

UNIT 9

Supporting Devices of social science teaching

9.1 Field Trip or Excursion

Social Science teaching should not be confined to the four walls of the classroom. Along with classroom teaching, students should be given good opportunities to go out on short and long field trips or excursions to study geographical facts and historical events in their natural settings and surroundings. Thus excursions must form an essential part of Social Science teaching programme from the very beginning. According to E.A. Mcnee, “It is essential that the foundations of geographical knowledge shall be laid down in the field. No amount of reading from books can make up for a practical knowledge gained by looking at the earth which the child is studying. It follow that from the very early stages, expeditions should form part of the geography course.”

Field trips can be of 3 types

1) Local trips

Local trips are very short trips to convenient places in the village or city near the school for one or a few lesson periods. on these occasions the students will study their surroundings and collect first-hand knowledge and information about various geographical phenomena and historical places. Like local agricultural or industrial products, local market, transport system, etc. On the leasis of such knowledge, the geography teacher can give an instructive lesson on local geographical features. The purpose of such trips is neither recreation nor teaching about the locality of the school. The main aim is to give reality to teaching of geography and to make difficult ideas simple by referring to concreat, known ideas, and focus.

2) Communication or neighbourhood trips

Such trips occupy half or full day's duration and therefore may be arranged either on saturday afternoon or on Sundays or on some other holiday. Such excursions may include a visit to a hilly area or to a riverside, or a factory or mine or port etc. on such trips, students are encouraged to observe, study and investigate the geographical items and Historical places by themselves and ask as many questions as they may desire to remove their doubts. They will get first-hand knoledge about

things like, nature of soil, climate, irrigation facilities, transport, production imports and exports etc. Besides providing useful knowledge such trips also provide recreation.

3) Tours or Excursions

For secondary and higher secondary students, geographical and historical excursions lasting for several days, may be arranged profitably. Adequate preparation must be taken both by the teacher and the students for excursion. These require careful planning, organization and execution. It is advisable that the teacher himself pays a visit to the place of excursion before-hand and makes a list of objects to be observed by the students.

He should also make necessary arrangements for lodging, boarding and conveyance to the place to be visited. While on excursion, students should be divided into a few groups. Each group may be asked to describe a particular aspect of geographical phenomenon. This will enable students to acquire knowledge independently as well as in a group.

Advantages

- 1) It provides direct learning experiences.
- 2) It satisfies the natural urge of the students.
- 3) It provides practical social training.
- 4) It broadens the outlook of the students.
- 5) It helps to create interest in the subject

Limitations

- 1) It is time and money consuming.
- 2) There is a general lack of parents cooperation.
- 3) Lack of initiative and resourcefulness among many teachers.
- 4) Lack of proper organisation and guidance.

5) It is not a complete method and is not applicable for all contents in the syllabus.

2. INTRODUCTION **social science laboratory**

- The social science laboratory should be planned and organized in such a way not only for the purpose of furnishing motives and objectives to the social sciences.
- It is then the teacher's duty to help discover abilities in the individual children and to direct them in the choice of study that will develop these abilities.
- A social science laboratory should serve the purpose of a library , workshop, classroom , a stock room , a student's club etc.

3. The Need and Importance of a Social Science Laboratory

- Providing 'home their own' to teachers for developing enthusiasm for the subject.
- Creating and maintaining an effective teaching-learning environment
- . ● proving a quick and ready functional environment by making available workroom for the students.
- Introducing variety in teaching methods and facility aids readily and conveniently. ● Saving energy and time in carrying around equipment such as charts, maps , models , pictures and projectors

4. ESSENTIAL REQUIREMENTS OF A SOCIAL SCIENCE LABORATORY

- Selection of a proper site
- Proper infrastructure
- Seating arrangement
- Utilisation of room
- Proper arrangement for the procurement, placement, upkeep and utilization of the material
- Procurement of reading materials

- Construct committees comprising colleagues

5. Equipment of a Social Science Laboratory

- Maps
- Globe
- s ● Timelines
- Models
- Charts
- Slide Album
- Flags
- Goods
- Agricultural Products
- Minerals
- Meteorological Instruments
- Survey Instruments
- Audio-Visual Aids
- Reference Book
- Bulletin Board

6. Conclusion

Man is a social animal and to maintain relations between the people and the communities and their social customs, welfare, reforms, social methodology is widely used in experimentation. Group of subjects concerned with social sciences are through models, charts and various modern techniques.

