectives of teaching history through trips. While undertaking a trip, the following considerations should be kept in mind.

1. A survey of historical material available in the locality should be made by the teacher first. After that he will plan trips related to the topic for the whole session.
2. The teacher should be fully equipped with knowledge about the places for the proposed trips. At the time of visit, he should explain to the students with references, stories, reports etc.,
3. While undertaking the trip, there should not be any uncertainty in decision. Once the plans are made, they should be properly executed.
4. Students should be asked to take with them notebooks, pencils and if possible cameras.
5. Students should be divided into different groups at the spot. It will facilitate detailed discussion.
6. Students should be asked to prepare notes, which will be useful in the classroom instruction.

7. The trip should not be treated as a picnic. It must be properly supervised by the teacher.
8. After the trip a careful evaluation is essential. The teachers and the students should examine how far the trip is effective in making the teaching of history realistic and interesting.
9. After evaluation, a follow-up programme should be made. This can be done through discussion about the trip, writing articles in the school magazine, wallpaper, bulletin boards etc.,

Precaution in planning the trip: While planning the trip, the following precautions should be taken.

1. The trip should not be aimless. The teacher should be equipped with full knowledge of the spot.
2. Before starting the journey, students should be instructed about the articles they have to carry.
3. The objective of the trip should be determined after healthy discussion with the students.
4. Students should take down notes at the time of the trip.
5. There should be a relationship between the classroom teaching and the historical trip.

Trips in a community

If we try, we can find out important spots for a trip to historical place in every community. They can provide interesting, realistic, lasting and practical experience to our students. They can also suit every level of the pupils.

The following spots can provide scope and opportunity for trips to historical places in a community successfully.

- i) Burial grounds, tombs etc.,
- ii) Temples, mosques, churches etc.,
- iii) Battlefields, old forts, monuments etc.,
- iv) Paintings, old manuscripts, museums etc.,
- v) Places for excavation.

Trips to Historical Places or Field Trips

165

Place and importance of study trips in the teaching of history

With the development of new techniques of teaching, trips to historical places have been accepted to be an important device. Let us discuss below their importance in the teaching of history.

1. Through trips to historical places, students get an opportunity to know something about social and historical facts of their own locality.
2. Trips to historical places develop the power of imagination, observation, appreciation of beauty, thinking, reasoning etc.,
3. They develop a sense of patriotism among the students. When they see the place of historical importance, they develop a love for their motherland.
4. Students get an opportunity to acquire information about their culture and heritage. When they visit famous temples and buildings constructed by their forefathers, they feel proud of their heritage and achievement.

Trips to historical places like places of architectural excellence cultural and religious interests etc., enable the students to have practical knowledge and detailed information of history. If it can be properly planned and conducted, the teaching of history in our schools can be revolutionised.

Evaluation

1. Discuss the importance of trips to historical place.
2. Write in brief, the use and limitations of trips to historical places for teaching history to students of secondary classes. What considerations will you keep in mind while planning these trips?
3. Write a note on the historical trips.

* * *

Limitations : It has the following disadvantages :

- (1) It is very difficult to prepare good questions and arrange them in psychological sequence.
- (2) It is a mechanical strategy and creates memory in the classroom climate.
- (3) It can be used in the teaching of higher classes.
- (4) All knowledge can not be imparted by questions-answer strategy.

Suggestions : The following precautions should be taken.

- (1) It should be supplemented by lecture and narration devices.
- (2) The questions should be evenly distributed among the whole class.
- (3) The strategy should be used only by those teachers who can prepare question immediately even at the time of teaching.
- (4) The teacher should try to reduce the tension of the class by humour.

{2} Group Discussion

There is no comprehensive definition of 'group discussion' but it is considered as a democratic teaching strategy. The pupils are more active in it. Teacher's job is to supervise, and to provide guidance to pupils activities. It is child-centred teaching strategy. It may be of two types: (1) By the teacher and (2) By the students.

(1) **By the teacher :** This type of discussion is more autocratic in style.

(2) **By the student :** In this situation, discussion is more permissive or democratic in style.

Objectives : The affective objectives and higher order cognitive objectives may be achieved.

Structure : The group discussion is organized in two forms : Formally and informally. In formal group discussion, proper schedule is prepared and certain rules are observed. In informal group discussion, pupils have to select a student to act as a leader of the group. The leader of the group prepares a plan for discussion. The leader of

*Specific Teaching Strategies*22
159

the group prepares a plan for discussion. In the group discussion, due weightage is given to the answers and questions of the pupils.

Principles : This strategy is based upon the following principles of teaching:

- (1) Principle of active participation.
- (2) Principle of freedom for work.
- (3) principle of group work and equal opportunities to ask questions and to answer them.