{3} Social Studies Laboratory

Need of Social Studies Laboratory

Subjects like sciences and handicrafts require considerable apparatus and equipment. These are taught in laboratories specifically equipped and reserved for them. A specially equipped laboratory is needed for the social studies due to the following reasons :

(1) *Providing a Home for Social Studies Teacher* : To inspire the social studies teacher with the requisite faith in himself, and

imbued with essential imaginative strength, he has to be provided with a home of his own. The most vital apparatus in the social studies laboratory is the social studies teacher himself. However, the provision of a "home of his own" is necessary to assist him to develop an enthusiasm for the subject and to provide him with best opportunities for awakening a corresponding interest in his pupils.

(2) Creating and Maintaining an Effective Atmosphere : Well-equipped with equipment and material for teaching a social studies laboratory will help in creating and maintaining a much-needed atmosphere. For example, the wall displays of varied types can motivate the juniors.

(3) Providing an Activity Centre : The laboratory will also provide a good activity centre for the seniors.

(4) Making Teaching More Effective : Specialist accommodation Provide greater scope for variety in teaching methods. It facilitates the use of teaching aids. The permanent display of important maps and globes, Pictures and charts and constant reference to them by the teacher will make the teaching of social studies effective, lively and interesting.

(5) Providing a Quick and Ready Functional Environment : As mastery of essentials in the social studies extends beyond the theoretical Knowledge, there should be provision for functional activities. The classroom facilities must be capable of rapid transformation into a laboratory setting. As activities and the practical solution of problems characterise every unit or topic the physical equipment must provide a work room for the pupils.

(6) Saving Teaching Time : A permanent base will save a lot of time for equipment like maps, models, charts, projectors, etc., too cumbersome to carry round the school. Black board can be prepared before hand, and the diagrams can be preserved for future use.

(7) Using Diverse Methodology : A social studies laboratory is a highly desirable in any secondary school as for the teacher may to use a diverse methodology and go beyond the simple use of one textbook and a rigid curricular pattern.

Essentials of Social Studies Laboratory

(1) ***Proper Building*** : The social Studies laboratory building should have a few basic essentials : good lighting and ventilation, adequate bookcases and other storage facilities, tables and chairs to accommodate the students and teachers who are to work in it. With a proper arrangement for ventilation and light, the wall-space could be utilised for display of the chalk-board, bulletin board, models, maps and book-shelves. It should have the scope to serve as an audio-visual room as well.

(2) ***Suitable Arrangement*** : The laboratory should be suitably arranged to provide an inviting and stimulating atmosphere. Unlike the bare walled and fixed type of classroom, the arrangement of furniture and display should be informal to give an impression that something interesting is happening in the room. It should be a place where one is expected to do things, rather than asked to recite formal lessons.

(3) ***Necessary Furniture*** : The necessary items of furniture in a social studies laboratory are working tables, chairs, shelves, stands, map-racks, almirahs and black-boards. The tables should be small and flat which can be easily rearranged for group work. The general arrangement of the room should be determined by the teacher and students, for discussion, forums, group work or viewing a film.

- (i) ***Seating Arrangement*** : It should make for comfort, health and efficiency of the pupils. Seats-individual desks or dual desks or tables and chairs should be movable and easy to rearrange for a variety of purposes for the teacher's lessons or group work or construction of all kinds.
- (ii) ***Teacher's Desk*** : Teacher's desk should be movable from the point of view of a general administration as well as instruction. It should be equipped with an atlas, a table dictionary, a memorandum pad and a desk-blotter
- (iii) ***Projection Screen*** : A permanent projection screen may be fixed above the black-board which can be easily lowered for projection work. Window should be

provided with dark curtains to be used when a film is to be screened.

- (iv) **Channel Railing** : A permanent channel railing with sliding hooks should be fixed along the chalk-board wall for hanging maps, pictures or graphs during teaching.

(4) **Sufficient Equipment** : A social Studies laboratory should possess the following equipment :

- (i) **Maps** : Historical, economic, geographical, political, social and pictorial maps of all the countries.
- (ii) **Charts** : Different types of charts-Genealogy charts, Flow charts, Tabulation charts, Time charts, Relationship charts need to be provided. These may be purchased from the market or prepared by the teacher or pupils or both.
- (iii) **Time Lines** : A time line which should run halfway along the wall, painted or made of either the hard-board or card-board. While teaching important dates and persons should be marked appropriately all along with the line. The pictures of the important persons about whom the class is to study, can be nailed to help in making the pupils familiar with the lives of great persons.
- (iv) **Time Graphs** : These may be provided to show the gradual and incidental rise and fall of the dynasties, the progress of rival powers, ideas and cultures, personages and movements.
- (v) **Models** : There should be models depicting dams and projects, the solar system, motion of Earth, changes of seasons, etc. Along with relief models on life in different parts of the world sources of history, greatmen of different lands. Models can be prepared by the pupils under the guidance of the teacher. Ready-made models may be purchased from the market.
- (vi) **Slide Album** : These should also be there containing slides showing architecture, sculpture, paintings,

- (vii) **Flags** : Flags of different nations of the world may be provided with explanatory notes.
- (viii) **Goods** : Locally manufactured goods of cloth, pottery, wood, metal, lacquer.
- (ix) **Agricultural Products** : Rice, wheat, mallots, tea, oil seeds, and fibres *etc.*
- (x) **Rocks** : Stones and Mineral stamps-coins.

(5) **Meteorological Instruments** : These include Rain Gauge, Wind Vane, Barometer, Tube Barometer, Centigrade thermometer, Maximum and Minimum Thermometer, Wet and Dry Bulb Thermometer.

(6) **Survey Instruments** : These include Plane table, Spirit level Box compass, Tripod, Poles, Flags, Chain and Arrows, Prismatic compass, Survey Field book, Tape Scale or Foot Rule, Compass, Divider, Protractor. Statistical data regarding climatology should be diagrammatically represented by means of The wheel diagram and The Bar Graph.

(7) **Audio-Visual Aids** : These include Tape recorder, Projector, Filmstrip projector, Magic lantern, Epidiascope, *etc.*,

(8) **Reference Books** : These books should be always at hand when the subject is being taught historical novels, dramas, pictorial books. Illustrating the life and customs of different peoples, important historical and geography, besides biographies, autobiographies and travel stories and social studies encyclopedias books of the peoples in different lands *etc.*,

(9) **Bulletin Board** : On it may be displayed relevant cuttings and pictures collected by pupils from magazines and newspapers. Maps, pictures, cartoons, newspaper reports on topics done or in progress in the classroom, can be displayed on the bulletin board with a caption or study questions for pupils. Map of the world showing the controversial spots of the world with suitable newspaper cuttings arouses the interest of the students and keeps them in touch with the current problems.

(10) **Extension into the Outside World** : The laboratory must be extended into the world outside, as far as teacher and his pupils can go. This is done through visits and all kinds of community

contacts. Living and frequent contacts with the outside world will justify the purpose of the special laboratory for social studies.

(11) Centre of Activities : The Social studies laboratory should be come the hub of social studies teaching and activities in a school. It should be able to produce dynamic, sparkling interaction among physical things and students. It should be a place where ideas can come to life and be illustrated with activities and articles helping to make the ideological experiences more lasting and pervasive in the lives of students as they continue on into the future.