Advantages : The following are the main advantages of this strategy.

- (1) It has the greater scope of criticism for incorrect approaches, ideas and concepts.
- (2) It develops the feeling of group work and group participation.
- (3) It helps in developing the creative ability and thinking among pupils.
- (4) It develops the problem solving attitude and the tolerance to hear one's own criticism.
- (5) It helps in developing the feeling of cooperation.
- (6) The higher order of cognitive and affective objectives of teaching are achieved.

Limitations : It has the following limitations :

- (1) It has chances for deviation from the main topic.
- (2) In the discussion, only few students dominate and to discuss more and large number of students do not participate in the discussion.
- (3) Generally group are formed in this strategy and they are critical to one another.
- (4) It involves more criticism rather than relevant discussion.

Suggestions : It may be improved and can be effectively employed by observing the following precautions :

- (1) Every student should be provided an opportunity to participate in the discussion.
- (2) Students should be encouraged and motivated to participate in the discussions.
- (3) Irrelevant criticism should not be encouraged.

{3} Dramatization Method

The Drama is a form of English literature like prose and poetry. It is also an effective method of teaching as well as device of training. It is effectively used for teaching historical stories and events. The events of history cannot be repeated but can only be dramatized by role-playing. The historical content can be made more effective and interesting for the students. The following are the main methods of teaching Drama :

(1) Lecture- Method, (2) Ideal drama method, (3) Classroom Drama-method of teaching, (4) Stage-Drama-method or Dramatization-method, (5) Review-method of teaching, (6) Integrated or Combined method of teaching.

The dramatisation method and review-method are more useful for teaching Drama. Therefore, these two methods have been discussed in detail.

Meaning of Dramatization : it is a method of teaching Drama and also training device of simulation. This method is also termed as simulated social skill training (SSST) or teaching. It is most useful for developing social skills. It is best method of teaching Drama, because in this method learners are most active and based on the principle learning by doing.

Objectives : The main objectives is to develop the social skills for playing the roles in the situations. It develops the tendency and interest for healthy enjoyment and recreation. It develops the skill of effective conversation. It provides the understanding of real life-situation.

Structure : It is a dramatic strategy. The student-teacher has to play the role of student and teacher. The student-teacher has to teach a small lesson to his own colleagues, assuming them as secondary class students. They have to act as students. Every pupil has to teach a lesson in a rotation. The teaching is followed by discussion and suggestions which are given for the modification and improvement of behaviour.

Principles : It is based upon the following principles :

Specific Teaching Strategies

(1) Learning by doing, (2) Principle of immediate reinforcement, (3) Rehearsal before the actual task, (4) Social skill through group work.

Criteria for Selecting Drama : The utility of a drama is based on the proper selection. In selecting a play six elements are taken into consideration.

(1) Story, (2) Character or role, (3) Plot, (4) Dialogue or song (5) Style of language and (6) Place and time.

A good drama includes the following characteristics :

1. The story should be effective and interesting.
2. The subject-content should be full with the feelings for the welfare of mankind.
3. The character or role should be encouraging and effective.
4. The dialogue should be active and alive. The dialogue should be short.
5. There should be coordination among the activities and the dialogues.
6. The play should be effective for developing the feelings and understanding of the students.
7. The vocabulary and style of language should be according to the level of the students.
8. The size of play should not be too long. The long drama should be divided into parts or serials like the television.
9. The subject content and dialogue should not reflect adversely on any religion or community.
10. The dialogue and songs should be simple and easy to comprehend easily.
11. There should be turnover in the dialogue so that monotony can be removed. It may be the source of recreation and enjoyment.

The dialogues of Mahabharat serial are serious and very deep as compared with Ramayan serial dialogues.

Steps : In this strategy six steps are to be followed :

1. In the first step an outline of teaching is prepared.
2. The second step provides the direction to the role, to act as teacher, students and observer.

3. In third step pupil- teacher has to decide the topic to be taught and the social skill is to be developed.
4. In third steps pupil-teacher has to decide the topic to be taught and the social skills is be developed.
4. The fourth step determines the techniques to be used for observing the teaching-behaviour.
5. In fifth step pupil-teacher has to practise. The teacher behaviour is recorded by the observers of this teaching.
6. In the last step teaching is followed by discussion and suggestion for the modifications of behaviour.

Advantage : This strategy has the following advantages :

1. It provides an opportunity for rehearsal prior to actual classroom teaching.
2. The pupil teacher understands his own teaching activities through analysis, synthesis and evaluation of his own activities.
3. It is useful for developing social skills.
4. It provides immediate reinforcement for the modification of his behaviour.

Limitations : The strategy suffers from the following limitations :

1. The learning situations are more artificial and pupil-teacher fails to present its real form.
2. It can not be used for developing specific teaching skills.