(12) Improvising Good Learning Environment : A teacher should improvise well. A room, desk, charts and cup-boards are the basic for a screen. Pictures can be collected from the old issues of magazines, weeklies, *etc.* Social sciences laboratory should become a miniature world to exhibit and to record the developments of explorations, research and discovery. It should serve the purpose of a class-room, a library, a work shop, an amateur theatre, a students' club a stock room-all rolled into one. Grow steadily and constantly in equipment it should become an interesting and exciting centre for activity for the students and teachers of social studies.

{4} Social Studies Room

Need for Social Studies Room

A modern teacher of social studies has come a long way from those old days when 'chalk' and 'talk' were the only aids of teaching. Modern technology has placed different types of instructional aids at his disposal. Apart from text books, there are different types of reference books, pamphlets, magazines, maps, globes, charts, projects, *etc.* Which must be used to make the teaching-learning process effective.

A social studies room or what a few subject specialists would like to term as social studies laboratory, fully equipped with modern aids, will provide a pleasant social and cooperative environment where the teachers and the learners feel homely. It is a must for every school. It has been observed by M.P. Moffatt, "Class-room furnishings and their arrangements have directed bearing upon the quality of results obtained. Satisfactory outcomes can be expected from any class-room situation only when adequate

facilities are provided. It should be furnished to provide a suitable environment for acquiring and practising social studies skills."

It has been recognised that like sciences, social studies also require a specially equipped room or laboratory. This alone can facilitate the use of modern methods and techniques like Play-way Method, Problem Method, Project Method and the Socialized Recitation Method, *etc.* Special setting and equipment are needed for utilising these methods.

A social studies laboratory should serve the purpose of a classroom, a library, workshop, an amateur theatre, a students' club, a stock room, all combined into one. It may grow steadily and constantly as regards equipment. It should become the exciting 'hub' of activity for the students and teachers of social studies. It should be so planned and arranged that it provides an inviting and stimulating environment. It should be a place of 'doing' rather than of 'talking'. Social studies library is an integral part of social studies. It should be so planned and arranged that it provides an inviting and stimulating environment. It should be a place of 'doing' rather than of 'talking'. Social studies library is an integral part of social studies programme and it helps in making it as living and vital discipline. Social studies library is the treasure vault of the store house of ideas. In fact, it is the flowing stream of living thought. Social studies library provides suitable opportunities to the student to use facts in a creative and productive way to arrive at their own independent conclusions and enable them to grow in enriched knowledge, abilities, Skills and interests.

Following are some of the considerations which necessitate the provision of a special room or laboratory for social studies.

- (1) Providing 'home of their own' to social studies teachers for developing enthusiasm for the subject and faith in themselves and the students.
- (2) Creating and maintaining an effective teaching-learning environment.
- (3) Providing a quick and ready functional environment by making available work room for the students.
- (4) Introducing variety in teaching methods and facilitating the use of teaching aids readily and conveniently.

- (5) Saving energy and time in carrying round equipment like charts, maps, models, pictures and projectors *etc.*

Equipment of the Social Studies Room

The room should be well-equipped with adequate teaching equipment so that functional environment is created and the teacher and the students are motivated to work. It should have the following equipment :

- (1) Audio-visual material which includes epidiascope, filmstrip, magic lantern, projector, tape-recorder *etc.*
- (2) Bulletin Boards.
- (3) Charts and Graphs.
- (4) Flage.
- (5) Globes.
- (6) Maps and Atlases.
- (7) Models.
- (8) Meteorological Instruments— Barometer.
- (9) Rain Gauge, Thermometers of different kinds, Wind Vane.
- (10) Rocks-stones and Minerals.
- (11) Slide Album containing slides showing architecture, dancing, music, painting, sculpture *etc.*
- (12) Stamps of different kinds.
- (13) Survey Instruments— Box Compass, Compass, Chain and Arrows, Divider, Foot Rule or Scale, Flage, Plane Table, Prismatic Compass, Protector, Spirit Level, Survey Field Book, Tape, Tripod.
- (14) Time Charts and Graphs.
- (15) Text Books.
- (16) Reference Books.
- (17) Unit booklets dealing with a variety of topics, ranging from family life and neighbourhood to people of other lands and places.
- (18) Literary materials which include tales of adventure, easy biographies, historical series, travel stories, animal stories, historical novels *etc.*
- (19) Periodicals and magazines dealing with current events.

and various aspects of life showing art, literature, music, dance *etc.*

(20) Pamphlets published by various agencies including Central and State Governments and specialised agencies and also by international agencies like the UNO and UNESCO *etc.*

(21) Newspapers.)

{5} Social Science Museum

Meaning of Social Science Museum

The word museum implies the temple of the Muse. It is intended to be a place for study. It is the reference file of real objects by which to verify and amplify knowledge acquired and preserved in other forms.

Advantages of Social Science Museum

- (1) Instruments of Education,
- (2) Teaching History,
- (3) Teaching Geography, and
- (4) Teaching Civics.

(1) Instruments of Education : Instruments of Education : Importance through visits to museums is becoming increasingly popular in all progressive countries because museums, especially those which preserve historical and cultural objects, impart wholesome education at all levels. They give new impetus to impart wholesome education at all levels. They give new impetus to teaching methods. They are instruments of public education with vast potentialities. In Canada, a well-organised modern museum is considered essential to the educational system of the community. In Sweden, visits to museums are connected with the curriculum. Museum collections are a valuable aid to teachers in giving life an reality to school courses, at every stage of formal education. Visits to the museum have been the accepted practice in most countries of Europe and America for several years. Guided tours, walk talks, and illustrated lectures at the museum supplement book-bound curriculum of schools.

(2) Teaching History : Every school should have a museum with a separate section for each subject. The social studies museum can be gradually built. Efforts should be made to find real objects authentic but not be valuable. There Should also be models, photographs, diagrams, charts, paintings, etc., There should be a social studies museum in each school to invest this area of school curriculum with a sense of reality. History will come to life when the children see the relics of the past. The pictures of old monuments, ruins, Sculpture, *etc.*, Will impress upon them that history deals with real people, real places and real things.

(3) Teaching Geography : The specimens of the rocks, seeds, soils, etc., are very useful. Similarly, various types of maps, models, *etc.*, will create interest in the subject.

(4) Teaching Civics : The preamble to our Constitution, Bill of Rights, Declaration of American Independence, etc., will enable the pupils to know something about the efforts of man for independence and a better way of life.

Sections of Museums

The material in a museum should be well-classified so that the pupils could get a fair idea of different events and developments. There can be three sections in the museum-local, national and international.

(1) Local section : It may be built with local relics, local specimens, models, charts, *etc.* Images of gods and goddesses, carvings in bricks or stones, pottery pieces, ancient books, ancient coins, costumes, *etc.*, stimulate the interest of the pupils in the local history and geography and invest the study with a sense of reality.

(2) National Section : It can be built up with the help of models as it may not be possible for each school to get original relics. Some commercial agencies in the country also supply educational models. Models may be prepared by the pupils with the help of social studies teacher, and art master on civilization, Sculptures of Gupta Age, Dams and Projects, *etc.*

(3) International Section : In it can be kept curios from different countries, stamps, coins, flags, dolls, *etc.*

Organisation of the Museum

In a museum an elaborate account of each exhibit-names of teacher and pupils responsible for the collection of the item, date, purpose, utilisation, expense and any other necessary information about it should be kept in a record book or in some other permanent form. The relics collected should be presented in chronological order with proper titles and annotations. The exhibits should be neatly displayed. The relics, not immediately required, should be kept stocked in boxes and exhibited on appropriate occasions.