Suggestions : The following precautions should be observed in using this teaching strategy :

1. The pupil-teacher should be well acquainted with the strategy.
2. The supervisor should remain present during teaching and discussion.
3. It should be practised before sending pupil-teachers to actual classroom teaching.
4. The supervisor should encourage the teaching acts of the pupil-teachers.

This method of teaching and training is used for developing the taxonomy of teacher behaviours. The effective use of this

method can bring the excellence in social behaviours of students as well as teachers.

{4} Story Telling Method

Story-telling method is one of the most important methods of teaching history. Narration, in fact, is an art in itself which aims at presenting to the pupils, through the medium of speech clear, vivid, interesting, ordered sequence of events in such a way that their minds are able to reconstruct these happenings as they live in their imagination through the experiences recounted. The teacher's capacity, as an actor and speaker, can make the lesson lively and interesting to the pupils; they can almost visualise the events and the personalities concerned.

At present, it is generally believed that for the age-group 8 to 10 history should mainly be a carefully chosen and graded series of stories woven with attractive, deceptively simple details. This would rouse the interest of children and provide scope for imaginative understanding and thorough enjoyment.

It is method and also technique of teaching. It is commonly used for teaching lower classes or small children. It creates curiosity among students and develops the ability of imagination. Generally small children like to listen stories. Teaching can be made easy by using this technique. The students can learn and retain stories for a longer period.

This technique can also be used in teaching higher classes. It is also strategy of teaching. Some teachers are very expert in story telling technique. The use of this technique in teaching is highly psychological. This technique can be used in all the school subjects.

Types of Stories

There are three types of stories which can be used in the teaching of history.

(a) **True Stories** : These stories need a distinct place in history teaching in schools. According to Jarvis, such stories render a valuable service in the efficient teaching of history.

(b) **Myths** : Myths are the stories that are narrated about things or events people could not fully understand. The Greeks, for

Assignment Method

Social science is, in its broadest sense, the study of society and the manner in which people behave and impact on the world around us.

Some experts however argue that no single definition can cover such a broad church of academic disciplines, deploying a wide range of approaches to gathering evidence. Instead they simply define the sciences by listing the subjects they encompass.

Each of these subjects uses a range of approaches to the study of society—from the collection and analysis of statistics to the collation of responses to questionnaires and interviews. Like the other sciences, the social sciences evolve through the interplay of the ideas and theories of academics, and the evidence that supports or refutes them. Teacher can give assignments to students, whether they are simple essays, complex case studies, Report writing or Dissertation involving multiple disciplines and concepts.

Programmed Instruction

Programmed instruction is the name of the technology invented by the behaviorist B.F. Skinner to improve teaching. It was based on his theory of Verbal Behavior as a means to accelerate and increase conventional educational learning.

Programmed Instruction

It typically consists of self-teaching with the aid of a specialized textbook or teaching machine that presents material structured in a logical and empirically developed sequence or sequences. Programmed instruction may be presented by a teacher to as well and it has been argued that the principles of Programmed Instruction can improve classic lectures and textbooks. Programmed instruction allows students to progress through a unit of study at their own rate, checking their own answers and advancing only after answering correctly. In one simplified form of PI, after each step, they are presented with a question to test their comprehension, then are immediately shown the correct answer or given additional information.

- i) This method hinders the progress of the gifted children and helps the slow learners only. The teachers only try to prevent failure and not help the gifted children.
- ii) Credit goes to the teachers for keeping down the number of pupil failures and not for the unusual attainment of the gifted children in his class.
- iii) Since it deals with double periods, the cost of education increases.
- iv) This method destroys self-reliance of the students. The students use the teacher as a crutch, which hinders their reliance on themselves.

In spite of the objections stated above, we will have to admit that this method helps the progress of the students because of the constant supervision by the teacher. This method recognizes individual differences and allows each pupil to proceed according to his ability. Better pupil - teacher relationship helps in drawing out the best in the child - body, mind and spirit.

20.7 Team Teaching

Team teaching is one of the important instructional strategies for the improvement of instructional programme. According to Glendon the following are some of the factors that are responsible for pre-organizing the typical school programme.

- 1) The individual needs of a pupil are not met by completely isolating him in one room with one teacher for his total programme.
- 2) Intellectual development limited by heterogeneous grouping for the entire curriculum.
- 3) At the same time, to be grouped according to intelligence for an entire day limits academic growth in some areas and the pupils social development as well.

Usually the team teachers are concerned with better grouping practices, reconstruction of curriculum, modern instructional devices, and effective use of talents, time and energy.

The size of the team is not fixed. It varies in size from 3 to 8 teachers who work with 75 to 250 children, with a teacher pupil ratio of 1 to 25 or less. Team members have varying functions and