A good social studies museum should be a collection of useful

Utilising Community Resources in Social Studies

Community Resources and their Importance

Community provides 'concrete', 'seeable', and 'tangible' resources which are extremely 'dynamic', 'interesting', and 'meaningful' for the teaching and learning of social studies. It is not enough for a child to have 'knowledge' about the factories, farms, council sessions, museums and social agencies etc. He must have the 'acquaintance with' all these. A community is a child's laboratory for having first hand learning about the ways of living. The community with its rich and varied resources can enrich and supplement learning in social studies. A well-planned programme can bring the school and the community quite close to each other. A school cannot remain an 'ivory tower'.

Important community resources. Ordinarily we include only those community resources which are within the 'walking distance'. Following are the important community resources:

1. *Places of civic interest.* These include the village panchayat, State legislature etc.
2. *Place of cultural interest.* These include art theatres, clubs, emporium galleries, Kala Kendras, museums, radio stations, T.V. centres, Zoos etc.
3. *Places of economic interest.* These include agricultural farms, banks, commercial centres, factories, telephone exchanges etc.
4. *Places of geographical interest.* These comprise dams, hills, lakes, rivers, river valley projects, rocks, springs, tea gardens, water falls etc.
5. *Places of historical interest.* These include caves, churches, excavations, forts, gurdwaras, inscriptions, mosques, pillars and temples etc.
6. *Places of scientific interest.* These consist of broadcasting stations, engineering institutes, thermal and hydro-power generating stations, television centres etc.
7. *Government buildings.* These include fire stations, law courts, military installations, police stations, public libraries etc.
8. *Forms of social control.* These comprise attitudes, beliefs, customs, ceremonies, rituals, traditions etc.

Methods of utilising community resources. These are basically two ways:

- I. Taking the School to the Community.

II. Bringing the Community to the School.

1. Taking the school to the community. This includes:

(1) *Field trips* to places of civic, cultural, geographical, social and scientific places. These trips are very helpful in integrating classroom instruction stimulating imagination and learning by providing sensory perceptions, seeing life vividly, learning in the art of living with others and expanding emotional and intellectual horizons.

(2) *Community service* which includes cleanliness of the community, attending on the sick, social service in fairs, planting of trees, digging of manure pits, making of drains etc. All these activities help in developing a sense of dignity of labour, fellow-feeling etc.

(3) *Social survey clubs*. Social survey clubs should be organised in schools which could undertake to investigate some of the crying needs and problems of the surrounding areas, e.g., the condition of roads, the percentage of literacy, the drainage of the village, street or town etc. The study of the community will help the child:

- (a) to have a keener knowledge and understanding of social facts.
- (b) to develop a more sympathetic attitude towards other people.
- (c) to develop a desire to take more active part in community affairs.
- (d) to have a recognition of certain forces that shape personal and social living.
- (e) to have a greater sensitivity to the need for accepting social responsibility.
- (f) to have a more intelligent concern for democratic institutions, their functions and contributions.
- (g) to develop new interests in occupational fields.
- (h) to understand the problems of the community in a better way.
- (i) to appreciate that he must play an important role for the welfare of the community.

The study of the community will help the teacher:

- (i) to correlate his teaching with the life of the community.
- (ii) to utilise a rich source of instructional aids and material.
- (iii) to fit the curriculum to the personal and social needs of pupils.
- (iv) to develop better public relations.
- (v) to co-operate with all other agencies engaged in school and community improvement.

II. Bringing the community to the school. Following are the important means of bringing the community to the school:

1. *Celebration of festivals*. Our festivals are the 'visible' embodiments of our culture. They form an integral part of community life. They can be exploited for purposes of education in schools. To quote T.S. Avinashilingam, "These days, far from being declared holidays with school

closed, should be the days when school works in full strength not for the usual routine work, but for understanding the implications of the festivals and reliving them in the lives of children." Broadly speaking, we have six types of festivals:

(i) Religious festivals such as Shiva Ratri, Ganesh Chaudas, Durga Ashtmi, Anant Chaudas, Moharram, Easter, Christmas etc.

(ii) Seasonal festivals such as Basant Panchmi, Lohri, Baisakhi, Nirjala Ekadasi.

(iii) Days of national rejoicing accompanied by all kinds of fun, frolic, art and music such as Holi, Deepawali, Dussehra.

(iv) National festivals e.g. Independence Day, Republic Day, Mahatma's Birthday.

(v) Celebrations of the birthdays of national heroes e.g. Buddha, Shankara, Guru Govind Singh, Guru Nanak, Guru Ravi Dass, Lala Lajpat Rai, Guru Teg Bahadur.

(vi) Literary festivals e.g. The Days of Tulsidas, Surdas, Tagore, Kalidas.

By organising the birthdays of the national heroes, the students may be inspired by high ideals by re-telling the stories of their lives, the dangers they faced, the tremendous odds they had to overcome and the efforts they had to make before attaining their objectives. It must be stressed upon the students that they must dedicate themselves to the service of the nation to which they belong.

National celebrations such as Independence Day may be used as occasion to focus attention on the various problems to be solved.

Celebration of the literary festivals like the days of Kalidas and Tulsidas help us to remember and study their great works.

Seasonal festivals help the children to understand the exhilarating effect of the change of seasons which the festivals indicate.

Attempt should be made to celebrate these festivals in the school premises so that the parents may also be brought into close contact with the activities of the school. Some of these festivals at which many people gather provide opportunities of social service to the students and teachers and thereby help in a good relationship between the school and community.

2. *The school as a social, recreational and cultural centre.* As most of the village schools are the only common meeting place in the villages, the cultural, physical and social activities in the villages should be planned, organised and held in the school with the joint co-operation of the public, the staff and the pupils. In this way, social service activities such as health and education weeks should be organised in the schools. Religious discourses, national celebrations, prachar sang programme attract members of the community to the school.

School grounds should also be made use of by village people for playing

as they have no other properly maintained and marked grounds available for them. They may play after the regular scheduled games for the pupils of the school are played.

The older sections of the community may also use the school ground to spend their evenings and discuss problems of the day. Evening programme involving entertainment by magic lanterns, projectors or shows, radio programmes can be organised with no prejudices to school work.

District tournaments may be conducted in the schools where thousands of people meet on these occasions.

3. *Adult education centre.* The schools should become centres of adult education both in rural and in urban areas. They should conduct regular campaigns against illiteracy and educate the adults of the locality. Students should also be associated in this work.

4. *School library.* Efforts should be made to extend the services of the library to the community and this may take many forms:

(i) Issuing of books to parents and others in the name and responsibility of the pupils.

(ii) Opening of school library for public use before and after school hours on holidays and during vacation.

(iii) Giving a room to a social service organisation in which to keep books and serve the community as a library.

(iv) Issuing of books to the Secretary of Old Students Association who may act as librarian to the old students and may be responsible for returning the books to the school.

5. *Experience of the members of the public.* Various "resource visitors" may be invited to the school to give out their life experience in various walks of life and increase the general knowledge of the pupils. "What we would like to see is a two-way traffic," thus observed the Secondary Education Commission. Interested members of the community engaged in various useful vocations and professions, will be invited to the school from time to time to talk about their particular work, to show its place and significance in the life of the community, to discuss its difficulties as well as its rewards. In this way, outside life will flow into the school and lower, if not knock down, the wall which at present isolates it from the currents of life operating outside.

6. *Parent-teachers association.* There should be a parent-teachers association in the school which will help them to understand each other's point of view and will enable them to learn to co-operate in the common task for giving a better, more rational and more sympathetic deal to the children.

7. *Exhibition.* On occasions like the 'school day', an exhibition may be arranged for the benefit of the students and the public. This school

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exhibition may consist of the **two** sections:

- (i) A United Nations Posters and Charts Exhibition consisting of posters and charts which are possessed by the School UN Association.
- (ii) An arts and crafts exhibition consisting of paintings, drawings, collections of curious articles, stamps and coin collections etc. In the exhibition, the collections of parents may also be included.

8. *Meeting with the parents of children of a particular class.* The parents of children of one particular class at a time may be invited to have a general discussion with the teachers in charge of various subjects in the class. Discussion may centre around medical examination, projects undertaken by the class, progress of children and various other matters directly pertaining to the welfare of the children.

9. *Inviting parents to witness training displayed by children in various fields.* Proficiency gained by a child at a particular game, or special aptitude shown at a particular co-curricular activity may be brought to the notice of the parent.

10. *Participation by the parents in school programmes:* (a) Some parents can lend a helping hand in raising funds for the school. Their help should be secured. This will develop in them 'sense of belongingness' to the school. These are the many ways through which the parents can help the school authorities i.e. by donating or lending books, giving stipends to the poor students, arranging mid-day meals for the poor etc.

(b) The school authorities should not hesitate to utilise the knowledge, skill and experience of the parents in supplementing class teaching. A doctor may be requested to give lectures on Hygiene and Physiology. Similarly, the services of the parents in other fields may be utilised.

11. *Career conferences.* Career conferences may be organised and the parents asked to attend them. Specialists in different fields may be selected from amongst the parents and their talks arranged on the various aspects of their occupations.

12. *Association of the parents in the management of the school.* Parents may be associated with the managing committees of the schools. There can be no other person more interested in the school than the parents of the pupils.

13. *Educational conferences.* Educational conferences should be organised in which parents, teachers and representatives of the education department participate. These conferences help exchange of thoughts, opinions, experiences, stock taking of the past and plan for the future.

14. *Making the school as a centre of community service.* National, social and cultural functions should be organised in the school and the parents invited to attend them. School library may be thrown open to the parents. Labour weeks may be organised wherein students render them some social service to the community.

15. *Celebrations of parents' days.* It may be a full working day. The parents may be taken round the school so that they may see how the classes are held and where their children sit. Actual teaching done in the class may be shown to them. On the parents' day, activities such as debates, dramatics etc., may be organised. Children's work like calligraphy models, maps, charts etc., may be exhibited in one of the rooms of the school.

The parents may be taken to special rooms like the geography, history, science, craft etc. School sports may be organised on this day. It may take the form of Annual Prize distribution or School Annual Day. Adequate preparation should be made so as to give a good show of school activities. A light refreshment to the parents may be served if the funds permit.

Role of a Teacher in Enlisting Parent-Teacher Cooperation and Utilising Community Resources

1. The teacher should show considerable patience and tact in dealing with parents.

2. He should not mind facing a rebuff or two at the hands of the parents.

3. He should allow the parents to talk voluntarily.

4. He should make a thorough study of the child's problems, his abilities, limitations and assets and discuss these with their parents.

5. He should not let the parent have the idea that the teacher is prejudiced against his child.

6. He should offer suggestions to the parents in a polite and convincing manner.

7. He should make the parents realize that he is sincerely interested in the welfare of the child.

8. He should impress upon the parents that he is also an active partner in the education of the child.

9. He should convince the parent that the school has the atmosphere and the apparatus to give the child an all-round instruction, make his life at school a profitable period and make him fit for life after school.

In view of the mass illiteracy in our country, the initiative for the home school cooperation rests upon the teachers. To quote S. Bala Krishna Joshi, "Parental cooperation cannot be had by learned disquisitions on the subject, or by periodical pamphlets posted to the parties. It cannot be created overnight. We cannot wake up one fine morning and find the parents pitchforked into cooperation. It is based on a series of silent acts of sincere service to children. It is the natural consummation of devoted deeds of dedication at the shrine of duty." All possible avenues should be explored to establish contacts with the parents.

In the end we may stress the importance of making the parents and the community interested in school work in these words, "The ordinary